

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



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

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## REGULAR BOARD MEETING

District Office, 130 South Willow Street, Belle Plaine, MN 56011  
6:00 PM Monday, September 26, 2016

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

### 1. Call to Order:

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

1. <u>Professional Development Follow-up:</u>	Dr. Ryan Laager	<u>3</u>
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### 3. Other Items as Brought Before the Board & Consideration of Agenda:

4. <u>Consensus Items:</u>	Chair Gardner	
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1. <u>Previous Board Meeting Minutes:</u>		<u>68</u>
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2. <u>Approve Monthly Expenditures:</u>		<u>71</u>
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3. <u>Personnel:</u>		
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4. <u>Student Enrollments:</u>		
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5. <u>Donations:</u>		<u>96</u>
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### 5. Discussion Items:

1. <u>Superintendent Update:</u>	Dr. Laager	
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1. <u>District Goals:</u>	Dr. Ryan Laager	<u>97</u>
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2. <u>Board Member Reports:</u>	Board Members	
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3. <u>Building Administrator Reports:</u>		<u>98</u>
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**6. Action Items:**

<b>1. <u>Update Resolution Authorizing Issuance of Individual Procurement Cards:</u></b>	Mr. Keller	<b><u>105</u></b>
<b>2. <u>2016 Pay 2017 Levy:</u></b>	Mr. Keller	<b><u>109</u></b>
<b>3. <u>Renewal contract for Early Learning Services Coordinator:</u></b>	Mr. Keller	<b><u>110</u></b>
<b>4. <u>Approval of MOU with the BPEA:</u></b>	Dr. Ryan Laager	<b><u>114</u></b>
<b>5. <u>Date change of October Board Meeting:</u></b>	Dr. Ryan Laager	
<b>6. <u>Review of Current Policies:</u></b>	Dr. Ryan Laager/Mr. Keller	<b><u>116</u></b>

**7. Upcoming Meetings:**

**8. Adjourn:**

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Board Clerk

\_\_\_\_\_  
Date

# ***BELLE PLAIN***

## **Professional Development Recap**

September 12th, 2016

TOPICS BEING DISCUSSED  
IN THE PD DAYS ARE  
BETTER TO TALK ABOUT  
NOW INSTEAD OF A  
RANDOM DAY DURING THE  
SCHOOL YEAR.

A lot got accomplished  
and the days went great!

Thank you for a great 6 days! It was the best start I have ever had. I loved all of our training and time getting the tech apps ready to use. Everything seemed organized and well done!

Over all I was happier than I thought I was going to be after the 6 days. Most of the meetings I was in were good to have and helped. The time in my room was much needed.

*Overall, I appreciated  
the variety of PD  
offerings available and  
learned a great deal  
from the presentations!*

**Thank you for the new learning  
opportunities and for starting the  
year out on a positive note. I feel a  
sense of accomplishment and  
motivation.**



# Rationale

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- Provide staff with the necessary tools, time, and resources to implement best practices as the school year begins
- Time to listen, time to collaborate, time to reflect, time to plan for implementation

***BELLE PLAINNE***



# Chatfield Week in Review

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- FAST Assessments
- Balanced Literacy Tools
  - Writing
  - Press (Tier 2 Intervention)
  - A to Z
  - Lexia
- Top 20
- Staff Meeting
  - Reviewed
  - Accomplishments-4 years
  - District/School Goals
  - Kim's Goals

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# Oak Crest Week in Review



- FAST Assessments
- Balanced Literacy Tools
  - Writing
  - Press (Tier 2 Intervention)
  - Storia
  - Lexia
  - IXL
  - Spelling City
- Top 20
- Staff Meeting
  - 15 Fixes for Grading
  - District/School Goals
  - Liann's Areas of Strength/Growth

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# Feedback From Sessions-Elementary

## Quality of Professional Development Provided





# Feedback From Sessions-Elementary



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# Secondary Week in Review

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- Grading For Learning Presentation - Andy Fields
- [\*A Repair Kit for Grading - 15 Fixes for Broken Grades\*](#)
- Assessment Structure and Practices
- Practitioners by PLC Department
  - English, Reading, Math, Social Studies, Electives

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# Feedback from the Week - Secondary



- Likert scale from 1-5 (1-low, 5-high)
- 98% found Andy Fields' Presentation valuable (4s or 5s)
- 90% found the "15 Fixes" conversation valuable
- 85% found the practitioner conversation valuable
- 93% have an interest level in moving forward with SBG
- Grading for Learning Committee forming this week

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# Takeaways from the Week - Secondary



- Grading practices changes
  - 80-20 - Summative/Formative
  - Consistent grading scale - 90, 80, 70, 60, below
  - Consistent communication home on practices
  - Revisit policies - cheating, unexcused absences
- Grading for Learning Committee forming this week
  - Clarity on focus
  - Short term - cheating, late work, incompletes, PD needs
  - Long term - using the “zero”, grading scale, assessment practices

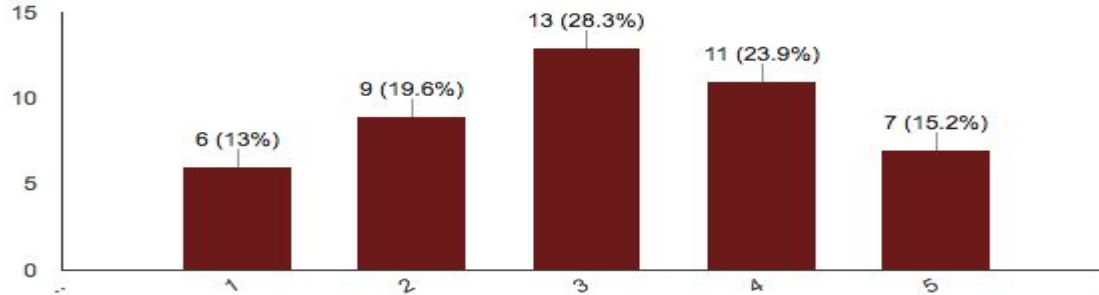
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# Feedback from the Week - Elementary



Front loading the professional development at the beginning of the school year has provided me tools to implement ideas in my practice for the 2016-17 school year.

(46 responses)

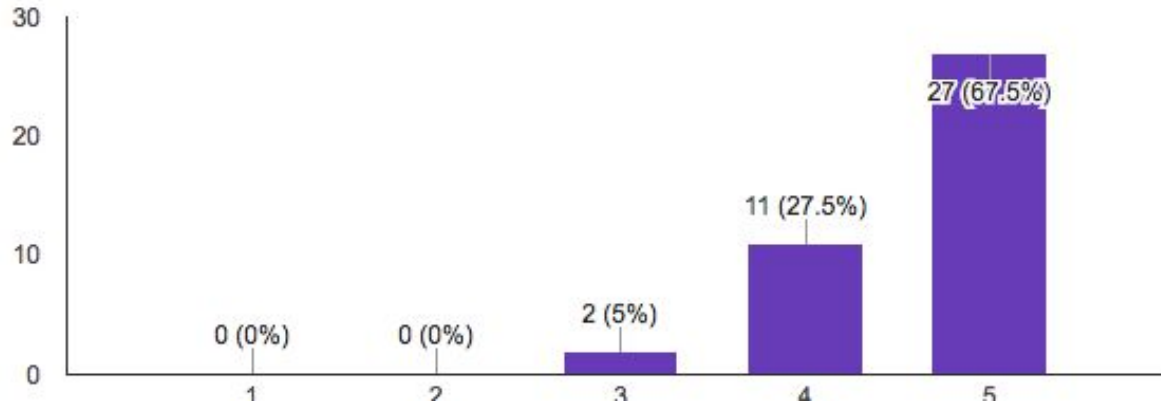


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# Feedback from the Week-Secondary



Front loading the professional development at the beginning of the school year has provided me tools to implement ideas in my practice for the 2016-17 school year.

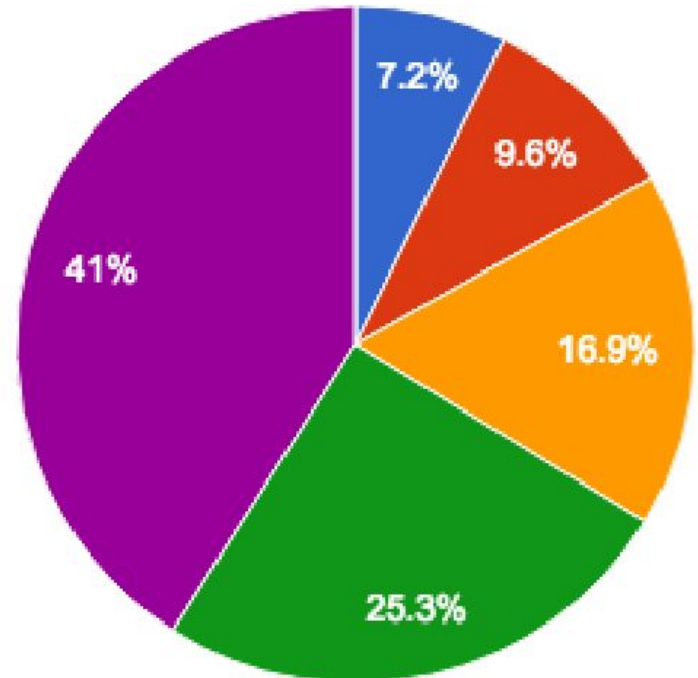


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# Feedback from the Week - Overall



Front loading the professional development at the beginning of the school year has provided me tools to implement ideas in my practice for the 2016-17 school year.





# Agreements and Work Moving Forward

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- Learning Logs and goal setting
- PLC Leadership
- Grading for Learning Committee
- Staff Meetings
- Data Days

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## ELEMENTARY

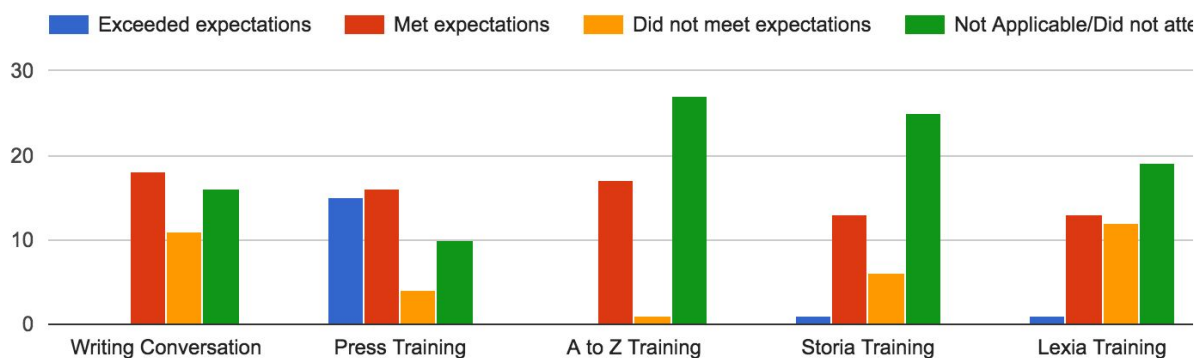
### What was valuable/would like to see more of?

- Lots of great comments about Press Training
  - Practicing interventions
- Top 20 Training: very motivating
  - Great way to start the year off
  - Appreciative that a social/emotional training was included
  - Positive attitude training is so valuable
- Trainings touched a lot of different areas
- Valuable to have conversations as a staff on big items, like writing and grading
- Nice balance between trainings and classroom time
- More “play” time within the learning tools. (Lexia, Storia, Spelling City, ex.) during trainings to have support when questions come up
- More team time to talk through and explore during each of the trainings. Helps digest and helps implement new ideas
- Days throughout the year to reflect on taking what was learned into the classroom

### What did not work/would like to see change?

- Need more time to collaborate with colleagues to explore how/when to implement the new ideas and strategies
- More practical, useful information rather than theory
- Needed more time to process all the information
- Left feeling very overwhelmed
- Most trainings were Web based
- Maybe a few more hands on/ “learn by doing”
- More trainings around other subjects (very reading heavy?)
- Lexia & Spelling City
  - Unorganized
  - Being able to login and be more hands on with the tools
- More follow up on the writing conversation

## Quality of Professional Development Provided





## **SECONDARY THEMES**

Our professional development feedback and reflection echoed elementary feedback in feeling they positive in overall feedback. Strengths of the training at the secondary level met or exceeded staff expectations as the training included time to “continue to do what is best for kids.” Staff felt encouraged and that the endeavor would be “achievable” while not having to “figure out Day 1” but rather allow grading to be “something we will work at, adjust and grow.”

Challenges from staff included remarks and reflections related to changing past practices of percentages and formative content. A variety of concerns related to what staff may have yet to understand. One specific theme appeared around change and the adjustment to creating non-graded work and/or changing homework practices. Staff were given insight on how to shift from homework being formative in the past and in this vein would need to find “different strategies for formative assessments and change how [they] assign and assess daily homework.separation of homework from formative work.”

They seek added rubrics, applications to special education and methods to make certain “assessments are best practice to maximize student growth.” Again, this process will take time yet staff appreciate hearing of the real-life experiences while recognizing that there will be “challenges and changes along the way and that’s okay!”



- Not everything has to be figured out Day 1, this will be something we will work at, adjust and grow was great to hear
- Continuing to always do what's best for the kids
- Grading system guidelines
- He made everything seem achievable!
- A clear vision of the changes we are enacting
- Provided a great baseline for discussion and collaborative learning and made everything seem achievable!

What about Andy's presentation challenged your practice?

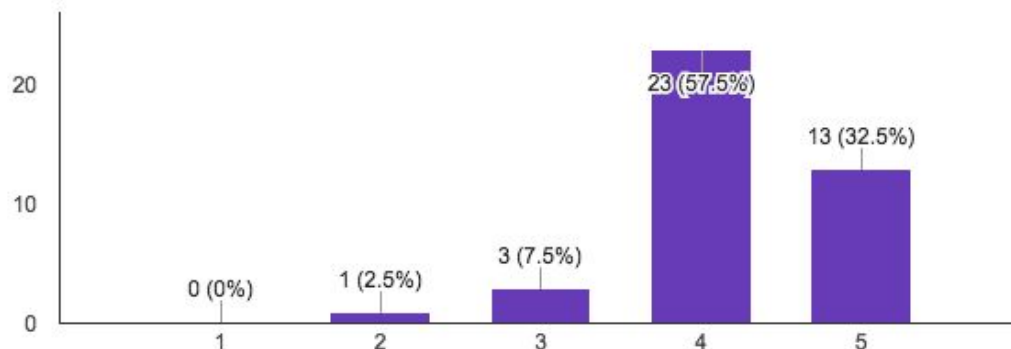
- Overwhelming that this will take years to perfect
- The unknown
- Giving out no Zero's
  - Time for students to retake summative assessments
  - Letting students turn in late work whenever they want
- How do we do formative and summative with sped?
- Grading scale of 90, 80, 70, 60
- Finding different strategies for formative assessments and change how i assign and assess daily homework.
- Lack of accountability
- The separation of homework from formative work

Based on the presentation, what is one area you need support?

- TIME!
- Alignment (grades, expectations, deadlines, etc.) across departments or the entire staff
- Training and resources
- Common grading scale for entire school
- Aligning rubrics to standards and organization of the grade book
- Developing great assessments
- Seeing specific models
- Feedback
- Support from admin as these changes are being made help with students and parents through process

On scale of 1-5 how would you rate the quality of "15 Fixes" conversation? (1 being low 5 being high)

(40 responses)



How did the "15 fixes" positively impact your practice?

- Not to use the same old methods

- More confident in what my grading practice should look like
- Organizing my grades into standards instead of full assignments
- To re-think maybe what you've always done or what you were planning on doing and making sure it always goes back to learning
- Made you really think about what you do and why you do it
- How to grade for learning and making it all about learning!
- Allowed for great discussions per department

How did the "15 fixes" challenge your practice?

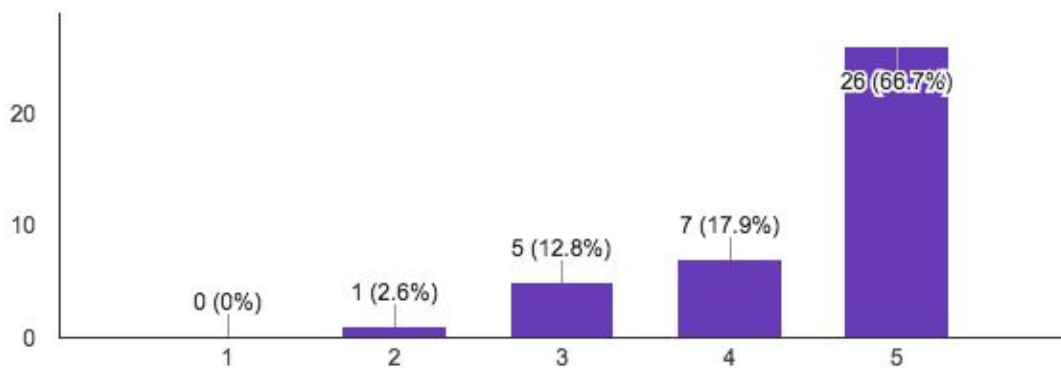
- No zeros and no deadlines
- No consequence for academic dishonesty
- Quality assessments
- A lack of definite commitment

Based on the "15 fixes" where do you need support?

- Managing time to ensure students achieve
- Time
- Examples
- Administrative follow through
- Gradebook
- Classroom delivery
- Making sure assessments are best practice to maximize student growth

**On scale of 1-5 how would you rate the quality of the content area (practitioner) conversation? (1 being low 5 being high)**

(39 responses)



How did the practitioner conversation impact your practice?

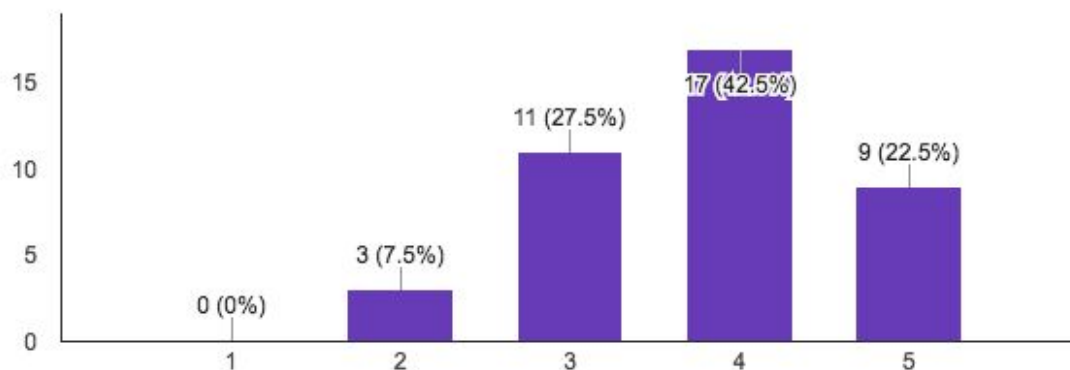
- Knowing that in their school people are in different levels on this but still moving toward a better grading system
- Again, this process will take time
- Real-life experiences
  - that there will be challenges and changes along the way and that's okay!
- Examples, examples, examples!!
  - assessments, gradebooks, etc
- Allowed great conversations to happen!

What did it challenge in your practice?

- Understanding a timeline
- The unknown
- The amount of time and expertise in order to implement a lot of the changes
- If some teachers/departments do not 'buy in' then it could be very frustrating and purposeless
- How to put into practice in certain areas

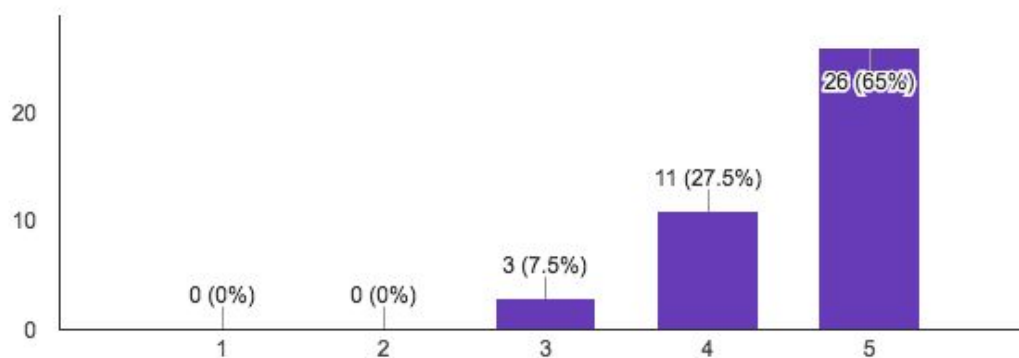
**How would you rate your comfort level (based on your skills) in moving toward a grading for learning focus? (1 being low 5 being high)**

(40 responses)



**What is your interest level in moving toward a grading for learning focus? (1 being low 5 being high)**

(40 responses)



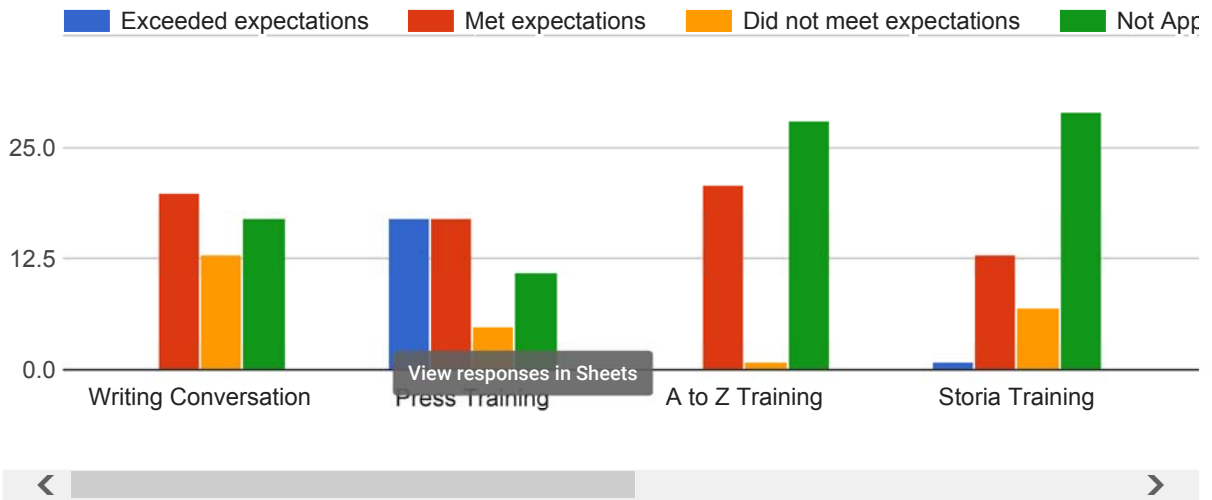
50 responses

SUMMARY

INDIVIDUAL

Accepting responses

### Quality of Professional Development Provided



What areas of the learning week were valuable for you? What would you like to see more of?

(50 responses)

Training that I can put to use right away .... I would like to see more team time

Press,  
Top 20

Ixl,  
usable information, time to explore the new information....not just filling the  
time with training.

The  
Top 20 training was motivating and I really hope that we can move forward as a  
school to embed it into our culture. I loved the language that it uses and am  
excited about it!!

I  
enjoyed the conversation with Chatfield teachers on writing. It definitely was  
eye opening to see where we were at and what we could start working towards. I  
also liked the Top 20 training because it hits on the social aspect of school  
and the learning environment that we create for our students. It brought to my  
attention that my attitude affects both my coworkers and students. I would  
definitely like to see more work on community building as teachers, and then  
continue time to work with our colleagues in teams to prepare for the  
year.

Practical,  
useful information rather than theory.

The  
time spent working with my team and sitting down to talk about how/ when to  
implement the new ideas or strategies from the morning of Press Training. Top 20  
speaker Paul was wonderful. I could have spent more time with him! Can we get  
his friend Willow in to speak to our district staff..... I've heard wonderful  
things about her!

IXL  
training was beneficial appreciate that the presenter shared the transcript with  
us. PRESS training was interesting and useful it just got to be a long  
day.

I  
liked how it was scheduled with some mix of everything (learning time/classroom  
time). I appreciated that the Top 20 (social/emotional) was also included.

The  
amount of work time was pretty good this year! Press training was great. Can be  
put into use.

Classroom  
time

Tier  
2 interventions

PRESS

I would like more Opportunities to discuss events/topics/ideas with the appropriate teams/grade levels.

What a positive message in the top 20 training - it was just what I needed to get back in the right frame of mind! Bring on the school year!

I really liked the top 20 training - the press training was a lot of information in a day but great information

Press had some good ideas.

Valuable to have conversations as a staff on big items like writing and grading

Top 20. The extra time in our rooms.

Preschool Teachers met with Bryce about Schoology. I liked meeting with him in our small group instead of a larger group presentation. I wish we would have had more time...my head is still spinning.

Having classroom teachers put students' names into their Lexia and Raz kids rosters was so nice. It will encourage more teachers to use these apps. When school starts they get so busy with everything. This is something that takes time. Taking time to learn about Press in one big chunk was so much more effective than if we would get a little here and there

Top 20! Such a good reminder. Follow up on Top 20. Refresher and staff working to put the top 20 model into action

Conversations with colleagues about big picture items like a writing plan and grading policies. I was glad that staff were allowed to opt out of training sessions for things we were already using, such as spelling city.

It was a nice balance of training and work time in our classrooms.

I had time to start planning in my STEM room for coding which is what i really needed :) Thank you for not making me sit in the meetings that did not apply.

Positive messages like the Top 20 speaker

I really enjoyed the top 20 training...positive attitude training is valuable!

I found the PRESS training really helpful to do before hand to start the year out. I also liked that CPI training was able to be built into workshop days so that it doesn't have to be held after school in the evenings after the year has started. I think this also worked well for the paras as many of them have different hours and supervision after school.

As ECFE faculty, would have liked to been able to attend technology trainings. We often have parents asking about the things that their older children are doing in school.

I would like to see more intervention workshops especially in reading.

Time in our rooms is valuable. I'd like to bring in speakers/presenters for the K-6 specialists. There are many professionals out there that have great presentations for us and it would be a good team building exercise as well.

It was nice to have so much time in our classroom!

Seeing any new updates on programs like IXL and Storia, although some trainings might have been long for some staff. Perhaps next year just a short refresher/updates for veteran staff and more information provided then for new staff or those who still want to see more. All OC staff conversations about important issues like grading, etc. were good to have - we don't often get the chance to have face to face discussions because most topics are done through email. Sometimes the direct interaction is important. Providing work time in the classrooms was appreciated and even the short flex time was a nice option.

I liked that for A-Z we had computers in front of us and were able to enter kids names, and actually see what to do instead of just being told what to do.  
:)

Learning about interventions and strategies for behavior management were great!

FAST Training, which was impromptu in our building and late on week two was extremely valuable as it was something I WAS 100% going to be using immediately. I would love to have more information on A to Z, but from teachers who are using it or an actual A to Z rep VS. a tech person from our district who wasn't very enthusiastic, speaks quickly (often in a foreign "techie" language) and is easily side-tracked.

I love the training on PRESS. More PRESS, please! :)

PRESS

training was beneficial although I wished there had been more time to see individual interventions modeled. Top 20 training was phenomenal! Enjoyed the practical tips for changing "the line" across all environments in the school.

Getting

our students names into programs we are using. Having extra time in classrooms to get things together.

For

PRESS, I loved practicing interventions to see how they will look in our classroom. I just wish I could've been 2 hours of just that! The Lexia had good information, but only 150 licenses for OC means not all of us will be using it, so it seems a bit silly that everyone was at the training. I would like to see the morning filled with training and the afternoon filled with application time so we can actually incorporate the learning into our classrooms right away. I did appreciate the roster time to get my students set up on Spelling City, etc.

Having

time to set up the initial things on the computer that we normally don't have time to do with support staff available for trouble shooting.

Information

on the programs available for us to use with students was valuable. In the past we were given our usernames and passwords and didn't really know how the programs could be utilized.

I

appreciated the workshop Liann held for Oak Crest with a focus of clarification of important building tops and goal setting. I would appreciate more of this.

The

Press Training and Top 20 Training were absolutely wonderful! As much as the Press Training was overwhelming being a newer teacher, it still seems manageable in the classroom. I enjoyed the Writing Conversation because it got us all to think about that topic when we otherwise wouldn't have. It got the wheels turning for future improvements.

Thank

you for time in our classroom!

I

enjoyed the Top 20 training most of all as it is a step towards creating a more positive culture in our classrooms, schools, and our district. It will also benefit our own families and our own individual lives.

It  
was great info and well organized.

The  
Above the Line/Below the Line presentation went very well. Would love to see more work time in our classrooms. I felt bad, like I should've been doing something else when I did have work time in the classroom.

I'm  
a specialist, so I wasn't a part of the reading/writing training. I liked having the extra time at the beginning of the year to get organized - very valuable to me.

It  
was very valuable to include time to add our students to ixl, AtoZ and Schoology. I'd like built in time for grade level meetings.

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## What areas of the learning week did not work for you? What changes would you like to see?

(50 responses)

If  
I'm going to sit in trainings, having log in info would be helpful. Missing trainings because things were double scheduled

Lexia-I  
felt that we didn't learn how to use it or it's purpose...plus, OC didn't have accounts, so it made it more difficult to understand

My  
brain was full, too much information in a short amount of time, unable to process it!

For  
me, I learn by doing, so the web based trainings did not work for me; they were to basic level. I would have liked time to sit with the group, so we are intentional, and "play" with Storia or Spelling City.

Though  
PRESS training was informational, I think that it could have been shortened up. It was a lot on things that we (should be) doing as teachers and it would have been nice to give us half a day to talk amongst our teams/coworkers to plan to implement some of that training.

Focus  
is on getting started with kids in the near future and a number of these ideas

did not help us in the short term. Not a great time to see the big picture.

Afternoon of press training was geared towards phonics when most of us at OC are beyond that stage in teaching reading strategies. Also, Lexia wasn't well planned when none of the OC even knows what the program is nor were we able to sign in to take a look. Spelling City was not worth my time for what I needed.

Disappointed in the Spelling City presentation. Very unorganized. Perhaps it should have been held in a computer lab so everyone had access to a desktop so that we could have actually done something with the program.

I'm still curious about what it will be like without having days to "break up" the school year for students and staff. Only solution is to try it out.

A breakfast or doughnuts or something on the first day to be introduced to new staff right away.

Accurately identifying which workshops are appropriate for the variety of teachers to attend.

More time to practice and use tech on new areas.

It was a lot of training and there isn't time built into the school year to stop and reflect with colleagues on how things are going.

I would like to see some sort of math training in the future. Every presentation involved reading or writing.

Lexi training was tricky without specific questions and access to the technology. Could have maybe been split chatfield and oak crest to facilitate that. I'd also be curious to know if the work times between PD items were planned in for processing time, or if it was unintentional. Personally, I'd prefer the training to be more compacted and the work time to be another compacted chunk. It was difficult to get started on something when the block of time was short.

More time to meet with grade levels It was a lot of information to take in before the start of the school year - good information but just a lot

I really would like to see the grade level meeting with sped and specialists moved to the first or second day.

Couple

specific apps it would have been beneficial to see actual student data and how it relates

I

thought the week went well!

Early

Childhood is not included in any of the other trainings throughout the week. I did, however, appreciate the extra time in my classroom. It is very difficult to prep a room for 3 groups of students. The time is needed and appreciated.

I

do wonder if we should make sure to introduce new faculty on the first day...

I

don't like front stacking the PD days. I think they are more beneficial spread out through the year.

The

PRESS training was not as valuable as I had hoped. It did not need to be 6 hours long.

Front

loading the days and having the trainings in the mornings and work time in the afternoon works best for me...afternoons are harder to stay focused and fresh.

I

thought it was great! I loved the "time" for STEM to "work" upfront to start the year. I was able to get the lunch count for the school all set up as well :)

Not

enough training provided for other subject areas other than reading

Lots

of meetings...not as much preparing room time...could use more free time

The

Lexia training did not seem beneficial as Oak Crest didn't know what kids would be using it and couldn't get into it to see how it works.

More

paid time in classroom, especially since we got moved around so much this year. I have to pay for child care if I'm here, and can't afford to do so if I'm not getting paid.

Some of the app training was beneficial, but I think being able to choose which ones teachers want to go to would be better.

The iPad management could have been expressed in an email with an optional in-person meeting for those who felt they needed it.

A lot of conversation but not a lot of direction or decisions made.

The programs/trainings were valuable; it is a lot to take in during this back to school time though. Maybe a modified version of this frontload workshop would be good. It may also be good to ask these questions at the end of the year in planning for next year. It would be interesting to see how staff feel after going through the school year with little PD workshops during the year. Are some workshops valuable to have once we're settled in? Sometimes that mental break from classrooms is valuable.

Hoping for a follow up on the writing conversation...seem to leave still not knowing what suppose to do.

It would have been nice to have the grade level meetings during the first week or at least on Monday of the second week so teachers can plan accordingly after learning about students in their class.

Writing conversations was not a valuable use of my time, as it left me with more questions than answers and I didn't move forward or get anything out of it personally. The instructor for PRESS training was knowledgeable and very friendly, however sitting for long periods of time and listening to someone talk is not my learning style, therefore I did not gain much from the training. It was too much information at one time and not enough practical, hands on opportunities. I would have loved to have her actually show us a couple interventions right there on the spot.. not just a video of a random teacher. By her showing us an intervention on the spot we could stop and ask her questions along the way, it would have also made it more personal/relate-able.

Mini synopsis of training and location on chart.

Classroom technology sessions (e.g., Storia) were a bit frustrating due to not receiving passwords/log-in information ahead of time. It left me feeling unprepared and I didn't get the most out of the sessions.

More choice of areas that you want to go learn about. Not making us go to all areas...example Lexia or A to Z if we already use the program in our classroom. Having choice of areas to go to would be ideal.

PRESS

was way too long. It would've been awesome to have everyone buddy up and practice an intervention, then show the entire group. It would've been nice to see interventions for each of those categories. We had 6 hours of training and a huge book to look at, but it's going to take a lot of extra time for us to actually use those interventions (since we'll have to read up on them and pick one that's a good fit for what our purpose is). I heard that the IXL training was helpful, but because it was scheduled during lunch I did not attend. I needed a mental break from all the learning.

There were some trainings that site and who specifically needs to attend were unclear.

Attending meetings that don't apply to what I do.

I was a bit overwhelmed with the amount of new trainings we had. I realize they were all important, but it was a bit too much for me to tackle all in a few days.

The Lexia training wasn't very beneficial to me. It will probably be better for me to just talk to a colleague to learn more about that.

The free lunch with the snap fitness guys was a waste of time. Did enjoy the free lunch!

There was a great deal of information presented and given to us in a short amount of time. It felt a bit overwhelming and difficult to process while prepping classrooms, prepping for conferences, and planning lessons. I would suggest having our grade level student information meetings earlier than later. Some information I received yesterday would have been helpful as I prepared my classroom and my conference information for families.

The writing conversation could have been done in a survey! I didn't feel like it was very valuable.

The Spelling City, Press, and SNAP Fitness, just didn't do it for me. I know it's not the intention, but going to some of these workshops felt like we were there to keep us busy, when we could've used our time more productively.

No changes.

The Lexia meeting was not meant for a K- 6 audience. K-2 had already met last year

to learn the content and there were only licenses for 150 students at Oak Crest, so not all 3-6 needed to be there. It made it hard to meet the needs of all of us when half of us already knew the information and half of us will never need to use the information. It would have been nice to have all new staff introduced at the all district breakfast so we could see all the new staff.

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## Any additional comments. (27 responses)

X

Spreading

out professional development so we can dig into it, now I am worried about getting my classroom ready for school. Some initiatives changed what I planned this summer for the new school year.

The

SNAP Fitness training seemed quite irrelevant to have during a teacher workshop.

I

appreciate the time and effort put into planning all the different presentations. Thank You! It was a lot of information to absorb however.

Snap

fitness presentation seemed like it could have been a good idea, but the non personal trainer presenter could have made his part much shorter or we could have heard only from Chris (I think that was his name...the person who works there)

Some

of the trainings would be more appropriate in November.

Thank

you to the planners, PD is a tricky thing to plan!

I

would encourage Dr Lager to give his welcome on the first day. I appreciated being told students are more than a test score.

A

lot got accomplished and the days went great...but I am going to miss workshop days sprinkled into our year.

We need PD days throughout the year to come back around and analyze our work, what to improve. Ect

Please put the grade level student info meetings earlier in the schedule next year to allow time for student conversations to happen. Thank you for planning K-6 separate from the high school. It gave us what we needed and helped avoid feeling like our time was not valued.

Thanks for coordinating all of this for us!

Had I not been given the time to work, but instead been sitting in meetings, I might not have responded the way I did :)

A lot of the trainings would've been more beneficial to have at the end of the previous school year so we had time over the summer to put things together and plan out how to use them. It's too much all at once at the beginning of the year.

It would be nice to have paras working with teachers when the teachers aren't in meetings. We could have used some of that classroom work time to go over student's needs, classroom expectations, etc.

It's hard to say if front loading will be beneficial at this point. Come February/March I may be wishing we had a PD day to re-energize my teaching!

Appreciated that still had time to work in room and have team meetings.

Though I enjoyed many of the presentations I do feel that it's too much at once and that teachers don't have enough time to digest the new information before more information was given to them. The full day of PRESS training was great but I feel like it already has likely been put on the back burner for many teachers since we had many trainings since then. I think if they were spread out again like they used to be the new resources would have a better chance of being utilized and implemented.

I loved the ample classroom/team time (as that is what's really most valuable and appreciated by teachers)! I also liked having two weeks before kids showed up and I know I, along with most, will LOVE being done a week earlier. More trainings on practical things we can use right away would be tremendous. More hands-on trainings vs. sit and listen trainings would also be wonderful!

Overall,  
I appreciated the variety of PD offerings available and learned a great deal from the presentations!

I  
did not like having 6 days at the beginning of the year. It was way too much information to process at once and I have been going home more exhausted than I have ever been during workshops. We had several pieces thrown at us and no time to actually make applications in our classroom, because we've had team meetings, prep for back to school conferences and getting our room set up. I would rather learn some big pieces at the beginning of the year, then give us some tools throughout the year to support that and add to our resources. I know that reading needs to be a focus, but I certainly hope that we look at some math and science/social pieces in the future too.

Having  
multiple agendas coming out made it confusing on which one to use

Thank  
you for the new learning opportunities and for starting the year out on a positive note. I feel a sense of accomplishment and motivation.

I  
also enjoyed the Top 20 Training because I am able to bring it into my personal life! Being my first year here, I appreciated the extra week and work time at school with the other teachers. However, I do appreciate PD days during the school year to break things up.

Over  
all I was happier than I thought I was going to be after the 6 days. Most of the meetings I was in were good to have and helped. The time in my room was much needed.

I  
have enjoyed the presentations in other towns in the past, but it was SO NICE to stay in Belle Plaine all 6 days.

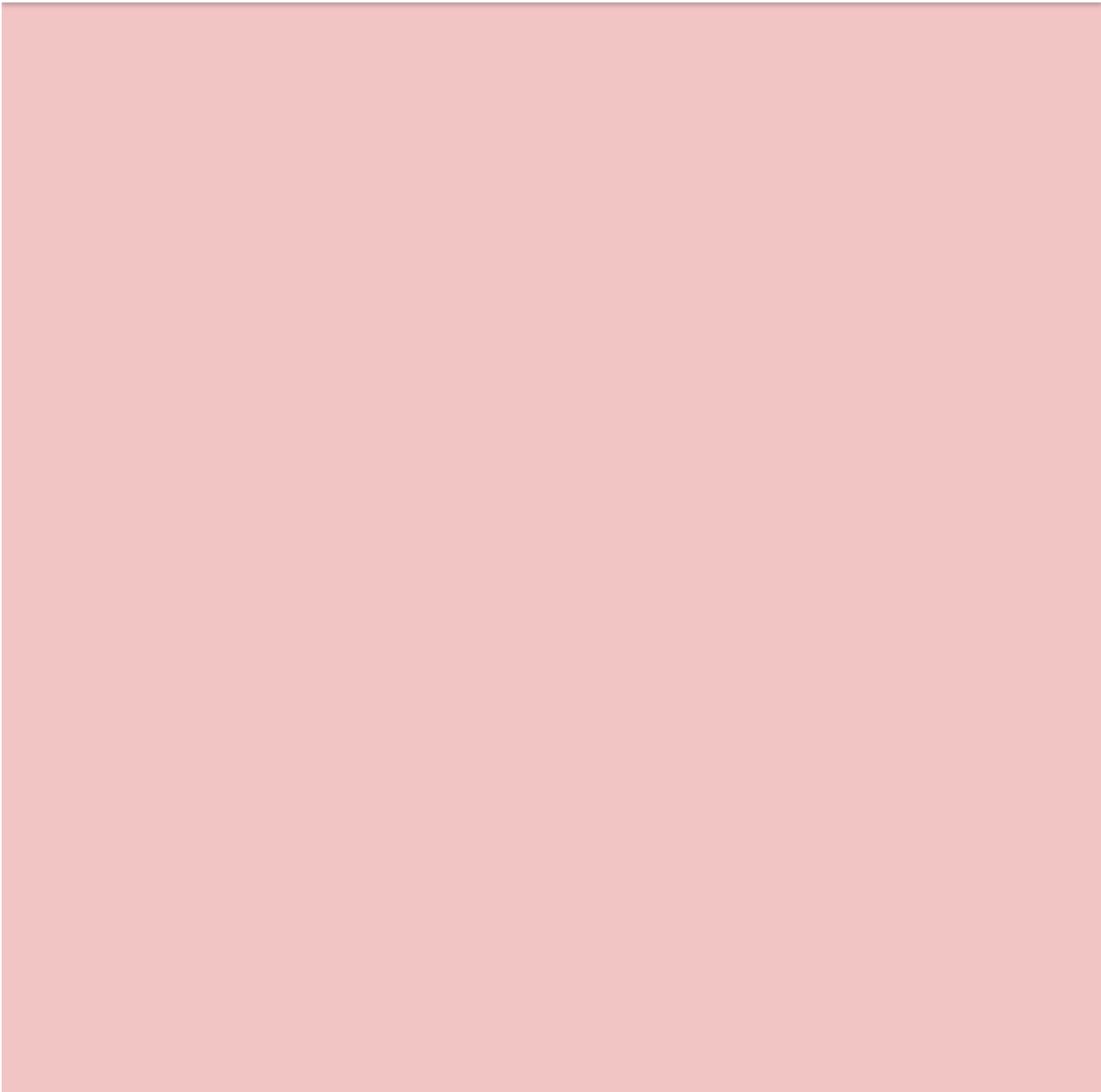
I  
realize this set up is to keep a spring break, and be out of school early. I was fine with how it was before, and I'm fine with the new set up. Easily pleased. :)

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Front loading the professional development at the beginning of the school year has provided me tools to implement ideas in my practice for the 2016-17 school year.

(50 responses)

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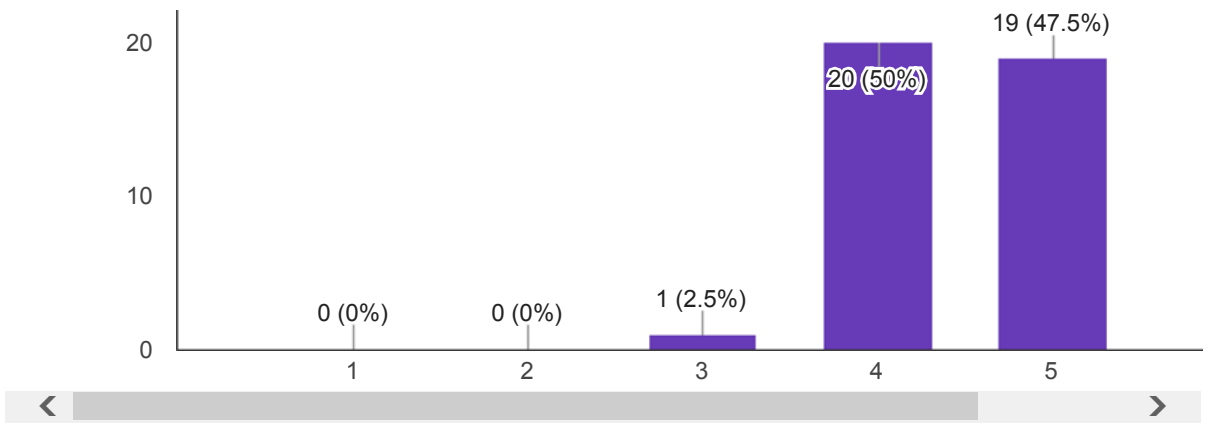


lhanson@belleplaine.k12.mn.us

rlaager@belleplaine.k12.mn.us

## On scale of 1-5 how would you rate the quality of Andy Fields Presentation? (1 being low 5 being high)

(40 responses)



## Based on the presentation from Andy Fields what is something that positively impacted your practice?

(38 responses)

Looking for quality in the assessments and aligning them to standards.

The idea that all lead up work needs to be completed in order to retake a test.

Reading his school's policies on retakes for summative assessments was very useful. Hearing the process of how his school has gotten to where they are today was encouraging.

After his presentation, I was feeling more confident that we can make this work! It has made me rethink what I do in sped as well.

It works at a junior high in Stillwater, it can work at ours.

His discussing the power of staff buy in. I think if we all try to do this fully it will have great results.

Continue to do what is in the best interest of the students.

Use the 80/20 assessment model

To affirm that I'm on the right track

I appreciated his willingness to say that it's a difficult process and sometimes a long journey. I really liked the materials he left for us, the grading scale and policies from their school I think are a really good tool for us to get started.

80/20

Like the grading scale that was in the packet and then putting 4, 3, 2, 1 to it.

I liked when he went through the top and bottom topics that helped improve scores. I also liked to see some concrete grading scales.

A more clear vision of the changes we are enacting.

Hattie's Top 10 of things that impact student learning

The policy on retakes and hard deadlines for summative assessments.

I see a lot of value in changing the way we have always done things. It makes sense to grade for knowledge and give many chances to do so. I really found value in looking at what works!

I like how he talked about it being a journey and a process that will take time. Many times we get overwhelmed looking at the end point

I was happy that they had worked through some of the kinks and was drawn to their retake policy. Do all the practice and formatives before you take the summative if you want to take a retake on the summative.

getting  
a solid retake policy.

I  
appreciated the opportunity that the presentation provided for creating a  
baseline for discussion and collaborative learning. His presentation made  
everything seem achievable!

This  
grading system guides students towards excellence. It reminds us that learning  
is more important than a letter grade or points.

Not  
giving 0s for a punishment

Hearing  
once again that even though this is a long process it does work

He  
reassured me about the parent buy in at 80/20/0 assessing. It is not really  
common outside the cities and it has been papers lately how to go away for high  
stakes testing. This way of grading sounds like that at first, but is really a  
way to assess the students growth and ability to content rather than anything  
else which in relation would give a better representation of the student rather  
than just a letter grade that the parent sees. There is a process and  
explanation for the letter grade in this system that is backed by student data  
that can help parents understand.

His  
honesty about the process. He acknowledged the importance of learning from  
mistakes and experiences.

The  
idea that we might not have everything figured out by day 1 and the fact that  
this will be something we will work, adjust and grow was beneficial to hear.

Reaffirming  
that the practices work

I  
appreciated the process he shared about requiring students to complete all  
formative assessments in order to be eligible to retake summative assessments.

That  
realizing that this is a process, evaluate at points in the year and do not take  
it personally if changes need to be made

The  
puzzle piece activity provided great clarity for planning.

Examples  
offered more insight into how this practice can work within our school.

Hearing  
about the use of HR monitors in their district

I  
like the idea of retakes at a cost of work completion. He had a great way of  
lining this up to complete this.

Always  
keeping an open mind while guiding my grading practices to best tailor students  
growth.

Copy  
of their middle school grading handout

I  
have some new ideas on how to deal with retakes and late work in my  
classes.

I  
loved that this this going to be tackled as a school wide initiative. As a new  
teacher this showed me how well everyone comes together when something is seen  
as being in the best interest of the students.

---

## Based on the presentation from Andy Fields what is something that challenged your practice?

(36 responses)

Taking  
time to have a hard look at how we do what we do.

Kind  
of overwhelming and will take years to perfect.

My  
views on grading aligned very well with what Andy had to share. I can't think of  
anything that he presented that I highly disagreed with.

The  
no zeros

Lots  
to do with an unknown timeline.

Not  
giving zeros at all. I agree in theory, but I worry it will mean students are

not motivated until it's "too late" - it's not feasible to write three missing papers at the end of the quarter to avoid an incomplete.

Looking

at how grading is handled. As a SPED teacher we are at the mercy of the general education teachers getting/being on board.

Giving

students no zeros and able to turn in late work whenever

Not

much

I

don't feel like he challenged my practice, I feel like he just motivated me to want to try all of this!

how

do we do formative and summative with sped?

When

he talked about sports practices late season and formative assessments being the same, I couldn't grasp that, as for me as a coach the late season practices are some of the most important. It is the idea that formative is not as important as summative, I agree that more weight should be put on summative, but without formative most students will not get to where we want them. Sometimes it is the formative and the small things that allows a student to be able to pass the summative assessment.

Some

of the stuff linked to the 15 fixes. There are some things that I don't necessarily see as broken. Also, the student self assessment idea is great, but isn't it my professional responsibility to do that? Especially with summative work?

Getting

all of the changes done and in place to use.

Not

grading a student based on behavioral matters such as group work. I believe that at a middle school level course there are so many skills that are not in the content matter that need to be developed and practiced such as social skills. I feel that I would have a hard time deciding consequences for a student's behavior that are not tied to a grade such as late work.

Time

for students to retake summative assessments.

Changing

how I grade labs and doing group lab grades

The

bookkeeping of all the retakes.

Grading  
scale of 90, 80, 70, 60

I  
am

It  
challenged me to find different strategies for formative assessments and change  
how I assign and assess daily homework.

formative  
and summative assessments in dcd/life skills

Zero  
Policy

It  
drove me crazy to imagine only grading based on assessing the understanding of  
content and not having the students having to be held accountable for their  
'citizenship' in school because that correlates to helping them prepare for the  
real life in college or the work force and being a good person (BE RED).

How  
it will fit in our particular area.

The  
attendance, effort and participation not being an important of the grade is way  
different than we are used to.

The  
lack of accountability to the students, I am concerned if our culture doesn't  
change a lot of the positive change won't occur.

I  
struggle with telling students that there is a firm and strict deadline for work  
and if I understood Fields correctly, his faculty does set deadlines for final  
work to be in. Last year I had one 7th grader who took a summative assessment  
two quarters after she completed the quarter class. I was so impressed that she  
earned 83% of the points on it. My take on her performance was that she had  
retained that information over that period of time and not that the assessment  
was too easy. The assessment really wasn't easy. That student had learned the  
material! In fact, I asked her several questions in addition to the test and  
she demonstrated that, indeed, she did know the material. Also, I had a 3rd  
quarter 8th grader who came back the last few days of 4th quarter after school  
and redid an entire one-point perspective drawing. This student had perfection  
issues that handicapped her in the classroom. During 3rd quarter she worked on  
two brilliant designs and abandoned them because they weren't to her liking. I  
touched base with her every week and suggested she just get the requirements  
redrawn so that she could demonstrate that she understood the standards. She  
earned an "A!" She would have earned an "A" 3rd quarter if her own personal  
critic was not so loud and tenacious and I was not willing to say no to here at  
the end of the year.

The  
lab group grade should not be a summative assessment

The  
separation of homework from formative work.

Often  
student achievement is tied to desired behaviors in most schools, so really digging deep, admitting to yourself, and distinguishing between the two at first was more difficult for me. It totally makes more sense now.

Not  
basing grades on participation, effort, etc.

I  
think the challenge will always be the feedback to students. Sure I want to be able to give it immediately but how. I think it's hard to always rely on the devices. Not that they shouldn't be used but 100% is challenging

Not  
grading based on performance and attendance in class even though we are a performance based class.

I was surprised that teachers make students take summative assessments even when they have not completed all of the formative assessments.

I  
don't really know how much of what was discussed will apply to my work in ELL or credit recovery, which is why I did not initially fill out this survey.

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Based on the presentation from Andy Fields what is one area you would need support?

(36 responses)

Time  
for updating curriculum

Time  
and technology

Having  
alignment (grades, expectations, deadlines, etc.) across departments or the whole staff is an area that will necessitate support.

Training  
& resources.

Student  
choice, because he found it very impactful on student success. How could that  
look in our classrooms if students took more ownership?

As  
always, support is needed to help students achieve to their highest  
level.

Assessment

Nada

We  
need a grading scale that is common for the whole school.

how  
to develop formative and summative assessments

Overall,  
I just need to see how this works in my content area. Need to find a school  
that it is working in and visit them.

Establishing  
policies to allow a no fluff grading system. If we don't do zeros, what teeth do  
we have? There still needs to be consequences for bad choices: behaviorally and  
academically.

The  
technical side of change is always a challenge for me,

How  
I can still do group work but grade individually-this is hard to track if you  
are not with the students constantly to see what each student contributes.

Time.

Setting  
up my schoology to allow for standards based grading of my summative tests. I  
am getting help from Melissa...

Including  
ways for students to be involved in assessing their own work.

The  
% is just a get used to it

I  
will need help in aligning rubrics to standards and organization of the grade  
book. A vertical alignment of those rubrics will be key in moving forward as a  
department.

I feel this grading system is something I have already been doing for the past few years. The practitioner gave me some great ideas and helped me adjust a few important changes that I am excited to try.

80/20  
grading

How to keep students on track and completing formative assessments before summatives

Developing  
great assessments

Since summative assessments are 80% of grade I want to produce strong summative assessments that reflect the formative assessments and power standards and I am scared on how long it will take to get to the best assessment I can for my students (i.e. How much time is this going to take and do I have enough to produce something of value?)

I think seeing a specific model would be the best way to support us.

Figuring out how participation and attendance fits in the PE area.

Classroom delivery, I would like to see a practicing standards based classroom.

When I get everything I want in writing I am going to want feedback. Also, I would love a morning workshop on designing my grade book. I would be willing to come in at 7:00 a.m., (okay, 7:09) if it meant that I could get more time to get something concrete in place.

Finding ways to assess group work - labs, activities with individual scores

aligning formative assessments to summative work

Support for students who are not motivated to complete work after multiple attempts to help have been given and what to do for grade reporting so it is equal for all students in that circumstance.

Creating assessments

Mostly in the back bone of the decisions being made. There is going to be a lot of

first during this process. This will be intense for the teachers, students, and parents. The teachers are going to need the support of the admin as they make these changes.

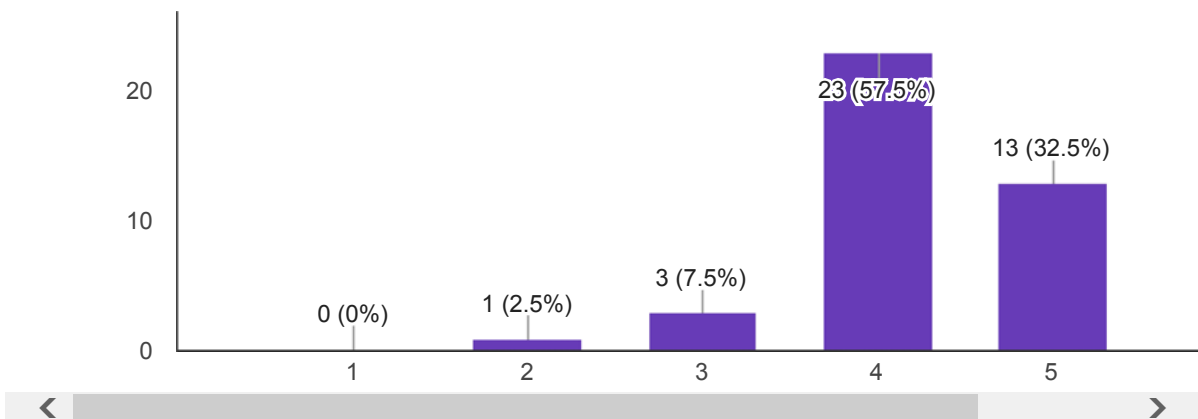
Checking  
to make sure my assessments are best practice to maximize student growth.

None

As  
someone in the building that is not actively using the scale, answering student questions may prove challenging for me. The agreed upon policies for retakes and deadlines may be difficult to remember at first.

## On scale of 1-5 how would you rate the quality of "15 Fixes" conversation? (1 being low 5 being high)

(40 responses)



## Based on the "15 Fixes" what is something that positively impacted your practice?

(39 responses)

Not  
using the same old methods, but grading on student knowledge, not behavior.

The  
academic irregularities issue and having a school policy to deal with it.

Having the "15 fixes" to reference has made me feel more confident in what my grading practices should look like. I also felt that discussing these fixes with my department was empowering and opened up the conversation to some challenging, but really worthwhile issues.

The math dept was very cohesive. A lot of what we do already was reaffirmed.

Our department is cohesive.

Organizing my grades into standards instead of full assignments.

Being able to understand the individual teachers beliefs/philosophies on grading etc.

Using more formative assessments

To get everyone on the same page

It's nice to re-think maybe what you've always done or what you were planning on doing and making sure it always goes back to learning.

sped can do it!!

The idea that we agree that handling of cheating is important.

The collaborative discussion with our department. We all had a lot of questions/concerns that we got to hash out.

Consensus answers to cheating, attendance issues, grading practice.

I think having a diverse group of teachers ranging from new to veteran was eye opening on a number of the "fixes". Working with the social studies department sparked very good conversations about our past practices and what we learned from each of them. For me personally, having the conversation about flexibility in reassessment helped me decide what I would like to do in my classroom for the up coming year.

Felt  
that we are able to agree on what we can do.

I  
had to really think about why I do things the way I do. Sometimes there are reasons, sometimes it is because of how I was taught or what I learned in college. I agree that there need to be changes to some of the ways we grade, I just do not agree with some of them.

Getting  
rid of extra credit as an option

Do  
not grade behaviors.

we  
agreed on a school wide scale.

It  
was good to hear that some of the things I've been doing are "right," but that other people also have some of the same practical dilemmas to work through.

It  
has shown me how to grade for learning.

Getting  
us thinking in a different way how this works and doesn't work for  
SPED

Changing  
attendance and cheating policies

I  
now know what kind of opinions others have about the issues. It makes me feel good that we are all interested in fixing things but that we are all frustrated together, in a constructive way!

I  
love the idea of the entire junior high and high school being on the same page or rather guidelines and scales on assessing our students. This would help with transitions from year to year and expectations for students, staff and parents to have the same understanding. I also love that we are individualizing student learning in a way and assessing progress and knowledge in a qualitative way.

There  
was some good insight from people that have some experience.

It  
was great to get our department together to break down what we do and figure out what we can and will do to improve student learning.

A  
uniform grading scale.

I  
have always, or most always accepted late work, encouraged and sometimes required students to revise or redo work, and retake tests. With retakes I always used the best score. So, I wasn't averaging scores however, one of the 15 has me looking at using the best scores a bit differently.

Science  
department debating and coming to consensus on how we would become more uniform in our assessment practices.

not  
assessing behavior-making it all about learning

About  
1/2 of the items are not currently considered within the grading and/or achievement expectations of my classroom and it was refreshing in a sense that those considerations should not be affecting academics to begin with.

More  
clarity on what we are actually grading students on

The  
idea of the 80 and 20 most math teachers live for this idea but with out technology it was very hard to get it moving

Bouncing  
ideas off of other co-workers that work in the same content area.

Helped  
me self reflect on how my role fits in to bigger picture

It  
was good for our department to discuss all of these fixes and see who agreed and did not agree.

Again,  
I don't really assign grades with my work, but I liked that it brought everyone together and prompted some wonderful discussions.

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Based on the "15 Fixes" what is something that challenged your practice?

(38 responses)

How  
to actually assess or re-assess a student in a lab setting.

)'s  
not being an acceptable grade.

I  
think I am still struggling with not ever including zeros in the grade book. I  
fully understand the purpose behind this, but am not exactly sure what the  
alternative to zeros is if a student never completes an assessment (especially a  
summative).

No  
zeros.

How  
we are going to communicate to the community.

Again,  
not giving zeros but still helping students stay motivated to turn in  
work.

The  
absent policy, the cheating policy, and the participation policy.

No  
consequence for academic dishonesty

Still  
not sure about 0's ever, I think there are times when they are needed. Nothing  
is still nothing.

Making  
sure all assessments are "quality." It makes me want to go through and look at  
everything I have planned.

zeros

The  
idea of a drop dead date for something being handed in. If it was important  
enough to assign then even if late we need to take a look at it and grade it.  
Now I am not saying we can't dock for it being handed in late, but not a huge  
fan of "ZEROS".

Almost  
all of the fixes generated "what if" scenarios. Not sure if it's realistic to do  
apply all of them.

Again,  
the time and skills to implement practices that I do see as valuable.

I  
have a hard time getting around the ideas of not having deadlines or giving  
zeros.

cheating  
policy and fixes.

My  
biggest challenge was the issue of late work and deadlines. I simply can't wrap  
my head around that in a junior high classroom, or any for that matter. I  
understand the idea of grading for learning, and support that. At the same  
time, there has to be deadlines. One piece leads to the next activity or  
assignment. There is a structure in how we teach. To say things can be made up  
whenever doesn't work for me. I don't think 8th graders are ready to handle  
that responsibility. I know I wasn't at that age. I may not be now to be  
totally honest. I also have a real hard time with the cheating policy. There  
NEEDS to be a plan in place to deter cheating. An alternate assignment is not a  
punishment. It is a second chance. I don't see how that deters the act at all.  
There needs to be a punishment. Maybe it doesn't show up in the gradebook, but  
it needs to be there.

The  
no zero policy.... not sure how to make this work

No  
zeros

no  
0

Because  
this is my first year with two new curriculums, I will need to focus on  
creating, reviewing, and adapting quality assessments.

Not  
giving zeros and no bonus points.

sped  
has laws that we need to follow and my mind set needs to change

Zero  
policy

Not  
much. I want to do these things I just have to figure out how.

In  
social studies and as an educator I believe in the "we are preparing our  
students to be effective and positive members of society". I am big on  
behavioral education falls on teachers and in this system I am scared those  
qualities this community is strong on may be let go like so many schools have  
already done. The responsibility and attitudes of our youth is changing and  
this community holds integrity, hard work and respect to a standard. I don't

want to see that leave the ideology of the district (or lose it in the process of proving data for grades is there - can we meet halfway?)

A  
lack of definite commitment. At some point we want to know what we're doing. The discussions have to stop and the progression has to begin. We start school in roughly 10 days, we need to be prepared for that.

Again,  
a lot of the no zeroes and not punishing attendance and effort, will be a big adjustment for us.

The  
belief of how to handle absents and academic dishonesty

I  
think the challenge for me will be doing various formative assessments that check for the same learning target to find that best score.

The  
zero grade, still being able to mark grades as 'Missing'

not  
assigning zeros

Some  
of the fixes are a lot harder to put into action without actions to re-enforce or uphold responsibility to the student. Examples for me personally would be not having any hard deadlines, consequence for students who consistently do not turn in work, not putting zeros in the grade book for incomplete/missing work, and methods to hold students accountable for doing all summative coursework for a well-rounded and complete reflection of grade mark & learning.

Absence  
policy, cheating policy

differentiating  
between not done and zero

None.

How  
to deal with unexcused absences and how that impacts a students ability to make up work.

This  
closely aligns with what I have been learning in my classes recently, so nothing really. These are agreed upon as good practices, the only struggle is breaking old habits and giving this a chance.

## Based on the "15 Fixes" what is one area you would need support?

(38 responses)

Managing  
time well to ensure that students achieve.

Time

I  
fully support the idea of aligning all assessments with actual learning targets  
in the grade book, but, having never actually seen this before, am not sure what  
exactly this is supposed to look like.

My  
mind is swimming

A  
standards based 10th grade literature textbook.

I  
just think we still need specific consequences for plagiarism or it will run  
rampant as it did in Stillwater (according to Rachel Steil).

Continuing  
implementation of what the group decides.

Assessments

Some  
of the district wide stuff, like academic integrity, and the plan moving  
forward.

Once  
again, just clear policies and a common grading scale.

how  
to relate to sped

Need  
support from Admin, we need our Admin to listen to the conversations had and  
then if we can't agree, be the leaders and make a call. After a period of time  
if it doesn't work, we can reevaluate.

Administrative  
follow through on consequences when certain things (Poor attendance, academic  
dishonesty etc.) occur.

Organizing  
the gradebook to include a reflection of standards, formative work and summative  
achievements.

I will need support or our department will need support compromising on a few of the fixes so that we can be "on the same page" as students go from teacher to teacher.

clear and communicated expectations for students and parents.

Many of them. I don't think I (we) are ready as a staff to move forward with a lot of those "fixes"

Making sure my summative pieces are high enough quality to account for 80% of their grade.

Rubric making and self evaluation by students of their work.

I think that we need to look at having a policy for zeros within a class (two different teachers) and then look at a per department policy.

I believe in not using 0's in the grade book for missing work. However, some other carrot/stick will need to be developed and supported for encouraging students to complete work in a timely manner.

I think I have found solutions to my immediate concerns but feel I will receive support from my PLC group if I need more ideas or have issues with the changes.

not using averages and relating it to SPED

Zero policy

Gradebook  
- Using the 1-4 scale vs the 60/70/80/90/etc...and how to make it work.

I need help on how to build rubrics so they are effective and fair in grading.

More input from people that have done it in our area.

Mindy was very helpful in guiding us through some of these issues and finding examples for us to look at from other PE programs. I am sure we will need more info as we see how this fits into our world.

Classroom  
delivery of material, how does a class look in this structure.

The  
grade book.

Continued  
time for discussion and implementation of changes.

adding  
students to the grading process

Not  
having set deadlines for assessments.

Linking  
standards to assessments

Broad  
school wide expectations that everyone enforces and is again backed 100% by the  
administration.

Checking  
to make sure my assessments are best practice to maximize student growth.

none

Determining  
the best way to apply components of this to an ungraded activity/ELL  
instruction, or how to apply these to the OCR program when Apex handles the flow  
of work and assessments.

---

On scale of 1-5 how would you rate the quality of the content area  
(practitioner) conversation? (1 being low 5 being high)

(39 responses)



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## Based on the content area (practitioner) conversation what is something that positively impacted your practice?

(39 responses)

Knowing that this is a process that takes time.

Knowing that in their school people are in different levels on this but still moving toward a better grading system.

Hearing that the process of changing school grading procedures has taken her school quite a while made me feel like our staff is making a lot of positive progress in a short amount of time. She also had really great practical advice regarding procedures for retakes.

We aren't the only ones struggling through this and there is a light at the end of the tunnel.

We are in year 2 of a 5 year process.

Hearing Rachel's real-life experience was incredibly valuable. She gave lots of examples of things to try. We would love it if the school could use more common vocabulary and organizational strategies like they did in Stillwater.

Hearing first hand from someone that has started this journey, on how special education students have been affected and the struggles/successes they have had.

That there is challenges and changes along the way

I will be using a learning target checklist for a self assessment piece that will be a new addition for me. And some other little things that will help guide me in the blended process.

It was a great way to see how we can use standards based grading in the specialists area. Sometimes I feel like we get pushed aside and today I felt like we really matter and Wendy did a great job of reaching out to everyone, not just music.

examples  
of assessments

Grading  
scale .

They  
are on year 7 and still don't have it figured out. Also, they decided to go  
against a few of the 15 fixes.

She  
brought some interesting and practical examples of how scoring could  
work.

Procedures  
that are in place for standards based grading such as late work policies,  
deadlines, giving zeros, academic dishonesty, formative and summative  
assessments.

How  
we set up our policy for practice/formative/summative is similar to  
his.

She  
was awesome and very honest. She was truthful about the work involved in this  
and how this isn't going to happen in one year, not even a decade! I found it  
interesting that at year 10 they are starting to work on assessments aligning to  
standards perfectly. That gave me comfort in knowing my classroom will not be  
perfect this year. It is a work in progress.

I  
loved hearing about where Minnetonka is with this process. I liked hearing that  
it has taken years for them to get to the 85/15/0 grading scale. They have not  
yet gotten to standards based grading so in some ways we are moving faster than  
they are because our school size is smaller.

Minnetoka  
school had guidelines and the individual teachers had some control of how things  
worked in their classrooms.

we  
are not crazy

She  
shared with us the most clear-cut path in moving forward: start by creating an  
end of the semester summative assessment based on the learning targets, and walk  
back into unit summative assessments, formative assessments, and learning  
activities from there.

It  
reminded me to focus on learning and not grading.

She  
knew a variety of classes and how to help each area

It  
was wonderful to have someone in our content area who does this daily come in  
and show us some examples and bounce ideas

Some  
things clicked on how I wanted to structure my Publications class in the  
assessment arena.

It  
was nice to hear the realistic side of grading in the classroom in the content  
specific area that I teach. It made it seem less scary to hear the school the  
practitioner was from has been doing it for 10 years and every year they tweak  
it better to help their students and the teachers.

She  
had some great insight on setting up an effective rubric.

The  
many different examples she had for us was very good to see. It gave us some  
ideas of how we can build our own rubrics and and how to best fit our material  
into our 80,20,0 model.

Knowing  
that this is a years process and not a days process

I  
appreciated the examples. There was a nice variety and I was especially  
interested in the tiered assessment that she shared.

Different  
methods to grade labs and different strategies dealing with the ability to grade  
summative assessments

hearing  
about a real life classroom where this is working and seeing materials from that  
classroom

More  
real-life examples.

Creating  
a rubric that included standards

The  
ability to here ideas that follow exactly the line you where hoping  
for.

How  
to best grade using both a standard grading scale, but also the 4-3-2-1 scale -  
how do they convert so it's accurate. Both a challenge and impact.

Good conversations

I was not in attendance on Friday, but had a colleague take notes for me.

I did not attend this meeting, but it went well from what I have heard.

---

## Based on the content area (practitioner) conversation what is something that challenged your practice?

(38 responses)

Clearly understanding what that time line is, and if I should work ahead.

The amount of time and expertise in order to implement a lot of the changes.

She described that she has a 1 week timeline for reassessment, which seems to somewhat contradict the idea of limited deadlines. I am still uncertain about what an appropriate window is for retakes and accepting late work.

How to deal with a missed formative that a student proved on summation they knew

How we as a district are going to handle plagiarism.

Rachel said that there was a giant spark in plagiarism when they allowed students second chances to do work. I'm concerned this will occur for us as well.

Getting an better understanding on how this will impact my students.

Linking the formative to the summative

Nothing

really, pretty similar to what we are doing moving forward.

I

think just making sure I'm consistent all year with grading and looking at individual progress. With so many students involved in the choir program it's hard to take time and really look at each individual student and give feedback but I want to try and create formative assessments that are helpful for me and the students.

same  
grading scale

Need

to see this in action in my content area.

Nothing

really. It was a great conversation.

Application

when looking at projects and paperwork. I am still organizing the new look in my mind.

I

was surprised to hear that they are not to the standards based grading portion yet in the journey. They have made a lot of progress in the grading for learning journey. I was disappointed to hear that they haven't explored standards based grading quite yet.

having

a sequential way what to do if this or that happens for practice, formative, summative assessments.

To

be totally honest, much of what Minnetonka does contradicts our discussions regarding the "15 fixes" and they are NOT a standards based grading school. They call themselves "standards referenced" and many of their policies were contradicting to the previous 2 days of our workshops. To summarize what Minnetonka does that was contradicting to our workshop the prior 2 days: They do not allow formatives to be made up after the summative. Ever. They have one week to retake an assessment after it has been returned. They must complete all formative work to retake it, but they get no points for the formative piece. They also must fill out a Corrective Action sheet to retake that makes the student reflect on what went wrong and there were other pieces. This makes it MORE work to retake the assessment. They get one shot and the second score is taken! Not an average or the high. They take off points for late work. They give zeros for cheating! There were more, but that is what stood out from my notes. This process was frustrating for me. Not because of our practitioner, but because it contradicted quite a bit of our prior work and it sent my head spinning. It is tough to decide what is important and what isn't when you hear different things. Are we trying to be Minnetonka? Are we trying to be Stillwater? Are we just hearing ideas to mold our own district? Making sure the practitioner lined up better with our vision (if there is a concrete vision)

would have been valuable. I don't want to sound like a complainer! I came into this year with the goal of being positive and constructive. That is what this is intended to be. I will say I love this front loaded development! We certainly didn't solve all of our problems, but we took steps forward. Much more so than we would have under the old format.

They have a hard deadline of 1 week for their formative assessments to be completed until they turn to zeros.

What to do with kids that refuse to do anything?

they had not done standards based grading but sees that it will be coming down the line but that itself is a 5+ year project.

I was frustrated because based on my experience, many of the things that were suggested were not aligned with the beliefs of standards based grading, and it felt as if parts of the conversation actually moved the group backwards instead of forward.

Participation, effort and bonus points were my main issues. The practitioner listened to me and helped me brainstorm for solutions.

not knowing enough about SPED

Nothing, most of what he does is my vision for how I want my class to look

Not much.

If some teachers/departments do not 'buy in' then it could be very frustrating and purposeless on the journey to implement this grading system.

Still didn't really get to see a model consistent with our content area.

To me, seeing all the good examples and ideas she had for us, challenges me to make sure the things we do are good enough for our kids because I don't want my kids to be behind students in other schools because I didn't do a good enough job.

Finding common assessments especially formative ones

Getting

the grade book to look like a standards-based grade book will be a challenge for me.

Minnetonka

discussed how the zero grade is still given for missing assignments and that it has and continues to be an area of discussion.

trying

to build a clearer scope and sequence within our department, as well as common summative assessments

Finding

a uniform grading procedure using a 4-3-2-1-0 scale to translate into correct % in the grade book.

How

do we still include participation into a grade.

How

we structure the grade book/s

How

to best grade using both a standard grading scale, but also the 4-3-2-1 scale - how do they convert so it's accurate.

How

to put it into practice in my area

I

did not attend this meeting, but it went well from what I have heard.

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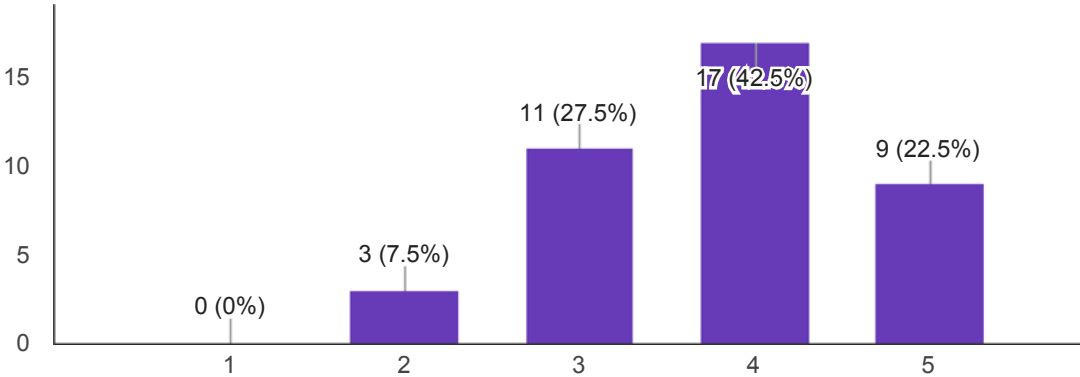
What is your interest level in moving toward a grading for learning focus? (1 being low 5 being high)

(40 responses)



How would you rate your comfort level (based on your skills) in moving toward a grading for learning focus? (1 being low 5 being high)

(40 responses)



We are forming a "Grading for Learning" Committee to evaluate school grading policies? The team will consist of 4-5 teachers. You hear from many of your colleagues this week. Please nominate at least one teacher (you may nominate yourself) you feel would be valuable to have on this team.

(38 responses)

- Matt Hennen
- Matt Hennen
- Matt Hennen
- Matt Hennen

Bethany  
Otto

Bethany  
Otto

Bethany  
Otto

Melissa  
Hanson

Melissa  
Hanson

Melissa  
Hollnagel

Melissa  
Hollnagel

Adam  
Smith

Adam  
Smith

Ashley  
Germerscheid

Tina

Tricia  
or Mel

justin  
johnston

Joe  
Ploetz

Anez

I  
would love to be a part of this team to speak for specialists!

matt  
hennen

Morgan  
Niemela

Tricia  
Wagner

Aaron  
Provancha

Katie  
Anez

Randy  
Carlson

Pederson

I  
would be happy to participate (Tricia Wagner)

?

Jerold  
Stauffacher

Steve  
Schroeder

Tricia

Bruce  
Mathiowetz

Mel  
Holnagel

Mel!!!

Kevin  
Robinson

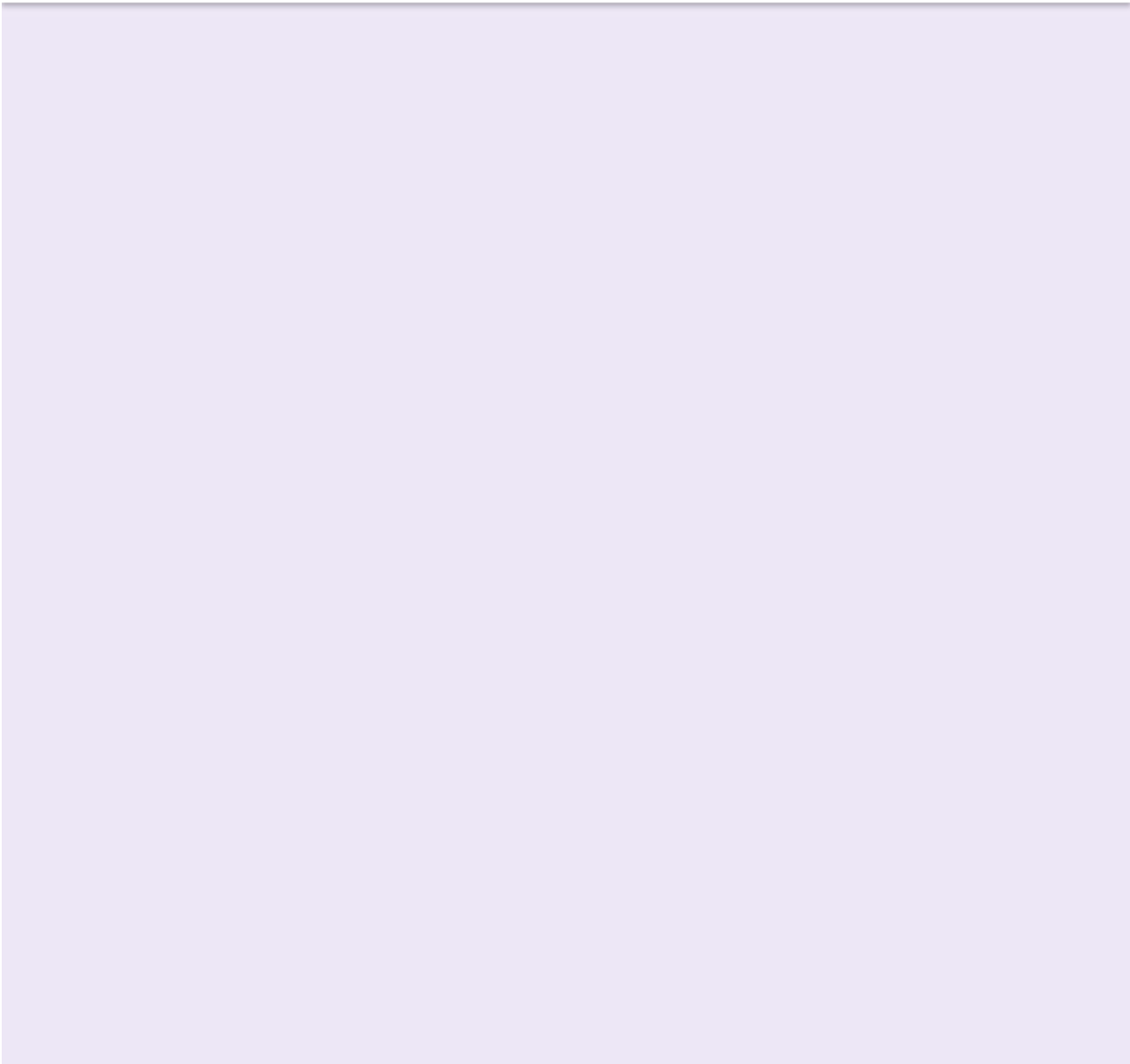
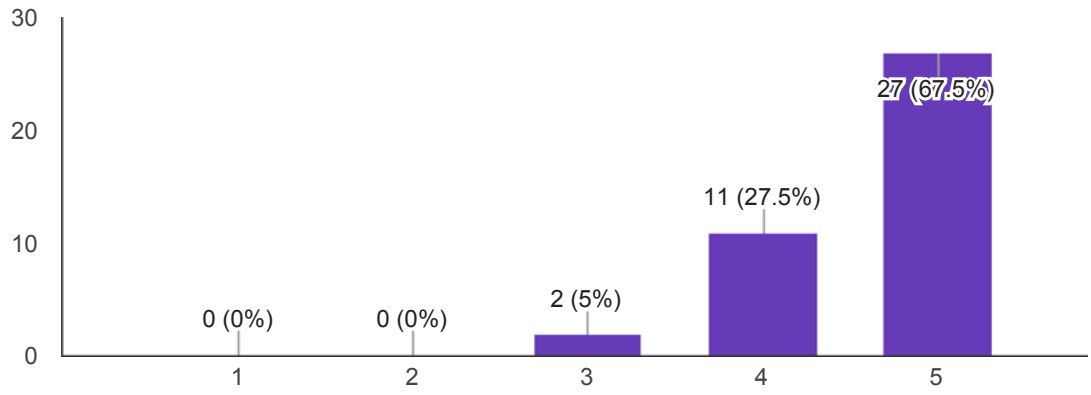
Melissa  
Hanson (Myself...if you need me)

I  
don't know, I am still getting to know the teachers. I do enjoy being on  
committees though, and would love to be in a committee like this as it would  
hopefully cut down on the number of students in credit recovery by allowing them  
to be more successful in their classroom initially.

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Front loading the professional development at the beginning of the  
school year has provided me tools to implement ideas in my  
practice for the 2016-17 school year.

(10 responses)



# **Preliminary Minutes of Regular Board Meeting**

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

### **The Board of Belle Plaine Public Schools**

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A Regular Board Meeting of the Board of Belle Plaine Public Schools was held Monday, August 22, 2016, beginning at 6:00 PM in the District Center - Board Room.

1. Call to Order:

Chairperson Gardner will call the meeting to order.

*The regular monthly meeting of the Belle Plaine School Board was called to order by Chairperson Gardner on Monday, August 22, 2016 at 6:00 pm at the District Center Board Room with the following members present: Vandermark, Giesen, Gardner, Skelley, O'Brien, Kahle and Supt. Laager.*

2. Acknowledgment of Visitors and Special Presentations:

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

*Baseball – Pat Schultz, Coach and several players recapped their season.*

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

Chairperson Gardner 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 Kahle 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.

Presenter: Chair Gardner

*Motion by Giesen and second by O'Brien to approve all of the following consensus items. Motion carried unanimously.*

4. 1. Previous Board Meeting Minutes:

Enclosed are the July 25, 2016 Regular Board Meeting minutes for your review and adoption.

4. 2. Approve Monthly Expenditures:

At the board finance meeting, expenditures for the month of August were reviewed. Administration recommends approval of the August 2016 disbursements totaling \$784,113.60. This includes board payables of \$418,016.55, hand payables of \$186,619.92, electronic payments of \$170,462.40 and student activity payments of \$9,014.73.

4. 3. Personnel:

Approve the hire of Katie Maier, Elementary TOSA Instructor, for the 2016-17 school year at MA Step 1, \$39,214.

Approve the hire of Kelli Quast, Elementary Counselor, for the 2016-17 school year at MA Step 1, \$39,214.

Accept the resignation of Brittany Gores, Elementary Counselor, effective July 29, 2016

Accept the resignation of Meggan Schafer, SPED Paraprofessional, effective August 17, 2016.

Approve an Employee Leave of Absence for Renetta Halverson from approximately October 24, 2016 through January 2, 2017.

Approve an Employee Leave of Absence for Katherine Anez from approximately December 9, 2016 through March 3, 2017.

Approve lane changes for: Amy Endres from MA30/20 to MA45/30, Megan Gerres from MA15/10 to MA30/20, Andrea Robbins from BA to MA, Rose Simones from MA45/30 to MA60/40, Jodi Stebbins from BA to BA15/10, Chelsey Young from MA to MA15/10 and Megan Zinken from MA to MA15/10.

4. 4. Student Enrollments:

Approve a Belle Plaine resident, grade 10, to attend LeSueur Schools effective September 6, 2016.

Approve two Belle Plaine residents, grades 4 and 6, to attend Jordan Schools effective September 6, 2016.

Approve a Belle Plaine resident, grade 7, to attend Bloomington Public Schools effective January 1, 2016.

Approve two Belle Plaine residents, grades K and 1, to attend Shakopee Schools effective August 22, 2016.

Approve a Belle Plaine resident, grade 1, to attend New Prague Schools effective April 18, 2016.

Approve a LeSueur resident, grade K, to attend Belle Plaine Schools effective September 8, 2016.

Approve four Prior Lake residents, grades K, 1, 7 and 12, to continue to attend Belle Plaine Schools effective September 6, 2016.

4. 5. Donations:

Donations totaling \$4,000.00 were given to the Belle Plaine School District over the past several months. See the attached resolution for a full listing of the donations. Thank you to all who made these wonderful donations!

Date	Donor	Donation/Gift	Amount
6/20/2016	Belle Plaine Chamber of Commerce	Belle Plaine High School – Activity Accounts	\$4,000.00

5. Discussion Items:

5. 1. Superintendent Update:

Superintendent Laager will provide updates on current school activities,

Presenter: Dr. Laager

- *Workshop/Summer Institute this week (three days) rather than ½ days through the year.*
- *Workshop Week next week*
- *Enrollment to date – 1,612*
- *Facility Tour – 3 spaces converted at the high school*

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

*SW Metro (Giesen)*

- *1<sup>st</sup> Organizational Meeting as an ISD*
- *Sold building in Lydia which helped update the St. Bonnie and*

*Shakopee facilities.*

- *Sept. 22, 8:45-12:30 pm - Bus Tour to look at the SW Metro facilities*

5. 3. Building Administrator Reports:

6. Action Items:

6. 1. Asst. Principal/Community Services Director Contract:

Approve the contract for Asst. Principal/Community Services Director.

Presenter: Dr. Ryan Laager/Mr. Keller

*Motion by Giesen and second by Vandermark to approve the contract for the Assistant Principal/Community Services Director. Motion carried unanimously.*

6. 2. Review of Current/New Policies:

At our August 8th work session policy 418 - Drug-Free Workplace/Drug-Free School and Policy, Policy 520 - Student Surveys and 616 - School District System Accountability were reviewed as well as the 1st Reading of Policy 721 - Uniform Grant Guidance Policy Regarding Federal Revenue Sources. Copies of our current policy along with the redline version of Policy 418, 520 and 616 showing the MSBA recommendations for changes are attached. Current MSBA versions of Policies 721 is attached for your review and approval of the 1st reading.

Presenter: Dr. Ryan Laager/Mr. Keller

*Motion by Vandermark and second by Kahle to approve the revisions to Policy 418 – Drug-Free Workplace, Drug-Free School, Policy 520 – Student Surveys and Policy 616 – School District System Accountability and to approve the 1<sup>st</sup> reading of Policy 721 – Uniform Grant Guidance. Motion carried unanimously.*

7. Upcoming Meetings:

September 12: 6:00 p.m. Board Work Session

September 13: 6:00 p.m. CE Advisory Committee- High School Library

September 26: 5:30 p.m. Finance Committee

6:00 p.m. Regular Board Meeting

TDB: Tech Committee Meeting

8. Adjourn:

*Motion by Giesen and second by Kahle to adjourn at 6:43 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	4332	N	ABBIGAIL VOLEK	V70301	55094	09062016	40.17	0.00	40.17	09/06/2016	09/06/2016	09/06/2016
1	4332	N	ABBIGAIL VOLEK	V70301	55093	09062016	259.83	0.00	259.83	09/06/2016	09/06/2016	09/06/2016
							Check Amount:		\$300.00			
1	3753	N	AG POWER ENTEPRISES INC	V70301	55390	792688	29.08	0.00	29.08	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$29.08			
1	7128	N	AMERICAN TIME	V70301	55393	769090	2,168.55	0.00	2,168.55	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$2,168.55			
1	7129	N	ANCOM COMMUNICATIONS	V70301	55395	27720-00	5,040.00	0.00	5,040.00	09/21/2016	09/21/2016	09/21/2016
1	7129	N	ANCOM COMMUNICATIONS	V70301	55396	62209	181.35	0.00	181.35	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$5,221.35			
1	5407	N	ANDREA ANDERT	V70301	55134	08112016	104.76	0.00	104.76	09/09/2016	09/09/2016	09/09/2016
							Check Amount:		\$104.76			
1	7096	N	ANDREA ROBBINS	V70301	55136	08042016	49.96	0.00	49.96	09/09/2016	09/09/2016	09/09/2016
							Check Amount:		\$49.96			
1	1081	N	APPLE COMPUTER INC	V70301	55125	4393046248	34,750.00	0.00	34,750.00	09/09/2016	09/09/2016	09/09/2016
							Check Amount:		\$34,750.00			
1	4589	N	BANC OF AMERICA LEASING	V70301	55110	88	8,256.74	0.00	8,256.74	09/06/2016	09/06/2016	09/06/2016
							Check Amount:		\$8,256.74			
1	1125	N	BELLE PLAINE HERALD	V70301	55139	21786	200.00	0.00	200.00	09/09/2016	09/09/2016	09/09/2016
							Check Amount:		\$200.00			
1	5317	N	BP BOYS BASKETBALL	V70301	55374	97980913	317.00	0.00	317.00	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$317.00			
1	4514	N	BSN Sports/Collegiate Pacific	V70301	55099	7338831	683.78	0.00	683.78	09/06/2016	09/06/2016	09/06/2016
1	4514	N	BSN Sports/Collegiate Pacific	V70301	55101	7249882	60.22	0.00	60.22	09/06/2016	09/06/2016	09/06/2016
1	4514	N	BSN Sports/Collegiate Pacific	V70301	55097	7201888	556.21	0.00	556.21	09/06/2016	09/06/2016	09/06/2016
1	4514	N	BSN Sports/Collegiate Pacific	V70301	55100	6986339	1,062.11	0.00	1,062.11	09/06/2016	09/06/2016	09/06/2016
1	4514	N	BSN Sports/Collegiate Pacific	V70301	55098	7237505	2,213.68	0.00	2,213.68	09/06/2016	09/06/2016	09/06/2016
							Check Amount:		\$4,576.00			
1	6956	N	BUFFALO-HANOVER-MONTROSE SV	V70301	55178	09142016	50.00	0.00	50.00	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$50.00			
1	4702	N	CDW-G	V70301	55108	DZQ0217	(1,019.12)	0.00	(1,019.12)	09/06/2016	09/06/2016	09/06/2016
1	4702	N	CDW-G	V70301	55109	DVP7128	(1,019.12)	0.00	(1,019.12)	09/06/2016	09/06/2016	09/06/2016

## 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	4702	N	CDW-G	V70301	55107	DZX5119	(1,019.12)	0.00	(1,019.12)	09/06/2016	09/06/2016	09/06/2016
1	4702	N	CDW-G	V70301	55105	FBG0698	1,083.31	0.00	1,083.31	09/06/2016	09/06/2016	09/06/2016
1	4702	N	CDW-G	V70301	55106	DZT0655	3,095.96	0.00	3,095.96	09/06/2016	09/06/2016	09/06/2016
							Check Amount:		\$1,121.91			
1	7043	N	CENTER FOR GIFTED EDUCATION	V70301	55197	276-5031	44.85	0.00	44.85	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$44.85			
1	1238	N	CENTRAL PUBLIC SCHOOLS	V70301	55191	09132016	190.00	0.00	190.00	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$190.00			
1	1240	N	CERISSE MURPHY	V70301	55096	08012016	21.60	0.00	21.60	09/06/2016	09/06/2016	09/06/2016
							Check Amount:		\$21.60			
1	1242	N	CHAD EISCHENS	V70301	55103	09062016	35.00	0.00	35.00	06/29/2016	06/29/2016	06/29/2016
							Check Amount:		\$35.00			
1	1250	N	CHARD TILING & EXCAVATING	V70301	55376	14323	19,963.19	0.00	19,963.19	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$19,963.19			
1	1321	N	DANIEL SCHMIDT LIGHTING	V70301	55385	6564	575.11	0.00	575.11	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$575.11			
1	2730	N	DAVE KREFT	V70301	55363	09072016	50.76	0.00	50.76	09/21/2016	09/21/2016	09/21/2016
1	2730	N	DAVE KREFT	V70301	55179	09142016	64.34	0.00	64.34	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$115.10			
1	1390	N	DR DAN'S REF & ELECT	V70301	55386	11861	492.00	0.00	492.00	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$492.00			
1	6863	N	EARLY LEARNING LABS INC	V70301	55199	3031	1,260.00	0.00	1,260.00	09/14/2016	09/14/2016	09/14/2016
1	6863	N	EARLY LEARNING LABS INC	V70301	55200	3032	480.00	0.00	480.00	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$1,740.00			
1	5579	N	EDUCATORS BENEFIT CONSULTAN	V70301	55092	33634	205.84	0.00	205.84	09/06/2016	09/06/2016	09/06/2016
							Check Amount:		\$205.84			
1	6870	N	EMILY AUST	V70301	55137	07252016	53.26	0.00	53.26	09/09/2016	09/09/2016	09/09/2016
							Check Amount:		\$53.26			
1	3249	N	GATCHELL IMAGING PRODUCTS	V70301	55196	25648	775.90	0.00	775.90	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$775.90			

## 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	1511	N	GRAINGER	V70301	55384	9212896964	348.60	0.00	348.60	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$348.60			
1	2404	N	GRAPHIC EDGE	V70301	55372	1028057	184.43	0.00	184.43	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$184.43			
1	1521	N	GREEN LIGHTS	V70301	55389	16-5135	1,268.22	0.00	1,268.22	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$1,268.22			
1	1566	N	HILLYARD FLOOR CARE	V70301	55380	602144231	719.68	0.00	719.68	09/21/2016	09/21/2016	09/21/2016
1	1566	N	HILLYARD FLOOR CARE	V70301	55378	602220878	2,299.72	0.00	2,299.72	09/21/2016	09/21/2016	09/21/2016
1	1566	N	HILLYARD FLOOR CARE	V70301	55377	602220879	1,254.00	0.00	1,254.00	09/21/2016	09/21/2016	09/21/2016
1	1566	N	HILLYARD FLOOR CARE	V70301	55379	602200632	7,895.75	0.00	7,895.75	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$12,169.15			
1	6077	N	I DOCTOR	V70301	55353	7073	1,385.98	0.00	1,385.98	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$1,385.98			
1	7083	N	INFINITE CAMPUS	V70301	55121	SRVIN015784	3,368.00	0.00	3,368.00	09/09/2016	09/09/2016	09/09/2016
							Check Amount:		\$3,368.00			
1	5840	N	IXL LEARNING	V70301	55198	S289742	9,600.00	0.00	9,600.00	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$9,600.00			
1	1202	N	JANIS BUESGENS	V70301	55202	08302016	16.20	0.00	16.20	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$16.20			
1	1642	N	JIFFY-JR PRODUCTS	V70301	55128	161961	209.50	0.00	209.50	09/09/2016	09/09/2016	09/09/2016
							Check Amount:		\$209.50			
1	6493	N	JOHN POITRA	V70301	55045	68223	8,430.82	0.00	8,430.82	08/24/2016	08/24/2016	08/24/2016
1	6493	N	JOHN POITRA	V70301	55204	68321	3,326.00	0.00	3,326.00	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$11,756.82			
1	1707	N	LANGE'S PLUMBING & HEATING	V70301	55375	129883	1,845.00	0.00	1,845.00	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$1,845.00			
1	5357	N	LIANN HANSON	V70301	55122	08172016	243.54	0.00	243.54	09/09/2016	09/09/2016	09/09/2016
							Check Amount:		\$243.54			
1	1769	N	MARCI SCHROEDER	V70301	55366	08082016	66.96	0.00	66.96	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$66.96			

## 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	6563	N	MARGOT HANSEN	V70301	55138	R47CDE	281.04	0.00	281.04	09/09/2016	09/09/2016	09/09/2016
							Check Amount:		\$281.04			
1	7098	N	MARY MESLER	V70301	55135	08282016	27.92	0.00	27.92	09/09/2016	09/09/2016	09/09/2016
							Check Amount:		\$27.92			
1	1787	N	MASSP	V70301	55362	09212016	150.00	0.00	150.00	09/21/2016	09/21/2016	09/21/2016
1	1787	N	MASSP	V70301	55361	09212016	150.00	0.00	150.00	09/21/2016	09/21/2016	09/21/2016
1	1787	N	MASSP	V70301	55360	09212016	613.00	0.00	613.00	09/21/2016	09/21/2016	09/21/2016
1	1787	N	MASSP	V70301	55358	09212016	863.00	0.00	863.00	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$1,776.00			
1	4145	N	MEDICAREBLUE RX	V70301	55355	162510292199	433.50	0.00	433.50	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$433.50			
1	2856	N	MN BOARD OF SCHOOL ADMINISTIV70301	55181	09142016		75.00	0.00	75.00	09/14/2016	09/14/2016	09/14/2016
1	2856	N	MN BOARD OF SCHOOL ADMINISTIV70301	55180	09142016		75.00	0.00	75.00	09/14/2016	09/14/2016	09/14/2016
1	2856	N	MN BOARD OF SCHOOL ADMINISTIV70301	55359	09212016		75.00	0.00	75.00	09/21/2016	09/21/2016	09/21/2016
1	2856	N	MN BOARD OF SCHOOL ADMINISTIV70301	55354	09212016		75.00	0.00	75.00	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$300.00			
1	2786	N	MSHSBCA	V70301	55397	10282016	325.00	0.00	325.00	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$325.00			
1	4652	N	NARDINI FIRE EQUIP COMPANY IN(V70301	55383	IN00021379		272.00	0.00	272.00	09/21/2016	09/21/2016	09/21/2016
1	4652	N	NARDINI FIRE EQUIP COMPANY IN(V70301	55382	IN00021375		271.72	0.00	271.72	09/21/2016	09/21/2016	09/21/2016
1	4652	N	NARDINI FIRE EQUIP COMPANY IN(V70301	55381	IN00021378		267.80	0.00	267.80	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$811.52			
1	2765	N	NEY CENTER	V70301	55195	P21	140.00	0.00	140.00	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$140.00			
1	5780	N	NYSTROM PUBLISHING CO, INC	V70301	55140	29908	1,088.65	0.00	1,088.65	09/09/2016	09/09/2016	09/09/2016
							Check Amount:		\$1,088.65			
1	1982	N	PIONEER	V70301	55388	INV608164	2,177.50	0.00	2,177.50	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$2,177.50			
1	2001	N	PROGRESSIVE PRINTING	V70301	55373	20160376	631.49	0.00	631.49	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$631.49			
1	6111	N	RAM MUTUAL INSURANCE COMPAINV70301	55357	162728		3,207.83	0.00	3,207.83	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$3,207.83			

**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	7109	N	REGENTS OF THE U OF M	V70301	55182	0290032413	8,850.00	0.00	8,850.00	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$8,850.00			
1	2027	N	REGION 2A - MSHSL	V70301	55365	09212016	900.00	0.00	900.00	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$900.00			
1	2030	N	REGION V	V70301	55123	10751	3,182.60	0.00	3,182.60	09/09/2016	09/09/2016	09/09/2016
							Check Amount:		\$3,182.60			
1	6827	N	REINHART FOOD SERVICES, LLC	V70301	55190	659200	164.52	0.00	164.52	09/14/2016	09/14/2016	09/14/2016
1	6827	N	REINHART FOOD SERVICES, LLC	V70301	55185	659199	525.08	0.00	525.08	09/14/2016	09/14/2016	09/14/2016
1	6827	N	REINHART FOOD SERVICES, LLC	V70301	55368	655780	329.43	0.00	329.43	09/21/2016	09/21/2016	09/21/2016
1	6827	N	REINHART FOOD SERVICES, LLC	V70301	55356	661595	608.99	0.00	608.99	09/21/2016	09/21/2016	09/21/2016
1	6827	N	REINHART FOOD SERVICES, LLC	V70301	55201	655367	447.85	0.00	447.85	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$2,075.87			
1	7100	N	RITeway	V70301	55104	16-85247	283.07	0.00	283.07	09/06/2016	09/06/2016	09/06/2016
							Check Amount:		\$283.07			
1	3662	N	RSCHOOL TODAY (DWC)	V70301	55364	28776	2,099.00	0.00	2,099.00	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$2,099.00			
1	6893	N	RYAN LAAGER	V70301	55127	08292016	261.04	0.00	261.04	09/09/2016	09/09/2016	09/09/2016
1	6893	N	RYAN LAAGER	V70301	55126	06292016	363.10	0.00	363.10	06/29/2016	06/29/2016	06/29/2016
							Check Amount:		\$624.14			
1	7097	N	SARA BEYER	V70301	55194	08212016	80.70	0.00	80.70	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$80.70			
1	2066	N	SCHINDLER ELEVATOR CORP	V70301	55392	8104358623	495.00	0.00	495.00	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$495.00			
1	2067	N	SCHMITT MUSIC COMPANY	V70301	55184	33801	21.21	0.00	21.21	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$21.21			
1	2068	N	SCHOLASTIC	V70301	55102	M5835456	577.50	0.00	577.50	09/06/2016	09/06/2016	09/06/2016
							Check Amount:		\$577.50			
1	3336	1	N SCHOOL SPECIALTY	V70301	55188	308102571291	3,894.48	0.00	3,894.48	09/14/2016	09/14/2016	09/14/2016
1	3336	1	N SCHOOL SPECIALTY	V70301	55187	208117137549	2,135.70	0.00	2,135.70	09/14/2016	09/14/2016	09/14/2016
1	3336	1	N SCHOOL SPECIALTY	V70301	55186	208117080691	20,620.80	0.00	20,620.80	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$26,650.98			

## 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	6868	N	SCHOOLGY INCORPORATED	V70301	55205	15186	16,200.00	0.00	16,200.00	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$16,200.00			
1	2078	N	SCHWAAB, INC	V70301	55192	A069749	39.75	0.00	39.75	09/14/2016	09/14/2016	09/14/2016
							Check Amount:		\$39.75			
1	5874	N	SOLARWINDS	V70301	55095	IN288786	984.00	0.00	984.00	09/06/2016	09/06/2016	09/06/2016
							Check Amount:		\$984.00			
1	2137	N	SOUTH CENTRAL ECSU	V70301	55193	16694	12,316.71	0.00	12,316.71	09/14/2016	09/14/2016	09/14/2016
1	2137	N	SOUTH CENTRAL ECSU	V70301	55391	16640	1,190.59	0.00	1,190.59	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$13,507.30			
1	6138	N	SOUTHWEST METRO EDUCATION, V70301	55131	13204		823.76	0.00	823.76	06/29/2016	06/29/2016	06/29/2016
1	6138	N	SOUTHWEST METRO EDUCATION, V70301	55130	13209		24,149.47	0.00	24,149.47	06/29/2016	06/29/2016	06/29/2016
1	6138	N	SOUTHWEST METRO EDUCATION, V70301	55133	13226		515.25	0.00	515.25	06/29/2016	06/29/2016	06/29/2016
1	6138	N	SOUTHWEST METRO EDUCATION, V70301	55132	13220		4,359.26	0.00	4,359.26	06/29/2016	06/29/2016	06/29/2016
							Check Amount:		\$29,847.74			
1	4278	N	SPRINGSTED INC	V70301	55129	16-145	3,175.00	0.00	3,175.00	09/09/2016	09/09/2016	09/09/2016
							Check Amount:		\$3,175.00			
1	6308	N	STEM FUSE	V70301	55141	0014041	6,500.00	0.00	6,500.00	09/09/2016	09/09/2016	09/09/2016
							Check Amount:		\$6,500.00			
1	2188	N	TAHER INC	V70301	55394	0047119-IN	5,031.55	0.00	5,031.55	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$5,031.55			
1	4200	N	TAMS-WITMARK MUSIC LIBRARY	V70301	55370	V6254, V6255, T99040	1,936.00	0.00	1,936.00	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$1,936.00			
1	3832	N	TERESA VINING	V70301	55189	09142016	110.00	0.00	110.00	09/14/2016	09/14/2016	09/14/2016
1	3832	N	TERESA VINING	V70301	55369	09212016	50.00	0.00	50.00	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$160.00			
1	2230	N	THINKING CAP QUIZ BOWL	V70301	55367	09212016	85.00	0.00	85.00	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$85.00			
1	4148	N	TRI-DIM FILTER CORP	V70301	55387	1790046-1	618.38	0.00	618.38	09/21/2016	09/21/2016	09/21/2016
							Check Amount:		\$618.38			
1	6182	N	WACONIA COMMUNITY ED.	V70301	55091	09012016	80.00	0.00	80.00	09/06/2016	09/06/2016	09/06/2016
							Check Amount:		\$80.00			
1	6930	N	WATERVILLE FOOD & ICE	V70301	55371	01-611922	37.50	0.00	37.50	09/21/2016	09/21/2016	09/21/2016

### 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	6930	N	WATERVILLE FOOD & ICE	V70301	55203	06-600207	40.50	0.00	40.50	09/14/2016	09/14/2016	09/14/2016

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	
P702P2	0716	40193	SBC		WX	8/19	1873	MN.TEACHERS RETIRE.ASSOC	N	N	8/19/2016	N	USD	7894.16	
P702P2	0716	40193	SBC		WX	8/19	1873	MN.TEACHERS RETIRE.ASSOC	N	N	8/19/2016	N	USD	-325.54	
P702P2	0716	40194	SBC		WX	8/19	1977	PERA	N	N	8/19/2016	N	USD	5962.57	
P702P2	0716	40195	SBC		WX	8/19	2330	FEDERAL	N	N	8/19/2016	N	USD	8603.21	
P702P2	0716	40195	SBC		WX	8/19	2330	FEDERAL	N	N	8/19/2016	N	USD	2922.1	
P702P2	0716	40195	SBC		WX	8/19	2330	FEDERAL	N	N	8/19/2016	N	USD	12494.5	
P702P2	0716	40196	SBC		WX	8/19	2331	STATE OF MINNESOTA	N	N	8/19/2016	N	USD	3693.8	
P702P2	0716	40197	SBC		WX	8/19	2735	MII LIFE - VEBA/HSA	N	N	8/19/2016	N	USD	250	
P702P2	0716	40198	SBC		WX	8/19	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	8/19/2016	N	USD	736.58	
P702P2	0716	40198	SBC		WX	8/19	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	8/19/2016	N	USD	600	
P702P2	0716	40198	SBC		WX	8/19	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	8/19/2016	N	USD	546	
P702P2	0716	40198	SBC		WX	8/19	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	8/19/2016	N	USD	1000	
P702P2	0716	40266	SBC		WX	8/23	3319	DEPARTMENT OF EMPLOYMENT AND	N	N	8/23/2016	N	USD	303.27	
p703p1	0716	40304	SBC		WX	9/3/	1873	MN.TEACHERS RETIRE.ASSOC	N	N	9/3/2016	0	N	USD	45634.92
p703p1	0716	40305	SBC		WX	9/3/	1977	PERA	N	N	9/3/2016	0	N	USD	6416.47
p703p1	0716	40306	SBC		WX	9/3/	2330	FEDERAL	N	N	9/3/2016	0	N	USD	29273.89
p703p1	0716	40306	SBC		WX	9/3/	2330	FEDERAL	N	N	9/3/2016	0	N	USD	9502.54
p703p1	0716	40306	SBC		WX	9/3/	2330	FEDERAL	N	N	9/3/2016	0	N	USD	40632.18
p703p1	0716	40307	SBC		WX	9/3/	2331	STATE OF MINNESOTA	N	N	9/3/2016	0	N	USD	12559.71
p703p1	0716	40308	SBC		WX	9/3/	2735	MII LIFE - VEBA/HSA	N	N	9/3/2016	0	N	USD	6503.66
p703p1	0716	40309	SBC		WX	9/3/	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/3/2016	0	N	USD	1409.94
p703p1	0716	40309	SBC		WX	9/3/	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/3/2016	0	N	USD	480
p703p1	0716	40309	SBC		WX	9/3/	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/3/2016	0	N	USD	4341.86
p703p1	0716	40309	SBC		WX	9/3/	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/3/2016	0	N	USD	108
p703p1	0716	40309	SBC		WX	9/3/	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/3/2016	0	N	USD	1569.36
p703p1	0716	40309	SBC		WX	9/3/	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/3/2016	0	N	USD	8527.4
p703p1	0716	40309	SBC		WX	9/3/	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/3/2016	0	N	USD	1848.52
p703p1	0716	40309	SBC		WX	9/3/	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/3/2016	0	N	USD	711.48
p703p2	0716	40375	SBC		WX	9/20	1873	MN.TEACHERS RETIRE.ASSOC	N	N	9/20/2016	N	USD	48906.2	
p703p2	0716	40376	SBC		WX	9/20	1977	PERA	N	N	9/20/2016	N	USD	8830.6	
p703p2	0716	40377	SBC		WX	9/20	2330	FEDERAL	N	N	9/20/2016	N	USD	32746.72	
p703p2	0716	40377	SBC		WX	9/20	2330	FEDERAL	N	N	9/20/2016	N	USD	10903.94	
p703p2	0716	40377	SBC		WX	9/20	2330	FEDERAL	N	N	9/20/2016	N	USD	46623.06	
p703p2	0716	40378	SBC		WX	9/20	2331	STATE OF MINNESOTA	N	N	9/20/2016	N	USD	14080.02	
p703p2	0716	40379	SBC		WX	9/20	2735	MII LIFE - VEBA/HSA	N	N	9/20/2016	N	USD	2095.89	

# Electronic

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount	
p703p2	0716	40380	SBC		WX	9/20	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2016	N	USD	1441.52	
p703p2	0716	40380	SBC		WX	9/20	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2016	N	USD	480	
p703p2	0716	40380	SBC		WX	9/20	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2016	N	USD	4138.68	
p703p2	0716	40380	SBC		WX	9/20	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2016	N	USD	108	
p703p2	0716	40380	SBC		WX	9/20	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2016	N	USD	1906.78	
p703p2	0716	40380	SBC		WX	9/20	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2016	N	USD	7697.14	
p703p2	0716	40380	SBC		WX	9/20	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2016	N	USD	1876.52	
p703p2	0716	40380	SBC		WX	9/20	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2016	N	USD	761.48	
	0716	40381	SBC		WX	9/20	1873	MN.TEACHERS RETIRE.ASSOC	N	N	9/20/2016	N	USD	199.68	
P70302	0716	40382	SBC		WX	8/22	1262	CITY OF BELLE PLAINE	N	N	8/22/2016	N	USD	3.52	
P70302	0716	40382	SBC		WX	8/22	1262	CITY OF BELLE PLAINE	N	N	8/22/2016	N	USD	31.4	
P70302	0716	40382	SBC		WX	8/22	1262	CITY OF BELLE PLAINE	N	N	8/22/2016	N	USD	139.48	
P70302	0716	40382	SBC		WX	8/22	1262	CITY OF BELLE PLAINE	N	N	8/22/2016	N	USD	279.69	
P70302	0716	40382	SBC		WX	8/22	1262	CITY OF BELLE PLAINE	N	N	8/22/2016	N	USD	288.17	
P70302	0716	40382	SBC		WX	8/22	1262	CITY OF BELLE PLAINE	N	N	8/22/2016	N	USD	361.11	
P70302	0716	40383	SBC		WX	8/22	2336	XCEL ENERGY	N	N	8/22/2016	N	USD	750.16	
P70302	0716	40384	SBC		WX	8/24	1486	FRONTIER	N	N	8/24/2016	N	USD	97.35	
P70302	0716	40384	SBC		WX	8/24	1486	FRONTIER	N	N	8/24/2016	N	USD	97.35	
P70302	0716	40384	SBC		WX	8/24	1486	FRONTIER	N	N	8/24/2016	N	USD	123.14	
P70302	0716	40384	SBC		WX	8/24	1486	FRONTIER	N	N	8/24/2016	N	USD	1339.93	
P70302	0716	40385	SBC		WX	8/24	2800	MII LIFE - SELECT ACCOUNT	N	N	8/24/2016	N	USD	557.05	
P70302	0716	40410	SBC		WX	9/6/	2336	XCEL ENERGY	N	N	9/6/2016	0	N	USD	9890.8
P70302	0716	40410	SBC		WX	9/6/	2336	XCEL ENERGY	N	N	9/6/2016	0	N	USD	9812.75
P70302	0716	40410	SBC		WX	9/6/	2336	XCEL ENERGY	N	N	9/6/2016	0	N	USD	8834.81
P70302	0716	40411	SBC		WX	9/6/	3414	CENTERPOINT ENERGY	N	N	9/6/2016	0	N	USD	333.24
P70302	0716	40411	SBC		WX	9/6/	3414	CENTERPOINT ENERGY	N	N	9/6/2016	0	N	USD	271.93
P70302	0716	40411	SBC		WX	9/6/	3414	CENTERPOINT ENERGY	N	N	9/6/2016	0	N	USD	189.6
P70302	0716	40411	SBC		WX	9/6/	3414	CENTERPOINT ENERGY	N	N	9/6/2016	0	N	USD	67.27
P70302	0716	40411	SBC		WX	9/6/	3414	CENTERPOINT ENERGY	N	N	9/6/2016	0	N	USD	51.66
P70302	0716	40411	SBC		WX	9/6/	3414	CENTERPOINT ENERGY	N	N	9/6/2016	0	N	USD	41.67
P70302	0716	40411	SBC		WX	9/6/	3414	CENTERPOINT ENERGY	N	N	9/6/2016	0	N	USD	40.6
P70302	0716	40412	SBC		WX	9/8/	2336	XCEL ENERGY	N	N	9/8/2016	0	N	USD	299.96

# Electronic

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
								Payroll 8/19/2016						72,684.10
								Payroll 9/05/2016						224,150.86
								Payroll 9/20/2016						261,284.22
													<b>Total</b>	<b>\$ 1,025,033.52</b>

# Hand Pays

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
P70302	0716	40265	SBC	59459	CH	8/23	4802	USPS	Y	N	8/23/2016	C N	USD	307.46
P70302	0716	40271	SBC	59460	CH	8/24	7088	ANDREW FIELDS	Y	N	8/24/2016	C N	USD	1400
P70302	0716	40267	SBC	59461	CH	8/24	2746	DAVID MECREDDY	Y	N	8/24/2016	C N	USD	42
P70302	0716	40270	SBC	59462	CH	8/24	7087	DIANE KEUP	Y	N	8/24/2016	C N	USD	117.1
P70302	0716	40272	SBC	59463	CH	8/24	7089	JENIFER BREIDENBACH	Y	N	8/24/2016	C N	USD	600
P70302	0716	40275	SBC	59464	CH	8/24	7092	MATT OSWALD	Y	N	8/24/2016	C N	USD	600
P70302	0716	40269	SBC	59465	CH	8/24	6270	MOLLY HOHN	Y	N	8/24/2016	C N	USD	22
P70302	0716	40274	SBC	59466	CH	8/24	7091	RACHEL STEIL	Y	N	8/24/2016	C N	USD	600
P70302	0716	40268	SBC	59467	CH	8/24	6111	RAM MUTUAL INSURANCE COMPANY	Y	N	8/24/2016	C N	USD	3207.83
P70302	0716	40273	SBC	59468	CH	8/24	7090	SEAN HOLMES	Y	N	8/24/2016	C N	USD	600
p70302	0716	40276	SBC	59469	CH	8/25	7093	Commissioner of MDE	Y	N	8/25/2016	C N	USD	57
p70302	0716	40277	SBC	59470	CH	8/25	7093	Commissioner of MDE	Y	N	8/25/2016	C N	USD	57
P70302	0716	40278	SBC	59471	CH	8/26	4802	USPS	Y	N	8/26/2016	C N	USD	190.66
P70302	0716	40293	SBC	59472	CH	8/30	6853	BLOOMINGTON JEFFERSON HIGH SCHOOL	Y	N	8/30/2016	C N	USD	170
P70302	0716	40290	SBC	59473	CH	8/30	5361	BLOOMINGTON KENNEDY HIGH SCHOOL	Y	N	8/30/2016	C N	USD	135
P70302	0716	40284	SBC	59474	CH	8/30	1460	FARMINGTON HIGH SCHOOL	Y	N	8/30/2016	C N	USD	75
P70302	0716	40287	SBC	59475	CH	8/30	2684	LE SUEUR-HENDERSON SCHOOL	Y	N	8/30/2016	C N	USD	70
P70302	0716	40285	SBC	59476	CH	8/30	1759	MANKATO EAST HIGH SCHOOL	Y	N	8/30/2016	C N	USD	40
P70302	0716	40289	SBC	59477	CH	8/30	3826	ST JAMES HIGH SCHOOL	Y	N	8/30/2016	C N	USD	25
P70302	0716	40289	SBC	59477	CH	8/30	3826	ST JAMES HIGH SCHOOL	Y	N	8/30/2016	C N	USD	30
P70302	0716	40291	SBC	59478	CH	8/30	5764	SW CHRISTIAN HIGH SCHOOL	Y	N	8/30/2016	C N	USD	230
P70302	0716	40292	SBC	59479	CH	8/30	5801	TRI-CITY UNITED PUBLIC SCHOOL	Y	N	8/30/2016	C N	USD	200
P70302	0716	40286	SBC	59480	CH	8/30	2287	WACONIA HIGH SCHOOL	Y	N	8/30/2016	C N	USD	175
P70302	0716	40288	SBC	59481	CH	8/30	3598	WINONA SENIOR HIGH SCHOOL ATH	Y	N	8/30/2016	C N	USD	150
p70302	0716	40296	SBC	59482	CH	9/2/	6815	BEN DAVIS	Y	N	9/2/2016	0C N	USD	54
p70302	0716	40297	SBC	59483	CH	9/2/	7095	KYLE POPPLER	Y	N	9/2/2016	0C N	USD	48
p70302	0716	40294	SBC	59484	CH	9/2/	2137	SOUTH CENTRAL ECSU	Y	N	9/2/2016	0C Y	USD	734.08
p70302	0716	40294	SBC	59484	CH	9/2/	2137	SOUTH CENTRAL ECSU	Y	N	9/2/2016	0C Y	USD	1925
p70302	0716	40294	SBC	59484	CH	9/2/	2137	SOUTH CENTRAL ECSU	Y	N	9/16/2016	C Y	USD	-734.08
p70302	0716	40294	SBC	59484	CH	9/2/	2137	SOUTH CENTRAL ECSU	Y	N	9/16/2016	C Y	USD	-1925
p70302	0716	40295	SBC	59485	CH	9/2/	6808	SOUTH CENTRAL FOOTBALL DISTRICT	Y	N	9/2/2016	0C N	USD	25
p703p1	0716	40298	SBC	59486	CH	9/3/	1134	BELLE PLAINE SCHOOL	Y	N	9/3/2016	0C N	USD	2772.84
p703p1	0716	40301	SBC	59487	CH	9/3/	6451	Belle Plaine Schools Dental Ins Account	Y	N	9/3/2016	0C N	USD	12110.97

# Hand Pays

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
p703p1	0716	40302	SBC	59488	CH	9/3/	6482	Belle Plaine Schools Health Ins Acct	Y	N	9/3/2016	0C N	USD	121176.18
p703p1	0716	40303	SBC	59489	CH	9/3/	7052	FIDELITY SECUTIRY LIFE INS EYE MED	Y	N	9/3/2016	0C N	USD	471.85
p703p1	0716	40300	SBC	59490	CH	9/3/	6122	NATIONAL INSURANCE SERVICE of WI	Y	N	9/3/2016	0C N	USD	2867.68
p703p1	0716	40299	SBC	59491	CH	9/3/	1836	NCPERS MINNESOTA	Y	N	9/3/2016	0C N	USD	32
P70302	0716	40316	SBC	59492	CH	9/7/	3683	DAN FORD	Y	N	9/7/2016	0C N	USD	120
P70302	0716	40311	SBC	59493	CH	9/7/	2772	JEFFREY MONAHAN	Y	N	9/7/2016	0C N	USD	120
P70302	0716	40314	SBC	59494	CH	9/7/	3523	LORI LATZKE	Y	N	9/7/2016	0C N	USD	96
P70302	0716	40315	SBC	59495	CH	9/7/	3572	LYNN WILMES	Y	N	9/7/2016	0C N	USD	96
P70302	0716	40312	SBC	59496	CH	9/7/	2773	MIKE KLIMA	Y	N	9/7/2016	0C N	USD	120
P70302	0716	40313	SBC	59497	CH	9/7/	2823	MN RIVER CONFERENCE	Y	N	9/7/2016	0C N	USD	264
P70302	0716	40310	SBC	59498	CH	9/7/	2272	US BANK OPERATIONS CENTER	Y	N	9/7/2016	0C N	USD	501378
P70302	0716	40324	SBC	59499	CH	9/14	2782	BRENT HIMMERICK	Y	N	9/14/2016	C N	USD	85
P70302	0716	40325	SBC	59500	CH	9/14	3683	DAN FORD	Y	N	9/14/2016	C N	USD	120
P70302	0716	40328	SBC	59501	CH	9/14	7107	IAN WATWOOD	Y	N	9/14/2016	C N	USD	85
P70302	0716	40322	SBC	59502	CH	9/14	2772	JEFFREY MONAHAN	Y	N	9/14/2016	C N	USD	120
P70302	0716	40326	SBC	59503	CH	9/14	7105	JORDAN ECFE	Y	N	9/14/2016	C N	USD	55
P70302	0716	40329	SBC	59504	CH	9/14	7108	MICHAEL HEIFORT	Y	N	9/14/2016	C N	USD	85
P70302	0716	40327	SBC	59505	CH	9/14	7106	MICHAEL KOPPANG	Y	N	9/14/2016	C N	USD	85
P70302	0716	40323	SBC	59506	CH	9/14	2773	MIKE KLIMA	Y	N	9/14/2016	C N	USD	120
p703p2	0716	40373	SBC	59507	CH	9/20	1134	BELLE PLAINE SCHOOL	Y	N	9/20/2016	C N	USD	3847.84
p703p2	0716	40374	SBC	59508	CH	9/20	6482	Belle Plaine Schools Health Ins Acct	Y	N	9/20/2016	C N	USD	28821.52
<b>Total</b>													<b>\$ 682,570.47</b>	

July 2016 Student Activities

Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Payment Description	Pay Date	Void	Curr	Amount
0716	40178	HSAC	7802	CH	3	4905	TRAVEL LEADERS	Baseball Trip - Fligh Deposit	8/9/2016 00	N	USD	1,470.00
0716	40283	HSAC	7803	CH	3	7086	BELLE PLAINE GIRL SCOUTS	Pop and Cheese	8/30/2016 0	N	USD	219.00
0716	40279	HSAC	7804	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	WEIGHT ROOM PROJECT	8/30/2016 0	N	USD	3,000.00
0716	40280	HSAC	7805	CH	3	6006	BSN SPORTS INC	BB Camp T-Shirts	8/30/2016 0	N	USD	554.40
0716	40282	HSAC	7806	CH	3	6560	NORTH AMERICAN SAFETY INC	T-shirts	8/30/2016 0	N	USD	753.30
0716	40281	HSAC	7807	CH	3	6016	UNIVERSAL ATHLETIC SERVICES INC	Jersey Additions	8/30/2016 0	N	USD	293.78
0716	40281	HSAC	7807	CH	3	6016	UNIVERSAL ATHLETIC SERVICES INC	Replace damaged bballs	8/30/2016 0	N	USD	311.99
<b>Total</b>											<b>6,602.47</b>	

pmt_cd	pmt_no	pmt_bank	pmt_check_no	pmt_ven_grp	pmt_ven_cd	pmt_type
0716	40178	HSAC	7802	3	4905	CH
0716	40283	HSAC	7803	3	7086	CH
0716	40279	HSAC	7804	3	4721	CH
0716	40280	HSAC	7805	3	6006	CH
0716	40282	HSAC	7806	3	6560	CH
0716	40281	HSAC	7807	3	6016	CH
0716	40281	HSAC	7807	3	6016	CH

ven_name	pmt_void_flg
TRAVEL LEADERS	N
BELLE PLAINE GIRL SCOUTS	N
BELLE PLAINE SCHOOL DISTRICT	N
BSN SPORTS INC	N
NORTH AMERICAN SAFETY INC	N
UNIVERSAL ATHLETIC SERVICES INC	N
UNIVERSAL ATHLETIC SERVICES INC	N

pmt_desc	pmt_amt	pmtd_act_dtp	pmtd_vou_cd
	1470	8/9/2016 00:0	0716
	219	8/30/2016 00:	0716
	3000	8/30/2016 00:	0716
	554.4	8/30/2016 00:	0716
	753.3	8/30/2016 00:	0716
	605.77	8/30/2016 00:	0716
	605.77	8/30/2016 00:	0716

pmtd_vou_no	pmtd_seq_no	pmtd_desc	pmtd_amt	vou_type	vou_inv_no	vou_base_amt
54903	1		1470 I		76238F	1470
55037	1		219 I		1	219
55055	1		3000 I		08022016	3000
55040	1		554.4 I		97980913	554.4
55051	1		753.3 I		21018	753.3
54872	1		293.78 I		150715	293.78
54918	2		311.99 I		150-0023627-01	311.99

voud_db_seg1	voud_db_seg2	voud_db_seg3	voud_db_seg4	voud_db_seg5	voud_db_seg6	voud_db_seg7
0716	E	20	200	298	913	000
0716	E	20	200	298	922	000
0716	E	20	200	298	917	000
0716	E	20	200	298	914	000
0716	E	20	200	298	923	000
0716	E	20	200	298	913	000
0716	E	20	200	298	943	000

voud_db_seg	voud_db_seg	voud_base_am	voud_seq_no	voud_vou_no
401		1470	1	54903
401		219	1	55037
401		3000	1	55055
401		554.4	1	55040
401		753.3	1	55051
401		293.78	1	54872
401		311.99	1	54918

voud_desc	vm2_name	vou_remitto
Baseball Trip - Fligh Deposit		
Pop and Cheese		
WEIGHT ROOM PROJECT		
BB Camp T-Shirts		
T-shirts		
Jersey Additions		
Replace damaged bballs		

August 2016 Pcard

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
SD BELLE PLAINE	438682431	8/10/2016	8/11/2016	8/27/2016	USPS 26073001733418328	110.30
SD BELLE PLAINE	439608824	8/18/2016	8/19/2016	8/27/2016	OTICON INC	517.00
SD BELLE PLAINE	440040861	8/23/2016	8/24/2016	8/27/2016	PHONAK HEARING SYS	2,585.39
SD BELLE PLAINE	440360692	8/25/2016	8/26/2016	8/27/2016	OFFICEMAX/OFFICEDEPOT6	34.19
HIGH SCHOOL BELLE PLAINE	437415045	7/28/2016	7/29/2016	8/27/2016	NATIONAL RECOGNITION	23.88
HIGH SCHOOL BELLE PLAINE	437415046	7/28/2016	7/29/2016	8/27/2016	NATIONAL RECOGNITION	37.64
HIGH SCHOOL BELLE PLAINE	437637548	7/29/2016	8/1/2016	8/27/2016	OFFICE DEPOT #1090	133.56
HIGH SCHOOL BELLE PLAINE	437831666	8/1/2016	8/3/2016	8/27/2016	TINKERPLOTS.COM	40.00
HIGH SCHOOL BELLE PLAINE	437981771	8/2/2016	8/4/2016	8/27/2016	OFFICE DEPOT #1090	8.96
HIGH SCHOOL BELLE PLAINE	438344758	8/7/2016	8/8/2016	8/27/2016	COBORN S SUPERSTORE	40.86
HIGH SCHOOL BELLE PLAINE	438443754	8/8/2016	8/9/2016	8/27/2016	CARIBOU COFFEE CO #130	30.97
HIGH SCHOOL BELLE PLAINE	438539592	8/8/2016	8/10/2016	8/27/2016	KOWALSKI S EXCELSIOR	215.46
HIGH SCHOOL BELLE PLAINE	438539593	8/9/2016	8/10/2016	8/27/2016	USPS 26073001733418328	487.90
HIGH SCHOOL BELLE PLAINE	438539594	8/8/2016	8/10/2016	8/27/2016	KWIK TRIP 33000003301	3.98
HIGH SCHOOL BELLE PLAINE	438539595	8/9/2016	8/10/2016	8/27/2016	QUICKEN INC	16.09
HIGH SCHOOL BELLE PLAINE	438539596	8/10/2016	8/10/2016	8/27/2016	Amazon.com	397.70
HIGH SCHOOL BELLE PLAINE	438682432	8/10/2016	8/11/2016	8/27/2016	USPS 26073001733418328	8.30
HIGH SCHOOL BELLE PLAINE	438682433	8/10/2016	8/11/2016	8/27/2016	AMAZON.COM AMZN.COM/BI	1,193.10
HIGH SCHOOL BELLE PLAINE	438682434	8/10/2016	8/11/2016	8/27/2016	AMAZON.COM AMZN.COM/BI	72.84
HIGH SCHOOL BELLE PLAINE	438682435	8/10/2016	8/11/2016	8/27/2016	AMAZON MKTPLACE PMTS	37.88
HIGH SCHOOL BELLE PLAINE	438682436	8/10/2016	8/11/2016	8/27/2016	AMAZON MKTPLACE PMTS	23.14
HIGH SCHOOL BELLE PLAINE	438682437	8/10/2016	8/11/2016	8/27/2016	SUPREME SCHOOL SPLY WE	308.63
HIGH SCHOOL BELLE PLAINE	438858517	8/12/2016	8/12/2016	8/27/2016	USPS 26073001733418328	33.60
HIGH SCHOOL BELLE PLAINE	438858518	8/11/2016	8/12/2016	8/27/2016	QUICKEN INC	(14.99)
HIGH SCHOOL BELLE PLAINE	438858519	8/11/2016	8/12/2016	8/27/2016	AMAZON MKTPLACE PMTS	22.91
HIGH SCHOOL BELLE PLAINE	438858520	8/13/2016	8/12/2016	8/27/2016	AMAZON MKTPLACE PMTS	98.58
HIGH SCHOOL BELLE PLAINE	439066193	8/13/2016	8/15/2016	8/27/2016	AMAZON MKTPLACE PMTS	19.94
HIGH SCHOOL BELLE PLAINE	439297661	8/16/2016	8/17/2016	8/27/2016	APL*APPLEONLINESTOREUS	115.91
HIGH SCHOOL BELLE PLAINE	439297662	8/16/2016	8/17/2016	8/27/2016	J W PEPPER AND SON INC	314.50
HIGH SCHOOL BELLE PLAINE	439437905	8/17/2016	8/18/2016	8/27/2016	USPS 26073001733418328	194.45
HIGH SCHOOL BELLE PLAINE	439608825	8/19/2016	8/19/2016	8/27/2016	USPS 26073001733418328	12.90
HIGH SCHOOL BELLE PLAINE	439608826	8/18/2016	8/19/2016	8/27/2016	AMAZON MKTPLACE PMTS	22.31
HIGH SCHOOL BELLE PLAINE	439608827	8/18/2016	8/19/2016	8/27/2016	AMAZON MKTPLACE PMTS	220.95
HIGH SCHOOL BELLE PLAINE	439608828	8/19/2016	8/19/2016	8/27/2016	AMAZON MKTPLACE PMTS	87.96
HIGH SCHOOL BELLE PLAINE	440040862	8/24/2016	8/24/2016	8/27/2016	AMAZON MKTPLACE PMTS	32.99
HIGH SCHOOL BELLE PLAINE	440178579	8/24/2016	8/25/2016	8/27/2016	AMAZON.COM AMZN.COM/BI	1,284.00
HIGH SCHOOL BELLE PLAINE	440360693	8/25/2016	8/26/2016	8/27/2016	CODECADEMY PRO	19.99
HIGH SCHOOL BELLE PLAINE	440360694	8/26/2016	8/26/2016	8/27/2016	Amazon.com	23.48

August 2016 Pcard

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
DAVIS KRIS	437415041	7/28/2016	7/29/2016	8/27/2016	INNOVATIVE OFFICE SOLU	46.99
DAVIS KRIS	437415042	7/27/2016	7/29/2016	8/27/2016	WATER CONTROL CORP OF	360.34
DAVIS KRIS	437415043	7/28/2016	7/29/2016	8/27/2016	METRO SALES INC.	2,046.22
DAVIS KRIS	438139671	8/5/2016	8/5/2016	8/27/2016	WASTE MGMT WM EZPAY	58.99
DAVIS KRIS	438344756	8/6/2016	8/8/2016	8/27/2016	INNOVATIVE OFFICE SOLU	71.74
DAVIS KRIS	438539586	8/9/2016	8/10/2016	8/27/2016	USPS 26073001733418328	77.10
DAVIS KRIS	438539587	8/8/2016	8/10/2016	8/27/2016	METRO SALES INC.	631.04
DAVIS KRIS	438539588	8/8/2016	8/10/2016	8/27/2016	METRO SALES INC.	345.96
DAVIS KRIS	439608809	8/18/2016	8/19/2016	8/27/2016	BIFFS INC	204.06
DAVIS KRIS	440040853	8/23/2016	8/24/2016	8/27/2016	EMMA KRUMBEEES RESTAURA	453.76
DAVIS KRIS	440040854	8/23/2016	8/24/2016	8/27/2016	GENESIS - BELLE PLAINE	311.38
DAVIS KRIS	440360676	8/26/2016	8/26/2016	8/27/2016	USPS 26073001733418328	14.33
DAVIS KRIS	440360677	8/26/2016	8/26/2016	8/27/2016	AMAZON MKTPLACE PMTS	145.80
DAVIS KRIS	440360678	8/24/2016	8/26/2016	8/27/2016	METRO SALES INC.	821.36
KELLER CHUCK	437415044	7/28/2016	7/29/2016	8/27/2016	USPS 26073001733418328	14.90
KELLER CHUCK	438539589	8/8/2016	8/10/2016	8/27/2016	MADDENS PERFECTO PIZZA	42.21
KELLER CHUCK	438539590	8/9/2016	8/10/2016	8/27/2016	ZORBAZ ON GULL	80.22
KELLER CHUCK	438858500	8/11/2016	8/12/2016	8/27/2016	USPS 26073001733418328	217.80
KELLER CHUCK	438858501	8/10/2016	8/12/2016	8/27/2016	MADDENS GULL LAKE	281.04
KELLER CHUCK	440178569	8/25/2016	8/25/2016	8/27/2016	VZWRLSS*MY VZ VB P	502.00
KELLER CHUCK	440178570	8/23/2016	8/25/2016	8/27/2016	SAMS INTERNET	1,945.62
KELLER CHUCK	440360679	8/26/2016	8/26/2016	8/27/2016	VZWRLSS*APOCC VISB	1,272.73
KELLER CHUCK	440360680	8/26/2016	8/26/2016	8/27/2016	AMAZON MKTPLACE PMTS	20.56
KELLER CHUCK	440360681	8/26/2016	8/26/2016	8/27/2016	AMAZON MKTPLACE PMTS	22.99
ACTIVITIES BELLE P	437257193	7/27/2016	7/28/2016	8/27/2016	TENNIS WAREHOUSE	649.60
ACTIVITIES BELLE P	439297654	8/16/2016	8/17/2016	8/27/2016	REGISTER.CORDONCO.COM	63.50
ACTIVITIES BELLE P	439297655	8/16/2016	8/17/2016	8/27/2016	REGISTER.CORDONCO.COM	53.50
ACTIVITIES BELLE P	439437898	8/17/2016	8/18/2016	8/27/2016	ADCO SAFETY AWARD STOR	443.70
ACTIVITIES BELLE P	439437899	8/17/2016	8/18/2016	8/27/2016	REGISTER.CORDONCO.COM	53.50
ACTIVITIES BELLE P	439608817	8/18/2016	8/19/2016	8/27/2016	REGISTER.CORDONCO.COM	42.50
ACTIVITIES BELLE P	439929480	8/22/2016	8/23/2016	8/27/2016	SAMS CLUB #6311	177.86
ACTIVITIES BELLE P	440040856	8/22/2016	8/24/2016	8/27/2016	THE WEBSTAUANT STORE	173.28
ACTIVITIES BELLE P	440178575	8/24/2016	8/25/2016	8/27/2016	A. H. HERMEL COMPANY	498.36
ACTIVITIES BELLE P	440360687	8/26/2016	8/26/2016	8/27/2016	SAMSCLUB #6311	81.50
COMM ED BELLE PLAINE	437257194	7/26/2016	7/28/2016	8/27/2016	THE GRAPHIC EDGE INC	87.57
COMM ED BELLE PLAINE	437981769	8/3/2016	8/4/2016	8/27/2016	SHOPKO 568 00105684	61.84
COMM ED BELLE PLAINE	437981770	8/2/2016	8/4/2016	8/27/2016	THE GRAPHIC EDGE INC	583.30
COMM ED BELLE PLAINE	438682429	8/10/2016	8/11/2016	8/27/2016	TARGET 00012724	295.39

August 2016 Pcard

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
COMM ED BELLE PLAINE	438682430	8/10/2016	8/11/2016	8/27/2016	JO-ANN STORE #2283	138.05
COMM ED BELLE PLAINE	438858515	8/10/2016	8/12/2016	8/27/2016	OFFICEMAX/OFFICEDEPOT6	197.68
COMM ED BELLE PLAINE	438858516	8/11/2016	8/12/2016	8/27/2016	BB *CHILDRENSMUSEUMSOM	186.00
COMM ED BELLE PLAINE	439608823	8/18/2016	8/19/2016	8/27/2016	CTY OF EAGAN-CASCADE B	127.80
COMM ED BELLE PLAINE	439929482	8/22/2016	8/23/2016	8/27/2016	USPS 26073001733418328	49.20
COMM ED BELLE PLAINE	440040860	8/23/2016	8/24/2016	8/27/2016	GENESIS - BELLE PLAINE	315.87
COMM ED BELLE PLAINE	440178578	8/24/2016	8/25/2016	8/27/2016	DOMINO S 7300	28.00
COMM ED BELLE PLAINE	440360691	8/26/2016	8/26/2016	8/27/2016	BSN*SPORT SUPPLY GROUP	865.32
ELEMENTARY CHATFIELD	437718305	8/1/2016	8/2/2016	8/27/2016	EB MYIGDIS TRAINING W	240.36
ELEMENTARY CHATFIELD	438139674	8/4/2016	8/5/2016	8/27/2016	USPS 26073001733418328	28.77
ELEMENTARY CHATFIELD	438858512	8/11/2016	8/12/2016	8/27/2016	CARSON DELLOSA	110.37
ELEMENTARY CHATFIELD	438858513	8/11/2016	8/12/2016	8/27/2016	THE MASTER TEACHER	2,460.87
ELEMENTARY CHATFIELD	438858514	8/10/2016	8/12/2016	8/27/2016	ORIENTAL TRADING CO	43.98
ELEMENTARY CHATFIELD	439066190	8/14/2016	8/15/2016	8/27/2016	TARGET 00013524	92.39
ELEMENTARY CHATFIELD	439066191	8/13/2016	8/15/2016	8/27/2016	RUTTIGERS BAY LAKE LODG	195.78
ELEMENTARY CHATFIELD	439066192	8/13/2016	8/15/2016	8/27/2016	LAKESHORE LEARNING #23	137.42
ELEMENTARY CHATFIELD	439167493	8/15/2016	8/16/2016	8/27/2016	MICHAELS STORES 8608	9.28
ELEMENTARY CHATFIELD	439167494	8/15/2016	8/16/2016	8/27/2016	ABC ZONE BURNSVILLE	24.46
ELEMENTARY CHATFIELD	439297656	8/15/2016	8/17/2016	8/27/2016	SUBWAY 00999912	160.31
ELEMENTARY CHATFIELD	439297657	8/15/2016	8/17/2016	8/27/2016	SUBWAY 00999912	160.31
ELEMENTARY CHATFIELD	439297658	8/16/2016	8/17/2016	8/27/2016	OFFICEMAX CT*IN#685704	23.47
ELEMENTARY CHATFIELD	439297659	8/16/2016	8/17/2016	8/27/2016	OFFICEMAX CT*IN#693912	102.59
ELEMENTARY CHATFIELD	439297660	8/16/2016	8/17/2016	8/27/2016	AMERICAN RUG LAUNDRY	52.50
ELEMENTARY CHATFIELD	439437900	8/17/2016	8/18/2016	8/27/2016	CUB FOODS INC.	9.40
ELEMENTARY CHATFIELD	439437901	8/17/2016	8/18/2016	8/27/2016	INNOVATIVE OFFICE SOLU	2.76
ELEMENTARY CHATFIELD	439437902	8/17/2016	8/18/2016	8/27/2016	TARGET 00023408	67.86
ELEMENTARY CHATFIELD	439437903	8/17/2016	8/18/2016	8/27/2016	ABC ZONE BURNSVILLE	105.25
ELEMENTARY CHATFIELD	439437904	8/17/2016	8/18/2016	8/27/2016	ABC ZONE BURNSVILLE	14.99
ELEMENTARY CHATFIELD	439608818	8/18/2016	8/19/2016	8/27/2016	INNOVATIVE OFFICE SOLU	57.43
ELEMENTARY CHATFIELD	439608819	8/17/2016	8/19/2016	8/27/2016	BARNES & NOBLE #2096	4.83
ELEMENTARY CHATFIELD	439608820	8/19/2016	8/19/2016	8/27/2016	WM SUPERCENTER #3513	34.90
ELEMENTARY CHATFIELD	439608821	8/18/2016	8/19/2016	8/27/2016	LEVENGER CATALOG&WEB	75.16
ELEMENTARY CHATFIELD	439608822	8/18/2016	8/19/2016	8/27/2016	SCHOLASTIC BOOK CLUB	200.00
ELEMENTARY CHATFIELD	439929481	8/22/2016	8/23/2016	8/27/2016	OFFICEMAX CT*IN#762977	20.37
ELEMENTARY CHATFIELD	440040857	8/23/2016	8/24/2016	8/27/2016	TARGET 00012724	35.33
ELEMENTARY CHATFIELD	440040858	8/23/2016	8/24/2016	8/27/2016	AMAZON MKTPLACE PMTS	89.95
ELEMENTARY CHATFIELD	440040859	8/23/2016	8/24/2016	8/27/2016	ABC ZONE BURNSVILLE	20.45
ELEMENTARY CHATFIELD	440178576	8/24/2016	8/25/2016	8/27/2016	OFFICEMAX CT*IN#782944	16.92

August 2016 Pcard

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
ELEMENTARY CHATFIELD	440178577	8/24/2016	8/25/2016	8/27/2016	AMAZON MKTPLACE PMTS	19.79
ELEMENTARY CHATFIELD	440360688	8/26/2016	8/26/2016	8/27/2016	AMAZON MKTPLACE PMTS	40.39
ELEMENTARY CHATFIELD	440360689	8/26/2016	8/26/2016	8/27/2016	SSI*SCHOOL SPECIALTY	298.42
ELEMENTARY CHATFIELD	440360690	8/26/2016	8/26/2016	8/27/2016	IKEA HOME SHOPPING	32.17
ELEMENTARY OAK CREST	437831661	8/2/2016	8/3/2016	8/27/2016	COBORN S SUPERSTORE	18.83
ELEMENTARY OAK CREST	437981765	8/3/2016	8/4/2016	8/27/2016	USPS 26073001733418328	384.58
ELEMENTARY OAK CREST	437981766	8/3/2016	8/4/2016	8/27/2016	RGS Pay*	136.57
ELEMENTARY OAK CREST	437981767	8/3/2016	8/4/2016	8/27/2016	ASSOC SUPERV AND CURR	289.00
ELEMENTARY OAK CREST	437981768	8/3/2016	8/4/2016	8/27/2016	AMERICAN ASSOC OF SCHO	450.00
ELEMENTARY OAK CREST	438139672	8/5/2016	8/5/2016	8/27/2016	Amazon.com	286.88
ELEMENTARY OAK CREST	438139673	8/3/2016	8/5/2016	8/27/2016	MASBO 00 OF 00	110.00
ELEMENTARY OAK CREST	438344757	8/6/2016	8/8/2016	8/27/2016	WALMART.COM	42.77
ELEMENTARY OAK CREST	438443753	8/8/2016	8/9/2016	8/27/2016	WALMART.COM	170.65
ELEMENTARY OAK CREST	438539591	8/10/2016	8/10/2016	8/27/2016	SSI*SCHOOL SPECIALTY	145.20
ELEMENTARY OAK CREST	438858502	8/11/2016	8/12/2016	8/27/2016	INNOVATIVE OFFICE SOLU	132.34
ELEMENTARY OAK CREST	438858503	8/12/2016	8/12/2016	8/27/2016	INNOVATIVE OFFICE SOLU	80.24
ELEMENTARY OAK CREST	438858504	8/10/2016	8/12/2016	8/27/2016	MADDENS GULL LAKE	281.04
ELEMENTARY OAK CREST	438858505	8/10/2016	8/12/2016	8/27/2016	MADDENS GULL LAKE	281.04
ELEMENTARY OAK CREST	438858506	8/11/2016	8/12/2016	8/27/2016	GROTH MUSIC	221.05
ELEMENTARY OAK CREST	438858507	8/12/2016	8/12/2016	8/27/2016	SSI*SCHOOL SPECIALTY	249.13
ELEMENTARY OAK CREST	438858508	8/12/2016	8/12/2016	8/27/2016	AMAZON MKTPLACE PMTS	35.96
ELEMENTARY OAK CREST	438858509	8/12/2016	8/12/2016	8/27/2016	BADGE A MINIT	129.95
ELEMENTARY OAK CREST	438858510	8/12/2016	8/12/2016	8/27/2016	WALMART.COM	149.95
ELEMENTARY OAK CREST	438858511	8/12/2016	8/12/2016	8/27/2016	SUPREME SCHOOL SPLY WE	133.84
ELEMENTARY OAK CREST	439066187	8/12/2016	8/15/2016	8/27/2016	THE ORDWAY	455.00
ELEMENTARY OAK CREST	439066188	8/12/2016	8/15/2016	8/27/2016	THE ORDWAY	(455.00)
ELEMENTARY OAK CREST	439066189	8/12/2016	8/15/2016	8/27/2016	THE ORDWAY	455.00
ELEMENTARY OAK CREST	439167491	8/15/2016	8/16/2016	8/27/2016	USPS 26073001733418328	1.57
ELEMENTARY OAK CREST	439167492	8/15/2016	8/16/2016	8/27/2016	SSI*SCHOOL SPECIALTY	44.48
ELEMENTARY OAK CREST	439297652	8/16/2016	8/17/2016	8/27/2016	USPS 26073001733418328	7.75
ELEMENTARY OAK CREST	439297653	8/16/2016	8/17/2016	8/27/2016	SSI*SCHOOL SPECIALTY	180.07
ELEMENTARY OAK CREST	439437893	8/17/2016	8/18/2016	8/27/2016	USPS 26073001733418328	11.40
ELEMENTARY OAK CREST	439437894	8/17/2016	8/18/2016	8/27/2016	AMAZON MKTPLACE PMTS	16.48
ELEMENTARY OAK CREST	439437895	8/17/2016	8/18/2016	8/27/2016	SSI*SCHOOL SPECIALTY	143.72
ELEMENTARY OAK CREST	439437896	8/17/2016	8/18/2016	8/27/2016	SAMSCLUB #6311	142.43
ELEMENTARY OAK CREST	439437897	8/17/2016	8/18/2016	8/27/2016	SAMSCLUB #6311	362.54
ELEMENTARY OAK CREST	439608810	8/19/2016	8/19/2016	8/27/2016	TARGET 00012724	27.34
ELEMENTARY OAK CREST	439608811	8/19/2016	8/19/2016	8/27/2016	Amazon.com	369.90

August 2016 Pcard

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
ELEMENTARY OAK CREST	439608812	8/19/2016	8/19/2016	8/27/2016	AMAZON MKTPLACE PMTS	110.97
ELEMENTARY OAK CREST	439608813	8/19/2016	8/19/2016	8/27/2016	RGS Pay*	96.32
ELEMENTARY OAK CREST	439608814	8/19/2016	8/19/2016	8/27/2016	Amazon.com	90.58
ELEMENTARY OAK CREST	439608815	8/20/2016	8/19/2016	8/27/2016	Amazon.com	10.99
ELEMENTARY OAK CREST	439608816	8/19/2016	8/19/2016	8/27/2016	ABC ZONE BURNSVILLE	15.66
ELEMENTARY OAK CREST	439929478	8/22/2016	8/23/2016	8/27/2016	GROTH MUSIC	95.99
ELEMENTARY OAK CREST	439929479	8/23/2016	8/23/2016	8/27/2016	SSI*SCHOOL SPECIALTY	67.01
ELEMENTARY OAK CREST	440040855	8/23/2016	8/24/2016	8/27/2016	SSI*SCHOOL SPECIALTY	154.24
ELEMENTARY OAK CREST	440178571	8/23/2016	8/25/2016	8/27/2016	ACCUCUT LLC	245.00
ELEMENTARY OAK CREST	440178572	8/24/2016	8/25/2016	8/27/2016	SSI*SCHOOL SPECIALTY	121.83
ELEMENTARY OAK CREST	440178573	8/24/2016	8/25/2016	8/27/2016	SSI*SCHOOL SPECIALTY	74.85
ELEMENTARY OAK CREST	440178574	8/25/2016	8/25/2016	8/27/2016	Amazon.com	79.89
ELEMENTARY OAK CREST	440360682	8/26/2016	8/26/2016	8/27/2016	INNOVATIVE OFFICE SOLU	84.28
ELEMENTARY OAK CREST	440360683	8/25/2016	8/26/2016	8/27/2016	SAMS CLUB #6311	70.69
ELEMENTARY OAK CREST	440360684	8/26/2016	8/26/2016	8/27/2016	AMAZON.COM AMZN.COM/BI	105.53
ELEMENTARY OAK CREST	440360685	8/25/2016	8/26/2016	8/27/2016	AMAZON MKTPLACE PMTS	32.42
ELEMENTARY OAK CREST	440360686	8/26/2016	8/26/2016	8/27/2016	AMAZON MKTPLACE PMTS	98.00

<b>Total</b>	<b>36,014.89</b>
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# District Goals

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- *Achieve the state average level or proficiency on The Minnesota Comprehensive Assessment and/or local assessments*
- *Increase student involvement with the goal of 100% of student are involved in one activity through school and community education*
- *Establish comparison districts and systemically connect all areas of the District (staffing, achievement, compensation, programs, levies, etc.)*

**BELLE PLAINE**

Board Report  
September 21, 2016  
Chatfield Elementary  
Kimberly DeWitte

**Appreciation:**

- Thank you to the Para-professionals for meeting to clarify expectations and consistency on the playground and in the lunchroom.
- Thank you to Stier bus for visiting Chatfield and teaching our kiddos about bus safety. We appreciate all that you do to keep our kids safe everyday!
- Thank you to ALL staff, students, and families for attending back to school conferences. HUGE SUCCESS! This year we incorporated 4 year old Back To School conferences and the feedback was overwhelmingly positive.
- Thank you to Bryce, Angie, Katie, Jack, Sibel and Margot for helping with ipad rollout!
- Thank you to all of the classroom teachers and Paraprofessionals for carrying out THE TIGER WAY (Be Kind, Be Safe, Be Positive, Be Responsible)
- Thank you to Jessica and Nicole for clarifying roles and responsibilities for the iTEAM, how to fill out paperwork, connect with grade level member, and communicating with families.
- Thank you to everyone who wore yellow laces last Friday at our first All School Morning Meeting of the 16-17 school year. We are asking that each student wear the yellow laces every Friday in September to honor Childhood Cancer Awareness month and all the brave children. Pictures are being posted on classroom Schoology pages.

**Acceleration:**

- Professional Learning Communities: The PLC leadership team met for the first time this school year. We laid out our plan for the school year to refine and finish developing our formative/summative assessments to match our learning targets, developing SMART goals that coincide with the district goal, and clarified the 4 questions that should guide conversations during PLC meetings on Thursday Mornings (What is it we want kids to learn? How will we know when the kids have learned it? How will we respond if the students have not learned the information? and How will we respond if they have learned the information?). We also talked about moving forward with standards based grading, having consistency with OC as far as the grading policy (terms) and homework.
- The Chatfield Intervention Team has been busy finishing up FAST testing and getting ipads ready for the areading and amath testing. **These ladies are truly amazing.** They will also be meeting with grade levels the next two weeks to share the initial data that has been collected. This will allow teachers to start forming groups, differentiating instruction, and incorporating the PRESS TIER II classroom interventions.

**Anticipation:**

- Fire Safety is on October 11th.
- All School Morning Meeting on October 7th. The Homecoming royalty will be joining us at Chatfield
- Homecoming week activities October 3-7.
- Halloween Parade at the high school on October 31st. Doors will open at 1:30, the parade begins at 2:00 and will conclude by 2:30.
- PTO REad-A-Thon fundraiser kick-off is on September 30th. Packets will be sent home with kiddos on this date. We will be reading for 20 minutes every day during the week of October 3-7.
- Monday Morning Munchies on September 26th from 7:35-8:15. All are welcome.

**Community Education  
School Board Report  
Mindy Chevalier  
September, 2016**

**Appreciation:**

- Shout out to Dorothy Saulsbury on her assistance and communication with the organization of hosting 5th and 6th grade Tackle Football league games, 5th and 6th grade Volleyball league as well as 3rd and 4th grade Volleyball and Jr. Tiger nights.
- Shout out to Chelsea Hutchison on her work with promoting our Community Education activities on Social media and fliers home to students and families. (links below)
- Thank you to the Community Education Advisory Committee for a great first meeting. There was great discussion and idea sharing around ways to continue to move our programs in all areas of Community Education forward.
- Thank you to Kris Davis for her work in helping design the Fall 2016 Community Education Brochure! (link below)

**Anticipation**

- Registrations are starting to come in for our Youth Enrichment programs for 3rd - 6th grade students in the fine arts areas.
- K-6th grade basketball is currently being organized and registrations coming in.
- We have Adult Enrichment and Adult Recreation classes coming up in October and November.

**Acceleration**

- Dorothy and I are meeting with the Belle Plaine Basketball Association to continue our talks about registration and our winter plan for Youth basketball moving forward.
- Dr. Laager, Mr. Bergs and I are meeting with the Softball Association on how to work together to improve the fields and facilities at Oak Crest.
- Pre-school programs are off and running! We have 4-full time Preschool teachers this year.
- ECFE programs are underway in their new classrooms at Chatfield.

[2016 Fall Brochure](#)

[Adult Enrichment Communication](#)

[Youth Recreation/Enrichment Communication](#)

[ECFE Communication](#)

**Belle Plaine High School  
School Board Report  
Submitted by Margot Hansen  
September, 2016**

**Appreciation:**

- The summer was busy as we moved from Airwatch to Casper Suite-Jamf for our new Mobile Device Management. Jack Gernbacher and Sibel Dikmen have done an amazing job rolling over the devices and setting them up in the new system. We're pleased with how the new MDM is working.
- All devices were successfully distributed to our students. Because of our new MDM, rollout was quick this year. We had many share their gratitude for streamlining the process. Students now access a Self Service Library on their iPad to download teacher selected applications. They no longer have access to the App Store which has created easier management in the classroom.
- Many students have already taken the FASTBridge Learning Assessments this year. Our RtI teams specifically have worked hard at getting our EarlyReading and EarlyMath assessments completed this fall. The adaptive measures, aReading and aMath, are well underway across the district as well.

**Acceleration:**

- The technology department team recently met with our Apple Representative. He had several exciting things to share, including opportunities to attend a few coding workshops for our Tech and STEM teachers, a few new websites where Apple hosts teacher resources for technology embedded instruction, and provided information in regards to Apple Classroom, an app that allows the teacher to control the devices within the classroom. We will be moving forward with further exploration and implementation of this app in the near future.
- A group of staff member will be meeting with our Illuminate representative next week to talk about how to use our data warehouse and implement the other tools it has to offer.
- The District Technology Team meets September 26, 2016 to address devices, instructional practices, network considerations, and financial aspects of technology implementation for the future.

**Anticipation:**

- Data days are being set for first quarter across the district to allow for time to use both benchmark assessment data, as well as common formative and summative assessment data to provide information about teacher instruction and student skills. During this time together teachers will discuss and plan for how to structure lessons, how to group or moving students between groups to meet their needs, and what best instructional practices are when working in a standards based learning environment.
- Outside of providing Apple Classroom for our teachers, we are in the process of trying to connect Schoology and Infinite Campus to allow for data to be synced between the LMS

(Learning Management System) and the SIS(Student Information System.) At this time we believe the systems will at least connect to share quarter and semester data without teachers having to do a double entry. There will be more to come on this topic!

**Board Report**  
**September 28<sup>th</sup>, 2015**  
**Oak Crest Elementary**  
**Liann Hanson**

**Appreciation:**

- **Back to School Conferences** on Tuesday, September 6th and Wednesday, September 7<sup>th</sup> went very well. We had around 450 students turn in their passports! Teachers and parents commented how well it went and how beneficial it was.
- **iPad rollout** Thanks to Margot Hansen, Chuck Keller, Matt Kirk, and Jack Gernbacher for helping with iPad rollout at Oak Crest. It was smooth and efficient.

**Acceleration:**

- **Professional Learning Communities** We have started our weekly PLC team meetings. They have been going great! Teams are working on setting norms, collective commitments, and SMART goals!
- **Coaching Conversations and Learning Logs** Teachers have started their coaching conversations to create their learning and tech goals for the school year. Conversations are going well.

**Anticipation:**

- **PTO Fundraiser Kickoff** We will have the kickoff to our fall PTO fundraiser on Friday, September 30<sup>th</sup>. It will last until October 14<sup>th</sup>.
- **Pepfest** Oak Crest students and staff are excited to be a part of the high school pepfest on October 7th. Each grade level is working on a cheer to share with the rest of the student body!
- **Wolf Ridge** 6<sup>th</sup> grade students will be participating in Wolf Ridge ELC trip on Monday, October 24<sup>th</sup>-28<sup>th</sup>.

**Belle Plaine High School**  
**School Board Report**  
**Submitted by Dave Kreft and Mindy Chevalier**  
**September, 2016**

**Appreciation:**

- We had an overwhelmingly positive response to our Professional Development Week. Staff demonstrated a high level of commitment to the work we were done and the professional conversations we engaged in. The voices of our staff members were heard in large group sessions, in department meetings, and in individual reflections. Some big takeaways from the week included:
  - A consistent grading scale - 90%, 80%, 70%, . . .
  - A 80/20/0 gradebook format - 80% summative, 20% formative, 0% homework
  - The need for a Grading for Learning Committee to analyze current grading practices and policies in the short term and long term
- In follow up to the Professional Development Week, individual goal setting meeting are wrapping up. With the frontloaded PD, staff are aware of the direction our building is going with standards based grading and learning, with respect to the district goals. Some of the more common goals topics include:
  - The daily structure of their class to use technology to quickly formatively assess on the designated learning targets
  - The structure of their gradebook in the 80/20/0 model with an analysis of their current practices and classification of tasks
  - The structure of the gradebook to communicate student achievement within certain learning targets - i.e. learning target is identified with a mention of what the assignment was

**Acceleration:**

- The Grading for Learning Committee has formed, based on volunteering and recommendations from other staff. Having the PD Week allowed for staff to hear from other colleagues and make recommendations based on their knowledge base. The Committee will begin by agreeing on our grading focus and looking at such policies as later work and cheating. In the long term we will look at our grading scale and the use of the “zero” in grading. The Committee includes a nice balance of experience and curricular area. The members are: Tricia Wagner (English), Mel Hollnagel (English), Ashley Germscheid (Social), Melissa Hanson (Math), Brad Pederson (Science), and Bri Velzke (Music).
- This year our PLCs each Thursday are strictly focusing on department work. The core areas meet with their team within the building and elective areas meet across the district (PE, music, art, tech). Some of the PLC focuses include:
  - The structure of the daily formative checks
  - Creating common summative assessments
  - Continued analysis of power standards and learning targets to guarantee a viable curriculum

**Anticipation:**

- We have had a group of staff members who have formed the Climate Committee and the “Be Red” tagline. The “Be Red” culture piece will be showcased to students at a kickoff on September 30th.
- Homecoming plans are being finalized, as it will take place October 3-7. To maximize instructional time, we will once again utilize our “Activity Day” schedule for our during the day events to create 30 minutes at the end of the day.



Member Bigaouette introduced the following resolution and moved its adoption:

**RESOLUTION AUTHORIZING ISSUANCE OF  
INDIVIDUAL PROCUREMENT CARDS**

WHEREAS, the School Board has authority to authorize the purchase of goods and services by use of Procurement Cards; and

WHEREAS, the Minnesota Association of School Administrators ("MASA") has entered into an Administration Agreement with PFM Financial Services LLC, to administer, on behalf of participating school districts in the State of Minnesota, a Procurement Card system. The Procurement Cards will be issued to individual authorized employees of the district, by Harris Bank, at 115 South LaSalle Street, Chicago, IL 60603, with established limits and purpose; and

WHEREAS, it is the desire of the School Board to enable each authorized individual employee to procure authorized supplies for School District purposes in order to facilitate creative pedagogical processes and efficient School District operations; and

WHEREAS, it is the desire of the School Board to reduce the economic burden on the resources of the School District by increasing efficiency and reducing the administrative costs of the School District and to respond to the exigencies of the day-to-day operations in accordance with the procurement process as established by Minnesota Statutes; and

WHEREAS, the School Board recognizes that the Procurement Card is neither a substitute for public bidding nor the School District's existing procurement program, and that the Procurement Card Program is not being implemented for the purpose of bid splitting and/or the avoidance of the statutorily mandated public bidding process; and

WHEREAS, the School Board recognizes the economic and financial savings and benefits to be gained by establishing an electronic Procurement Card system and sponsors and endorses the Corporate MasterCard Procurement Card Program;

<sup>716</sup> **NOW, THEREFORE, BE IT RESOLVED** by the School Board of Independent School District No. ~~401110~~ State of Minnesota, as follows:

1. The Chair and Clerk are authorized to enter into an Agreement with Harris Bank to secure Procurement Cards for each authorized employee of the School District under such terms and conditions as approved by its legal counsel and the School Board.
2. As a condition precedent to receiving the Procurement Card, each authorized employee shall execute a Procurement Card Use Agreement.
3. As a condition precedent to receiving the Procurement Card, [the School Board/School Board Treasurer/Business Manager or designee] shall establish a monetary limit of authority for each employee's use of the Procurement Card.
4. As a condition precedent to issuance of a Procurement Card, [the School Board,/School Board Treasurer/Business Manager or designee] shall establish in writing purchasing parameters in

accordance with the law including but not limited to: (a) a listing of goods and services which may be procured using the Card; (b) authorized vendors; (c) daily/weekly/monthly/annual monetary Procurement Card limits for each employee recipient of the Procurement Card. Employee recipients shall submit a list of School District goods and services to be annually purchased with the card, which shall be approved in writing by [the School Board/School Board Treasurer/Business Manager or designee].

5. As a condition precedent to receiving the Procurement Card, each employee recipient shall sign an Agreement of Indemnity, which is included in the Procurement Card Use Agreement.
6. The School Board hereby expressly authorizes the Chair and Clerk to execute the Procurement Card Use Agreement on its behalf.
7. Upon receipt and use of a Procurement Card, the cardholder shall submit receipts and such information as periodically requested by [the School Board,/School Board Treasurer/Business Manager or designee].
8. The Superintendent shall establish procedures and internal controls to implement this program, to ensure that Procurement Cards are being used only for authorized school district business purposes and in compliance with applicable law, and to allow for easily verifiable audits of their use. These procedures and internal controls and any changes thereto shall be submitted to the School Board at least annually for its review and input.

The motion for the adoption of the foregoing resolution was duly seconded by Lenz and upon vote being taken thereon the following voted in favor thereof: Johnson, Bigaouette, Ollhoff, Daly, & Lenz

and the following voted again the same: None

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA )  
 )  
COUNTY OF )

I the undersigned, being the duly qualified and acting Clerk of Independent School District No. 716, State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the School Board of said school district duly called and held on November 24, 2008, so far as such minutes relate to the adoption of a resolution authorizing the issuance of individual procurement cards, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this 1<sup>ST</sup> day of DECEMBER, 2008

Judy Nagel  
Clerk

**Member ISD 716 Belle Plaine introduced the following resolution and moved its adoption:**

***RESOLUTION AUTHORIZING ISSUANCE OF  
INDIVIDUAL PROCUREMENT CARDS***

**WHEREAS**, the School Board has authority to authorize the purchase of goods and services by use of Procurement Cards; and

**WHEREAS**, the Minnesota Association of School Administrators (“MASA”) has entered into an Administration Agreement with PFM Financial Services LLC, to administer, on behalf of participating school districts in the State of Minnesota, a Procurement Card system. The Procurement Cards will be issued to individual authorized employees of the district, by the Bank of Montreal, a Canadian chartered bank with a branch at 115 South LaSalle Street, Chicago, IL 60603 with established limits and purpose; and

**WHEREAS**, it is the desire of the School Board to enable each authorized individual employee to procure authorized supplies and services for School District purposes in order to facilitate creative pedagogical processes and efficient School District operations; and

**WHEREAS**, it is the desire of the School Board to reduce the economic burden on the resources of the School District by increasing efficiency and reducing the administrative costs of the School District and to respond to the exigencies of the day-to-day operations in accordance with the procurement process as established by Minnesota Statutes; and

**WHEREAS**, the School Board recognizes that the Procurement Card is neither a substitute for public bidding nor the School District’s existing procurement program, and that the Procurement Card Program is not being implemented for the purpose of bid splitting and/or the avoidance of the statutorily mandated public bidding process; and

**WHEREAS**, the School Board recognizes the economic and financial savings and benefits to be gained by establishing an electronic Procurement Card system and sponsors and endorses the Corporate MasterCard Procurement Card Program;

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

1. The Chair, Clerk, **Business Director** and **Superintendent** are authorized to enter into an Agreement with the Bank to secure Procurement Cards for each authorized employee of the School District under such terms and conditions as approved by its legal counsel and the School Board.
2. As a condition precedent to receiving the Procurement Card, each authorized employee shall execute a Procurement Card Use Agreement.
3. As a condition precedent to receiving the Procurement Card, [the School Board/School Board Treasurer/Business Manager or designee] shall establish a monetary limit of authority for each employee’s use of the Procurement Card.



**Payable 2016 & Payable 2017 Levy Comparison**

	<b>14 Payable 15 Levy</b>	<b>15 Payable 16 Levy</b>	<b>16 Payable 17 Levy</b>	<b>Increase/ (Decrease) from 15 Pay 16 Levy</b>	<b>%</b>	<b>L/F</b>
Operating Levy	-	-	-	-		<b>L</b>
1st Tier Board Approved Ref	208,184.32	226,425.68	239,838.68	13,413.00		<b>L</b>
Equity	200,564.50	218,138.20	231,060.27	12,922.07		<b>F</b>
Location Equity	507,697.60	552,182.67	584,892.85	32,710.18		<b>L/F</b>
Transition	5,172.77	5,639.03	5,959.28	320.25		<b>F</b>
Operating Capital	144,270.70	159,541.50	116,172.31	(43,369.19)		<b>F</b>
Student Achievement	31,665.29	32,239.28	14,789.07	(17,450.21)		<b>F</b>
Integration	19,225.20	20,456.50	21,468.66	1,012.16		<b>F/L</b>
Unemployment	1,000.00	1,500.00	1,000.00	(500.00)		<b>L</b>
Safe Schools	64,605.60	63,374.40	63,525.60	151.20		<b>F/L</b>
Career/Technical	30,519.83	37,737.11	79,438.10	41,700.99		<b>F</b>
Annual OPEB	150,000.00	96,165.40	66,533.00	(29,632.40)		<b>L</b>
LTFM	-	322,009.01	444,744.47	122,735.46		<b>L</b>
Health & Safety	167,449.84	-	-	-		<b>L</b>
Deferred Maintenance	98,334.88	-	-	-		<b>F</b>
Building Lease	30,208.04	11,116.85	15,418.85	4,302.00		<b>L</b>
Lost Interest Earnings	-	-	-	-		<b>F</b>
Adjustments	(105,634.88)	(164,434.75)	(180,679.97)	(16,245.22)		<b>F</b>
<b>Total General Fund</b>	<b>1,553,263.69</b>	<b>1,582,090.88</b>	<b>1,704,161.17</b>	<b>122,070.29</b>	<b>7.72%</b>	
Basic Community Education	74,496.16	74,496.16	74,496.16	-		<b>F</b>
Early Childhood Fam. Ed.	36,162.24	36,530.33	34,607.05	(1,923.28)		<b>F</b>
Home Visiting	1,459.20	1,363.20	1,866.23	503.03		<b>F</b>
School Age Care	4,000.00	4,000.00	4,000.00	-		<b>L</b>
Adjustments	(253.34)	(148.39)	(42.36)	106.03		<b>F</b>
<b>Total Community Education</b>	<b>115,864.26</b>	<b>116,241.30</b>	<b>114,927.08</b>	<b>(1,314.22)</b>	<b>-1.13%</b>	
Debt Service	2,818,932.96	2,906,977.50	2,978,084.79	71,107.29		<b>L</b>
<i>Reduction for Debt Excess</i>	(113,792.12)	(165,060.92)	(127,935.91)	37,125.01		<b>L</b>
Alt Facility Bond Debt Service	446,483.10	321,891.81	314,958.62	(6,933.19)		<b>L</b>
Reduction for Debt Excess	(17,467.57)	(20,572.98)	(15,462.60)	5,110.38		<b>L</b>
Adjustments	172.20	(156.16)	1,527.45	1,683.61		<b>L</b>
<b>Total Debt Service</b>	<b>3,134,328.57</b>	<b>3,043,079.25</b>	<b>3,151,172.35</b>	<b>108,093.10</b>	<b>3.55%</b>	
<b>Total Levy - All Funds</b>	<b>4,803,456.52</b>	<b>4,741,411.43</b>	<b>4,970,260.60</b>	<b>228,849.17</b>	<b>4.83%</b>	<b>3.47%</b>

**L = Local Decision**  
**F = Formula Set by Legislature**

	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Change</b>	<b>% Increase</b>
<b>Market Value</b>	889,839,600	967,791,263	1,003,418,700	35,627,437	3.68%
<b>Referendum Market Value</b>	612,103,200	661,465,500	700,815,700	39,350,200	5.95%
<b>Net Tax Capacity</b>	9,360,785	10,211,851	10,467,130	255,279	2.50%
<b>Sales Ratio</b>	97.60%	95.00%	99.10%	4.10%	4.32%
<b>Adjusted Net Tax Capacity</b>	9,595,541	10,746,428	10,563,619	-182,809	-1.70%

**Belle Plaine Public Schools**  
**ISD #716**

**CONDITIONS OF EMPLOYMENT**

**EARLY LEARNING SERVICES  
COORDINATOR**

**July 1, 2016 – June 30, 2017**

Approved by School Board on \_\_\_\_\_

These Conditions of Employment are for the position of Early Learning Services Coordinator for Belle Plaine Public Schools. This contract can be terminated by either party, for any reason, upon 90 days written notification from one party to the other.

**ARTICLE I**

**Salary**

Section 1. Salary (200 day contract):

Early Learning Services Coordinator:	2016-2017 Salary	\$46,226
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**ARTICLE II**

**Insurance**

Section 1. The District shall pay for health insurance as per the Belle Plaine Education Association Master Agreement for the corresponding years of this contract. The District offers an HSA plan.

Section 2. The District will provide \$50,000 of term life insurance coverage at district expense. Employees may purchase additional coverage at their own expense.

Section 3. The District will provide a single policy for a dental health. Employees may purchase additional coverage at their own expense.

Section 4. The School District will pay the premium for income protection insurance under the district insurance plan.

Section 5. The School Board shall provide Errors & Omissions Insurance for public liability.

## ARTICLE III

### Leaves

Section 1. Sick Leave: The Early Learning Services Coordinator shall be granted twelve (12) contract days of sick leave (disability/illness) per school year to be used any time during the school year upon notification to the Superintendent. Sick Leave may be accumulated to 90 days.

Subd. 1. Accumulated sick leave is to be used for absences from work necessitated by illness or injury.

Subd. 2. Sick leave may be used for serious family illness. Immediate family is defined as an employee and/or spouse and the following related to either: child, parent, brother, sister, grandparents or grandchildren.

### Section 2. Funeral Leave:

Subd. 1. A maximum of three (3) days of funeral leave will be granted to each employee at the time of death of a member of the employee's immediate family.

Subd. 2. In those cases where more than three (3) days are necessary for a funeral because of distance, arrangements, legal involvements, or extraordinary circumstances an additional days (not to exceed ten (10) days) of funeral leave may be granted and deducted from the employee's accumulated disability/illness leave or vacation.. Such leave shall be requested of and approved or denied by the Superintendent.

Subd. 3. Immediate family is defined as the Early Learning Services Coordinator and/or spouse and the following related to either: child and spouse, stepchild and spouse, ward, parent, brother, brother-in-law, sister, sister-in-law, grandparents, and grandchildren.

Subd. 4. Leave may be granted to attend a funeral of other close relatives/or friends as determined in special situations. Such leave is to be requested of and approved or denied by the Superintendent. Such leave will be deducted from the Early Learning Services Coordinator's disability/illness leave or vacation.

### Section 3. Other Leaves:

Subd.1. Leave without pay will be arranged with the Superintendent.

Subd. 2. The School District will comply with federal and state statutes regarding Parental or Family-Medical Leaves and jury duty.

**ARTICLE IV**

**Matching Annuity Program**

Section 1. Matching Annuity Program:

Subd. 1. The Early Learning Services Coordinator may participate in the district matching annuity program as provided in M.S. 356.24.

Subd. 2. District Contribution: The District shall match annually up to \$1,300 per year to an appropriate 403(b) annuity on a dollar for dollar basis.

Subd. 3. District procedures with district-approved vendors will be followed when participating in the matching annuity program.

**ARTICLE V**

**Grievance**

Section 1. Grievance: The procedure for filing of a grievance is provided by law.

Signatures:

Early Learning Services Coordinator \_\_\_\_\_

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

School Board Clerk \_\_\_\_\_

**MEMORANDUM OF UNDERSTANDING  
BORROWING PERSONAL LEAVE DAYS**

This Memorandum of Understanding is entered into between Independent School District No. 716, Belle Plaine, Minnesota (hereinafter referred to as the “School District”) and the Belle Plaine Education Association (hereinafter referred to as the “BPEA”).

WHEREAS, the District and the BPEA are parties to a collective bargaining agreement (“Master Contract”) governing terms and conditions of employment for all “teachers,” including all non-supervisory employees in positions that require a license from the state; and

WHEREAS, as of September 1<sup>st</sup>, 2016, the 2015-17 Master Contract has been ratified; and

WHEREAS, the District and the BPEA wish to modify the personal leave language in Article IX, Section 9 of the contract in order to allow staff to borrow personal leave days from the future year;

NOW THEREFORE, the District and the BPEA mutually agree as follows:

1. The District and the BPEA, agree that teachers may borrow personal leave days to use for their dependents’ school-related functions, including but not limited to field trips, graduations, college obligations, and athletic tournaments.
2. Teachers must submit leave requests for prior approval by the District administration in accordance with the procedures in Article IX, Section 2.
3. If a teacher who borrows leave separates from the District or is not actively employed by the District for all or part of the 2017-2018 school year, the teacher must pay the District for each borrowed day the teacher does not earn in 2017-2018 at a rate of 1/184 of the teacher’s base pay for 2016-2017 school year.

4. Any disagreement regarding the terms or application of this MOU shall be resolved through the grievance procedure in the CBA.

5. This MOU will remain in effect until the end of the 2015-2017 contract.

By signing below, each party specifically acknowledges that it has read, understands, and agrees to be bound by all of the terms of this Agreement.

For the Union:

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

\_\_\_\_\_  
President

For Independent School District No. 716:

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

\_\_\_\_\_  
Superintendent

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

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

1<sup>st</sup> Reading: 08/22/2016

2<sup>nd</sup> Reading:

Approved:

## **721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES**

### **I. PURPOSE**

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

### **II. DEFINITIONS**

#### **A. Grants**

1. “State-administered grants” are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. “Direct grants” are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

B. “Non-federal entity” means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

C. “Federal award” has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:

1.
  - a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability); or
  - b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability).
2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 C.F.R. § 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under

the federal Acquisition Regulations.

3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

D. “Contract” means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 C.F.R. Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.

E. Procurement Methods

1. “Procurement by micro-purchase” is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally \$3,000, except as otherwise discussed in 48 C.F.R. Subpart 2.1 or as periodically adjusted for inflation).
2. “Procurement by small purchase procedures” are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than \$150,000 (periodically adjusted for inflation).
3. “Procurement by sealed bids (formal advertising)” is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
4. “Procurement by competitive proposals” is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
5. “Procurement by noncompetitive proposals” is procurement through solicitation of a proposal from only one source.

F. “Equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.

G. “Compensation for personal services” includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 C.F.R. § 200.431 (Compensation - Fringe Benefits).

- H. “Post-retirement health plans” refer to costs of health insurance or health services not included in a pension plan covered by 2 C.F.R. § 200.431(g) for retirees and their spouses, dependents, and survivors.
- I. “Severance pay” is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. “Relocation costs” are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- L. “Travel costs” are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

### **III. CONFLICT OF INTEREST**

- A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.
- B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policy.

### **IV. ACCEPTABLE METHODS OF PROCUREMENT**

- A. General Procurement Standards. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the

procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.

- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.
- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
- H. Methods of Procurement. The school district must use one of the following methods of procurement:
  - 1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
  - 2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
  - 3. Procurement by sealed bids (formal advertising).

4. Procurement by competitive proposals. If this method is used, the following requirements apply:
    - a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
    - b. Proposals must be solicited from an adequate number of qualified sources;
    - c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;
    - d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
    - e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.
  5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:
    - a. The item is available only from a single source;
    - b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
    - c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
    - d. After solicitation of a number of sources, competition is determined inadequate.
- I. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:
1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict

competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
  - K. Non-federal entities are prohibited from contracting with or making subawards under “covered transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.
  - L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 C.F.R. § 180.215.

## V. **MANAGING EQUIPMENT AND SAFEGUARDING ASSETS**

- A. Property Standards. The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 C.F.R. §§ 200.311, 200.314, and 200.315.

- B. Equipment

Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

1. Property records must be maintained that include a description of the

property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep property in good condition.
5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

## **VI. FINANCIAL MANAGEMENT REQUIREMENTS**

A. Financial Management. The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.

B. Payment. The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

C. Internal Controls. The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal

controls should be in compliance with guidance in “Standards for Internal Control in the Federal Government,” issued by the Comptroller General of the United States, or the “Internal Control Integrated Framework,” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must also evaluate and monitor the school district’s compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must also take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

## **VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES**

- A. Allowable Use of Funds. The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.
- B. Definitions
1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.
  2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
  3. “Omni Circular” or “2 C.F.R. Part 200s” or “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
  4. “Advance payment” means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism,

including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.

C. Allowable Costs. The following items are costs that may be allowable under the 2 C.F.R. Part 200s under specific conditions:

1. Advisory councils;
2. Audit costs and related services;
3. Bonding costs;
4. Communication costs;
5. Compensation for personal services;
6. Depreciation and use allowances;
7. Employee morale, health, and welfare costs;
8. Equipment and other capital expenditures;
9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
10. Insurance and indemnification;
11. Maintenance, operations, and repairs;
12. Materials and supplies costs;
13. Meetings and conferences;
14. Memberships, subscriptions, and professional activity costs;
15. Security costs;
16. Professional service costs;
17. Proposal costs;
18. Publication and printing costs;
19. Rearrangement and alteration costs;
20. Rental costs of building and equipment;
21. Training costs; and
22. Travel costs.

D. Costs Forbidden by Federal Law. 2 CFR Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 CFR Part 200s; thus, the following list is not exhaustive:

1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
2. Alcoholic beverages;
3. Bad debts;
4. Contingency provisions (with limited exceptions);
5. Fundraising and investment management costs (with limited exceptions);
6. Donations;
7. Contributions;
8. Entertainment (amusement, diversion, and social activities and any associated costs);
9. Fines and penalties;
10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
11. Goods or services for personal use;
12. Interest, except interest specifically stated in 2 C.F.R. § 200.441 as allowable;
13. Religious use;
14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.
3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
  - a. Necessary for the proper and efficient performance or administration of the program.
  - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
  - c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
  - d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
  - e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid

with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
3. Auditors generally presume supplanting has occurred in three situations:
  - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
  - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
  - c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.
4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

#### H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

#### I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.

2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.
- J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

## **VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING**

### **A. Compensation – Personal Services**

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entitywide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

### **B. Compensation – Fringe Benefits**

1. During leave.

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
  - b. The costs are equitably allocated to all related activities, including federal awards; and
  - c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.
2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and

worker's compensation insurance (except as indicated in 2 C.F.R. § 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.
4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.
5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.
6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.

C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;
2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
3. Consistent with the school district's cost accounting practices and school district policy; and
4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.

- F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's documented travel policy for all school district travel; and
3. Only temporary during the travel period.

**Legal References:** 2 C.F.R. § 200.12 (Capital Assets)  
2 C.F.R. § 200.112 (Conflict of Interest)  
2 C.F.R. § 200.113 (Mandatory Disclosures)  
2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Risk Posed by Applicants)  
2 C.F.R. § 200.212 (Suspension and Debarment)  
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)  
2 C.F.R. § 200.302 (Financial Management)  
2 C.F.R. § 200.303 (Internal Controls)  
2 C.F.R. § 200.305(b)(1) (Payment)  
2 C.F.R. § 200.310 (Insurance Coverage)  
2 C.F.R. § 200.311 (Real Property)  
2 C.F.R. § 200.313(d) (Equipment)  
2 C.F.R. § 200.314 (Supplies)  
2 C.F.R. § 200.315 (Intangible Property)  
2 C.F.R. § 200.318 (General Procurement Standards)

2 C.F.R. § 200.319(c) (Competition)  
2 C.F.R. § 200.320 (Methods of Procurement to be Followed)  
2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)  
2 C.F.R. § 200.328 (Monitoring and Reporting Program Performance)  
2 C.F.R. § 200.338 (Remedies for Noncompliance)  
2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)  
2 C.F.R. § 200.430 (Compensation – Personal Services)  
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)  
2 C.F.R. § 200.447 (Insurance and Indemnification)  
2 C.F.R. § 200.463 (Recruiting Costs)  
2 C.F.R. § 200.464 (Relocation Costs of Employees)  
2 C.F.R. § 200.473 (Transportation Costs)  
2 C.F.R. § 200.474 (Travel Costs)

***Cross References:*** MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)  
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)  
MSBA/MASA Model Policy 210.1 (Conflict of Interest – Charter School Board Members)  
MSBA/MASA Model Policy 412 (Expense Reimbursement)  
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)  
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)  
MSBA/MASA Model Policy 702 (Accounting)  
MSBA/MASA Model Policy 703 (Annual Audit)

1<sup>st</sup> Reading: 2/27/06

2<sup>nd</sup> Reading: 3/27/06

Approved: 4/24/06

## **420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS**

### **I. PURPOSE**

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

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

#### **A. Students**

It is the policy of the school board that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

#### **B. Employees**

It is the policy of the school board that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

#### **C. Circumstances and Conditions**

1. Determinations of whether a contagious individual's school attendance or

job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties) and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.

2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The school (title), along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minn. Stat. § 121A.23 which includes:

1. planning materials, guidelines, and other technically accurate and updated information;
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school districts and Service Cooperatives;
4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. involvement of parents and other community members;
6. in-service training for district staff and school board members;
7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;
8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk

reduction program; and

9. participation by state and local student organizations.
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources including public health funds and foundations, department professional development funds, federal block grants or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings containment in keeping with current state and federal law.

**Legal References:** Minn. Stat. § 121A.23 (Health-Related Programs)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
Minn. Stat. § 144.441-442 (Tuberculosis)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)  
*Kohl by Kohl v. Woodhaven Learning Center*, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892, 110 S.Ct. 239 (1989)  
*School Board of Nassau County, Fla. v. Arline*, 480 U.S. 273, 107 S.Ct. 1123 (1987)  
16 EHLR 712, OCR Staff Memo, April 5, 1990

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

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

MSBA/MASA Model Policy 420

Orig. 1995

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

Rev. ~~2008~~ 2015

## 420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

*[Note: School districts are not required by statute to have a policy addressing these issues. However, Minn. Stat. § 121A.23 provides that school districts must have a program that incorporates the provisions contained in this policy.]*

### I. PURPOSE

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

### II. GENERAL STATEMENT OF POLICY

#### A. Students

~~It is that~~The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

#### B. Employees

~~It is that~~The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally, and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue

hardship to the school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.
2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The school (title), along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular, and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration

any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minn. Stat. § 121A.23 which includes:

1. planning materials, guidelines, and other technically accurate and updated information;
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school districts and Service Cooperatives;
4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. involvement of parents and other community members;
6. in-service training for district staff and school board members;
7. collaboration with state agencies and organizations having a sexually

transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;

8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. participation by state and local student organizations.
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

**Legal References:** Minn. Stat. § 121A.23 (Health-Related Programs)  
Minn. Stat. § 144.441-442 (Tuberculosis)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)  
29 C.F.R. 1910.1030 (Occupational Exposure to Bloodborne Pathogens)  
*Kohl by Kohl v. Woodhaven Learning Center*, 865 F.2d 930 (8<sup>th</sup> Cir.), *cert. denied*, 493 U.S. 892, 110 S.Ct. 239 (1989)  
*School Board of Nassau County, Fla. v. Arline*, 480 U.S. 273, 107 S.Ct. 1123 (1987)  
16 EHLR 712, OCR Staff Memo, April 5, 1990

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

## **421 GIFTS TO EMPLOYEES**

### **I. PURPOSE**

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees.

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

- A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. It is the policy of the school district, however, to discourage gift-giving to employees, and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.
- B. It shall be a violation of this policy for any employee to solicit, accept, or receive either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.
- C. It shall be a violation of this policy for any employee to solicit, accept, or receive a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature. The superintendent has discretion to determine what value is “insignificant.”
- D. Teachers may accept from publishers free samples of textbooks and related teaching materials.
- E. This policy applies only to gifts given to employees where the donor’s relationship with the employee arises out of the employee’s employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee’s employment with the school district.

### **III. DEFINITION**

“Gift” means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment, that is given without something of equal or greater value being received in return.

### **IV. PROCEDURES**

Any employee considering the acceptance of a gift shall confer with the administration

for guidance related to the interpretation and application of this policy.

## **V. VIOLATIONS**

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

***Legal References:*** Minn. Stat. § 10A.07 (Conflicts of Interest)  
Minn. Stat. § 10A.071 (Prohibition of Gifts)  
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee;  
Penalty)  
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

***Cross References:*** MSBA/MASA Model Policy 209 (Code of Ethics)  
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board  
Members)  
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

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

MSBA/MASA Model Policy 421

Orig. 1995

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

Rev. 2014

## 421 GIFTS TO EMPLOYEES AND SCHOOL BOARD MEMBERS

### I. PURPOSE

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees and school board members.

### II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. ~~It is the~~ The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.
- B. ~~It shall be a~~ A violation of this policy occurs when ~~for~~ any employee ~~to~~ solicits, accepts, or receives, either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.
- C. ~~It shall be a~~ A violation of this policy occurs when ~~for~~ any employee ~~to~~ solicits, accepts, or receives a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature. The superintendent has discretion to determine what value is “insignificant.”
- D. Teachers may accept from publishers free samples of textbooks and related teaching materials.
- E. This policy applies only to gifts given to employees where the donor’s relationship with the employee arises out of the employee’s employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee’s employment with the school district.
- F. An elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer, including the school business official, may not accept a gift from an interested person.

### III. DEFINITIONS

- A. “Gift” means money, real or personal property, a service, a loan, a forbearance or

forgiveness of indebtedness, or a promise of future employment that is given without something of equal or greater value being received in return.

**B.** “Interested person” means a person or a representative of a person or association that has a direct financial interest in a decision that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.

#### **IV. PROCEDURES**

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

#### **V. VIOLATIONS**

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

**Legal References:** Minn. Stat. § 10A.07 (Conflicts of Interest)  
Minn. Stat. § 10A.071 (Prohibition of Gifts)  
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**Cross References:** MSBA/MASA Model Policy 209 (Code of Ethics)  
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)  
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

*1<sup>st</sup> Reading 11/27/2006*  
*2<sup>nd</sup> Reading: 12/18/2006*  
*Approved: 03/22/2007*  
*Revised: 8/26/2013*

## **423 EMPLOYEE-STUDENT RELATIONSHIPS**

### **I. PURPOSE**

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding and direction, while maintaining a standard of professionalism, and acting within accepted standards of conduct.

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

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by teachers and other school district employees with respect, courtesy and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
  - 1. Dating students.
  - 2. Having any interaction/activity of a sexual nature with a student.
  - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
  - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.

- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.
- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

### **III. REPORTING AND INVESTIGATION**

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.
- B. All employees shall cooperate with any investigation of alleged acts, conduct or communications in violation of this policy.

### **IV. SCHOOL DISTRICT ACTION**

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. It also may include reporting to appropriate state or federal authorities, including the Board of Teaching or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

### **V. SCOPE OF LIABILITY**

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed, or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

**Legal References:** Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)  
Minn. Stat. § 122A.20, Subd 2 (Mandatory Reporting to Minnesota Board of Teaching)  
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Mandatory immediate discharge of teachers with license revocations due to child or sex abuse convictions)  
Minn. Stat. §§ 609.341-609.352 (Defining “intimate parts” and “position

of authority” as well as detailing various sex offenses)  
Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)  
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)  
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)  
Minn. Rules Part 8700.7500 (Code of Ethics for Minnesota Teachers)

***Cross References:*** MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)  
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)  
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)  
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 421 (Gifts to Employees)  
MSBA/MASA Model Policy 507 (Corporal Punishment)

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

MSBA/MASA Model Policy 423

Orig. 1999

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

Rev. 2009

## **423 EMPLOYEE-STUDENT RELATIONSHIPS**

### **I. PURPOSE**

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

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

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
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- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
  - 1. Dating students.
  - 2. Having any interaction/activity of a sexual nature with a student.
  - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
  - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent

such access from occurring.

- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

*[Note: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.]*

- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

### **III. REPORTING AND INVESTIGATION**

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.
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### **V. SCOPE OF LIABILITY**

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- Cross References:***
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  - MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
  - MSBA/MASA Model Policy 421 (Gifts to Employees [and School Board Members](#))
  - MSBA/MASA Model Policy 507 (Corporal Punishment)