

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



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

REGULAR BOARD MEETING
District Office, 130 South Willow Street, Belle Plaine, MN 56011
6:00 PM Monday, January 30, 2017

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. Kid's Company Wraparound Presentation:

Mindy Chevalier/Dorothy
Salsbury/Kim Dewitte

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

4. Consensus Items:

Chair Gardner

1. Previous Board Meeting Minutes:

3

2. Approve Monthly Expenditures:

11

3. Personnel:

4. Student Enrollments:

5. Donations:

29

5. Discussion Items:

1. Superintendent Update:

Dr. Laager

1. Land Swap with the City of Belle Plaine:

Dr. Laager

30

2. Roll-out videos added to the website as communication tool

Dr. Laager

2. <u>Board Member Reports:</u>	Board Members	
3. <u>Building Administrator Reports:</u>		<u>31</u>
4. <u>High School Registration Guide</u>	Dr. Ryan Laager	<u>36</u>
6. <u>Action Items:</u>		
1. <u>Approve Committee Assignments for 2017:</u>	Dr. Ryan Laager	<u>88</u>
2. <u>Approve Resolution Directing Administration to Review Programs:</u>	Dr. Ryan Laager	<u>90</u>
3. <u>Approve 2016-2017 Teacher Seniority List:</u>	Dr. Ryan Laager	<u>91</u>
4. <u>Joint Powers Agreement with Jordan for SOAR Transition Program:</u>	Mr Keller	<u>95</u>
5. <u>Special Education Fiscal Manual:</u>	Mr. Keller	<u>101</u>
6. <u>Finalize District and Superintendent Goals:</u>	Mr. Gardner/Dr. Laager	<u>127</u>
7. <u>Upcoming Meetings:</u>		
8. <u>Adjourn (Regular Meeting):</u>		
9. <u>Closed Session to discuss negotiation strategy:</u>	Mr. Chairperson	
1. <u>Call to Order (Closed Session):</u>		
2. <u>Adjourn (Closed Session):</u>		

Board Clerk

Date

Minutes of Regular Board Meeting

MINUTES WILL NOT BE APPROVED UNTIL THE NEXT BOARD MEETING

The Board of Belle Plaine Public Schools

A Regular Board Meeting of the Board of Belle Plaine Public Schools was held Monday, December 19, 2016, beginning at 5:00 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, December 19, 2016 at 5:03 pm at the District Center Board Room with the following members present: Vandermark, Giesen, Gardner, Skelley, O'Brien, Kahle and Supt. Laager.

2. Superintendent Evaluation:

The board will discuss the Superintendent evaluation.

Presenter: Mr. Gardner

Motion by Vandermark and second by Skelley to move forward with MSBA evaluation to evaluate in January and then set forth a quarterly review. Motion carried unanimously.

3. Acknowledgment of Visitors and Special Presentations:

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

3. 1. Truth and Taxation Hearing:

The annual Truth and Taxation Hearing will be presented.

Presenter: Mr. Keller

Motion by Giesen and second by Vandermark to adjourn the Regular School Board Meeting and open the Truth and Taxation portion of the meeting at 6:00 pm. Motion carried unanimously.

Truth and Taxation Meeting – total increase is 4.8%, will be available July 1, 2018

Motion by Kahle and second by Skelly to adjourn the Truth and Taxation portion of the meeting and resume the Regular School Board Meeting at 6:04 pm. Motion carried unanimously.

3. 2. Football Recognition:

Recognition of the 2016 football team and their state accomplishment.

3. 3. Isaiah Trimbo Recognition:

Isaiah received a perfect ACT score!

3. 4. Grading for Learning:

Mr. Kreft and Mrs. Chevalier will be present to present grading for learning.

- Consistencies – 80% Summative, 20% Formative and Grading Scale
- Formative (20%)
 - Student - Checkpoint, “how am I doing?”
 - Teacher – Determine where students are at in the learning process, if students are not proficient, allows them to change their practices
- Summative (80%)
 - Labs, Tests, Final Projects

- One reassessment will be offered for each Summative

4. 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.

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

5. 1. Previous Board Meeting Minutes:

Enclosed are the November 28, 2016 Regular Board Meeting minutes for your review and adoption.

5. 2. Approve Monthly Expenditures:

At the board finance meeting, expenditures for the month of December were reviewed. Administration recommends approval of the December 2016 disbursements totaling \$853,100.43. This includes board payables of \$38,762.74, hand payables of \$268,661.87, electronic payments of \$516,876.98 and student activity payments of \$28,798.84.

5. 3. Personnel:

Accept the resignation of Cory Pauly, Paraprofessional, effective November 14, 2016.

Accept the resignation of Janene Meyer and Bethany Otto from their shared 2nd Assistant Track Coach positions effective December 9, 2016.

Accept the resignation of Lisa Jamison as Track Adjunct Coach effective December 14, 2016.

Approve the hire of Annalee Koonst as a Paraprofessional for 7 hours per day for the 2016-17 school year (except the time frame she will be a long-term sub) at Step 2, \$13.28/hour, effective December 1, 2016.

Approve the hire of Annalee Koonst as a long term substitute (Non Licensed Community Expert with MDE approval) for Rachel Benson from approximately January 4, 2017 through April 4, 2017 at BA, Step 1 daily rate of \$194.14.

Approve the hire of Kelly Vourlos as a long term substitute for Renetta Halverson from approximately October 26, 2016 through December 22, 2016.

Approve the hire of Ryan Wolf as a long term substitute for Katie Anez from approximately December 9, 2016 through March 3, 2017.

Approve the hire of Ryan Wolf as a long term substitute for Adam Smith from March 6, 2017 through June 5, 2017.

Approve the hire of Lisa Jamison as 2nd Assistant Track Coach at Year 6, \$1,655.

Approve the hire of Devin Lehmann as the 1st Assistant Track Coach during Adam Smith's leave of absence at Year 1, \$2,382.

5. 4. Student Enrollments:

Approve two Belle Plaine residents, grades 1 and 3, to attend Jordan Schools effective October 3, 2016.

Approve a Belle Plaine Pre-K resident to attend Chaska's Early Childhood program effective November 15, 2016.

5. 5. Donations:

Donations totaling \$453.00 were given to the Belle Plaine School District in the past month. 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
11.10.2016	Belle Plaine Elementary PTO	Chatfield – Conference Meal	150.00
11.10.2016	Belle Plaine Elementary PTO	Chatfield – Fund Request – K – Gerres	103.00
11.10.2016	Belle Plaine Elementary PTO	Oak Crest – Conference Meal	150.00
11.22.2016	Mary Nesgoda	Food Service – To assist underfunded students	50.00

6. Discussion Items:

6. 1. Superintendent Update:

Superintendent Laager will provide updates on current school activities,

Presenter: Dr. Laager

- *Tech refresh complete*
 - *1st grade staff pleased to have 1:1, wouldn't want it to go away*
 - *need for keyboards*
 - *February board update*
- *Softball Complex meetings recently*
- *Christmas Project – giving to approximately 63 kids*
 - *31 people volunteered to donate/help*
- *Blended Learning/Grading for learning videos complete. These videos created by Jonah Meyer (student) will go on our website.*

6. 2. 2017-18 School Calendar:

Discussion on the 2017-18 school calendar.

6. 3. Board Member Reports:

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

Presenter: Board Members

Community Ed

- *Reaching out to get involvement from as many people as possible (Giesen)*
- *Excited about all of the new offerings (Vandermark)*
- *Ice Rinks will be open during Christmas break (Skelley)*

December 2 & 3 – Delegate Assembly

April 3 – MSBA Day at the Capitol

6. 4. Building Administrator Reports:

7. Action Items:

7. 1. Approve 2015-16 Audit:

The annual audit was presented by Eide Bailly at the beginning of the meeting and the audit report is attached. Approval of the 2015-16 audit is recommended.

Presenter: Mr. Keller

Motion by Vandermark and second by Giesen to approve the 2015-16 Audit Report. Motion carried unanimously.

7. 2. Approve 2016-17 Levy:

The 2016-17 final levy was discussed previously and the comparison over the 2015-16 levy is attached. The levy will have an increase of 4.8%. The levy decreased 1.9% last year making the two-year increase 3.45% Approval of the 2016-17 tax levy is recommended.

Presenter: Mr. Keller

Motion by Vandermark and second by Kahle to approve the 2016-17 Tax Levy. Motion carried unanimously.

7. 3. January 9th Work Session Time Change:

Because of the Financial review we will need to begin the January 9th, 2017 meeting at 5:00 pm. Approval of the time change is recommended.

Presenter: Dr. Laager

Motion by Kahle and second by O'Brien to approve the change in time for the January 9th Organizational Board Meeting. Motion carried unanimously.

7. 4. Review of Current Policies:

Third of three readings of the revised Policy 513 - Student Promotion, Retention and Program Design. The current and the redline versions are attached.

Presenter: Dr. Laager/Mr. Keller

Motion by Giesen and second by Kahle to approve the final reading of Policy 513 – Student Promotion, Retention and Program Design. Motion carried unanimously.

8. Upcoming Meetings:

January 9, 2017 5:00 pm - Organizational Meeting/Board Work Session

January 30, 2017 6:00 pm - Regular Board Meeting

9. Adjourn:

Motion by Giesen and second by O'Brien to adjourn the Regular School Board Meeting at 7:13 pm. Motion carried unanimously.

Minutes of Organizational Board Meeting

MINUTES WILL NOT BE APPROVED UNTIL THE FOLLOWING BOARD MEETING

The Board of Belle Plaine Public Schools

AN Organizational Board Meeting of the Board of Trustees of Belle Plaine Public Schools was held Monday, January 9, 2017, beginning at 5:00 PM in the District Center - Board Room.

1. Call to Order:

The Organizational School Board Meeting of the Belle Plaine School Board was called to order by Acting Chairperson Gardner on Monday, January 9, 2017 at 5:08 pm at the District Center Board Room with the following members present: Gardner, Giesen, Vandermark, O'Brien, Kahle, Skelley, Business Manager Keller and Supt. Laager.

2. Election of 2017 School Board Officials:

Nominations are in order for the following positions: Chairperson, Vice Chairperson, Clerk and Treasurer. Acting Chair Gardner will ask for nominations (3) times from the floor. After the selection of the chairperson, the rest of the meeting will be the responsibility of the newly elected chairperson.

Presenter: Acting Chair Gardner

2. 1. Chair

After three calls for nominations, Dan Gardner was the sole nomination for Chair. Gardner was re-elected Chair by acclamation.

2. 2. Vice-Chair

After three calls for nomination, Dan Giesen was the sole nomination for Vice-Chair. Giesen was re-elected Vice-Chair by acclamation.

2. 3. Clerk

After three calls for nominations, Tracy O'Brien was the sole nomination for Clerk. O'Brien was re-elected Clerk by acclamation.

2. 4. Treasurer

After three calls for nominations, Joe Vandermark was the sole nomination for Treasurer. Vandermark was re-elected Treasurer by acclamation.

3. Acknowledgment of Visitors:

The Chairperson will ask if visitors wish to be make any comments.

Presenter: Board Chair

4. Other Items as Brought Before the Board & Approval of Agenda:

Chairperson 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.

5. Consensus Items:

The following consensus items will be vote on as a group. If anyone wishes to separate one or any items from the consensus vote, please notify the chair immediately.

Motion by O'Brien and second by Giesen to approve all of the following consensus

items. *Motion carried unanimously.*

5. 1. 2017 Official Depository

We need to designate an official depository each year. It is recommend that the State Bank of Belle Plaine be named as the official depository of all district funds for the 2017 year. In addition, Corner Stone State Bank and the MN School District Liquid Asset Fund shall be designated as alternate school district depositories.

5. 2. 2017 Official Newspaper

It is recommended to designate the Belle Plaine Herald as the official district newspaper during the 2017 year.

5. 3. 2017 Official School Attorney

It is recommended to designate Booth Law Group LLC, Kennedy & Graven and Ratwik, Roszak & Maloney as the official district Attorneys during the 2017 year.

5. 4. ISD #716 Authorization Resolution

It is necessary to officially authorize the district signers as submitted, i.e. Board Chairperson, Clerk, Treasurer, and designees Business Director, Payroll Supervisor and Superintendent. Refer to attachment 6.3.

5. 5. Establish Mileage Reimbursement Rate

Establish mileage reimbursement rate at IRS rate (2017 rate is currently \$.535/mile).

6. Discussion Items:

6. 1. Superintendent Update

Presenter: Dr. Ryan Laager

- *Meeting with the city to see what we could collaborate on...*
 - *Monthly meetings going forward*
 - *Looking to bring Board Members to future meetings*
 - *Look at one or two big ticket items to work together to accomplish*

7. Action Items:

7. 1. 2017 Regular Board Meeting Dates

Administration recommends that the board continue with two meeting dates per month – the 2nd and 4th Mondays. The first meeting each month is proposed to be a work session dealing with current issues such as curriculum, testing, budget or policy. The second meeting each month would be the full business meeting of the board. Note that no work session is scheduled for July and December and that the December regular meeting is proposed to be on the 3rd Monday. The October business meeting is also on the 3rd week due to conflicts with Wolf Ridge. Regular board meetings will begin at 6 p.m. with Finance Committee Meetings starting at 5:30 p.m. for all months. Work sessions begin at 6 p.m. Please see attached schedule.

Presenter: Dr. Ryan Laager

Motion by Kahle and second by O'Brien to approve the 2017 Regular Board Meeting and Work Session schedule. Motion carried unanimously.

7. 2. Organizational Structure

The board has annually approve the formal organizational structure for the district. Previously assigned board committees are included on the organizational chart. Supt. Laager will discuss the responsibilities of each of the committee assignments and members may request preferences for committee assignments. If changes in committee assignments are desired, approval for all committee assignments will come back for action at the regular meeting on January 30th. The current organizational chart is attached for your review.

Presenter: Dr. Ryan Laager

Motion by O'Brien and second by Kahle to approve the organizational chart as presented. Committee assignments will be acted on at the January 30th School Board meeting. Motion carried unanimously.

7. 3. Board Member Compensation

The current rates are: \$1800 annual stipend for all board members; \$200 for Chair; \$150 for Vice Chair, Clerk & Treasurer; Chief Negotiators \$150; Special Meetings \$50; All Day Meetings \$100. Payments are made to board members at the end of June and at the end of December for half the stipend amount and for any extra meetings attended during that time period by the member. Recommendation is to leave the compensation at these rates for 2017.

Presenter: Dr. Ryan Laager

Motion by Giesen and second by Kahle to approve the Board Member Compensation at the existing level. Motion carried unanimously.

7. 4. Approve 2017-18 School Calendar:

Approve the School Calendar for 2017-2018.

Presenter: Dr. Laager

Motion by Giesen and second by O'Brien to approve the calendar for the 2017-2018 school year. Motion carried unanimously.

8. Review of District and Superintendent Goals:

Discussion and review of the District and personal Superintendent goals.

Presenter: Board Chair

9. Financial Comparison Review:

Reviewing of financial information from 2014-15 in comparison with conference districts.

Presenter: Dr. Ryan Laager/Mr. Keller

10. Upcoming Meetings:

January 30:	5:30 p.m. Finance Committee
	6:00 p.m. Regular Board Meeting
February 13:	6:00 p.m. Board Work Session
February 27:	5:30 p.m. Finance Committee
	6:00 p.m. Regular Board Meeting

11. Adjourn:

Motion by Giesen and second by Skelley to adjourn the Organizational Meeting at 7:06 pm. Motion carried unanimously.

Belle Plaine Public Schools Pre Payment Report

GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	4640	N	ABRAKADOODLE	V70701	57047	1986	720.00	0.00	720.00	01/13/2017	01/13/2017	01/13/2017
							Check Amount:		\$720.00			
1	5618	N	ALPHA VIDEO AND AUDIO INC.	V70701	57203	AAAQ36295	1,885.00	0.00	1,885.00	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$1,885.00			
1	7209	N	AMERICAN SOLUTIONS FOR BUSIN	V70701	56854	INV02813363	2,954.53	0.00	2,954.53	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$2,954.53			
1	6288	N	AMIE HOHENSTEIN	V70701	56845	12192016	49.95	0.00	49.95	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$49.95			
1	5407	N	ANDREA ANDERT	V70701	57008	12222016	27.22	0.00	27.22	01/12/2017	01/12/2017	01/12/2017
							Check Amount:		\$27.22			
1	4589	N	BANC OF AMERICA LEASING	V70701	56829	92	8,256.74	0.00	8,256.74	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$8,256.74			
1	1125	N	BELLE PLAINE HERALD	V70701	56832	22331	3,246.31	0.00	3,246.31	01/03/2017	01/03/2017	01/03/2017
1	1125	N	BELLE PLAINE HERALD	V70701	56839	22319	36.00	0.00	36.00	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$3,282.31			
1	1197	N	BRUCE MATHIOWETZ	V70701	57130	12162016	406.56	0.00	406.56	01/19/2017	01/19/2017	01/19/2017
							Check Amount:		\$406.56			
1	4514	N	BSN Sports/Collegiate Pacific	V70701	56867	98414378	925.72	0.00	925.72	01/03/2017	01/03/2017	01/03/2017
1	4514	N	BSN Sports/Collegiate Pacific	V70701	56870	98459100	410.32	0.00	410.32	01/03/2017	01/03/2017	01/03/2017
1	4514	N	BSN Sports/Collegiate Pacific	V70701	56868	98469672	825.11	0.00	825.11	01/03/2017	01/03/2017	01/03/2017
1	4514	N	BSN Sports/Collegiate Pacific	V70701	56844	98410561	288.32	0.00	288.32	01/03/2017	01/03/2017	01/03/2017
1	4514	N	BSN Sports/Collegiate Pacific	V70701	56869	98480209	20.59	0.00	20.59	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$2,470.06			
1	3985	N	CARCO AUTO PARTS	V70701	57202	00300189607	19.94	0.00	19.94	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$19.94			
1	1226	N	CARVER COUNTY	V70701	56843	1781	229.84	0.00	229.84	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$229.84			
1	1262	N	CITY OF BELLE PLAINE	V70701	57191	00003451	539.10	0.00	539.10	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$539.10			
1	1304	N	CULLIGAN	V70701	57189	CI_14386	214.33	0.00	214.33	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$214.33			

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	7233	N	DENNIS HAVLICEK	V70701	57131	01062017	300.00	0.00	300.00	01/19/2017	01/19/2017	01/19/2017
							Check Amount:		\$300.00			
1	1376	N	DISCOUNT STEEL	V70701	57193	4176401	23.10	0.00	23.10	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$23.10			
1	5579	N	EDUCATORS BENEFIT CONSULTAN	V70701	56862	35134	206.45	0.00	206.45	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$206.45			
1	3553	N	EIDE BAILLY LLP	V70701	57135	E100457525	8,100.00	0.00	8,100.00	01/19/2017	01/19/2017	01/19/2017
							Check Amount:		\$8,100.00			
1	6870	N	EMILY AUST	V70701	57001	12222016	124.80	0.00	124.80	01/12/2017	01/12/2017	01/12/2017
1	6870	N	EMILY AUST	V70701	57012	12132016	14.31	0.00	14.31	01/12/2017	01/12/2017	01/12/2017
							Check Amount:		\$139.11			
1	6809	N	FASTBRIDGE LEARNING	V70701	57101	INV-0712	1,014.00	0.00	1,014.00	01/18/2017	01/18/2017	01/18/2017
							Check Amount:		\$1,014.00			
1	7162	N	HEART ZONES INC	V70701	56856	10202016	3,500.00	0.00	3,500.00	01/03/2017	01/03/2017	01/03/2017
1	7162	N	HEART ZONES INC	V70701	56855	11102016-2	381.10	0.00	381.10	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$3,881.10			
1	1566	N	HILLYARD FLOOR CARE	V70701	57204	DOC 14252424	(902.88)	0.00	(902.88)	01/24/2017	01/24/2017	01/24/2017
1	1566	N	HILLYARD FLOOR CARE	V70701	57205	602294999	792.48	0.00	792.48	01/24/2017	01/24/2017	01/24/2017
1	1566	N	HILLYARD FLOOR CARE	V70701	57187	602383576	2,608.80	0.00	2,608.80	01/24/2017	01/24/2017	01/24/2017
1	1566	N	HILLYARD FLOOR CARE	V70701	57134	602360095	14,100.00	0.00	14,100.00	01/19/2017	01/19/2017	01/19/2017
1	1566	N	HILLYARD FLOOR CARE	V70701	57188	602373700	3,742.78	0.00	3,742.78	01/24/2017	01/24/2017	01/24/2017
1	1566	N	HILLYARD FLOOR CARE	V70701	57206	800273857	(624.00)	0.00	(624.00)	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$19,717.18			
1	3278	N	HUMERATECH	V70701	57190	162321	761.50	0.00	761.50	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$761.50			
1	4194	N	HUTCHINSON HIGH SCHOOL	V70701	56846	12032016	220.00	0.00	220.00	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$220.00			
1	6077	N	I DOCTOR	V70701	56834	7088	144.00	0.00	144.00	01/03/2017	01/03/2017	01/03/2017
1	6077	N	I DOCTOR	V70701	56833	7087	1,169.98	0.00	1,169.98	01/03/2017	01/03/2017	01/03/2017
1	6077	N	I DOCTOR	V70701	56836	7094	647.99	0.00	647.99	01/03/2017	01/03/2017	01/03/2017
1	6077	N	I DOCTOR	V70701	56835	7093	432.00	0.00	432.00	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$2,393.97			

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	7077	N	JACK GERNBACHER	V70701	56831	11302016	162.22	0.00	162.22	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$162.22			
1	1202	N	JANIS BUESGENS	V70701	57046	12222016	14.58	0.00	14.58	01/13/2017	01/13/2017	01/13/2017
							Check Amount:		\$14.58			
1	1660	N	JORDAN HIGH SCHOOL	V70701	57129	5383	725.00	0.00	725.00	01/19/2017	01/19/2017	01/19/2017
							Check Amount:		\$725.00			
1	6555	N	KELLY PETRASEK	V70701	56864	12092016	78.84	0.00	78.84	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$78.84			
1	3120	N	KENNEDY & GRAVEN, CHARTERED	V70701	56842	133643	775.50	0.00	775.50	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$775.50			
1	5789	N	KIM DEWITTE	V70701	57133	01062017	66.34	0.00	66.34	01/19/2017	01/19/2017	01/19/2017
							Check Amount:		\$66.34			
1	1697	N	LAKE CRYSTAL COACHES	V70701	56866	19031	1,200.00	0.00	1,200.00	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$1,200.00			
1	4172	N	LAKEVILLE NORTH	V70701	57144	04222017	225.00	0.00	225.00	01/23/2017	01/23/2017	01/23/2017
							Check Amount:		\$225.00			
1	1707	N	LANGE'S PLUMBING & HEATING	V70701	57196	1203799	25.00	0.00	25.00	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$25.00			
1	5791	N	LAURA NELSON	V70701	56863	01032017	135.00	0.00	135.00	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$135.00			
1	1711	N	LAURIE GREEN	V70701	57167	12192016	48.60	0.00	48.60	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$48.60			
1	2898	N	MARCI GREISEN	V70701	57010	11212016	58.86	0.00	58.86	01/12/2017	01/12/2017	01/12/2017
							Check Amount:		\$58.86			
1	1783	N	MARY KAY LUNDBORG	V70701	56837	12202016	30.24	0.00	30.24	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$30.24			
1	4865	N	MATT HENNEN	V70701	56830	12182016	64.60	0.00	64.60	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$64.60			
1	1812	N	MESPA	V70701	57011	03325	375.00	0.00	375.00	01/12/2017	01/12/2017	01/12/2017
							Check Amount:		\$375.00			

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GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date	
1	3223	N	METRO ECSU	V70701	57009	01052017	80.00	0.00	80.00	01/12/2017	01/12/2017	01/12/2017	
							Check Amount:		\$80.00				
1	2762	N	MN DEPT LABOR & INDUSTRY	V70701	57210	ABR01516711	40.00	0.00	40.00	01/24/2017	01/24/2017	01/24/2017	
1	2762	N	MN DEPT LABOR & INDUSTRY	V70701	57209	ABR01516951	30.00	0.00	30.00	01/24/2017	01/24/2017	01/24/2017	
1	2762	N	MN DEPT LABOR & INDUSTRY	V70701	57207	ABR01516961	20.00	0.00	20.00	01/24/2017	01/24/2017	01/24/2017	
							Check Amount:		\$90.00				
1	2647	N	MSU - MANKATO	V70701	57132	00950974	12,000.00	0.00	12,000.00	01/19/2017	01/19/2017	01/19/2017	
							Check Amount:		\$12,000.00				
1	1889	N	MULTILINGUAL WORD INC	V70701	57000	110416-816	288.50	0.00	288.50	01/12/2017	01/12/2017	01/12/2017	
							Check Amount:		\$288.50				
1	7210	N	NATIONAL JOINT POWERS ALLIAN	V70701	56861	0000024293	3,200.00	0.00	3,200.00	01/03/2017	01/03/2017	01/03/2017	
							Check Amount:		\$3,200.00				
1	5683	N	OUR LADY OF THE PRAIRIE SCHO	V70701	57002	10070616	3,057.12	0.00	3,057.12	01/12/2017	01/12/2017	01/12/2017	
							Check Amount:		\$3,057.12				
1	1973	1	N	PEARSON EDUCATION	V70701	57211	7025384134	110.18	0.00	110.18	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$110.18				
1	2002	N	PROTECTION SYSTEMS INC	V70701	57182	34297	3,150.00	0.00	3,150.00	01/24/2017	01/24/2017	01/24/2017	
1	2002	N	PROTECTION SYSTEMS INC	V70701	57180	34310	3,000.00	0.00	3,000.00	01/24/2017	01/24/2017	01/24/2017	
1	2002	N	PROTECTION SYSTEMS INC	V70701	57181	34487	611.13	0.00	611.13	01/24/2017	01/24/2017	01/24/2017	
							Check Amount:		\$6,761.13				
1	6111	N	RAM MUTUAL INSURANCE COMPA	V70701	57143	162728	3,207.83	0.00	3,207.83	01/23/2017	01/23/2017	01/23/2017	
							Check Amount:		\$3,207.83				
1	2030	N	REGION V	V70701	56998	10938	5,505.50	0.00	5,505.50	01/12/2017	01/12/2017	01/12/2017	
							Check Amount:		\$5,505.50				
1	6827	N	REINHART FOOD SERVICES, LLC	V70701	57045	698241	296.52	0.00	296.52	01/13/2017	01/13/2017	01/13/2017	
1	6827	N	REINHART FOOD SERVICES, LLC	V70701	56840	692965	467.93	0.00	467.93	01/03/2017	01/03/2017	01/03/2017	
1	6827	N	REINHART FOOD SERVICES, LLC	V70701	56999	697878	281.72	0.00	281.72	01/12/2017	01/12/2017	01/12/2017	
1	6827	N	REINHART FOOD SERVICES, LLC	V70701	57003	696986	356.28	0.00	356.28	01/12/2017	01/12/2017	01/12/2017	
1	6827	N	REINHART FOOD SERVICES, LLC	V70701	56996	696648	256.72	0.00	256.72	01/12/2017	01/12/2017	01/12/2017	
1	6827	N	REINHART FOOD SERVICES, LLC	V70701	57166	702466	422.93	0.00	422.93	01/24/2017	01/24/2017	01/24/2017	
1	6827	N	REINHART FOOD SERVICES, LLC	V70701	56838	692671	370.12	0.00	370.12	01/03/2017	01/03/2017	01/03/2017	
1	6827	N	REINHART FOOD SERVICES, LLC	V70701	56865	690552	236.95	0.00	236.95	01/03/2017	01/03/2017	01/03/2017	
1	6827	N	REINHART FOOD SERVICES, LLC	V70701	57128	700140	252.54	0.00	252.54	01/19/2017	01/19/2017	01/19/2017	

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GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	6827	N	REINHART FOOD SERVICES, LLC	V70701	57126	700272	343.21	0.00	343.21	01/19/2017	01/19/2017	01/19/2017
							Check Amount:		\$3,284.92			
1	6223	N	RIDGEVIEW MEDICAL CENTER	V70701	57127	01142017	305.00	0.00	305.00	01/19/2017	01/19/2017	01/19/2017
							Check Amount:		\$305.00			
1	4055	N	ROTARY CLUB OF BELLE PLAINE	V70701	56995	01112017	130.00	0.00	130.00	01/12/2017	01/12/2017	01/12/2017
							Check Amount:		\$130.00			
1	3942	N	RUMBLE ON THE RED	V70701	57102	12292016	475.00	0.00	475.00	01/18/2017	01/18/2017	01/18/2017
							Check Amount:		\$475.00			
1	2871	N	SCHILLING PAPER CO INC	V70701	57195	578749-00	161.20	0.00	161.20	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$161.20			
1	2067	N	SCHMITT MUSIC COMPANY	V70701	57044	1253106	30.00	0.00	30.00	01/13/2017	01/13/2017	01/13/2017
1	2067	N	SCHMITT MUSIC COMPANY	V70701	56853	1183632	20.00	0.00	20.00	01/03/2017	01/03/2017	01/03/2017
1	2067	N	SCHMITT MUSIC COMPANY	V70701	56852	1039159	67.94	0.00	67.94	01/03/2017	01/03/2017	01/03/2017
1	2067	N	SCHMITT MUSIC COMPANY	V70701	56851	1127046	25.57	0.00	25.57	01/03/2017	01/03/2017	01/03/2017
1	2067	N	SCHMITT MUSIC COMPANY	V70701	56850	1111574	100.69	0.00	100.69	01/03/2017	01/03/2017	01/03/2017
1	2067	N	SCHMITT MUSIC COMPANY	V70701	56849	1074512	43.16	0.00	43.16	01/03/2017	01/03/2017	01/03/2017
1	2067	N	SCHMITT MUSIC COMPANY	V70701	56848	1074510	93.49	0.00	93.49	01/03/2017	01/03/2017	01/03/2017
1	2067	N	SCHMITT MUSIC COMPANY	V70701	56847	46765	7.19	0.00	7.19	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$388.04			
1	3336	1	N SCHOOL SPECIALTY	V70701	57192	208117720191	149.20	0.00	149.20	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$149.20			
1	2137	N	SOUTH CENTRAL ECSU	V70701	57200	16978	625.25	0.00	625.25	01/24/2017	01/24/2017	01/24/2017
1	2137	N	SOUTH CENTRAL ECSU	V70701	57201	17030	784.88	0.00	784.88	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$1,410.13			
1	6138	N	SOUTHWEST METRO EDUCATION, V70701	V70701	56859	13322	9,229.50	0.00	9,229.50	01/03/2017	01/03/2017	01/03/2017
1	6138	N	SOUTHWEST METRO EDUCATION, V70701	V70701	56858	13365	8,921.85	0.00	8,921.85	01/03/2017	01/03/2017	01/03/2017
1	6138	N	SOUTHWEST METRO EDUCATION, V70701	V70701	56997	13387	7,295.70	0.00	7,295.70	01/12/2017	01/12/2017	01/12/2017
1	6138	N	SOUTHWEST METRO EDUCATION, V70701	V70701	57137	13373	15,642.39	0.00	15,642.39	01/19/2017	01/19/2017	01/19/2017
							Check Amount:		\$41,089.44			
1	3287	N	SPARETIME INVESTMENT GROUP	V70701	57186	2181	130.00	0.00	130.00	01/24/2017	01/24/2017	01/24/2017
1	3287	N	SPARETIME INVESTMENT GROUP	V70701	57185	2180	707.50	0.00	707.50	01/24/2017	01/24/2017	01/24/2017
1	3287	N	SPARETIME INVESTMENT GROUP	V70701	57184	2182	526.25	0.00	526.25	01/24/2017	01/24/2017	01/24/2017
1	3287	N	SPARETIME INVESTMENT GROUP	V70701	57183	2183	917.50	0.00	917.50	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$2,281.25			

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GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	4278	N	SPRINGSTED INC	V70701	57136	003215.999-3	400.00	0.00	400.00	01/19/2017	01/19/2017	01/19/2017
							Check Amount:		\$400.00			
1	6318	N	STACEY HESS-NORSKOG	V70701	57007	09292016	86.40	0.00	86.40	01/12/2017	01/12/2017	01/12/2017
1	6318	N	STACEY HESS-NORSKOG	V70701	57006	10262016	93.42	0.00	93.42	01/12/2017	01/12/2017	01/12/2017
1	6318	N	STACEY HESS-NORSKOG	V70701	57005	11292016	132.84	0.00	132.84	01/12/2017	01/12/2017	01/12/2017
1	6318	N	STACEY HESS-NORSKOG	V70701	57004	12202016	132.84	0.00	132.84	01/12/2017	01/12/2017	01/12/2017
							Check Amount:		\$445.50			
1	2153	N	STASNEY ELECTRIC LLC	V70701	57194	30990	194.34	0.00	194.34	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$194.34			
1	2188	N	TAHER INC	V70701	57100	0048294-IN	58,320.45	0.00	58,320.45	01/18/2017	01/18/2017	01/18/2017
1	2188	N	TAHER INC	V70701	56860	0048017-IN	68,475.91	0.00	68,475.91	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$126,796.36			
1	5669	N	TITAN ENERGY SYSTEMS INC	V70701	57199	160809-019	2,119.40	0.00	2,119.40	01/24/2017	01/24/2017	01/24/2017
1	5669	N	TITAN ENERGY SYSTEMS INC	V70701	57198	160808-033	1,442.52	0.00	1,442.52	01/24/2017	01/24/2017	01/24/2017
1	5669	N	TITAN ENERGY SYSTEMS INC	V70701	57197	170109-015	365.22	0.00	365.22	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$3,927.14			
1	4297	N	TNT AUDIO INC	V70701	57168	01142017	850.00	0.00	850.00	01/24/2017	01/24/2017	01/24/2017
							Check Amount:		\$850.00			
1	5898	N	UNIVERSITY OF MINNESOTA	V70701	56857	0000174507	2,755.00	0.00	2,755.00	01/03/2017	01/03/2017	01/03/2017
1	5898	N	UNIVERSITY OF MINNESOTA	V70701	57103	1111475798	3,045.00	0.00	3,045.00	01/18/2017	01/18/2017	01/18/2017
							Check Amount:		\$5,800.00			
1	6546	N	US BANK	V70701	57138	4445960	1,500.00	0.00	1,500.00	01/19/2017	01/19/2017	01/19/2017
							Check Amount:		\$1,500.00			
1	2326	N	YOUTH FRONTIERS INC	V70701	56841	12769	1,545.00	0.00	1,545.00	01/03/2017	01/03/2017	01/03/2017
							Check Amount:		\$1,545.00			
1	6336	N	ZAYO GROUP LLC	V70701	57104	011334	1,157.13	0.00	1,157.13	01/18/2017	01/18/2017	01/18/2017
							Check Amount:		\$1,157.13			
							Report Total:		\$288,386.68			

*Does not meet minimum amount
**Exceeds maximum amount

Hand Pays

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
P70501	0716	41006	SBC	59790	CH	1	4870	AHA STARLINERS	Y	N	1/6/2017	OCY	USD	(230.00)
P70602	0716	41149	SBC	59885	CH	1	6896	CAROLYN GLEASON	Y	N	12/20/2016	Y	USD	(900.00)
p706p2	0716	41167	SBC	59899	CH	1	1123	BELLE PLAINE ED ASSOC	Y	N	12/20/2016	N	USD	5,275.59
p706p2	0716	41168	SBC	59900	CH	1	1134	BELLE PLAINE SCHOOL	Y	N	12/20/2016	N	USD	3,989.50
p706p2	0716	41170	SBC	59901	CH	1	6482	Belle Plaine Schools Health Ins Acct	Y	N	12/20/2016	N	USD	33,102.25
p706p2	0716	41169	SBC	59902	CH	1	1178	BPESPA	Y	N	12/20/2016	N	USD	1,068.07
P70702	0716	41227	SBC	59944	CH	1	7200	BRIANNA SHEA	Y	N	12/20/2016	N	USD	66.00
P70702	0716	41223	SBC	59945	CH	1	6896	CAROLYN GLEASON	Y	N	12/20/2016	N	USD	450.00
P70702	0716	41219	SBC	59946	CH	1	5310	CHUCK KELLER	Y	N	12/20/2016	N	USD	501.12
P70702	0716	41225	SBC	59947	CH	1	6977	DAN GRIFFITHS	Y	N	12/20/2016	N	USD	111.00
P70702	0716	41224	SBC	59948	CH	1	6939	DANIELLE SWANSON	Y	N	12/20/2016	N	USD	38.50
P70702	0716	41228	SBC	59949	CH	1	7201	JEANNE KOHRMAN	Y	N	12/20/2016	N	USD	38.50
P70702	0716	41212	SBC	59950	CH	1	1629	JEFF HEINE	Y	N	12/20/2016	N	USD	792.83
P70702	0716	41220	SBC	59951	CH	1	5953	JEFF PETERS	Y	N	12/20/2016	N	USD	111.00
P70702	0716	41222	SBC	59952	CH	1	6299	KELLY OTTESON	Y	N	12/20/2016	N	USD	66.00
P70702	0716	41229	SBC	59953	CH	1	7202	KIMBERLY NEU	Y	N	12/20/2016	N	USD	66.00
P70702	0716	41216	SBC	59954	CH	1	4843	KRIS ANN KRAUSE	Y	N	12/20/2016	N	USD	476.00
P70702	0716	41218	SBC	59955	CH	1	4958	LISA LINDEMANN	Y	N	12/20/2016	N	USD	66.00
P70702	0716	41213	SBC	59956	CH	1	1748	MAAE	Y	N	12/20/2016	N	USD	235.00
P70702	0716	41226	SBC	59957	CH	1	7098	MARY MESLER	Y	N	12/20/2016	N	USD	58.32
P70702	0716	41214	SBC	59958	CH	1	1833	MIKE WOLLE	Y	N	12/20/2016	N	USD	111.00
P70702	0716	41230	SBC	59959	CH	1	7203	RACHEL MELVIN	Y	N	12/20/2016	N	USD	13.80
P70702	0716	41221	SBC	59960	CH	1	6111	RAM MUTUAL INSURANCE COMPANY	Y	N	12/20/2016	N	USD	3,207.83
P70702	0716	41217	SBC	59961	CH	1	4957	SUSAN KELLEY	Y	N	12/20/2016	N	USD	66.00
P70702	0716	41215	SBC	59962	CH	1	3936	TERRI MASON	Y	N	12/20/2016	N	USD	81.00
P70702	0716	41255	SBC	59963	CH	1	1660	JORDAN HIGH SCHOOL	Y	N	12/28/2016	N	USD	1,382.87
P70702	0716	41255	SBC	59963	CH	1	1660	JORDAN HIGH SCHOOL	Y	N	12/28/2016	N	USD	1,800.43
P70702	0716	41257	SBC	59964	CH	1	3964	MATH MASTERS OF MN	Y	N	12/28/2016	N	USD	425.00
P70702	0716	41256	SBC	59965	CH	1	2272	US BANK OPERATIONS CENTER	Y	N	12/28/2016	N	USD	238,233.13
P70702	0716	41256	SBC	59965	CH	1	2272	US BANK OPERATIONS CENTER	Y	N	12/28/2016	N	USD	94,896.25
p707p1	0716	41332	SBC	59966	CH	1	1123	BELLE PLAINE ED ASSOC	Y	N	1/5/2017	OCN	USD	5,275.59
p707p1	0716	41333	SBC	59967	CH	1	1134	BELLE PLAINE SCHOOL	Y	N	1/5/2017	OCN	USD	3,989.50
p707p1	0716	41337	SBC	59968	CH	1	6451	Belle Plaine Schools Dental Ins Account	Y	N	1/5/2017	OCN	USD	12,335.70
p707p1	0716	41338	SBC	59969	CH	1	6482	Belle Plaine Schools Health Ins Acct	Y	N	1/5/2017	OCN	USD	117,917.58

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Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
p707p1	0716	41334	SBC	59970	CH	1	1178	BPESPA	Y	N	1/5/2017	OCN	USD	1,068.07
p707p1	0716	41339	SBC	59971	CH	1	7052	FIDELITY SECURITY LIFE INS EYE MED	Y	N	1/5/2017	OCN	USD	499.89
p707p1	0716	41336	SBC	59972	CH	1	6122	NATIONAL INSURANCE SERVICE of WI	Y	N	1/5/2017	OCN	USD	2,942.77
p707p1	0716	41335	SBC	59973	CH	1	1836	NCPERS MINNESOTA	Y	N	1/5/2017	OCN	USD	48.00
P70702	0716	41349	SBC	59974	CH	1	7191	ERIC IVERSON	Y	N	1/6/2017	OCN	USD	111.00
P70702	0716	41348	SBC	59975	CH	1	6683	GARY SONNERNBURG	Y	N	1/6/2017	OCN	USD	111.00
P70702	0716	41351	SBC	59976	CH	1	7212	JERRY BRAAM	Y	N	1/6/2017	OCN	USD	111.00
P70702	0716	41352	SBC	59977	CH	1	7213	JODIE WHITCOMB	Y	N	1/6/2017	OCN	USD	111.00
P70702	0716	41343	SBC	59978	CH	1	1647	JOSEPH WITTERSCHEIN	Y	N	1/6/2017	OCN	USD	111.00
P70702	0716	41347	SBC	59979	CH	1	4145	MEDICAREBLUE RX	Y	N	1/6/2017	OCN	USD	426.00
P70702	0716	41344	SBC	59980	CH	1	1992	PRAIRIE TRUCKING INC	Y	N	1/6/2017	OCN	USD	33,245.61
P70702	0716	41345	SBC	59981	CH	1	2164	STIER TRANSPORTATION SERVICES	Y	N	1/6/2017	OCN	USD	69,387.14
P70702	0716	41346	SBC	59982	CH	1	2272	US BANK OPERATIONS CENTER	Y	N	1/6/2017	OCN	USD	2,354,275.00
P70702	0716	41350	SBC	59983	CH	1	7211	WESLEY ARNESON	Y	N	1/6/2017	OCN	USD	111.00
P70702	0716	41368	SBC	59984	CH	1	7218	DAN GRIDER	Y	N	1/13/2017	CN	USD	111.00
P70702	0716	41364	SBC	59985	CH	1	6686	DENNY MISENER	Y	N	1/13/2017	CN	USD	111.00
P70702	0716	41358	SBC	59986	CH	1	2528	DWIGHT KRUEGER	Y	N	1/13/2017	CN	USD	111.00
P70702	0716	41366	SBC	59987	CH	1	7213	JODIE WHITCOMB	Y	N	1/13/2017	CN	USD	111.00
P70702	0716	41359	SBC	59988	CH	1	4574	JOSHUA SCHOAF	Y	N	1/13/2017	CN	USD	111.00
P70702	0716	41367	SBC	59989	CH	1	7215	LEVEL FIELD PRESS, LLC	Y	N	1/13/2017	CN	USD	1,200.00
P70702	0716	41360	SBC	59990	CH	1	4618	MICHAEL D JOHNSON	Y	N	1/13/2017	CN	USD	111.00
P70702	0716	41363	SBC	59991	CH	1	6684	NATHAN IDE	Y	N	1/13/2017	CN	USD	111.00
P70702	0716	41362	SBC	59992	CH	1	5943	NICHOLAS HOVICK	Y	N	1/13/2017	CN	USD	111.00
P70702	0716	41365	SBC	59993	CH	1	6902	PATRICK MCDONOUGH	Y	N	1/13/2017	CN	USD	111.00
P70702	0716	41361	SBC	59994	CH	1	4914	RUSS ZABEL	Y	N	1/13/2017	CN	USD	111.00
P70702	0716	41357	SBC	59995	CH	1	2097	SCOTT SCHOAF	Y	N	1/13/2017	CN	USD	111.00
p707p2	0716	41374	SBC	59996	CH	1	1123	BELLE PLAINE ED ASSOC	Y	N	1/20/2017	CN	USD	5,224.69
p707p2	0716	41375	SBC	59997	CH	1	1134	BELLE PLAINE SCHOOL	Y	N	1/20/2017	CN	USD	4,216.78
p707p2	0716	41377	SBC	59998	CH	1	6482	Belle Plaine Schools Health Ins Acct	Y	N	1/20/2017	CN	USD	32,105.94
p707p2	0716	41376	SBC	59999	CH	1	1178	BPESPA	Y	N	1/20/2017	CN	USD	1,112.45
P70702	0716	41401	SBC	60000	CH	1	4572	BENJAMIN SCHEFFLER	Y	N	1/20/2017	CN	USD	111.00
P70702	0716	41397	SBC	60001	CH	1	2329	BLUE CROSS BLUE SHIELD of MN	Y	N	1/20/2017	CN	USD	303.00
P70702	0716	41394	SBC	60002	CH	1	1257	CHRISTOPHER NEISEN	Y	N	1/20/2017	CN	USD	111.00
P70702	0716	41407	SBC	60003	CH	1	6692	DANIEL RIESGRAF	Y	N	1/20/2017	CN	USD	111.00

Hand Pays

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
P70702	0716	41410	SBC	60004	CH	1	6939	DANIELLE SWANSON	Y	N	1/20/2017	C N	USD	69.50
P70702	0716	41415	SBC	60005	CH	1	7230	ELYSIA REYNOLDS	Y	N	1/20/2017	C N	USD	118.00
P70702	0716	41411	SBC	60006	CH	1	6943	EMILY NAGY	Y	N	1/20/2017	C N	USD	69.50
P70702	0716	41402	SBC	60007	CH	1	5540	EMILY PUZA	Y	N	1/20/2017	C N	USD	128.00
P70702	0716	41406	SBC	60008	CH	1	6679	GINA HAY	Y	N	1/20/2017	C N	USD	138.00
P70702	0716	41400	SBC	60009	CH	1	4286	JAMIE JEWISON	Y	N	1/20/2017	C N	USD	118.00
P70702	0716	41412	SBC	60010	CH	1	7227	JENNIFER KUMMER	Y	N	1/20/2017	C N	USD	164.00
P70702	0716	41405	SBC	60011	CH	1	6649	JENNIFER ROPER	Y	N	1/20/2017	C N	USD	138.00
P70702	0716	41416	SBC	60012	CH	1	7231	JESSICA PAVELKO	Y	N	1/20/2017	C N	USD	118.00
P70702	0716	41417	SBC	60013	CH	1	7232	JILL DEAN	Y	N	1/20/2017	C N	USD	128.00
P70702	0716	41413	SBC	60014	CH	1	7228	KASSANDRA GALL	Y	N	1/20/2017	C N	USD	79.50
P70702	0716	41404	SBC	60015	CH	1	6298	LAUREN JENKINS	Y	N	1/20/2017	C N	USD	164.00
P70702	0716	41414	SBC	60016	CH	1	7229	LOIS BUSHARD	Y	N	1/20/2017	C N	USD	79.50
P70702	0716	41399	SBC	60017	CH	1	4145	MEDICAREBLUE RX	Y	N	1/20/2017	C N	USD	426.00
P70702	0716	41398	SBC	60018	CH	1	2966	MELANIE SCHMIDT	Y	N	1/20/2017	C N	USD	128.00
P70702	0716	41408	SBC	60019	CH	1	6903	ROBERT BISSONETTE	Y	N	1/20/2017	C N	USD	111.00
P70702	0716	41409	SBC	60020	CH	1	6915	SCOTT PETERSON	Y	N	1/20/2017	C N	USD	111.00
P70702	0716	41395	SBC	60021	CH	1	2097	SCOTT SCHOAF	Y	N	1/20/2017	C N	USD	111.00
P70702	0716	41396	SBC	60022	CH	1	2119	SIBLEY EAST	Y	N	1/20/2017	C N	USD	75.00
P70702	0716	41403	SBC	60023	CH	1	6296	TARA DOLDER	Y	N	1/20/2017	C N	USD	128.00
P70702	0716	41424	SBC	60024	CH	1	2329	BLUE CROSS BLUE SHIELD of MN	Y	N	1/24/2017	C N	USD	303.00
P70702	0716	41426	SBC	60025	CH	1	5925	BRIAN SPANOVICH	Y	N	1/24/2017	C N	USD	111.00
P70702	0716	41431	SBC	60026	CH	1	7236	DAVID THOM	Y	N	1/24/2017	C N	USD	111.00
P70702	0716	41429	SBC	60027	CH	1	6510	DYLAN BOTHUN	Y	N	1/24/2017	C N	USD	111.00
P70702	0716	41430	SBC	60028	CH	1	7234	FRENATAE	Y	N	1/24/2017	C N	USD	100.00
P70702	0716	41432	SBC	60029	CH	1	7237	LINDA GUTZKE	Y	N	1/24/2017	C N	USD	20.00
P70702	0716	41427	SBC	60030	CH	1	5947	MN TRUE TEAM TRACK	Y	N	1/24/2017	C N	USD	160.00
P70702	0716	41425	SBC	60031	CH	1	3380	RENEE MALECHA	Y	N	1/24/2017	C N	USD	11.93
P70702	0716	41425	SBC	60031	CH	1	3380	RENEE MALECHA	Y	N	1/24/2017	C N	USD	9.13
P70702	0716	41428	SBC	60032	CH	1	6182	WACONIA COMMUNITY ED.	Y	N	1/24/2017	C N	USD	610.00

Total

\$ 3,038,671.76

Electronic

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
p706p2	0716	41161	SBC		WX	1	1873	MN.TEACHERS RETIRE.ASSOC	N	N	12/20/2016	N	USD	47,152.20
p706p2	0716	41162	SBC		WX	1	1977	PERA	N	N	12/20/2016	N	USD	12,457.73
p706p2	0716	41163	SBC		WX	1	2330	FEDERAL	N	N	12/20/2016	N	USD	31,514.68
p706p2	0716	41163	SBC		WX	1	2330	FEDERAL	N	N	12/20/2016	N	USD	11,395.86
p706p2	0716	41163	SBC		WX	1	2330	FEDERAL	N	N	12/20/2016	N	USD	47,988.58
p706p2	0716	41164	SBC		WX	1	2331	STATE OF MINNESOTA	N	N	12/20/2016	N	USD	13,749.52
p706p2	0716	41165	SBC		WX	1	2735	MII LIFE - VEBA/HSA	N	N	12/20/2016	N	USD	4,571.29
p706p2	0716	41166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	12/20/2016	N	USD	1,543.52
p706p2	0716	41166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	12/20/2016	N	USD	480.00
p706p2	0716	41166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	12/20/2016	N	USD	4,508.93
p706p2	0716	41166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	12/20/2016	N	USD	108.00
p706p2	0716	41166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	12/20/2016	N	USD	1,806.78
p706p2	0716	41166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	12/20/2016	N	USD	5,781.74
p706p2	0716	41166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	12/20/2016	N	USD	1,388.78
p706p2	0716	41166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	12/20/2016	N	USD	761.48
p707p1	0716	41326	SBC		WX	1	1873	MN.TEACHERS RETIRE.ASSOC	N	N	1/5/2017 00	N	USD	47,979.06
p707p1	0716	41327	SBC		WX	1	1977	PERA	N	N	1/5/2017 00	N	USD	13,777.45
p707p1	0716	41328	SBC		WX	1	2330	FEDERAL	N	N	1/5/2017 00	N	USD	32,011.49
p707p1	0716	41328	SBC		WX	1	2330	FEDERAL	N	N	1/5/2017 00	N	USD	11,429.78
p707p1	0716	41328	SBC		WX	1	2330	FEDERAL	N	N	1/5/2017 00	N	USD	48,872.30
p707p1	0716	41329	SBC		WX	1	2331	STATE OF MINNESOTA	N	N	1/5/2017 00	N	USD	13,993.00
p707p1	0716	41330	SBC		WX	1	2735	MII LIFE - VEBA/HSA	N	N	1/5/2017 00	N	USD	2,107.97
p707p1	0716	41331	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/5/2017 00	N	USD	1,543.52
p707p1	0716	41331	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/5/2017 00	N	USD	480.00
p707p1	0716	41331	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/5/2017 00	N	USD	4,508.93
p707p1	0716	41331	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/5/2017 00	N	USD	108.00
p707p1	0716	41331	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/5/2017 00	N	USD	1,806.78
p707p1	0716	41331	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/5/2017 00	N	USD	5,643.74
p707p1	0716	41331	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/5/2017 00	N	USD	1,388.78
p707p1	0716	41331	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/5/2017 00	N	USD	761.48
P70702	0716	41353	SBC		WX	1	2336	XCEL ENERGY	N	N	12/19/2016	N	USD	1,022.53
P70702	0716	41354	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	N	12/21/2016	N	USD	3.52
P70702	0716	41354	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	N	12/21/2016	N	USD	31.40
P70702	0716	41354	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	N	12/21/2016	N	USD	233.94
P70702	0716	41354	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	N	12/21/2016	N	USD	373.98
P70702	0716	41354	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	N	12/21/2016	N	USD	1,093.06
P70702	0716	41354	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	N	12/21/2016	N	USD	1,681.67

Electronic

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount	
P70702	0716	41355	SBC		WX	1	1486	FRONTIER	N	N	12/23/2016	N	USD	97.28	
P70702	0716	41355	SBC		WX	1	1486	FRONTIER	N	N	12/23/2016	N	USD	97.28	
P70702	0716	41355	SBC		WX	1	1486	FRONTIER	N	N	12/23/2016	N	USD	108.75	
P70702	0716	41355	SBC		WX	1	1486	FRONTIER	N	N	12/23/2016	N	USD	1,349.24	
P70702	0716	41356	SBC		WX	1	2800	MII LIFE - SELECT ACCOUNT	N	N	12/23/2016	N	USD	546.40	
p707p2	0716	41378	SBC		WX	1	1873	MN.TEACHERS RETIRE.ASSOC	N	N	1/20/2017	0	N	USD	44,856.56
p707p2	0716	41379	SBC		WX	1	1977	PERA	N	N	1/20/2017	0	N	USD	9,026.36
p707p2	0716	41380	SBC		WX	1	2330	FEDERAL	N	N	1/20/2017	0	N	USD	28,294.18
p707p2	0716	41380	SBC		WX	1	2330	FEDERAL	N	N	1/20/2017	0	N	USD	9,805.84
p707p2	0716	41380	SBC		WX	1	2330	FEDERAL	N	N	1/20/2017	0	N	USD	41,927.84
p707p2	0716	41381	SBC		WX	1	2331	STATE OF MINNESOTA	N	N	1/20/2017	0	N	USD	12,305.01
p707p2	0716	41382	SBC		WX	1	2735	MII LIFE - VEBA/HSA	N	N	1/20/2017	0	N	USD	2,107.97
p707p2	0716	41383	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/20/2017	0	N	USD	1,543.52
p707p2	0716	41383	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/20/2017	0	N	USD	480.00
p707p2	0716	41383	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/20/2017	0	N	USD	4,408.93
p707p2	0716	41383	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/20/2017	0	N	USD	108.00
p707p2	0716	41383	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/20/2017	0	N	USD	1,806.78
p707p2	0716	41383	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/20/2017	0	N	USD	5,643.74
p707p2	0716	41383	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/20/2017	0	N	USD	1,388.78
p707p2	0716	41383	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	1/20/2017	0	N	USD	736.48
P70702	0716	41418	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	1/5/2017	00	N	USD	1,045.36
P70702	0716	41418	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	1/5/2017	00	N	USD	160.70
P70702	0716	41418	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	1/5/2017	00	N	USD	124.93
P70702	0716	41418	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	1/5/2017	00	N	USD	80.03
P70702	0716	41419	SBC		WX	1	2336	XCEL ENERGY	N	N	1/6/2017	00	N	USD	7,148.37
P70702	0716	41419	SBC		WX	1	2336	XCEL ENERGY	N	N	1/6/2017	00	N	USD	7,031.61
P70702	0716	41419	SBC		WX	1	2336	XCEL ENERGY	N	N	1/6/2017	00	N	USD	3,808.88
P70702	0716	41420	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	1/6/2017	00	N	USD	1,732.22
P70702	0716	41420	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	1/6/2017	00	N	USD	1,558.86
P70702	0716	41420	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	1/6/2017	00	N	USD	1,249.77
P70702	0716	41421	SBC		WX	1	2336	XCEL ENERGY	N	N	1/9/2017	00	N	USD	243.11
P70702	0716	41421	SBC		WX	1	2336	XCEL ENERGY	N	N	1/9/2017	00	N	USD	13.69
P70702	0716	41422	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	N	1/23/2017	0	N	USD	1,511.08
P70702	0716	41422	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	N	1/23/2017	0	N	USD	967.82
P70702	0716	41422	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	N	1/23/2017	0	N	USD	373.98
P70702	0716	41422	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	N	1/23/2017	0	N	USD	208.94
P70702	0716	41422	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	N	1/23/2017	0	N	USD	31.40

Electronic

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
P70702	0716	41422	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	N	1/23/2017 01	N	USD	3.52
P70702	0716	41423	SBC		WX	1	2336	XCEL ENERGY	N	N	1/23/2017 01	N	USD	1,235.36
<hr/>														
December 2016 PCARD														
Payroll 12/20/2016														
Payroll 1/05/2017														
Payroll 1/20/2017														
<hr/>														
Total													\$ 1,369,390.10	

Dec 2016 Student Activities

Activity	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Payment Description	Pay Date	Void	Curr	Amount
FFA	0716	41110	HSAC	7873	CH	3	4926	BELLE PLAINE HERALD	Ad for fruit Sales	12/1/2016 0	N	USD	168.75
FFA	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	FFA - SAMS CLUB	12/1/2016 0	N	USD	37.50
FFA	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	FFA - JORDAN ACE HARDWARE	12/1/2016 0	N	USD	10.48
Concessions	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	CONCESSIONS - OCTOBER	12/1/2016 0	N	USD	2,842.06
SH Band	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	BAND - ECKROTH MUSIC	12/1/2016 0	N	USD	550.19
SH Band	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	BAND - ECKROTH MUSIC	12/1/2016 0	N	USD	379.00
Cross Country	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	XC - KWIK TRIP	12/1/2016 0	N	USD	39.42
Cross Country	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	XC - NORTH AM SAFETY	12/1/2016 0	N	USD	344.50
Cross Country	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	XC - KWIK TRIP	12/1/2016 0	N	USD	38.42
SH Band	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	BAND - HOLIDAY STATIONSTORE	12/1/2016 0	N	USD	28.19
SH Band	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	BAND - J W PEPPER	12/1/2016 0	N	USD	109.95
Cross Country	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	XC - COBORNS	12/1/2016 0	N	USD	35.62
Cross Country	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	XC - KWIK TRIP	12/1/2016 0	N	USD	38.42
Football	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	FOOTBALL - DOMINOS	12/1/2016 0	N	USD	100.00
Tennis	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	TENNIS - INNER CITY TENNIS	12/1/2016 0	N	USD	20.00
Cross Country	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	XC - COBORNS	12/1/2016 0	N	USD	260.00
Cross Country	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	XC - KWIK TRIP	12/1/2016 0	N	USD	36.42
Boys BB	0716	41107	HSAC	7874	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	BBB - REGISTER.CORDONCO.COM	12/1/2016 0	N	USD	58.50
Concessions	0716	41113	HSAC	7875	CH	3	5249	DOUG ANDERSON	Mileage	12/1/2016 0	N	USD	99.36
Tennis	0716	41108	HSAC	7876	CH	3	4837	FAME AWARDS	Tennis Awards	12/1/2016 0	N	USD	120.00
SH Band	0716	41111	HSAC	7877	CH	3	5155	GATEWAY TRAVEL	Payment for Orlando	12/1/2016 0	N	USD	1,589.70
FFA	0716	41109	HSAC	7878	CH	3	4882	MN FFA ASSOCIATION	Student Registration	12/1/2016 0	N	USD	125.00
JR High Student Council	0716	41116	HSAC	7879	CH	3	7181	NORTHERN STAR COUNCIL/BSA	7th Grade Field Trip	12/1/2016 0	N	USD	1,130.00
FFA	0716	41114	HSAC	7880	CH	3	5364	OAK GLENN	T-Shirts	12/1/2016 0	N	USD	637.50
JR High Student Council	0716	41112	HSAC	7881	CH	3	5247	ROSS NELSON	10/28 Act. Night Reimbursement/Supplies	12/1/2016 0	N	USD	215.32
Fall Drama	0716	41115	HSAC	7882	CH	3	5920	TWISTWIRE MARKETING	T-Shirts Play	12/1/2016 0	N	USD	510.00
Tiger Fever	0716	41232	HSAC	7883	CH	3	4733	ANNETTE MOYLAN	Reimburse for Dance Parents Night	12/21/2016	N	USD	38.32
Concert Choir	0716	41239	HSAC	7884	CH	3	4926	BELLE PLAINE HERALD	Ads for Saxe	12/21/2016	N	USD	1,044.00
Concert Choir	0716	41239	HSAC	7884	CH	3	4926	BELLE PLAINE HERALD	Concert Choir	12/21/2016	N	USD	-
Tiger Club	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	TIGER CLUB - FALL PLAY BUSSING OC TO PAC	12/21/2016	N	USD	140.00
JR High Student Council	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	JH STD CNCL - AMAZON	12/21/2016	N	USD	17.02
FFA	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	FFA - COBORNS	12/21/2016	N	USD	43.08
Tennis	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	TENNIS - OLIVE GARDEN	12/21/2016	N	USD	99.86
Baseball	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	BASEBALL - JAEGER SPORTS	12/21/2016	N	USD	259.55
SH Band	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	BAND - DOMINOS	12/21/2016	N	USD	112.00
Cross Country	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	XC - EASTBAY	12/21/2016	N	USD	94.83
Art/Visual Art	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	VISUAL ARTS - COBORNS	12/21/2016	N	USD	37.39
Cross Country	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	XC - COBORNS	12/21/2016	N	USD	46.36
SH Band	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	BAND - JW PEPPER	12/21/2016	N	USD	392.64
Concert Choir	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	CHOIR - SUBWAY	12/21/2016	N	USD	104.98
BP Weight Room	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	WEIGHT ROOM - BIGGER FASTER STRONGER	12/21/2016	N	USD	312.99
Softball	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	SOFTBALL - PAYPAL	12/21/2016	N	USD	89.00
Art/Visual Art	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	VISUAL ARTS - GALACTIC PIZZA	12/21/2016	N	USD	269.69
Art/Visual Art	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	VISUAL ARTS - GALACTIC PIZZA	12/21/2016	N	USD	5.12
Art/Visual Art	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	VISUAL ARTS - HIGHPOINT CENTER	12/21/2016	N	USD	76.00

Dec 2016 Student Activities

Activity	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Payment Description	Pay Date	Void	Curr	Amount
Art/Visual Art	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	CONCESSIONS - PIZZA PLUS	12/21/2016	N	USD	36.00
Art/Visual Art	0716	41231	HSAC	7885	CH	3	4721	BELLE PLAINE SCHOOL DISTRICT	CONCESSIONS - PIZZA PLUS	12/21/2016	N	USD	67.00
SR High Student Council	0716	41245	HSAC	7886	CH	3	6962	BERRY COFFEE COMPANY	Coffee Shop Order	12/21/2016	N	USD	32.00
Baseball	0716	41242	HSAC	7887	CH	3	5825	BREVARD PRODUCTION	Deposit for Florida Trip	12/21/2016	N	USD	750.00
Art/Visual Art	0716	41238	HSAC	7888	CH	3	4894	CLUB'S CHOICE	Fundraiser	12/21/2016	N	USD	1,136.80
Tiger Fever	0716	41234	HSAC	7889	CH	3	4811	EMMA KRUMBEEES FLORAL	Parents Night - Fall Musical	12/21/2016	N	USD	16.25
Football	0716	41235	HSAC	7890	CH	3	4837	FAME AWARDS	Awards	12/21/2016	N	USD	225.00
Art/Visual Art	0716	41241	HSAC	7891	CH	3	5471	HIGHPOINT CENTER FOR PRINTMAKING	4616 Wshop VArts	12/21/2016	N	USD	80.00
Art/Visual Art	0716	41241	HSAC	7891	CH	3	5471	HIGHPOINT CENTER FOR PRINTMAKING	4678 Wshop VArts	12/21/2016	N	USD	160.00
Art/Visual Art	0716	41241	HSAC	7891	CH	3	5471	HIGHPOINT CENTER FOR PRINTMAKING	4705 Wshop VArts	12/21/2016	N	USD	160.00
SR High Student Council	0716	41237	HSAC	7892	CH	3	4867	MATT HENNEN	Coffee Shop Supplies	12/21/2016	N	USD	73.64
SR High Student Council	0716	41237	HSAC	7892	CH	3	4867	MATT HENNEN	Kreftmas Vball Supplie	12/21/2016	N	USD	108.36
FFA	0716	41240	HSAC	7893	CH	3	5020	NATIONAL FFA	Clothing & Supplies	12/21/2016	N	USD	415.50
Concessions	0716	41236	HSAC	7894	CH	3	4848	PEPSI-COLA	PEPSI	12/21/2016	N	USD	461.85
Tiger Fever	0716	41233	HSAC	7895	CH	3	4810	TAHER FOODS	Fall Play Parents Night	12/21/2016	N	USD	23.00
Concert Choir	0716	41244	HSAC	7896	CH	3	6928	TOMMY GLASS	Opera Singer / Day	12/21/2016	N	USD	300.00
Football	0716	41243	HSAC	7897	CH	3	6016	UNIVERSAL ATHLETIC SERVICES INC	150-0025205-01	12/21/2016	N	USD	272.11
Football	0716	41243	HSAC	7897	CH	3	6016	UNIVERSAL ATHLETIC SERVICES INC	150-0025377-01	12/21/2016	N	USD	70.44
FFA	0716	41254	HSAC	7898	CH	3	7208	AUNTIE AM'S	HONEY FOR FRAISER	12/28/2016	N	USD	115.00
FFA	0716	41246	HSAC	7899	CH	1	1197	BRUCE MATHIOWETZ	ROLLS FROM LOUS BAKERY	12/28/2016	N	USD	44.00
FFA	0716	41253	HSAC	7900	CH	3	7206	FAXON FARMS	SYRUP FRAISER	12/28/2016	N	USD	161.00
Softball	0716	41251	HSAC	7901	CH	3	7204	JIM MULLEN	REFUND FOR DOME BALL	12/28/2016	N	USD	170.00
FFA	0716	41252	HSAC	7902	CH	3	7205	KORNDER FARMS BEEF	BEEF STICKS -FR	12/28/2016	N	USD	773.50
Concert Choir	0716	41248	HSAC	7903	CH	3	4965	LAKE CRYSTAL COACHES	Dorian Bus	12/28/2016	N	USD	392.00
Concert Choir	0716	41247	HSAC	7904	CH	3	4948	LUTHER COLLEGE	Dorian Registration	12/28/2016	N	USD	123.00
FFA	0716	41249	HSAC	7905	CH	3	5025	MINNTEX CITRUS, INC.	FRUIT SALES	12/28/2016	N	USD	8,494.57
JR High Student Council	0716	41250	HSAC	7906	CH	3	5247	ROSS NELSON	Doughts-Main St	12/28/2016	N	USD	17.98
JR High Student Council	0716	41250	HSAC	7906	CH	3	5247	ROSS NELSON	Costco-pop/candy	12/28/2016	N	USD	280.50
JR High Student Council	0716	41250	HSAC	7906	CH	3	5247	ROSS NELSON	Amazon-Movies	12/28/2016	N	USD	35.84
Total												27,702.47	

December 2016 Pcard

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Account Number	Merchant Name	Transaction Amount
SD BELLE PLAINE	451453630	11/28/2016	11/29/2016	12/27/2016	5550 0800 0162 5453	SAMS CLUB #6311	102.04
SD BELLE PLAINE	451588403	11/30/2016	11/30/2016	12/27/2016	5550 0800 0162 5453	NCS PEARSON	675.00
SD BELLE PLAINE	451930871	12/1/2016	12/2/2016	12/27/2016	5550 0800 0162 5453	COBORN S SUPERSTORE	21.65
SD BELLE PLAINE	452468021	12/6/2016	12/7/2016	12/27/2016	5550 0800 0162 5453	AMAZON MKTPLACE PMTS	18.98
SD BELLE PLAINE	452468022	12/6/2016	12/7/2016	12/27/2016	5550 0800 0162 5453	AMAZON MKTPLACE PMTS	51.33
SD BELLE PLAINE	452594769	12/7/2016	12/8/2016	12/27/2016	5550 0800 0162 5453	COBORN S SUPERSTORE	61.57
SD BELLE PLAINE	452799219	12/8/2016	12/9/2016	12/27/2016	5550 0800 0162 5453	COBORN S SUPERSTORE	64.04
SD BELLE PLAINE	452799220	12/8/2016	12/9/2016	12/27/2016	5550 0800 0162 5453	COBORN S SUPERSTORE	(1.10)
SD BELLE PLAINE	452799221	12/8/2016	12/9/2016	12/27/2016	5550 0800 0162 5453	AMAZON MKTPLACE PMTS	8.70
SD BELLE PLAINE	452799222	12/9/2016	12/9/2016	12/27/2016	5550 0800 0162 5453	AMAZON MKTPLACE PMTS	43.16
SD BELLE PLAINE	453972095	12/19/2016	12/20/2016	12/27/2016	5550 0800 0162 5453	TEACHERSPAYTEACHERS.CO	25.00
SD BELLE PLAINE	454086290	12/21/2016	12/21/2016	12/27/2016	5550 0800 0162 5453	NCS PEARSON	106.60
SD BELLE PLAINE	454222462	12/21/2016	12/22/2016	12/27/2016	5550 0800 0162 5453	CALM.COM INC.	59.99
SD BELLE PLAINE	454222463	12/21/2016	12/22/2016	12/27/2016	5550 0800 0162 5453	AMAZON MKTPLACE PMTS	84.64
SD BELLE PLAINE	454222464	12/21/2016	12/22/2016	12/27/2016	5550 0800 0162 5453	AMAZON MKTPLACE PMTS	8.94
SD BELLE PLAINE	454384121	12/23/2016	12/23/2016	12/27/2016	5550 0800 0162 5453	STAGES THEATRE COMPANY	(18.00)
SD BELLE PLAINE	454384122	12/22/2016	12/23/2016	12/27/2016	5550 0800 0162 5453	PESI INC	399.98
HIGH SCHOOL BELLE PLAINE	451588404	11/29/2016	11/30/2016	12/27/2016	5550 0800 0165 6896	COBORN S SUPERSTORE	18.56
HIGH SCHOOL BELLE PLAINE	451720663	11/30/2016	12/1/2016	12/27/2016	5550 0800 0165 6896	AMAZON MKTPLACE PMTS	173.88
HIGH SCHOOL BELLE PLAINE	451930872	12/2/2016	12/2/2016	12/27/2016	5550 0800 0165 6896	AMAZON MKTPLACE PMTS	74.95
HIGH SCHOOL BELLE PLAINE	451930873	12/2/2016	12/2/2016	12/27/2016	5550 0800 0165 6896	LEE VALLEY TOOLS LTD.	78.95
HIGH SCHOOL BELLE PLAINE	451930874	12/2/2016	12/2/2016	12/27/2016	5550 0800 0165 6896	EREPLACEMENTPARTS.COM	182.75
HIGH SCHOOL BELLE PLAINE	451930875	12/2/2016	12/2/2016	12/27/2016	5550 0800 0165 6896	EREPLACEMENTPARTS.COM	28.73
HIGH SCHOOL BELLE PLAINE	452190390	12/2/2016	12/5/2016	12/27/2016	5550 0800 0165 6896	OFFICE DEPOT #1090	302.35
HIGH SCHOOL BELLE PLAINE	452190391	12/2/2016	12/5/2016	12/27/2016	5550 0800 0165 6896	OFFICE DEPOT #1090	7.67
HIGH SCHOOL BELLE PLAINE	452190392	12/2/2016	12/5/2016	12/27/2016	5550 0800 0165 6896	OFFICE DEPOT #1105	5.88
HIGH SCHOOL BELLE PLAINE	452190393	12/3/2016	12/5/2016	12/27/2016	5550 0800 0165 6896	BLICK ART 800-447-1892	198.19
HIGH SCHOOL BELLE PLAINE	452359099	12/5/2016	12/6/2016	12/27/2016	5550 0800 0165 6896	COBORN S SUPERSTORE	37.53
HIGH SCHOOL BELLE PLAINE	452359100	12/3/2016	12/6/2016	12/27/2016	5550 0800 0165 6896	CONTINENTAL CLAY COMPA	501.32
HIGH SCHOOL BELLE PLAINE	452799223	12/8/2016	12/9/2016	12/27/2016	5550 0800 0165 6896	EB TIES 2016	229.00
HIGH SCHOOL BELLE PLAINE	452799224	12/9/2016	12/9/2016	12/27/2016	5550 0800 0165 6896	AMAZON MKTPLACE PMTS	52.42
HIGH SCHOOL BELLE PLAINE	453292253	12/13/2016	12/14/2016	12/27/2016	5550 0800 0165 6896	EREPLACEMENTPARTS.COM	109.87
HIGH SCHOOL BELLE PLAINE	453437189	12/14/2016	12/15/2016	12/27/2016	5550 0800 0165 6896	YOUNGBLOOD LUMBER	3,296.82
HIGH SCHOOL BELLE PLAINE	453437190	12/13/2016	12/15/2016	12/27/2016	5550 0800 0165 6896	ACE HARDWARE & PAINT	69.91
HIGH SCHOOL BELLE PLAINE	453607530	12/16/2016	12/16/2016	12/27/2016	5550 0800 0165 6896	USPS PO 2607300172	235.00
HIGH SCHOOL BELLE PLAINE	453607531	12/16/2016	12/16/2016	12/27/2016	5550 0800 0165 6896	WW GRAINGER	92.75
HIGH SCHOOL BELLE PLAINE	453607532	12/15/2016	12/16/2016	12/27/2016	5550 0800 0165 6896	CPO COMMERCE	45.98
HIGH SCHOOL BELLE PLAINE	453607533	12/14/2016	12/16/2016	12/27/2016	5550 0800 0165 6896	MATHESON - C16	355.88
HIGH SCHOOL BELLE PLAINE	454086291	12/20/2016	12/21/2016	12/27/2016	5550 0800 0165 6896	BONGARDS CREAMERIES	469.51
HIGH SCHOOL BELLE PLAINE	454222465	12/21/2016	12/22/2016	12/27/2016	5550 0800 0165 6896	COBORN S SUPERSTORE	209.44

December 2016 Pcard

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Account Number	Merchant Name	Transaction Amount
HIGH SCHOOL BELLE PLAINE	454384123	12/22/2016	12/23/2016	12/27/2016	5550 0800 0165 6896	AMAZON MKTPLACE PMTS	4.98
HIGH SCHOOL BELLE PLAINE	454384124	12/23/2016	12/23/2016	12/27/2016	5550 0800 0165 6896	AMAZON MKTPLACE PMTS	35.20
HIGH SCHOOL BELLE PLAINE	454384125	12/23/2016	12/23/2016	12/27/2016	5550 0800 0165 6896	THE LINCOLN ELECTRIC C	506.17
DAVIS KRIS	451930876	12/2/2016	12/2/2016	12/27/2016	5550 0800 0179 9134	INNOVATIVE OFFICE SOLU	45.81
DAVIS KRIS	451930877	12/1/2016	12/2/2016	12/27/2016	5550 0800 0179 9134	USPS PO 2607300172	4.35
DAVIS KRIS	452359101	12/5/2016	12/6/2016	12/27/2016	5550 0800 0179 9134	WASTE MGMT WM EZPAY	531.76
DAVIS KRIS	452359102	12/5/2016	12/6/2016	12/27/2016	5550 0800 0179 9134	WASTE MGMT WM EZPAY	264.45
DAVIS KRIS	452359103	12/5/2016	12/6/2016	12/27/2016	5550 0800 0179 9134	WASTE MGMT WM EZPAY	630.89
DAVIS KRIS	452359104	12/5/2016	12/6/2016	12/27/2016	5550 0800 0179 9134	WASTE MGMT WM EZPAY	633.13
DAVIS KRIS	452468023	12/5/2016	12/7/2016	12/27/2016	5550 0800 0179 9134	METRO SALES INC.	889.24
DAVIS KRIS	452468024	12/5/2016	12/7/2016	12/27/2016	5550 0800 0179 9134	METRO SALES INC.	992.66
DAVIS KRIS	452468025	12/5/2016	12/7/2016	12/27/2016	5550 0800 0179 9134	METRO SALES INC.	2,389.34
DAVIS KRIS	452799225	12/8/2016	12/9/2016	12/27/2016	5550 0800 0179 9134	BIFFS INC	139.53
DAVIS KRIS	452799226	12/8/2016	12/9/2016	12/27/2016	5550 0800 0179 9134	ACT*MASA 2017 Jobsite	816.00
DAVIS KRIS	453972096	12/19/2016	12/20/2016	12/27/2016	5550 0800 0179 9134	GENESIS - BELLE PLAINE	374.16
ACTIVITIES BELLE P	451588398	11/29/2016	11/30/2016	12/27/2016	5550 0800 0154 3771	GUTHRIE THEATER BOX OF	822.00
ACTIVITIES BELLE P	451588399	11/28/2016	11/30/2016	12/27/2016	5550 0800 0154 3771	Crown Trophy	100.75
ACTIVITIES BELLE P	451720661	11/30/2016	12/1/2016	12/27/2016	5550 0800 0154 3771	COBORN S SUPERSTORE	29.72
ACTIVITIES BELLE P	451720662	11/30/2016	12/1/2016	12/27/2016	5550 0800 0154 3771	SAMSCLUB #6311	252.84
ACTIVITIES BELLE P	451930866	11/29/2016	12/2/2016	12/27/2016	5550 0800 0154 3771	PIZZA PLUS	67.00
ACTIVITIES BELLE P	451930867	12/1/2016	12/2/2016	12/27/2016	5550 0800 0154 3771	GOLDMEDAL MINNEAPOLISL	234.35
ACTIVITIES BELLE P	452190385	12/2/2016	12/5/2016	12/27/2016	5550 0800 0154 3771	LEAGUEATHLETICS.COM LL	2,300.00
ACTIVITIES BELLE P	452359098	12/5/2016	12/6/2016	12/27/2016	5550 0800 0154 3771	COBORN S SUPERSTORE	33.91
ACTIVITIES BELLE P	452468018	12/6/2016	12/7/2016	12/27/2016	5550 0800 0154 3771	USPS PO 2607300172	69.65
ACTIVITIES BELLE P	452468019	12/6/2016	12/7/2016	12/27/2016	5550 0800 0154 3771	PIZZA PLUS	36.00
ACTIVITIES BELLE P	452799212	12/8/2016	12/9/2016	12/27/2016	5550 0800 0154 3771	GUTHRIE THEATER BOX OF	38.50
ACTIVITIES BELLE P	452799213	12/7/2016	12/9/2016	12/27/2016	5550 0800 0154 3771	PIZZA PLUS	51.50
ACTIVITIES BELLE P	453037761	12/9/2016	12/12/2016	12/27/2016	5550 0800 0154 3771	PIZZA PLUS	36.00
ACTIVITIES BELLE P	453292251	12/13/2016	12/14/2016	12/27/2016	5550 0800 0154 3771	PIZZA PLUS	51.50
ACTIVITIES BELLE P	453292252	12/12/2016	12/14/2016	12/27/2016	5550 0800 0154 3771	EBAYS HALF.COM	20.53
ACTIVITIES BELLE P	453437185	12/13/2016	12/15/2016	12/27/2016	5550 0800 0154 3771	EBAYS HALF.COM	9.90
ACTIVITIES BELLE P	453437186	12/14/2016	12/15/2016	12/27/2016	5550 0800 0154 3771	A. H. HERMEL COMPANY	259.91
ACTIVITIES BELLE P	453607525	12/15/2016	12/16/2016	12/27/2016	5550 0800 0154 3771	COBORN S SUPERSTORE	35.92
ACTIVITIES BELLE P	453607526	12/16/2016	12/16/2016	12/27/2016	5550 0800 0154 3771	USPS PO 2607300172	10.43
ACTIVITIES BELLE P	453607527	12/15/2016	12/16/2016	12/27/2016	5550 0800 0154 3771	HUDL	400.00
ACTIVITIES BELLE P	453607528	12/15/2016	12/16/2016	12/27/2016	5550 0800 0154 3771	RUCK S MEAT PROCESSING	92.20
ACTIVITIES BELLE P	453847976	12/17/2016	12/19/2016	12/27/2016	5550 0800 0154 3771	DOMINO S 7300	65.65
ACTIVITIES BELLE P	454086286	12/20/2016	12/21/2016	12/27/2016	5550 0800 0154 3771	COBORN S SUPERSTORE	15.86
ACTIVITIES BELLE P	454222460	12/21/2016	12/22/2016	12/27/2016	5550 0800 0154 3771	A. H. HERMEL COMPANY	565.00
ACTIVITIES BELLE P	454222461	12/20/2016	12/22/2016	12/27/2016	5550 0800 0154 3771	IMAGE MARKET	1,601.70

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Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Account Number	Merchant Name	Transaction Amount
ACTIVITIES BELLE P	454384116	12/22/2016	12/23/2016	12/27/2016	5550 0800 0154 3771	PIZZA PLUS	36.00
COMM ED BELLE PLAINE	451588401	11/29/2016	11/30/2016	12/27/2016	5550 0800 0154 8051	COBORN S SUPERSTORE	8.58
COMM ED BELLE PLAINE	451588402	11/29/2016	11/30/2016	12/27/2016	5550 0800 0154 8051	AMAZON MKTPLACE PMTS	5.95
COMM ED BELLE PLAINE	452594768	12/7/2016	12/8/2016	12/27/2016	5550 0800 0154 8051	AMAZON.COM AMZN.COM/BI	142.35
COMM ED BELLE PLAINE	452799217	12/8/2016	12/9/2016	12/27/2016	5550 0800 0154 8051	AMAZON MKTPLACE PMTS	368.64
COMM ED BELLE PLAINE	452799218	12/8/2016	12/9/2016	12/27/2016	5550 0800 0154 8051	NEISEN S CORNER BAR IN	78.00
COMM ED BELLE PLAINE	454384120	12/22/2016	12/23/2016	12/27/2016	5550 0800 0154 8051	INNOVATIVE OFFICE SOLU	121.11
ELEMENTARY CHATFIELD	451344020	11/27/2016	11/28/2016	12/27/2016	5550 0800 0154 6667	SAMSCLUB #6311	54.88
ELEMENTARY CHATFIELD	451588400	11/29/2016	11/30/2016	12/27/2016	5550 0800 0154 6667	LRP PUBLICATIONS	40.25
ELEMENTARY CHATFIELD	451930868	12/1/2016	12/2/2016	12/27/2016	5550 0800 0154 6667	USPS PO 2607300172	34.00
ELEMENTARY CHATFIELD	451930869	12/1/2016	12/2/2016	12/27/2016	5550 0800 0154 6667	LOWES #02628*	27.20
ELEMENTARY CHATFIELD	451930870	12/1/2016	12/2/2016	12/27/2016	5550 0800 0154 6667	JO-ANN STORE #2283	31.59
ELEMENTARY CHATFIELD	452468020	12/6/2016	12/7/2016	12/27/2016	5550 0800 0154 6667	COBORN S SUPERSTORE	7.14
ELEMENTARY CHATFIELD	452799214	12/9/2016	12/9/2016	12/27/2016	5550 0800 0154 6667	INNOVATIVE OFFICE SOLU	60.25
ELEMENTARY CHATFIELD	452799215	12/9/2016	12/9/2016	12/27/2016	5550 0800 0154 6667	SQ *SQ *GOSQ.COM JODY	66.80
ELEMENTARY CHATFIELD	452799216	12/8/2016	12/9/2016	12/27/2016	5550 0800 0154 6667	SAMSCLUB #6311	29.65
ELEMENTARY CHATFIELD	453437187	12/13/2016	12/15/2016	12/27/2016	5550 0800 0154 6667	ACCUCUT LLC	97.50
ELEMENTARY CHATFIELD	453437188	12/14/2016	12/15/2016	12/27/2016	5550 0800 0154 6667	AMAZON MKTPLACE PMTS	73.95
ELEMENTARY CHATFIELD	453607529	12/16/2016	12/16/2016	12/27/2016	5550 0800 0154 6667	INNOVATIVE OFFICE SOLU	20.86
ELEMENTARY CHATFIELD	454086287	12/20/2016	12/21/2016	12/27/2016	5550 0800 0154 6667	BELLE PLAINE HERALD	54.00
ELEMENTARY CHATFIELD	454086288	12/20/2016	12/21/2016	12/27/2016	5550 0800 0154 6667	TARGET 00012724	32.69
ELEMENTARY CHATFIELD	454086289	12/20/2016	12/21/2016	12/27/2016	5550 0800 0154 6667	PARTY CITY #1033	5.98
ELEMENTARY CHATFIELD	454384117	12/22/2016	12/23/2016	12/27/2016	5550 0800 0154 6667	INNOVATIVE OFFICE SOLU	15.43
ELEMENTARY CHATFIELD	454384118	12/23/2016	12/23/2016	12/27/2016	5550 0800 0154 6667	INNOVATIVE OFFICE SOLU	12.28
ELEMENTARY CHATFIELD	454384119	12/22/2016	12/23/2016	12/27/2016	5550 0800 0154 6667	OFFICEMAX CT*IN#884354	32.52
ELEMENTARY OAK CREST	451344014	11/27/2016	11/28/2016	12/27/2016	5550 0800 0131 0064	TARGET 00012724	17.16
ELEMENTARY OAK CREST	451344015	11/26/2016	11/28/2016	12/27/2016	5550 0800 0131 0064	TARGET 00006437	47.56
ELEMENTARY OAK CREST	451344016	11/25/2016	11/28/2016	12/27/2016	5550 0800 0131 0064	HOBBY LOBBY #280	141.30
ELEMENTARY OAK CREST	451344017	11/27/2016	11/28/2016	12/27/2016	5550 0800 0131 0064	DOLLAR TREE	29.00
ELEMENTARY OAK CREST	451344018	11/27/2016	11/28/2016	12/27/2016	5550 0800 0131 0064	DOLLARTREE	5.00
ELEMENTARY OAK CREST	451344019	11/26/2016	11/28/2016	12/27/2016	5550 0800 0131 0064	MICHAELS STORES 2767	72.24
ELEMENTARY OAK CREST	451453629	11/28/2016	11/29/2016	12/27/2016	5550 0800 0131 0064	COB RECREATION	1,250.00
ELEMENTARY OAK CREST	451588396	11/29/2016	11/30/2016	12/27/2016	5550 0800 0131 0064	AMAZON.COM AMZN.COM/BI	21.23
ELEMENTARY OAK CREST	451588397	11/29/2016	11/30/2016	12/27/2016	5550 0800 0131 0064	TEACHER CREATED RESOUR	18.98
ELEMENTARY OAK CREST	451720660	12/1/2016	12/1/2016	12/27/2016	5550 0800 0131 0064	Amazon.com	53.12
ELEMENTARY OAK CREST	452594766	12/7/2016	12/8/2016	12/27/2016	5550 0800 0131 0064	EB TIES 2016	687.00
ELEMENTARY OAK CREST	452594767	12/7/2016	12/8/2016	12/27/2016	5550 0800 0131 0064	SSI*SCHOOL SPECIALTY	79.65
ELEMENTARY OAK CREST	452799211	12/9/2016	12/9/2016	12/27/2016	5550 0800 0131 0064	AMAZON MKTPLACE PMTS	14.95
ELEMENTARY OAK CREST	453184497	12/12/2016	12/13/2016	12/27/2016	5550 0800 0131 0064	SHORTRUNPOSTERS.COM	30.20
ELEMENTARY OAK CREST	453847975	12/17/2016	12/19/2016	12/27/2016	5550 0800 0131 0064	INNOVATIVE OFFICE SOLU	139.95

December 2016 Pcard

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Account Number	Merchant Name	Transaction Amount
ELEMENTARY OAK CREST	454384113	12/22/2016	12/23/2016	12/27/2016	5550 0800 0131 0064	BP DAIRY QUEEN	71.03
ELEMENTARY OAK CREST	454384114	12/22/2016	12/23/2016	12/27/2016	5550 0800 0131 0064	BP DAIRY QUEEN	(71.03)
ELEMENTARY OAK CREST	454384115	12/22/2016	12/23/2016	12/27/2016	5550 0800 0131 0064	BP DAIRY QUEEN	66.15
Total							28,079.44

John Bergs
Activities Director
Margot Hansen
Curriculum & Assessment Director
Jeff Heine
Buildings & Grounds Director



Chuck Keller
Business Manager
Mary Mesler
Student Support Services Director
Mindy Chevalier
Community Ed Director

DATE OF BOARD MEETING: January 30, 2017
 SUBJECT: Gifts and Donations
 RECOMMENDATION: Approve

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

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

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

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

DETAIL OF GIFTS/DONATIONS:

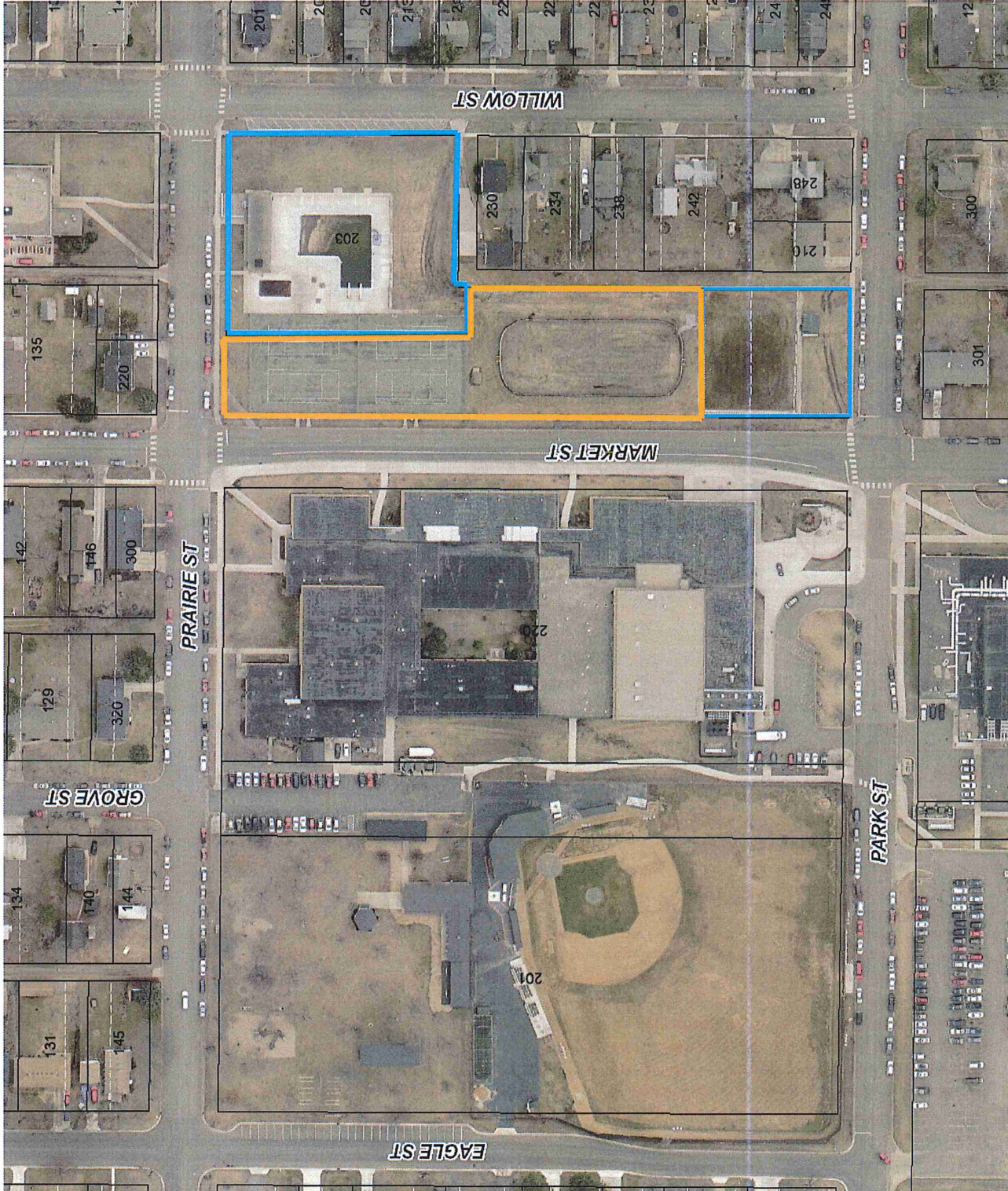
Date	Donor	Item and Nature of Donation/Gift	Amount
12.15.2016	Coborn's	High School Band – 2017 Orlando Trip	50.00
12.15.2016	Belle Plaine Lions Club	High School Band – 2017 Orlando Trip	500.00
12.01.2016	BP Elementary PTO	Chatfield – Kindergarten Fund Request	103.00
12.09.2016	MN Valley Electric Trust	Oak Crest – Grade 5 field trip transportation expense to theatre in St. Paul	905.00
12.09.2016	Minnesota Safety Council	Oak Crest Elementary	500.00
12.09.2016	BP Elementary PTO	Oak Crest – Grade 4 Fund Request	115.25
12.20.2016	MN Valley Electric Trust	Oak Crest – Backpack Program	500.00



- Legend**
- City Limits
 - Parcels (11-1-2016)
 - Lot Lines
 - Minnesota River
 - Protected Waters
 - Public Water Basin
 - Public Water Wetland
 - Protected Waters - Watercourse



Disclaimer:
 This drawing is neither a legally recorded map nor a survey and is not intended to be used as one. This drawing is a compilation of records, information, and data located in various city, county, and state offices, and other sources affecting the area shown, and is to be used for reference purposes only. The City of Belle Plaine is not responsible for any inaccuracies herein contained.



0 153 Feet

© Bolton & Menk, Inc - Web GIS 12/28/2016 12:27 PM

Dave Kreft
Jr/Sr High Principal
Mindy Chevalier
Asst. Jr/Sr High Principal
Community Ed Director
Liann Hanson, Ph.D.
Oak Crest Elementary Principal
Kim DeWitte
Chatfield Elementary Principal



Ryan Laager, Ed.D., Superintendent

Mary Mesler
Student Support Services Director
John Bergs
Activities Director
Margot Hansen
Curriculum & Assessment Director
Jeff Heine
Buildings & Grounds Director
Chuck Keller
Business Manager

January Board Report

Belle Plaine School District #0716 Student Support Services Update

- Observations of paraprofessionals and non-tenured special education staff.
- Begin planning for Extended School Year (ESY).
- Seeking input re: a Multi-tiered System of Supports model (MTSS). Will begin to put together a team from Chatfield and Oak Crest.
- Working with Kelly Poppler on EDRS to maximize reimbursement and tuition billing.
- Meeting with special education teachers on 1/20 to provide updates and seek input - meeting went extremely well.

Board Report
January 30th, 2017
Oak Crest Elementary
Liann Hanson

Appreciation:

- **Writer's Round Table** We heard terrific writings from students on Friday, January 6th at our Writer's Round Table.
- **Be Red** We kicked off our Be Red Campaign with staff and students on January 6th. Thanks goes to Jessica Emerson who did a lot of planning and organizing regarding this!
- **CPR** Thanks to Rachelle Kerkow for organizing our district attended CPR classes! It's great to know we have so many staff that are certified!
- **Lions Club** Thanks to the Lion's Club who donated all the items on our teachers' wish lists over Christmas. They delivered gifts on Wednesday, January 25th.

Acceleration:

- **January 20th Workshop** Staff had a great day of Workshop on January 20th. We did some 17-18 planning and the Mental Health Speaker was a great one!
- **Data Dialogue** Grade levels have been dialoguing about data and intervention groups the last few weeks. We are using our FAST data to guide instructional decisions.

Anticipation

- **MESPA Conference** Kim and I are attending the annual MESPA Conference February 1st-3rd.
- **Candy Sales** Our Candy Sales kickoff will be on Thursday, February 2nd.
- **February Writer's Round Table** Students will meet for the February Writer's Round Table on Friday, February 3rd at 11:30 AM.
- **Parent/Teachers Conferences** We have Parent/Teacher Conferences on Monday, February 20th and Thursday, February 23rd from 3:30-7:30 PM each night!
- **Grade 3 Music Program** Our 3rd grade students will be performing a music program on Thursday, February 9th at 7:00 PM.
- **5th grade dance** Our 5th grade students will have their annual dance on Tuesday, February 14th from 6:00-7:30 PM. They will model many different dances!
- **Big Band Extravaganza** The 5th-12th grade Big Band Extravaganza will be held on Thursday, February 19th from 7:00-8:30 PM at the high school.
- **4th grade Presidential Conference** Our 4th grade students will present their presidents on Monday, February 20th at 9:00 AM.

Board Report
January 27, 2017
Chatfield Elementary
Kimberly DeWitte

Appreciation:

- The Preschool and ECSE schedule conversations are underway. I want to thank Dorothy, Mindy, Ann, the preschool team, and the ECSE team for all their dedication and time they have put forward to continually create excellent programming for kids. .
- Thank you to the Community Education department for working closely with me on Kids Co WrapAround. This is a wonderful opportunity for our kids, families, and community.
- Thank you to Margot for collaborating with me on a Teacher Cadet program for junior and senior students.
- Thank you to the entire Chatfield team for your flexibility as we navigate through the substitute shortage and flu season.

Acceleration:

- Professional Learning Communities: The PLC teams are having conversations about what they need, want to learn, and would value during Back to School Workshops for the 17-18 school year. Another item they are working on is summative assessments for math FLEX and reading assessments.
- Standards based report card development if moving forward in grades K-2 with the final product planned to be phased in next school year.
- The intervention team is finishing up winter benchmarking.

Anticipation:

- PTO Dance Party at Oak Crest on February 3
- PTO Book Bingo at Oak Crest on February 10
- I LOVE TO READ MONTH. The kick off will be February 1 at 8:35.
- All School Morning Meeting is February 3
- Elementary conferences and Scholastic Book Fair on February 20 and 23.
- Preschool Conferences February 20 and 23.
- Beginndergarten and Kindergarten Information Nights Coming Soon. Beginndergarten is February 28 and Kindergarten Info. Nights are March 6 and 7.
- March 6th we are also having an open house for preschool families to come and visit the preschool classrooms.
- February 20 we start accepting preschool registrations for the 17-18 school from currently registered families.
- March 7th preschool registration opens for new families at 6:00 pm. This registration will be online!

**Belle Plaine High School
School Board Report
Submitted by Dave Kreft and Mindy Chevalier
January 30, 2017**

Appreciation:

- Registration for the 2017-18 school year is upon us. Thanks to Laurie Green and Teri Kiewatt for preparing the materials. Here is the schedule we have utilized:
 - Tuesday, January 31st - Current 11th graders (receiving materials on 1/25)
 - Wednesday, February 1st - Current 10th graders (receiving materials on 1/26)
 - Thursday, February 2nd - Current 9th graders (receiving materials on 1/26)
 - Friday, February 3rd - Current 8th graders (receiving materials on 1/25)
- 6 members of the JH Student Council and a few other 9th graders assisted with the packing of bags for the backpack program at Oak Crest. These bags go to help students at Chatfield, Oak Crest and the Junior High.

Acceleration:

- Our Grading for Learning Committee and PLC Leadership teams have been discussing consistencies that exist and can exist. Some of the conversations, within departments, have included:
 - Formative retakes - how many should be allowed?
 - Formative - what level of proficiency demonstrate mastery of a subject?
 - Summative retakes - what are the intervention or remediation requirements necessary in order for a person to retake?
 - Formative retakes - at what point do teachers intervene?
 - Formative and summative - how many formatives should take place before summatives occur?
 - Summatives - may students retake on certain portions of a summative?
 - Summatives and formatives - what other methods may a teacher use to allow for a student to demonstrate mastery of the material?

Anticipation:

- Snow Fest is upon us. Thanks to Matt Hennen and the Student Council for their leadership. Here are the details for the week:
 - Monday: Dress-up: Garbage bag day. - Royalty announced during the day
 - Tuesday: Teacher twin day - School unity activity where a full student body human chair was attempted.
 - Wednesday: College Apparel day
 - Thursday: Lumberjack Day - School Team Relay activity to end the day
 - Friday: Groutfit day (Grey on Grey) - Dance at Oakcrest 9:00-12:00
- As we look at 2nd semester, we are reminded that we shifted one of our spring conference days to our beginning of the year open house. Our one night of 7-12 conferences for the 2nd semester will take place on February 27th from 3:30-7:30.

**Community Education
School Board Report
Mindy Chevalier
January 30, 2017**

Appreciation:

- Thanks to Kim DeWitte, Dorothy Saulsbury and Chelsea Hutchison on putting together the framework for the Kids Co Pals Wraparound program. We are excited to present this opportunity for our families at the board meeting.
- Ann Woelfel has been working hard on our Preschool registration form. This goes out in February to our families. Our focus is for a convenient and easy registration process.
- Our volunteer coaches and gym supervisors are greatly appreciated! We could not run our programs without you all!

Anticipation:

- We have already begun planning for the Spring/Summer brochure.
- Many of our Adult Enrichment classes are coming up: Fondu Cooking Class and Block Paper Scissors.
- Pickleball on Wednesday nights is in the Chatfield Elementary Activity Room. If you want to see some video footage, hit the [link!](#)

Acceleration:

- We are up to 5 ice rink attendants hired by the City of Belle Plaine. With the warmer weather there has been a brief shutdown, but we are hoping it will be up and running again by the end of the week. (1/28/17)
- Our new course offerings continue to flourish! 19 women have signed up for Line Dance Exercise at Oak Crest on Wednesday nights!
- Our Fitness and Strength Training class in our new weight room has grown to need 2 nights a week!

BELLE PLAINE

HIGH SCHOOL

2017-2018

COURSE REGISTRATION GUIDE



updated
1/23/17

“Expecting Excellence from Everyone Every Day.!”

JH/SH Principal
Dave Kreft

HS Counselor
Laurie Green

BELLE PLAINE SENIOR HIGH SCHOOL REGISTRATION GUIDE

2017-2018

Belle Plaine High School
220 S. Market Street
Belle Plaine, MN 56011

District telephone (952) 873-2400
Website: www.belleplaine.k12.mn.us

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GENERAL REGISTRATION INFORMATION

Each spring, one week will be designated as registration week for the following year. This week will be widely publicized to students and parents. During the remainder of the week, students will have opportunities to discuss their registration with others who can help them. Parents are encouraged to be involved in this discussion process and to encourage choices that will match individual needs. Students will be scheduled for classes according to their year in school. The order will be.... Seniors, Juniors, Sophomores, and finally Freshmen.

STUDENT COURSE LOAD

To participate in graduation ceremonies, seniors must have completed all graduation requirements. Members of the class of 2016 and beyond must have earned 46 semester credits (each semester course equals one semester credit and each year long course equals two semester credits) and completed the requirements outlined by the State of Minnesota regarding graduation tests.

There are seven class hours per day. If a student selected seven courses each semester for four years, he/she would graduate with fifty-six credits. Most students enroll in six courses per semester, and graduate with forty-eight credits. Students are allowed flexibility to develop a program that meets their individual needs. Whatever course load a student chooses, the forty-six credit minimum must be kept in mind. The maximum course load, or credits allowed in one semester, is seven.

CUMULATIVE GRADE POINT AVERAGE AND HONOR ROLL

Cumulative Grade Point Average (GPA) is calculated beginning in Grade 9 through the end of Grade 12. Every course with a mark of A through F is used in calculating cumulative GPA. Students whose cumulative GPA is 3.85 or above will be recognized at graduation as high honor students. Students with a GPA of 3.5 to 3.845 will be recognized at graduation as honor students.

Each quarter after report cards are issued, all students who have achieved a "B" average (3.0) or above for the quarter will be listed on the honor roll. To be included students must earn letter grades in five or more courses and must not have an incomplete.

The numerical representation of grades is as follows:

A	4.00		C	2.00
A-	3.67		C-	1.67
B+	3.33		D+	1.33
B	3.00		D	1.00
B-	2.67		D-	0.00
C+	2.33		F	0.00

GRADING FOR LEARNING

The purpose of Grading for Learning is to accurately report academic achievement to students and their families. It allows us to provide clear and accurate communication between school and home as well as with post secondary institutions and employees about the academic skills students possess.

Belle Plaine Junior and Senior High School utilizes an 80/20 formula. This formula means that 80% of the work reflected in the grade book will be comprised of summative assessments, while 20% of the work reflected in the grade book will be comprised of formative assessments. Within the 80/20 formula, a set grading scale will be used.

Grading Scale - A percentage based measure describing what each letter grade represents.


F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
0-59	60-62	63-66	67-69	70-72	73-76	77-79	80-82	83-86	87-89	90-92	93-100

GRADUATION REQUIREMENTS

Graduating classes of 2014 and beyond must pass 33 required semester credits and an additional 13 elective semester credits. All required courses must be taken for an A-F letter grade and may not be taken Pass/Fail.

- English: Full year of English 9
(8) Full year of English 10
Full year of English 11
Full year of English 12
or CC Compostion (Writing) and CC Public Speaking
- Mathematics: Full year of Geometry
(6) Full year of Algebra 2
- Social Studies: Full year of Civics 9
(8) Full year of American History 10
Full year of World History or Honors World History
Full year of Senior Social or CC Political Science/Honors Sr Social
- Science: Full year of Physical Science 9
(6) Full year of Biology 10
Full year of a Science Elective to include Chemistry or
Conceptual Chemistry, Conceptual Physics, Physics, AP Chemistry,
- Physical Education: Two Semester of Physical Education
(2) One Semester of Health
- Arts: Two Semesters of Arts which include Music Education,
(2) Art Education, Career and Tech Ed courses from South West Metro Coop, and other
courses as noted in the registration guide.
- Electives: Thirteen (13.5) semester credits, which may be made up of full year or semester long courses +
1/2 Health Credit

CC = Concurrent Enrolled College Courses

Articulation  = Articulation Agreement for College Credit

GRADUATION RULE REQUIREMENTS

Members of the Class of 2017 and beyond will be offered a college entrance exam (ACT, ASVAB and ACCUPLACER)

COLLEGE/POSTSECONDARY EDUCATION

Each postsecondary school sets standards of preparation that they believe will provide the background necessary for students to succeed at their college. In addition to academic preparation and background, there may be other factors considered in a college admission decision, such as participation in activities, leadership potential, and work experience. This is particularly true at more selective schools. All students are strongly advised to

- meet with admissions representatives when they are scheduled at school
- call or email colleges directly or check websites.

In general, students may adhere to these guidelines for admission:

Community Colleges

Community colleges follow an open enrollment policy. Some programs have specific entrance requirements and/or skill assessments that should be checked carefully by the student before completing an application. Community college programs are typically completed in two years. The student may earn a 2-year Associate's Degree in the program areas of liberal arts or science. Students, with or without an Associate's Degree, may also transfer to a 4-year college to continue their education. Most credits earned in a community college program will transfer to 4-year colleges and universities. Normandale, Inver Hills, and Century Colleges are examples of Community Colleges.

Technical Colleges

There are many public vocational-technical schools scattered throughout the region that offer more than 300 different types of training for students who are high school graduates. Technical colleges follow an open enrollment policy. Some programs have specific entrance requirements. Technical programs are typically completed in two years or less and are geared towards hands-on learning. Some credits may transfer to 4-year colleges. Technical training programs include licensed practical nursing, auto mechanics, plumbing, banking, optical technology, machinist, secretarial training, commercial art, and a variety of other options. Examples of technical colleges include Dakota County and Hennepin County Technical Colleges.

Four-Year Colleges and Universities

The following minimum courses are required:

- Four years of English, including composition and literature
- Three years of Mathematics, including two years of algebra and one year of geometry. Pre-Calculus is strongly advised. **University of Minnesota is currently requiring 4 years of high school math.**
- Three years of Science, including one year of a biological science and one year of chemistry or physics
- Two years of a single World Language
- Three years of Social Studies, including U.S. History and Geography
- One year of visual and/or performing arts (art or music classes)

POSTSECONDARY ENROLLMENT OPTIONS PROGRAM

Postsecondary Enrollment Options (PSEO) allows a high school student to attend a college or technical institute, either full-time or part-time, at no cost to the student. The PSEO is designed to promote rigorous educational pursuits, and to provide a wide variety of options for students.

PSEO provides Juniors and Seniors, who meet the qualifications of the postsecondary school of their choice, the opportunity to take college courses for high school and college credit. The costs of attending are paid by the state for the student, including tuition and textbooks. The only financial responsibility to the student is transportation to and from the school. Credits count toward students' diplomas and toward their high school grade point averages. The credits and GPA will be placed on your high school transcript and the grade will be calculated into the student's cumulative GPA. The university or college shall also grant credit upon successful course completion.

PSEO for 10th Graders to take Career and Technical Education (CTE) courses Legislation allows eligible 10th-grade students to enroll initially in one Career and Technical Education (CTE) course through PSEO. If the student earns a "C" or higher grade in this first course, she/he is eligible to take additional CTE courses while in 10th grade. In order to be eligible, a 10th-grade student must have met the proficiency level of "meets or exceeds" on the 8th-grade MCA reading test. If the student did not take the MCA, another reading assessment accepted by the enrolling postsecondary institution can be substituted.

Students who are interested in learning more about PSEO or applying for PSEO may see the high school counselor. The best time to see the counselor is in the spring before planning a PSEO experience.

MSU, MANKATO CONCURRENT ENROLLMENT CLASSES

Minnesota State University (MSU), Mankato Concurrent Enrollment is a collaboration between Minnesota State University-Mankato (MSU-Mankato) and area high schools. This partnership offers qualified students the opportunity to earn university credit prior to high school graduation. Concurrent enrollment provides MSU approved courses in the high school setting during school hours. All concurrent enrollment courses are taught by highly qualified high school instructors endorsed and mentored by faculty from MSU-Mankato. Students who complete a concurrent enrollment course receive MSU academic credit, which may transfer to other colleges and universities (acceptance or transfer credit is always guided by the policies of the individual college or university.)

Students registering for these college courses must complete an application and meet admission criteria:

- Seniors must have a 3.0 GPA (on a 4.0 scale) –or – an ACT composite score of 21 or higher
- Juniors must have a 3.5 GPA (on a 4.0 scale) – or – an ACT composite score of 23 or higher
- Students not qualified under the above criteria may qualify by earning a successful score on the Accuplacer.

The following courses are offered as concurrent enrollment through MSU-Mankato:

- MSU Communication Studies CMST 102 - Fundamentals of Communication Public Speaking (1 HS semester Credit and 3.0 college credits)
- MSU Political Science 111 – U.S. Government (1 HS semester credit and 3.0 college credits)
- MSU Biology 105– General Biology (1 HS Credit and 4.0 college credits)

UNIVERSITY OF MINNESOTA, TWIN CITIES COLLEGE IN THE SCHOOLS CLASSES

University of Minnesota, Twin Cities has a partnership with area high school to earn University credit prior to high school graduation.

- U of M TC - College Algebra through Modeling
- U of M TC - Calculus
- U of M TC - College Basic & Applied Statistics
- English Composition WRIT1301

Articulated College Credit

As a part of an Articulated College Credit (ACC) agreement, Belle Plaine High School students may earn college credit for an identified high school course. It is important to note there are many courses taught at secondary institutions that are part of Tech Prep which prepare students for college level coursework in technical programs but do not generate college credit.

College and high school faculty/instructors meet to evaluate a course or courses to qualify them as ACC credit. When the following criteria are met, an agreement is developed to accompany a new or existing Career and Tech Education Program.

The course content will be the same as or equivalent to the college course content and have the same rigor as that of the college course. Faculty/instructors will identify course objectives and competencies. Faculty will evaluate number of credit hours to be recommended.

Adhering to assessment criteria, college faculty will determine postsecondary instructional assessment tools needed to effectively determine student performance on course objectives. College and high school faculty/instructors will assure college level grading on assignments and assessments.

- Student must be awarded college credit if the agreement is in effect and terms of the agreement are met.
- If the college course changes prior to the life of the credit expiring, a student must be awarded credit (grandfathered in) for the course. However, there may be a college requirement to complete the changed course without tuition penalty.
- Colleges may “grandfather” students into successive college catalog years for the life of the credit for this agreement.

Belle Plaine Public Schools Articulated College Credit

Current Articulated College Credit courses that are currently in effect include:

Small Engines
Intro to Welding
Yearbook

Accounting
Woods

Light Construction Methods
Computer Application

Web Design
Advanced Welding



ELECTIVE OFFERINGS

Agriculture, Food & Natural Resources/Technology

Introduction to Agriculture & Technology (9-12)
Introduction to Industrial Technology (9-12)
Food Science (10-12)
Animal Science (10-12)
Horticulture (10-12)
Introduction to Welding (10-12)
Small Engines/Ag Power (10-12)
Adv Power Mechanics (10-12)
Adv Welding and Metal Fabrication (10-12)
AutoCAD Inventor (10-12)
AutoCAD Revit (10-12)
AutoCAD 2 (11-12) Instructor approval only
Outdoor Furniture (10-12)
Furniture/Cabinetry (10-12)
Light Construction (10-12)
DIY (10-12)

ART

Ceramic I - Handbuilding(9-12)
Ceramics II - Sculpture (9-12)
Applied Arts I (9-12)
Applied Arts II (9-12)
2D Art I (9-12)
2D Art II (9-12)

BUSINESS

Accounting I (9-12)
Accounting II (10-12)
Accounting III (11-12)
Personal Finance (10-12)
Sports Management/Business Law (10-12)

COMPUTER TECHNOLOGY

Computer Apps I (9-12)
Computer Apps II (9-12)
Web Design I (9-12)
Web Design II (9-12)
Game Design I (9-12)
Advanced Gaming (9-12)
Yearbook (9*-12)
App Design (10-12)
Go Viral (teacher approval only)

FAMILY AND CONSUMER SCIENCE

Senior High Foods (9-12)
Housing & Interior Design (9-12)

FOREIGN LANGUAGE

Spanish I (10-12)
Spanish II (11-12)
Spanish III (12)
Foreign Language Elective (11-12)

MUSIC

Concert Band (9-12)
Bellators (9-10)
Mixed Choir (10-12)
Bella Voce (9-10)
African Drumming (9-12)
History of Rock and Roll (9-12)

VOCATIONAL

Auto Mechanics (11-12)
Construction Trades (11-12)
Child Development Associate (11-12)
Computer Repair (11-12)
Computer Networking (11-12)
Cosmetology (11-12)
Criminal Justice (11-12)
Graphic Design (11-12)
Intro to Education (11-12)
Medical Career (11-12)
Photography (11-12)

MISC

Work Program (12)

ACADEMIC TESTING

In addition to the general entrance requirements, most colleges and universities require the student take one or more national standardized tests. The information concerning these tests is available at the high school, but all testing and scoring are carried out by the accredited testing agency. Most are optional, but it is the student's individual responsibility to sign up for those tests in which he/she is interested. Fees are designated by test agencies and are subject to change. The following tests are available to students:

PSAT

The PSAT is the way to qualify for national scholarships through the National Merit Scholarship Corporation (NMSC). The NMSC advises that juniors who are in the top 1/3 of their class and who have taken advanced English and math courses may be eligible for scholarship consideration if they score high enough on the PSAT.

ACT

The ACT is generally taken in the spring of the junior year or early in the senior year. This test measures skills in four major curriculum areas: English, mathematics, reading, and science reasoning. There is an optional writing component.

Website: www.act.org

SAT

The SAT is generally taken the spring of the junior year or early in the senior year. This test is usually required by schools located on the East and the West Coasts of the US. Website: www.collegeboard.com

ASVAB

The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple choice test, administered by the United States Military Entrance Processing Command, used to determine qualification for enlistment in the United States Armed Forces. It is often offered to high school students when they are in the 10th, 11th and 12th grade. Although the test is administered by the military, it is not (and never has been) a requirement that a test-taker with a qualifying score enlist in the armed forces.

ACCUPLACER is a suite of computerized tests that determines your knowledge in math, reading and writing as you prepare to enroll in college-level courses. The results of the assessment, in conjunction with your academic background, goals and interests, are used by academic advisors and counselors to place you into a college course that meets your skill level.

BLENDDED LEARNING

Belle Plaine High School is offering blended courses to better meet the needs of our students. The young adults we serve will be required to learn and adapt in an ever-changing technological world. Research has shown that students with the highest rate of success in a blended virtual environment are those who are able to manage time effectively, be self-motivated to learn in an online environment, and are able to self-advocate for support and resources. Blended courses allow us to offer content in an anytime, anywhere manner, but still utilize the expertise of professionals so that students have resources and support as they learn in this non-traditional format. Students must demonstrate the ability to work effectively in a less tightly structured setting and exhibit mature work habits.

Teachers will meet with students periodically each week. When not convening in the classroom, students are expected to be engaged in learning on-line.

Minnesota Career Fields, Clusters & Pathways



Minnesota STATE COLLEGES & UNIVERSITIES
 Minnesota Department of Education



COURSE DESCRIPTIONS – 2017-2018

Agriculture, Food & Natural Resources (AFNR) & Industrial Technology

Animal Systems
Agribusiness Systems
Environmental Service Systems
Food Products & Processing Systems
Natural Resource Systems
Plant Systems
Power Structural and Technical Systems
Communications & Education

Construction Technology
Drafting
Electricity
Manufacturing
Mechanics
Tool & Dye
Welding

All AFNR courses will require a Supervised Agricultural Experience (SAE) project that will require time outside of class which students will engage in their interests, community and the world around them. These projects are designed to enhance classroom activities by applying skills learned and developing leadership skills and getting students excited about future education and career possibilities.

Leadership and Career Development opportunities for students through the National FFA Organization (an intra-curricular student group) will be presented. FFA is an integral part of the curriculum. Each student is encouraged to become a member of the Belle Plaine FFA Chapter and take an active part in the many career development events, leadership opportunities, field trips, contests and recreational activities available through FFA. FFA members are required to have an AFNR class each year. If a student in grades 7-12 cannot take an AFNR course within their academic load, please contact the FFA Advisor.

INTRODUCTION TO AGRICULTURE & TECHNOLOGY

Course Number: 6000 Course Length: One Semester - 1 Credit

Grade Level: 9-12

Meets - Art Requirement

Offered Both Semesters

Project fee: \$10-25

Agriculture and natural resources provide the basic needs, including food, clothing, and shelter for human populations. Over time, agriculture has evolved tremendously thanks to advancements in science. Students will explore how agriculture is a study of science more today than ever. Topics will vary among introduction material, basic science principles and equipment, biology, animals, food, plants, and technology used in agriculture mechanics. Time management skills will be very important as well as working individually and with group members.

FOOD SCIENCE

Course Number: 1895

Course Length: One Semester - 1 credit

Year Long

Grade Level: 11-12

Pre-requisite: Must have passed Biology - Science elective credit granted – Meets CHEMISTRY

REQUIREMENT

Lab Fee: \$15

Ever wonder what causes meat to turn brown or why cucumbers turn into pickles when canned? Let's explore the chemistry behind food science! Students who enroll will learn Minnesota chemistry standards including the need for chemistry, the periodic table & atomic structures, properties of matter, chemical equations, and more. This class won't necessarily be any cake walk, but with the hands-on approach of learning material and frequent food labs, students will be able to learn chemistry in a whole new method.

ANIMAL SCIENCE

Fall

Course Number: 1890

Course Length: One Semester – 1 credit

Grade Level: 11-12

Pre-requisite: Must have passed Biology – Science elective credit granted.

Many similarities are seen in animals and humans however we are still so vastly different from one another. If you enjoy learning about the human body, why not challenge yourself to learn more about animals?! Topics involved in this course will include taxonomy, nutrition, body systems, genetics, and management & behavior. Information will be shared as it can be applied to most livestock species and students will have ample opportunity to focus on a livestock species through individual focus projects.

AGRICULTURE, FOOD & NATURAL RESOURCES (AFNR) & Industrial Technology- Cont.

HORTICULTURE

Spring

Course Number: Course Length: One Semester - 1 Credit
Grade Level: 11-12 Pre-requisite: Must have passed Biology – Science elective credit granted.

Horticulture is the art or practice of garden cultivation and management which is exactly what students should expect to get out of this course. Abundant opportunities will be given for students to use hands-on experience to further their understanding of plant functions and growth. Factors of plant growth, reproduction methods, taxonomy, biology and physiology, and sustainable practices will be covered within this course. Students will be able to design and conduct experiments to learn how to better cultivate their own green thumbs.

INTRODUCTION TO WELDING



Spring

Course Number : 5650 Course Length: One Semester (2nd) - 1 Credit
Course Level: 10-12

College Credit for-Welding Available

This introductory class will focus on the understanding and skill of welding and metal fabrication. Students will study safety, shop layout, joint design and welding blueprints. Students will then practice and perfect welding skills using Arc Welders (stick), Wire feed (MIG), and Oxy-acetylene machines. As time allows, small projects will be completed and purchased by students.

SMALL ENGINES/AG POWER



Fall

Course Number: 5750 Course Length: One Semester (1st) - 1 Credit
Grade Level: 10-12

College Credit for Small Engines Available

Students will develop an understanding in the basic operation of a small gas engine and the various systems including: ignition, carburetion, and compression. Students will disassemble, measure components and reassemble a 2 stroke and 4 stroke engines. Each student will then be required to bring a small gas engine in for service and/or repair. Various hand tools connected with small engines will be used. Parts that are needed for a student's own engine will have to be purchased by the student.

ADV. POWER MECHANICS



Fall

Course Number Course Length: One Semester 1 credit
Grade level: 11-12 Prerequisite: Must have earned a C or better in Small Engines

Articulated College Credit for Small Engines Available

This course will build upon knowledge and skills learned in Small Engines. Students will develop a deeper understanding of small engines, power generation and power transfer. Students will disassemble, measure reassemble and test over head valve(OHV) engines. The class will also go into power generation and power transfer through portable generators and fluid power.

ADV. WELDING AND METAL FABRICATION



Spring

Course Number: 5700 Course Length: One Semester - 1 Credit Meets the art requirement
Articulated College Credit for-Welding Available
Grade Level: 11-12 Prerequisite: Must have earned a C or better in Intro to Welding

This course will build upon Introduction to Welding. After a quick review and practice, students will design their project, develop a materials list, and then start building. Students entering this course should have a project in mind. Project examples include trailers, picnic tables, benches, and toolboxes. Students will also try their hand at sheet metal fabrication, and aluminum welding using a TIG welder. Students may take this class a second time with instructor approval.

WORK PROGRAM

Year long or Semester

Course Number: 5750 Course Length: One Semester (1st) - 1 Credit
Course Number: 6700 Course Length: One Semester or year long - 1 Credit per semester
Grade Level: Seniors Only Pre-requisite: Instructor approval

Students may earn one credit each semester by participation in a cooperative work experience. Seniors may be released up to 2 hours/day provided they continue to meet the program's requirements. Monthly paper work will be required on scheduled dates. Meeting these deadlines along with an employer and teacher evaluation will determine the grade for this class

AGRICULTURE, FOOD & NATURAL RESOURCES (AFNR) & Industrial Technology- Cont.

INTRODUCTION TO INDUSTRIAL TECHNOLOGY

Offered both semesters

Course Number: _____ Course Length: 1 Semester – 1 credit Meets the art requirement

Grade level: 9-12

Project fee: \$75-100

This course will provide an introduction to careers in the STEM Fields. Students will study technology of design, drafting, CAD, basic architecture, manufacturing. Students will work on selecting materials, tools and planning of a project. Students will develop a basic understanding of design, tool use and safety, as well as time and project management. Students will create small furniture pieces. This course IS a pre-requisite to any future woodworking courses. Students at semester time will then move to Introduction to Agriculture & Technology.

AutoCAD INVENTOR (Computer Aided Drafting-Mechanical)



Fall

Course Number: _____ Course Length: One Semester – One Credit

Grade Level: 10-12 _____ ART credit granted.

Articulated College Credit for CAD Available

Fee: Potentially \$5-15 depending projects being manufactured.

This course will focus on the principles and theory of mechanical drafting. Students will learn use on AutoCAD Inventor which is a 3D mechanical CAD which can then be exported to a 3D printer or other CNC machines for manufacturing. Students will learn how to use the software with step by step instructions. Students will then be given individual and group design projects and challenges to solve. Students will then be able to design projects on their own that they wish to 3D Print. There will be a small fee to cover the consumables used in the projects that are 3D printed.

AutoCAD REVIT (Computer Aided Drafting-Architectural)



Spring

Course Number: _____ Course Length: One Semester – One Credit

Grade Level: 10-12 _____ ART credit granted.

Articulated College Credit for CAD Available

This course will focus on the principles and theory of architectural drafting. Students will use AutoCAD Revit which is a 3D architectural CAD program. Students will learn to use the software and create new buildings and projects based on pre-selected parameters

AutoCAD 2



Either Semester

Course Number _____ Course Length: One Semester – One Credit

Grade Level: 11-12 _____ ART credit granted.

Articulated College Credit for CAD Available

Pre-requisite: AUTOCAD Revit or Inventor NOTE: By Instructor Approval ONLY

Students will select either AutoCAD Inventor or Revit based on previous experience. Students will then use the semester to develop their understanding of the software as well as create their own designs within pre-set parameters.

OUTDOOR FURNITURE:

Fall

Course Number: _____ Course Length: 1 Semester – 1 credit Meets the art requirement

Grade Level 10-12

Pre-requisite: Intro to Industrial Technology or Woods 1

Project fee: \$75-125

This course studies and produces furniture designed for outdoor use. The plans, design, materials, machines, tools, construction methods and finishing techniques necessary for the completion of the projects are studied. White Oak/Cedar that is resistant to outside elements will be used on projects. The main project is an Adirondack chair and ottoman. Additional projects will be designed and produced it time allows.

AGRICULTURE, FOOD & NATURAL RESOURCES (AFNR) & Industrial Technology- Cont.

FURNITURE/CABINETRY

Spring

Course Number: _____ Course Length: 1 Semester – 1 credit Meets the art requirement
Grade level 10-12
Pre-requisite: Intro to Industrial Technology or Woods 1
Project fee: \$100-250

Students will focus on concepts of cabinetry construction and furniture manufacturing. Topics to be included are safety, design/planning, use of a CAD software, vocabulary and advanced techniques in tool use, construction methods of a case, face frame, drawer, door and finishing. Students will also learn to develop their materials lists and complete a cost and time analysis of their projects. Each student will be able to create projects of their choosing

LIGHT CONSTRUCTION METHODS



Fall

Course Number: _____ Course Length: 1 Semester – 1 credit Meets the art requirement
Grade level 10-12
Pre-requisite: Intro to Industrial Technology or Woods 1
Articulated College Credit for CAD Available
Project fee: varies

This class will cover basic methods of construction. Students will learn and demonstrate skills in: foundation and site preparation, light framing methods, residential design, electrical wiring and career readiness options. Students will work cooperatively on projects such as small storage sheds or other community needed structures.

DIY - DO IT YOURSELF

Spring

Course Number: _____ Course Length: 1 Semester – 1 credit
Grade level 10-12
Pre-requisite: Intro to Industrial Technology or Woods 1
Project fee: varies

How do you replace an outlet? Fix a leaky Faucet, Repair a hole in sheet rock? These and many DIY projects that homeowners and renters will come across in their lifetime. Students will learn basic skills through the construction of a bathroom. Students will build the floor and walls, install a door and a window. Students will work together to install a sink, shower and toilet using PVC and PEX plumbing supplies. Students will then work together to.

ART

(These semester courses meet the graduation requirement for Visual Arts.)

Applied Arts. I

Course Number: Course Length: One Semester (1st) - 1 Credit
Grade Level: 9-12 Prerequisite: none

Focus in Applied Arts will be on creating functional items where design, creativity, and aesthetics, in addition to utility are emphasized. Art elements, design principles, creative problem solving, art techniques, and critiquing will be addressed with each unit. During the first semester the exploration of papermaking, marbling, printmaking, photography, image transfer, lettering, and calligraphy will culminate into a variety of handmade artist books, journals, and prints.

Applied Arts. II

Course Number: Course Length: One Semester (2nd) - 1 Credit
Grade Level: 9-12 Prerequisite: Applied Arts I.

Focus in Applied Arts will be on creating functional items where design, creativity, and aesthetics, in addition to utility are emphasized. Art elements, design principles, creative problem solving, art techniques, and critiquing will be addressed with each unit.

2D Art I and II

Course Number: Course Length: semester do need to take one to take the other
Grade Level: 9-12

This introductory course is designed to explore the 2D art forms of drawing, painting, printmaking, digital photography, graphic design and d-d mixed media. Projects will focus on basic technical skills and design principals while working with subjects ranging from portraits, self-portraits, the figure, genre, architecture, still life, abstractions and themes. Media including charcoal, graphite, watercolor, acrylic, ink, 2-D mixed media, Photoshop, Illustrator and graphic design programs will be explored.

This course will meet the fine art credit requirement needed for graduation.

Ceramics I: Handbuilding

Course Number: Course Length: One Semester (1st) - 1 Credit
Grade Level: 10-12 Prerequisite: do need to take one to take the other

This introductory course is designed to explore the numerous techniques for creating pottery. Methods covered include pinch, coil, slab, mold, carving, modeling, extruding and wheel throwing through to the final step of glazing. Requirements will also include the loading of bisque and glaze fires, the reconstitution of clay, and the utilization of a sketchbook.

Ceramics II Sculpture

Course Number: Course Length: One Semester (2nd) - 1 Credit
Grade Level 9-12 Prerequisite: do need to take one to take the other

This course utilizes skills developed in Ceramics I to create larger, and more challenging and complex work. Styles will vary from realism to abstraction with a variety of subjects explored. Both fine art and craft (functional) problems will be assigned during 4th quarter studio work will be based on student directed studies.

BUSINESS COURSES

ACCOUNTING I



Course Number: 4500
Grade Level: 9-12

Course Length: One Year - 2 Credits

Students will take a look at how to run a partnership, sole proprietorship and corporation. Students will learn the similarities and differences in the accounting process for each. Students will learn the key accounting terms and concepts and how to use them in the correct situations. During the class students will work on Business Simulations, giving them a hands on approach of how bookkeeping is done.

ACCOUNTING II

Course Number: 4525

Course Length: One Year - 2 Credits
Prerequisite: Accounting I

Students will continue to expand their knowledge of accounting. In this class students will look into Voucher Systems, how departmentalized accounting works and get a better understanding of Corporate accounting. Students will again work on Business Simulations, working more with payroll, Accounts Payable, and Accounts Receivable.

PERSONAL FINANCE

Course Number: 1440 Course Length: One Year - 2 Credits
Grade Level: 11-12

Students will learn the skills needed to live and operate on their own. Students will take a look at how to invest money, get a loan for a home or car, the world of insurances will be discovered. This class will give the students an opportunity to learn what it takes to live on their own, and what type of finances they will need to live the life they want.

SPORTS MANAGEMENT

Course Number: Course Length: One Year - 2 Credits
Grade Level:

In this class students will explore how the world of sports and money meet and what drives the sports worlds. Students will learn the steps involved in developing an idea into a reality. Students will be expected to be up to date on the sports and entertainment worlds. This class is for those that may see themselves chasing a career in the sports/business world.

ENGLISH

ENGLISH 9

Course Number: 0125 Course Length: One Year - 2 Credits
Grade Level: 9

English 9 is a required full-year class designed to review and strengthen the five language skills of reading, writing, speaking, listening and thinking. Students will read contemporary and classic texts including novels, poetry, drama, short stories and informational text that reflect diverse voices and perspectives.

ENGLISH 10

Course Number: 0175 Course Length: One Year - 2 Credits
Grade Level: 10

English 10 is a required full year course. The theme for English 10 is **tolerance**. This is woven into our lessons as well as our daily classroom atmosphere. "Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. Tolerance is harmony in difference". We will be focussing on speech communications, the novel, essay writing, research skills, and film history and exploration.

ENGLISH 11

Course Number: 0225 Course Length: One Year - 2 Credits
Grade Level: 11 Prerequisite: English 10

This is a general English course for all Juniors. Students will focus primarily on reading and writing skills centered around American Literature fiction and nonfiction. Essays include literary analysis, creative writing, argumentative research and personal narrative. Students will be asked to participate in class discussions while completing work both online and in class.

ENGLISH 12

Course Number: 0375 Course Length: One Year - 2 Credits
Grade Level: 12

English 12 is a general year-long course providing instruction for seniors at all levels. This course will include reading, writing, discussion, and career work focused on preparing students for post-secondary work at internships, apprenticeships, jobs, tech schools, 2-year schools, or 4-year schools.

CONCURRENT ENROLLMENT (CC): ENGLISH COMPOSITION and PUBLIC SPEAKING

Course Number: Course Length: One Year – 2 Credits

Prerequisite: Top 20% of student's graduating class at the end of junior year and instructor recommendation/approval & college acceptance.

English Composition WRIT1301 (4 college credits) University of Minnesota



This CC course in English Composition is a college-level course for mature, highly motivated students. Its purpose is to enable students to write prose of sufficient richness, clarity, and complexity to communicate effectively with mature readers. The entire semester will focus on the writing process. Students will be able to demonstrate and practice strategies for idea generation, audience analysis, organization of texts, drafting, evaluation of drafts, revision, and editing; write papers of varying lengths that demonstrate effective explanation, analysis, and argumentation; become experienced in computer-assisted writing and research, locate and evaluate materials and other sources; analyze and synthesize source material, making appropriate use of paraphrase, summary, quotation, and citation conventions; employ syntax and usage appropriate to academic writing and the professional world.

Communication Studies 102: Public Speaking (3 college credits): Minnesota State University of Mankato



A course in communication principles to develop skills in the analysis and presentation of speeches.

Course Description: Public Speaking is an introductory course in the theory and practice of public speaking, with the emphasis on the speaker-audience relationship. Skills include analyzing the speaking situation, choosing appropriate topics, conducting research, organizing ideas, utilizing evidence, delivering speeches effectively, and developing the ability to critically listen.

Styles will range from Discussion, to Informative/Persuasive research based speech, to Special Occasion and Interpretative speech.

This CC course in Communication Studies is a college-level course for mature, highly motivated students. Much of this class involves preparation, practice and performance at its root. Communication principles and delivery fundamentals will be stressed. **16**

ENGLISH-Cont.

E.S.L. ENGLISH

Teacher placement only Course Length: One Year - 2 Credits

This class is designed for students that do not have an English-speaking background and need to learn the English language. Classes are designed to teach the reading, writing, speaking and listening skills needed to become proficient at English. Time is also spent studying American culture to help students acclimate to life in the U.S.

FAMILY AND CONSUMER SCIENCE

SENIORHIGH FOODS

Grade Level: 9-12

Course Length: 1 Semester (Fall)

1st quarter will be cooking with fresh foods from various sources, including farmer's markets. We will plan a Salsa Contest early in the quarter with staff judges. Fresh fruits and vegetables will be put to use this quarter.

2nd quarter will be baking breads, both yeast and quick breads, cookies, pizzas, cakes, etc. We will look at what makes a baking recipe work or fail. We will explore careers working with food.

HOUSING & INTERIOR DESIGN:

Course Number: Course Length: 1 Semester -(Spring)

Grade Level: 9-12

1st quarter will study Housing in both historical and contemporary design. Project models will be designed by students. (Walking tours enrich the class, weather permitting.)

2nd quarter will be devoted to Interior Design. Again, the class will be looking at historical and contemporary use of design concepts. Students will design one interior room. Careers connected to Housing and Interior Design will be researched.

HEALTH

HEALTH

Course Number: 2700-A Course Length: One Semester- 1 Credit

Grade Level: 9-12

This course is an elective health credit and must be taken sometime between 9-12 grade to graduate.

FOREIGN LANGUAGE

SPANISH I

Course Number: 2250 Course Length: One Year - 2 Credits

Grades: 10-12

This introductory course is designed for students with little or no previous study of Spanish. Some students in class might have studied Spanish in middle school, but have not grasped some of the important structures of the language. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. Focus is on all four language skills listening, speaking, reading and writing. Culture is an integral part of the course and is introduced through the use of media, games, adapted readings and class discussions. In addition to written tests and quizzes, students may also be assessed by means of oral activities. Class work assignments are an integral part of this course; they reinforce concepts/skills introduced and explored in class, which enable students to participate in class in a meaningful way. Completion of class work assignments is a must. Active participation is required.

SPANISH II

Course Number: 2300

Course Length: One Year -2 Credits

Grades: 11-12

Prerequisite: Spanish I must have received a C or better

Students continue to further develop and improve listening, speaking, reading and writing skills. Emphasis is placed on comprehension of Spanish, as well as, reading and writing practice in the target language using a variety of activities incorporating familiar vocabulary and structures. Supplementary materials are introduced to enhance language use.

Aspects of contemporary Spanish culture are introduced through the use of media, games, and adapted readings and in small or large group discussions. In addition to written/oral tests and quizzes, students are assessed using a variety of formats: oral dialogues, presentations, written compositions and other means. Class work assignments are an integral part of this course as they not only reinforce concepts and skills that are introduced in class, but also enable students to participate in class discussions. Completion of class work assignments is essential to success in this course. Continuous effort to use the target language is essential. Active participation is a must!

SPANISH III

Course Number : 2350 Course Length: One Year - 2 Credits

Grades: 12

Prerequisite: Spanish I & II & must have received a C or better

Students continue to develop and increase their language acquisition in Spanish through the study of language structures in cultural and historical contexts. Students will be engaged in a study of language structures and vocabulary through reading, listening, speaking, and writing activities. Aspects of contemporary Spanish and Hispanic cultures are emphasized in this class. Students will be assessed using a variety of methods including: oral and written tests and quizzes, classroom discussions and interactive activities, oral assignments, presentations, dialogues, short compositions, and other displays.

FOREIGN LANGUAGE - Rosetta Stone

Course Number : Course Length: One Year - 2 Credits

Grades: 11 & 12 Prerequisite:

Students are surrounded by language from the very beginning. It uses interactive technology to create an immersion environment that uses sounds, images, and text, that systematically build words into sentences and sentences into conversations. There's no translation or rote memorization. There are a limited number of licenses available each year. Juniors and seniors will have priority before sophomores. Students with a GPA over 3.0 will be given priority. Student will meet with Mr. Miller weekly to check on his or her progress.

Students can choose from:

- French
- Chinese
- Vietnamese
- German
- Arabic
- Italian
- Japanese
- Russian
- Persian
- Portuguese
- Swedish

MATHEMATICS

QUADRATIC ALGEBRA

Course Number: Course Length: One Year -Credit: 2 Credits
Grades: 9-10

Quadratic algebra will use the properties of the real number system. It will focus on a review of linear equations and solving systems of equalities and inequalities. Emphasis is placed on solving equations and inequalities with one or more variables. This course will include polynomials, their simplification, factoring, and solving quadratic equations.

GEOMETRY

Course Number: Course Length: One Year - 2 Credits
Grade Level: 8-10 Prerequisite: : Quadratic Algebra, Algebra 1 Advanced, or Teacher Recommendation

Geometry will use the algebra learned in previous years to investigate the properties of Geometric Shapes. The focus will mostly be on the building blocks of geometry: points, lines, and triangles. The course will also help students improve logical conclusions by exploring deductive and inductive reasoning. This course will include an introduction to trigonometry.

A calculator, compass and protractor will be required for this class.

ALGEBRA 2

Course Number Course Length: One Year-Credit: 2 Credits
Grades: 10-11 Prerequisite: Quadratic Algebra, Geometry

Algebra 2 will review algebra, linear equations, and solving systems of equalities and inequalities. It will focus on using matrices, graphing conic sections, and studying quadratic and polynomial functions. Topics also covered will include similarity, sequences and series, trigonometry, and probability and statistics.

ALGEBRA 2 ADVANCED

Course Number Course Length: One Year-Credit: 2 Credits
Grades: 10-11 Prerequisite: Geometry

Algebra 2 Advanced will review algebra, linear equations, and solving systems of equalities and inequalities. It will focus on using matrices, graphing conic sections, and studying quadratic and polynomial functions. Topics also covered will include similarity, sequences and series, trigonometry, and probability and statistics. The course is designed to cover the topics of Quadratic Algebra and Algebra 2 in one course.

ALGEBRA III

Course Number Course Length: One Year-Credit: 2 Credits
Grades: 12 Prerequisite: Algebra 2

This course is for students in their senior year only who are college or military bound. Emphasis will be placed on preparing students for the Accuplacer and ASVAB assessments. The Accuplacer will be taken at least twice during the course to determine what skills need strengthening. Students will be expected to do both online and book activities in order to get the feedback necessary to improve their scores and prepare themselves for college level math courses.

PRE-CALCULUS

Course Number: Course Length: One Year - 2 Credits
Grade Level: 10-12 Prerequisite: Advanced Algebra

Precalculus is an upper-level math course designed to prepare students for calculus. Mathematical concepts are presented numerically, graphically, algebraically and verbally. Course content includes the study of: power, polynomial, rational, exponential, logarithmic, and trigonometric functions as well as conics, vectors, polar coordinates, complex numbers, and a preview of limits and derivatives. TI-83+ calculator or similar is strongly recommended.

MATHEMATICS Cont.

CALCULUS



Credits: Four University of Minnesota semester credits

College Level course in Calculus. This course which will run the entire year is equivalent to the University of Minnesota Math 1371 (CSE Calculus 1).

Prerequisite: Students taking Calculus must have successfully completed a pre-calculus course and be comfortable with most high school algebra, geometry, and trigonometry. Moreover a student wishing to receive college credit have an average grade of an B+ or better to enroll at the University of Minnesota.

The topics which are covered center around the definition and application of the derivative, antiderivative and integral. Most of these applications are on functions from algebra, geometry and trigonometry.

Basic and Applied Statistics



Course Number:

Course Length: One Year - 2 Credits

Grade Level: 11-12

Prerequisite: Advanced Algebra 2 and a B+ and Teacher Approval only

EPSY 3264: Basic and Applied Statistics

Credits: Three Semester Credits from University of Minnesota-Twin Cities

Introductory statistics. Emphasizes understanding and applying statistical concepts and procedures. Visual and quantitative methods for presenting and analyzing data, common descriptive indices for univariate and bivariate data. Inferential techniques.

PHYSICAL EDUCATION

TWO REQUIRED ELECTIVE OPTION WILL NEED TO BE TAKEN BETWEEN GRADES 9-12 TO FULFILL THE PHYSICAL ED REQUIREMENT

SPORT FOR LIFE

Course Number: Course Length: 1 Credit
Grade Level: 9-10

Sport for Life will combine both team sport, individual sports, and personal fitness into one semester. Activities include flag football, archery, soccer, lacrosse, volleyball, badminton, pickleball, floor hockey, basketball, and weight room introduction

INTRO TO STRENGTH TRAINING

Course Number: Course Length: One Semester- 1 Credit
Grade Level: 9-12 Prerequisite: 9th grade general PE

In this class students will be introduced to the weight room and various strength training programs. Students will learn how equipment works, how to correctly and safely perform lifts and exercises, and will learn what exercises target specific muscle groups. The instructor will develop a personalized program for the students to follow that will include strength training, agility, and plyometri

WOMEN'S FITNESS I

Course Number: Course Length: One Semester - 1 Credit
Grade Level: 9-12 Prerequisite: 9th grade general PE

An introductory fitness class solely for women. The goal of this course is to introduce you to a variety of different types of exercise that will improve your overall strength and conditioning. Examples of workouts include; tabata, circuit training in the weight room, barre, zumba, pilates, yoga, and kettlebells. Other nutritional topics will also be covered throughout the semester.

STRENGTH TRAINING II

Course Number: Course Length: - 1 Credit/sem - offered 1 or 2 semesters

Grade Level: 10-12 Prerequisite: Intro to Strength Training

This course is intended for students that would like to develop a more intensive strength training/personal fitness program. The instructor will provide several different lifting/fitness programs and the student can then decide which program best fits their individual needs.

WOMEN'S FITNESS II

Course Number: Course Length: 1 Credit
Grade Level: 10-12 Prerequisite: Women's Fitness I

This course is designed specifically for women who are interested in furthering their personal fitness levels. More time will be spent developing individual programs that best fit your fitness needs. Healthy eating and personal nutrition will also be covered more in depth through food labs and meal planning.

There will be an added charge to this class to cover food costs: 20.00

TEAM ACTIVITIES

Course Number: Course Length: 1 Credit
Grade Level: 10-12 Prerequisite:

Team activities that will be covered include flag football, soccer, lacrosse, volleyball, basketball, floor hockey, and large group invasion games.

are badminton, pickleball, archery, table tennis, and frisbee golf.

PHYSICAL EDUCATION (CONT.)

PERSONAL FITNESS/INDIVIDUAL SPORTS

Course Number: Course Length: 1 Credit
Grade Level: 10-12 Prerequisite:

This course is for the individual that wants to improve their overall fitness level while still participating in individual activities. Time will be split between the weight room and the gym. The weight room will be used for individual workout programs that best fit your fitness needs. Activities that will be included in this class are badminton, pickleball, archery, table tennis, and frisbee golf.

OUTDOOR ACTIVITIES

Course Number: Course Length: 1 Credit
Grade Level: 10-12 Prerequisite:

This course is designed to give students the opportunity to experience many different outdoor fitness activities. Activities include broomball, boot hockey, cross country skiing, snowshoeing, orienteering, disk golf, archery, football, soccer, lacrosse, fitness, etc. A variety of other team and individual activities will also be included.

LEADERSHIP IN PHYSICAL EDUCATION

Course Number: Course Length: 1 Credit
Grade Level: 11-12 Prerequisite: Must complete at least one PE credit

This course is designed for the student that is thinking about a career in education and/or sport. The class will give you the opportunity to work alongside students with disabilities. You will be required to guide these students in various physical activities, goal setting activities, and individualized fitness programs.

SCIENCE

PHYSICAL SCIENCE

Course Number: 1500

Course Length: One Year - 2 Credits

Grade Level: 9

This course introduces the general principles of physics and chemistry. Topics include measurement, concepts of scientific inquiry, the structure of matter, chemical reactions, motion, Newton's laws of motion, momentum, energy, work, power, heat, thermodynamics, waves, sound, light, electricity, magnetism, and chemical principles. Upon completion, students should be able to demonstrate an understanding of the physical environment and be able to apply the scientific principles to observations experienced.

BIOLOGY

Course Number: 1650

Course Length: One Year - 2 Credits

Grade Level: 10-12

Biology is the study of life. Many topics related to living systems will be covered. They are: (1) Cell structure, function and basic biochemistry, (2) Plant structure and function, (3) Animal structure and function, (4) basic animal reproduction in all living organisms, (5) Heredity and (6) Evolution.

CONCEPTUAL CHEMISTRY

Course Number: Course Length: Full year, 2 Credits

Grade Level: 10-12 Prerequisite: Algebra I

Conceptual Chemistry is a chemistry class that looks at real world problems and how science mainly chemistry is used to find information, and solutions to the problems addressed. The topics of discussion include solutions, chemical equations, materials, energy, and gas laws. A hands on, lab intensive approach for this class is taken.

Portions of this class will be delivered in a blended format.

ENVIRONMENTAL SCIENCE

Course Number:

Course Length: Full year - 2 credits

Grade Level: 11-12

Prerequisite: Biology

Environmental science is an interdisciplinary course focusing on the principles and concepts to understanding the interrelationships of the natural world. Students will study how energy moves through the ecosystem, the interconnections of ecosystems, sustainable practices, the policies society has implemented involving the environment, and the implications of humans impact on the natural world. Focusing on science as a process the students will engage in activities with their environment. There will be an outdoor component to this course.

SCIENCE - Cont.

CHEMISTRY

Course Number: 1700

Course Length: One Year - 2 Credits

Grade Level: 10-12

Prerequisite: Algebra II (must have completed with a "C" average or better)

Chemistry is the study matter and the changes it undergoes. This course will require a good understanding of algebra. Labs and lab write-ups are required. Some of the major topics covered are: writing and balancing chemical reactions/equations, history of atomic theory, chemical bonds, thermal chemistry, acids & bases and maybe some organic chemistry. This course is designed to give any student planning to attend a 2-4 year college, for a career in science or medicine a strong confident knowledge of chemistry.

ANATOMY

Course Length: 2nd Semester - 1 Credits

Grade Level: 11-12

Pre-requisites - Biology

Human Anatomy will be covered 2nd Semester. All systems of the human body will be covered as well as an in depth look at Health/Medical issues. A comparative animal study will be done at the end of the course using the fetal pig.

CC BIOLOGY :



Course Number:

Course Length: 1 Semester 1 Credit

Grade Level: 11-12

Requirements: Biology, must be a junior in top 10% of class or senior in top 50%

Concurrent Biology is a 4 credit college course offered at Belle Plaine during 1st semester. It is a 2nd year focus of the Biological Sciences. It is divided into four broad content areas: Metabolism, Cell Biology, Mendelian Genetics, and Development.

CONCEPTUAL PHYSICS

Course Number:

Course Length: One Year – 2 credits

Grade Level: 10-12

Prerequisite: Algebra I

Conceptual Physics engages students with analogies and imagery from real-world situations to build a strong conceptual understanding of physical principles ranging from classical mechanics to modern physics. With this strong conceptual foundation, students are equipped to understand the equations and formulas of physics, and to make connections between the concepts of physics and their everyday world.

PHYSICS

Course Number :1860

Course Length: One Year - 2 Credits

Grade Level: 11-12

Prerequisite: Algebra III (must have competed with a "C" Average or better) / Teacher's Approval

Physics is the study of everyday phenomenon. This course will require a good understanding of algebra. Labs and lab reports are required. Some of the major topics covered are: mechanics, forces, energy & work, waves, electricity, magnetism and modern physics. This course is designed to give any student planning for a career in science or medicine a strong and confident knowledge of physics.

AP CHEMISTRY



Course Number :

Course Length: One Year - 2 Credits

Grade Level: 11-12

Prerequisite: having taken Chemistry and received a "B" or higher.

AP Chemistry is a two-semester course that is the equivalent of an introductory or first year college level chemistry course that is provided to capable students in a high school environment. Students are expected to have a strong background in mathematics since AP Chemistry involves numerical problem solving and word problem analysis both in the content course and the laboratory. The goal of AP Chemistry is to provide the student a foundation of knowledge on which to rationalize, summarize and predict the structure and properties of materials that make up chemistry. The course is lab-oriented with special emphasis on quantitative and qualitative methods of analysis.

To take the AP test you will need to provide \$80 to take the test.

SOCIAL STUDIES

CIVICS

Course Number: 0550

Course Length: One Year - 2 Credits

Grade Level: 9

Civics is a yearlong course required of all 9th graders. Students are exposed to qualities, characteristics, and requirements of citizens. Important documents are highlighted, including the Declaration of Independence, the Bill of Rights, and the Constitution. The focus is on the federal government, with exposure to the amendments, naturalization, branches of government, and current leaders. State and local government are explained in the 4th quarter of the class. Current developments with governmental issues are a keystone for the study of civics. Students will be tested on a Citizenship test at end of the year mandated by the State.

AMERICAN HISTORY

Course Number: 0600

Course Length: One Year - 2 Credits

Grade Level: 10

In this course, we start with the age of discovery and we go all the way to the present. We put strong emphasis on the creating of our constitution; how our nation expanded westward; how we were torn apart by slavery; and how we reshaped our country into the wealthiest, most powerful nation in the world. This course will help students understand the relationship between the past and the present. Only by learning about our nation's history can we understand what it means to be an American today.

WORLD HISTORY

Course Number:

Course Length: One Year - 2 Credits

Grade Level: 11

This class will be for students following a non-college plan throughout high school. The class will be a full year and will provide essential content and appreciation for the world's diverse cultures, at a more manageable reading level. The course will cover a more complete look at world history. Start from Prehistory to present. Focusing on the history of Europe, Asia, Middle East, and Africa.

HONORS WORLD HISTORY

Course Number: 0700

Course Length: One Year - 2 Credits

Grade Level: 11

Prerequisites: Must be in the upper 50% of your Class and *Passing score (50) on the reading MN Grade Test or teacher recommendation

This class will be for students that are taking college prep classes throughout high school. The course will explore the common challenges and experiences that unify the human past, as well as global patterns over time. The class will cover the same information as the basic class, but with more attention to details and sources outside the textbook as well as quicker paced. This approach will emphasize analytical comparisons between cultures throughout history.

Students planning on registering in the spring for the Concurrent Enrollment US Government class must be in the top 50% or higher or have a Composite score of 21 higher on the ACT test and teacher approved.

SENIOR SOCIAL

Course Number: 0750

Course Length: One Year - 2 Credits

Grade Level: 12

This course has two main components. The first semester is as focus on American Government, the course will study the three branches of government and focus on the role government plays in our life. The second semester focuses on Economics, the course will cover many various topics including supply and demand, the four factors of production and include a 9-week stock market project.

SOCIAL STUDIES - Cont.

HONORS SENIOR SOCIAL & US GOVERNMENT - CONCURRENT ENROLLMENT



Course Number: 0805

Course Length: One year - 2 Credits

Grade Level: 12

Prerequisite: Top 25% of the class after junior year or through

College Credit: 3

instructor recommendation

This class surveys the executive, legislative, and judicial branches of the national government: the role of political parties, interest groups, and public opinion. Includes discussion of local and state government and the political uses of the law.

US GOVERNMENT: Become informed enough to play your part in governing the US. Start by learning the Constitution, our rights and freedoms, how the national government works and the opportunities and challenges of citizen influence. Political Science methods, and the challenges of citizenship are emphasized.

ESL Social

Teacher placement only

Course length - 1 year (2 credits)

Grade level social studies for the ESL student.

TECHNOLOGY

YEARBOOK

Course Number: Course Length: One Year - 2 Credits/per year Meets art requirement
Grade Level: 9-12 Prerequisite: 9th graders must be approved by instructor for admission

This class is focused on creating the yearbook. Proficiency in writing and willingness to explore photography and graphic design are required. Attendance at many student and district events is necessary. Students develop abilities in gathering information, writing captions, understanding components of quality photography, editing skills, and techniques in writing headlines. Students are introduced to and begin to develop skills in the use of various publishing techniques using Pictavo, Photoshop and other standard online and offline software programs. Students are required to participate in an advertising sales campaign. Emphasis is placed on developing skills in layout and design, graphics and teamwork.

2nd year student expectations: This course is for second year students continue to develop their journalism skills. Students are encouraged to assume a leadership role by holding an editorial staff position. Advanced students assume greater responsibility for the publication's planning and production. Students are required to participate in an advertising sales campaign.

3rd year student expectations: Students in this course must hold an editorial-in-chief position on staff in which they participate in all aspects of yearbook production. Students in this course develop advanced skills in design, planning and editing of spreads. Students will lead the development, production and business issues concerning the publication.

GO VIRAL

Grade Level: Upon Teacher Approval Only Course Length: 1 or 2 Semester Credits
Must complete application process:

Are you a technological wizard? Do you have a great idea? You might need some more focused time and some guidance or at least somebody to consult with... Have you thought about what to do after you've created your masterpiece? How can we make you go viral? Take this class to spend time creating a project(s) that makes a difference for you and maybe the world.

App DESIGN

Grade Level: 10-12 Course Length: 1 Credit/year (either semester) Meets Art requirement

Learn all the techniques you will need to make your own app by coding a variety of apps using Android Studio. Finish the class by going through the design process and making your own app come to life!

TECHNOLOGY CONTINUED

COMPUTER APPS I



Course Number: Course Length: 1 Credit/yr Meets art requirement
Grade Level: 9-12 *Possible Articulation college credits available

Students will learn the major business functions of computers. Focus will be on expanding basic troubleshooting and learning advanced skills in Microsoft. Professionalism, efficiency, communication, production, and digital citizenship are major components in the curriculum. Students learn how to be a financially responsible consumer of technology.

COMPUTER APPS II



Course Number: Course Length: 1 Credit/yr Meets art requirement
Grade Level: 9-12 *Possible Articulation college credits available

Computer Apps 2 focuses on the more creative functions of the computer. Editing and creating music, photos and movies will help students learn self-expression on the computer. Digital citizenship is expanded with exploration into multiple Web tools. Students will also learn many different presentation applications.

WEB DESIGN I -HTML and Design Fundamentals



Grade Level: 9-12 Course Length: 1 Credit /yr Meets art requirement
Prerequisite: *Possible Articulation college credits available

This course begins with constructing a website from scratch using html coding and progresses to using web authoring software (Dreamweaver) to further develop web site construction skills. Learn HTML 5 and CSS in a self-paced environment.

WEB DESIGN II - Web Construction



Grade Level: 9-12 Course Length: 1 Credit/yr Meets art requirement
Prerequisite: *Possible Articulation college credits available

This course takes the fundamentals from Web Design I and uses them to construct multiple web sites. This course has the potential to develop a site for a working business in the community.

GAME DESIGN I

Grade Level: 9-12 Course Length: 1 Credit /yr (either semester) Meets art requirement

This course takes the fundamentals from Web Design I and uses them to construct multiple web sites. This course has the potential to develop a site for a working business in the community.

ADVANCED GAMING

Grade Level: 9-12 Course Length: 1 Credit (either) Meets art requirement
Prerequisite: Intro to Gaming or Teacher Approval

Use Unity game-design software and use Blender to work on 3D modeling. Create a game using Unity and customize it.

SUPPORT & OTHER PROGRAMS

Belle Plaine High School provides a number of programs in additions to its course offerings. Through these programs students are afforded the opportunity to participate in a school experience that best fits their individual needs.

APPLIED SKILLS

Course Number: 1 Credit per Semester

A program designed to provide direct instruction and support services to those students who require a modified instructional program because of a verified learning disability.

SENIOR PRIVILEGES

Course Number: SPRING SEMESTER

Are offered to seniors in good standing their senior year. The senior privilege hour will replace a study hall. To earn the privilege a senior must meet the following criteria including; all fees paid, must be on track to graduate, grades must be in good standing, attendance record is free of unexcused absences, and meets other stipulations as defined by administration. Senior privileges may be revoked at anytime by administration.

Specific details on seniors privileges will be shared during the school year.

CREDIT RECOVERY

Belle Plaine has a new program available through APEX that allows students to make up credits that they are missing.

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL RESOURCE ROOM

Course Number: 6625 1 Credit per Semester

This class offers a small-group setting for support of mainstream classes. The E.S.L. Resource Room offers additional language and cultural support for the English language learner.

INGLES COMO LENGUA SEGUNDA (ESL)

Este programas es disponible a los estudiantes en el distrito que no son personas que hablan ingles por su lengua nativa.

Los horarios son coordinados a proveer instrucciones en ingles y ayuda con las clases.

Hable con el director de la escuela para mas informacion.

2017-2018
Career and Technical
Course Offerings at the
SouthWest Metro Educational Cooperative

Automotive Technology
Child Development Associate
IT Pathway
Construction Technology
Cosmetology I and II

Criminal Justice
Educational Pathway
Graphic Design and Print
Medical Careers and Certifications
Photography

AUTOMOTIVE TECHNOLOGY

Elective – 11, 12 grade

Lab Fee: There is a \$20 lab fee/semester



The automotive technology program teaches students the necessary skills and knowledge to work on today's vehicles. This course is designed to prepare students for an automotive future either as an automotive technician or as an automotive consumer. Students will spend 60 percent of their time working with industry standard equipment in the lab. Our curriculum meets NATEF standards and also helps reinforce core subjects through hands-on projects. This two-year program is divided into four independent semesters to allow students to take individual semesters if they are unable to attend the entire program. A driver's license is not required. Students can enroll any semester.

Automotive Technology Curriculum

The duration of the course is two years. Semesters one and two will be covered in odd numbered school years, 2017/2018 for example. Semesters three and four will be covered on even numbered school years, 2018/2019 for example.

SEMESTER 1 2017-2018

- Auto shop safety
- Brakes (ASE 5)
- Heating and A/C (ASE 7)

SEMESTER 3 2018-2019

- Auto shop safety
- Steering and Suspension systems (ASE 4)
- Manual drive train & axles (ASE 3)

SEMESTER 2 2017-2018

- Auto shop safety
- Engine performance (ASE 8)
- Engine repair (ASE 1)

SEMESTER 4 2017-2018

- Auto shop safety
- Electrical systems and electronics (ASE 6)
- Automotive transmissions & transaxles (ASE 2)

Post-Secondary Accreditation

Students may be eligible to receive post-secondary credits for career and technical courses completed

CDA – Child Development Associate Credential

Elective – 11, 12 grade

1 semester course offered both semesters

The Child Development Associate (CDA) Credential was created in response to the need for early childhood professionals to master the knowledge and skills needed to create effective learning environments for children.

The CDA is an accepted credential for work as a teacher, assistant teacher or aide in child care centers and preschools.

This course is designed to provide the information needed to effectively care for and educate young children. The course is appropriate for students who intend to pursue advanced study in early childhood education or a related discipline, and for those who will seek employment or career advancement upon completion of the program. The 120 hours of education move students forward in the process of earning the Child Development Associate (CDA) National Credential through the Council for Professional Recognition.

Curriculum covers six (6) competency standards and thirteen (13) functional areas.

This is a one-semester course and students can enroll either semester

IT PATHWAY:

Computer Repair

Elective – 11, 12 grade

Computer Repair and Certification gives you the knowledge and ability to work with computers and operating systems in order to...

- Go to college (2 or 4 year) in some aspect of computers (hardware, networking or programming)
- Not have to ask for help while using a computer, ever.
- Build or upgrade your own computer and software.
- Get jobs working on computers while in college.
- Become an industry recognized and “certified” computer technician.

The content of this course tracks towards learning the material required to pass either the TestOut PC Pro or CompTIA A+ exams. These are computer industry recognized exams. This course duplicates the first course of many colleges in the study of computer systems and networking.

1st Semester:

You will learn the parts and components of computer hardware, including:

- Being a PC technician
- System Components: power supply, motherboard, processors, etc.
- Peripheral Devices: USB, display, firewire, etc.
- Storage: drives – ATA, Serial ATA, SCSI, File System, RAID, and SSD
- Networking: hardware, Ethernet, network addressing – IP v4, IP v6, utilities, HomeGroup
- Printing: configuration, management, maintenance
- Mobile Devices: notebook computers, apps, maintaining

2nd Semester:

You will learn about operating systems, specifically user and computer settings:

- Windows System Management: preferences, performance, users and groups, applications, updates
- System Implementation: components, pre/post install considerations
- File Management: locations, managing, NTFS, sharing, offline
- Security: best practices, physical, social, BIOS, malware, authentication, encryption, firewalls, proxy
- Troubleshooting: motherboard, storage, video, etc.

Students are encouraged to start in fall semester, however they can also start spring semester and complete the course the following fall if possible. Taking or passing either exam is not a course requirement and does not count negatively toward your grade. You will be offered a chance to take the PC Pro exam during class.

This class is a prerequisite for the computer networking class. This course requires a desire to understand computers, to work inside computers and to repair them. This is not a computer gaming class.

Articulation Agreements:

Anoka Ramsey Community College 3 credits
Hennepin Technical College 3 credits

TestOut PC Pro certification should be recognized by any college with a similar class.

Computer Networking

Prerequisite: Computer Repair
Elective – 12 grade

Computer Networking explains how the internet and computer networks work. It covers computer to computer communication and the various communication pathways in detail. Computers communicate mostly using a “contention” method of signaling. This is similar to the classroom where students “contend” to speak in the class by raising their hand. Students who take this class generally want to...

- Go to college (2 or 4 year) in some aspect of computers and computer networks – hardware, networking or programming.
- Understand more about computer technology than was taught in the Computer Repair course.
- Understand a “language” of inter (personal, computer) communication and are interested in how communication takes place in general.
- Apply themselves to an interesting, technical subject that is in use all over the world
- Obtain a Network Pro or Network Plus certification.

A mastery level understanding of computers and an introductory understanding of computer networks is required for successful completion of this course – these can be obtained in the Computer Repair course which is a prerequisite. Students are encouraged to start in fall semester. Taking or passing the Network Pro or Network Plus exam is not a course requirement and does not count negatively toward your grade. You will be offered a chance to take the Network Pro exam during class.

1st Semester:

- Networking Basics
- Cables and Connections
- Networking Devices
- Ethernet
- Network Implementation
- Wireless Networking
- Wide Area Networks

2nd Semester:

- Network Security
- Network Management
- Troubleshooting

Articulation Agreements:

Anoka Ramsey Community College 3 credits

Hennepin Technical College 3 credits

TestOut Network Pro certification should be recognized by any college with a similar class.

Articulation Agreements:

Dakota County Technical College 3 credits

Dunwoody College of Technology 7 credits

Inver Hills Community College 3 credits

Hennepin Technical College 3 credits

CONSTRUCTION TECHNOLOGY

Elective – 11, 12 grade



There are no pre-requisites for this class.

Welcome to the world of construction! You are joining the eight million Americans who have chosen a career in this lucrative field. Construction is one of the nation's largest industries, offering excellent opportunities for high earnings, career advancement, and business ownership.

Work in construction offers a great variety of career opportunities. People with many different talents and educational backgrounds—skilled crafts persons, managers, supervisors, and superintendents—find job opportunities in construction and related fields. As you will learn throughout your training, many other industries depend upon the work you will do in construction. From houses and office buildings—everything begins with construction.

SEMESTER 1

- Hand & Power Tools
- Building Permits
- Building Codes
- Building Site Prep
- Foundations
- Fasteners
- Measuring
- Floor Systems
- Blueprint Reading
- 10 Hour OSHA Safety Certification
- Rafters/Trusses/Roof Systems
- Nailing Patterns
- Exterior and Interior Wall Framing
- Assist in Installation of Electrical, Plumbing, Heating and Air Conditioning

SEMESTER 2

- Safety
- Ventilation
- Insulation & Vapor Barriers
- Siding
- Cornice
- Fascia
- Roofing
- Blueprint Reading
- Drywall Applications & Finishing
- Door & Window Installation
- Staining & Painting
- Floor Finishing
- Hanging Interior Doors
- Hanging Cabinets
- House Moving Theory
- Interior Trim

Second Year option is available with instructor permission. Student could work as Crew Chief and learn more about this career field.

Students can enroll anytime.

Post-Secondary Accreditation

Students may be eligible to receive post-secondary credits for career and technical courses completed

COSMETOLOGY PROGRAM



Prerequisite: None

Lab Fee: \$85 (Lab fee includes equipment kit and product supplies)

Our mission is to provide students with the opportunity to discover the Cosmetology industry through learning, leadership, marketing, and artistic skills. We offer students the opportunity to explore and practice the art and science of beauty care. The course consists of all aspects of this industry including, Minnesota State Laws and Rules, professional development, design decision in hairstyling, chemical texturizing, hair coloring, salon environment, nail care, skin care, waxing, retailing and salon business.

This program is offered in a licensed Cosmetology School setting, thus giving the student both the training and hands on aspects of the profession. Electing this program will allow students to explore diversified career possibilities as well as earn hours that are transferable to post-secondary Cosmetology schools.

Topics:

1 Semester

Intro to MN State Laws & Rules
Safety & Infection Control
Introduction to Hair
Introduction to Hair Styling
Introduction to Hair Design
Haircutting
Hair Styling
Practical Application

2nd Semester

MN Laws and Rules
Introduction to Manicuring
Natural & Artificial Nails
Introduction to Pedicuring
Introduction to Massage
Introduction to Skin Care
Waxing
Facials
Make-Up
Practical Application

COSMETOLOGY II

Prerequisite: Cosmetology I

Lab Fee: \$85 (Lab fee includes equipment kit, product supplies and two mannequin heads)

The second year program will focus on:

1st Semester

Review – Basic Haircutting
Laws and Rules
Short/clipper Haircutting: Men's haircutting
Practical Application
Women's haircutting
Hairstyling/finger waves/pin curls
Intro to hair relaxing
Practical Application

2nd Semester

Intro to Perming
Theory and Technique
Laws and Rules
Practical Application
Intro to hair color/foiling
Review – Laws and Rules
Salon Business/Management
Practical Application

Post-Secondary Accreditation

Students may be eligible to receive post-secondary credits for career and technical courses completed

CRIMINAL JUSTICE



Elective – 11, 12 grade

There are no pre-requisites for this class.

Course Description: The security needs of today's world have created a new career demand. Preparation of the various professionals dealing with these concerns will be the subjects addressed in the Criminal Justice Program. The program is designed for students interested in becoming police officers, federal agents, probation/parole officers, lawyers/judges, juvenile justice workers, and crime scene investigators. The institutions of police, courts, and corrections will be studied as to how they protect people and their rights, apprehend law violators, prevent crime and provide social services. Students will have the chance to become CPR/First-Aid Certified. Writing and critical thinking skills will be developed throughout the course by class discussion, student presentations and small group activities. Related college programs are available at two and four year state colleges. The course is a two-year program with a different class offered each semester. Students applying for and meeting PSEO eligibility could earn 3 credits per semester from Normandale Community College.

Crime Scene Investigation, communications and criminal justice ethics will be a part of each semester's study plan. Criminal justice ethics will be a part of each semester's study plan.

1st Semester: Introduction to Criminal Justice (Fall '17)

- Three Eras of Policing
- Crime and Social Control
- Discretion in the CJ System
- Bill of Rights
- Criminal Law
- Crime Trends and Crime Mythology
- Crime and the News
- Crime in the U.S.
- Official Sources of Crime Data
- Traditional Policing
- Community Policing
- Purposes of Policing
- Police and Legal Issues
- Recruitment Process and MN Post Requirements
- Minorities and CJ System
- Criminal Law
- Criminal Trial Process
- Courts
- Sentencing
- Death Penalty
- Community Corrections
- Prisons and Jails

2nd Semester: Juvenile Justice and Delinquency (Spring '18)

- Society's Changing View/Status of Children
- Discretion and the Juvenile Justice System
- Juvenile Crime Trends
- Status Offenses
- Delinquency and Youth Crime
- Measuring Delinquency
- Violent Youth Crime
- Illegal Drug Use and Delinquency
- Theories of Juvenile Crime and Delinquency
- Family and Delinquency
- Schools and Delinquency
- Gender and Delinquency
- Gang Delinquency
- Police and Delinquency
- Juvenile Court
- Juvenile Corrections
- Juvenile Court Act
- Significant cases in Juvenile Justice

SouthWest Metro Education Cooperative School offers Concurrent Enrollment courses through Normandale Community College. Through the Concurrent Enrollment partnership, qualified students can earn free college credit prior to high school graduation. The concurrent enrollment program offers college courses to high school students:

- Taught by high school teachers with similar credentials to college faculty
- In the high school
- During the regular school day

Qualified students are:

Juniors in the top 70% of their class

Seniors in the top 50% of their class

We offer the Accuplacer test on campus of students attend a school that do not issue class rank. Student may take the Accuplacer test at Normandale for their scores to be evaluated for eligibility.

INTRODUCTION TO EDUCATION



Elective: 11 and 12 grade

Program Description:

Introduction to Education provides an overview of the education profession and U.S. educational system. It is an excellent way for students to determine if they would like to pursue a career in education. Topics include: current theories, trends and issues in education, ethics, certification standards, roles and responsibilities of teachers, learners, and other school personnel. The course will also explore the historical development and social functions of education, and educational institutions. There will be a 25 hour practicum in a K-12 classroom as a requirement for the class.

Expectations

- **Class Participation and Attendance:** Each student will attend all class periods and participate in class activities
- **Text Reading:** Each student will read all chapters carefully and participate in related class activities
- **Field Experience:** Each student will spend at least 25 hours observing and participating as required in a K-12 school classroom. The field experience includes required reflection papers and forms to be completed in order to receive full grade credit.
- **Class Topic Presentation:** Each student (with a partner) will participate in researching an education topic and making a presentation to the class.

College Credit:

4 Concurrent Enrollment credits per semester are available from Normandale Community College

To enroll for college credit, students are required to:

Fill out an application, provide a transcript and take a college entrance exam (Accuplacer).

Multicultural Education and Human Relations in Schools

Prerequisite: Intro to Education

Elective: 11 and 12 grade

Program Description:

Multicultural Education and Human Relations in Schools introduces pre-service teachers to core concepts and approaches to multicultural education including issues related to students, family and community diversity based on culture, language, race, class, gender, sexual identity and disability. Topics addressed include: issues about the hierarchy of education with regard to privilege, equity and access to high quality education. Students will learn culturally and linguistically responsive classroom strategies. Emphasis is placed on demonstrating the multicultural competence required of all successful teachers who work with today's diverse youth. Class will include speakers, videos, simulations to ensure content is mastered.

Expectations

- **Class Participation and Attendance:** Each student will attend all class periods and participate in class activities
- **Text Reading:** Each student will read all chapters carefully and participate in related class activities
- **Class Topic Presentations:** Each student will participate in researching an education topic and making a presentation to the class.
- This is a writing intensive class.

College Credit:

3 Concurrent Enrollment credits per semester are available from Normandale Community College

GRAPHIC DESIGN AND PRINT PROGRAM

The Graphic Design and Print program is designed for any student with an interest in the digital arts. Students in the first year of the program develop a strong design foundation using industry standard Adobe programs. In the first year of the program students who take the full year will have the opportunity to make T-shirts, stickers, buttons, car decals, posters, and custom screen printed products while gaining the necessary skills to stand out in a post secondary program or jump right into industry opportunities.

Second year students will be focused on the skills needed to create a web presence. These students will also have the opportunity to work for real clients who need design work completed. Students will leave the second year of the program with a portfolio, website, and professional experience to start a career in design.

Supplies:

Students are required to supply a 1” 3-ring binder and a 4 GB flash drive.

Semester 1

- Intro to Design and Color Theory
- Typography
- Logo Design
- Custom Stickers and Buttons
- T-shirt Design
- Mac OS Overview
- Adobe Illustrator
- Exporting DXF Files & Vinyl Cutting
- Intro to Screen Printing
- Adobe Photoshop
- Intro to Animation

Semester 3

- Introduction to Web Design
- Advanced Screen Printing
- Portfolio Building
- Marketing
- Client Assignments and Internships

Semester 2

- Adobe InDesign
- Advertising Layout
- Printing and Binding Techniques
- Packaging
- Publication Layout
- Branding
- Intro to Animation
- Industry Application - Job Costing Design Briefs, Workflow, File Management

Semester 4

- Mobile Development
- Personal Website Building
- Introduction to Animation
- Social Media Presence
- Portfolio Building
- Client Assignments and Internships

MEDICAL CAREERS PROGRAM

Elective: grades 11 and 12

Pre-Requisite: None

This course will provide an opportunity for students to explore different types of healthcare career opportunities. The class will encompass guest lectures, healthcare facility tours, and job shadow opportunities. Take your interest in careers in health care to the next step. Get a first-hand look at the skills and competencies needed to work in healthcare. This course will focus on the skills that would be required of anyone working in a healthcare setting while focusing on earning industry certifications. Medical terminology, concepts, and outlook are embedded in all of our Medical Careers classes. Earning certifications is an option and not required to receive high school credit. College credit is available for students who earn their certifications.

Certifications

Required Materials: \$10 for certification

American Heart Association Certification

Nursing Assistant- 1st and 2nd Semester

Required Materials: For certification, students will need to pass a background check (\$30.10), get screened for Tuberculosis, and purchase scrubs.

Certification Testing: State skills and knowledge test (around \$200)

Approved through the Minnesota Department of Health, Nursing Assistant will train students to work directly with residents of a long term care facility. Clinical rotations are conducted at Auburn Manor in Chaska. Students will learn the curriculum and skills required to take the state Nursing Assistant Registry Exams. Students also earn certifications in basic first aid and CPR through the American Heart Association.

Emergency Medical Responder (EMR) - 1st semester

Medical training required of firefighters and law enforcement, students will learn about emergency services, advanced first aid, and health care provider CPR. This course includes a focus on learning anatomy and physiology and provides many field experiences to do hands on skills.

Emergency Medical Technician (EMT) - 2nd semester

Prerequisite: 1st semester EMR Course

Required Materials: For certification, students will need to pass a background check (\$30.10), get screened for Tuberculosis, and purchase a uniform.

Certification Testing: State skills test and National exam (around \$125)

EMTs are clinicians, trained to respond quickly to emergency situations regarding medical issues, traumatic injuries and accident scenes. EMTs are often employed by ambulance services, governments, and hospitals, but are also by fire departments, in police departments, and there are many firefighter/EMTs and police officer/EMTs. EMTs operate under a limited scope of practice and are typically supervised by a medical director, who is a physician. First Aid/CPR or EMR certifications are a prerequisite to this semester long course.

The criteria for earning industry certifications come from the issuing institutions and are generally higher than that of a typical high school class. In order to earn these certifications, students may need to put in time outside of class for clinicals, studying, or practicing skills as well as to taking state tests. While all students may not earn the certifications, all will leave the class with an understanding of medical careers.

PHOTOGRAPHY PROGRAM

Fine Art Credit

Grades: 11, 12

Credits College: Students may be eligible to receive post-secondary credits for career and technical courses completed.

Supply Fee: \$40 per semester/\$25 per trimester

Lab/Lecture Time: 70/30

Notes: Students are strongly encouraged to provide their own DSLR camera.

Each level of photography is a semester in length and offered each semester.

Course Description: This is a great program for everyone interested in photography, whether it be for a career, hobby or just have better images for their social medias. These courses are taught by practicing professional photographers who bring real world experience into the classroom. The classes cover an extremely wide range of subjects and photographic techniques.

Our facilities offer a full Mac lab with the full Adobe suite of software for digital editing and printing. Two darkrooms are used for traditional black and white film photography. There is also a great portrait studio and a full range of photo tools at your disposal.

This is a hands on course! The majority of your class time will be spent working on your very own unique photographs.

Photo 1: Photo Boot Camp

Prerequisite: None

In this fun fast paced course you will learn how to create your own truly great photographs. By the end of this course you will also be able to; take control of any camera, direct people for great portraits, shoot in a studio, edit in photoshop like a professional and even print traditional black and white photos in a darkroom.

Photo 2: Applied Photography

Prerequisite: Photo 1

After mastering the controls of a camera and the basic processes of photography this course gives you the opportunity to apply those skills to professional photography assignments. Those cover the range from portraits, photojournalism, advertising, landscape and much much more! This course should give you a foundation in the skills necessary of a professional photographer.

Advanced Photography 1: Personal Portfolio

Prerequisite: Photo 1 & 2

This semester you will now refine your skills and be pushed into truly developing your own unique personal style for your own photography. Throughout this semester you will also develop a truly stunning professional print and web based portfolio. This course is for those who are truly dedicated to the craft of photography and willing to spend a fair amount of time both in and out of school working on their own photography.

Advanced Photography 2: Professional Photography

Prerequisite: Photo 1, Photo 2 and Advanced Photography 1

This final course in photography is designed to prepare students for their next step into the profession of photography. This will include developing a website, personal branding, a professional social media presence, and all the legal documents needed by every photographer. Students will also have a job shadow and or internship opportunities, most students will also have the opportunity to shoot in a professional environment and have their own real clients. Upon completion of this course students should be ready to take their first steps into this as a career or elite photo programs/schools around the nation.

Additional equipment will be strongly encouraged as students prepare for a genuine career in this field.

Schedule Change Procedures

Schedules are the result of careful planning on the part of the student, parent and counselor. When course conflicts exist, schedule adjustments will be made by the counselor prior to the year or semester beginning. Students are expected to keep the courses they select at registration. Staffing is dictated by student decisions and textbooks are purchased based on those decisions. Please carefully consider your course decisions before making choices. Consult with the teacher who will be instructing the course or students who have taken the course before deciding what class is right for you.

Changes will only be made if a student's situation meets one of the following:

1. Students did not meet the prerequisites.
2. Student wishes to add a course to replace a study hall.
3. Student wishes to drop an elective for a study hall if they do not have any study halls scheduled.
4. Senior student needs to add a class in order to meet graduation requirements.
5. Special consideration and expectations may be made in the case of an illness or unforeseen circumstances. A decision will be made by the principal, in consultation with the counselor.

All schedule change requests must be submitted using the schedule change request form and must be submitted within the first week of the semester for a yearlong course or first semester course and within the first week of second semester for a second semester course.

No schedule change is official unless:

1. The appropriate schedule change request form has been completed and signed by the student, parent, and teacher.
2. The form has been turned in the High School Counselor
3. The form may be submitted to the Principal if outside the time line for approval.

SCHEDULE CHANGE FORM

NAME _____ Date: ____/____/____

DROP CLASS: _____ PERIOD: _____

TEACHER SIGNATURE: _____

ADD CLASS: _____ PERIOD: _____

TEACHER SIGNATURE: _____

PARENT SIGNATURE: _____

GRADE CHANGE FORM

NAME _____ Date: ____/____/____

CLASS: _____ PERIOD: _____

TEACHER SIGNATURE: _____

PASS/FAIL YES NO

PARENT SIGNATURE: _____

Belle Plaine Senior High School
Four Year Program Planner

Grade 9:

English 9
 Civics
 Physical Science
 Math: _____
 Physical Education?: _____
 Health : _____
 Elective: _____
 Elective: _____
 Elective: _____
 Elective: _____

Total Credits: _____

Grade 10:

English 10
 American History
 Biology
 Physical Education?: _____
 Math: _____
 Elective: _____
 Elective: _____
 Elective: _____
 Elective: _____

Total Credits: _____

Grade 11:

English 11
 World History or Honors World History
 Math: _____
 Science: _____
 Physical Education?: _____
 Elective: _____
 Elective: _____
 Elective: _____
 Elective: _____

Total Credits: _____

Grade 12:

English 12 or CC Pub Speak/Compostion
 Sr Social or CC Poli Sci/Honors Sr. Soc.
 Physical Education?: _____
 Elective: _____
 Elective: _____
 Elective: _____
 Elective: _____
 Elective: _____

Total Credits: _____

A minimum of 46 credits are needed to graduate high school. Each semester is one credit. You will need 15 electives and two of which need to be an Art Credit. Art classes include:

- Choir •Band •Wild Life Mgmt •Adv. Weld
- Intro to Tech(CTE) •CAD •Landscape Design •Web Design
- Game Design •Adv Gaming •Intro to Welding •Light Construction
- Vocational Classes at South West Metro •Publications •Web Design
- Computer Applications •Woods •App Design

Math Courses

- Quadratic Algebra
- Geometry
- Algebra 2
- Algebra 2 Advanced
- Statistics
- Pre-Calculus
- College Algebra through Modeling (College Cr)
- Calculus(College Cr)
- Basic and Applied Statistics(College Cr)

Science Classes

- Physical Science •Pre Vet
- Biology •Plant Science
- Chemistry •Food Science
- Physics •Env. Biology
- Conceptual Chemistry
- Conceptual Physics
- Anatomy
- CC Biology (College Cr)
- AP Chemistry

Parent College Planning Guide

In 9th or 10th Grade

- Make sure your student is enrolled in challenging classes that are appropriate for your student's abilities
- Help our student to evaluate his or her abilities and make the connection between education and career options.
- Talk with your student's school counselor about assessment tests to help your student identify personality traits, interests and skills as well as explore career options
- Suggest a tutor or other special help if your student is struggling with a certain subject.
- Help your student to learn how to manage time and to use library and Internet resources.
- Talk with your student about his or her academic plan and learn about different types of postsecondary schools.
- Consider summer enrichment classes and programs for your student.
- Suggest extracurricular activities to help your student develop teamwork, leadership and commitment skills.
- Continue saving and encourage your student to put aside some of his or her earnings.

In 11th or 12 Grade

- Talk with your student's school counselor about assessment tests to help your student identify personality traits, interests and skills as well as explore career options.
- Help your student explore programs that can earn student college credit, such as Advanced Placement, International Baccalaureate, Postsecondary Enrollment Options and College in the Schools.
- Check with your high school to learn whether it offers career-focused programs such as tech-prep, school-to-career and school-to-work.
- Make sure your students take the PSAT no later than the fall of 11th grade.
- Check if your student has registered for the college entrance exam (ACT or SAT) required by the schools your student would like to attend.
- Search and apply for private scholarships as early as possible to help pay for college, but be wary of possible scams
- Talk with your student about his or her academic plan to make sure your student takes the courses required for graduation and for admission to college. Talk about different types of colleges.
- Consider summer enrichment classes and programs for your student.
- Attend job fairs with your student. Explore career, apprenticeship or internship options.
- Attend college and financial aid fairs.
- Help your student narrow his or her choice of schools. Arrange for campus visits to those schools and help your student evaluate them.
- Download or request Paying for College: State & Federal Financial Aid Guide at www.getreadyforcollege.org (click on "Publications")
- Find a mentor or enrichment program to build on your student's interests and aptitudes.
- Encourage your student to mentor other students or Volunteer in the community.
- Make sure your student asks for letters of recommendation (if required) from teachers, counselors and others who can comment on his or her ability to succeed in college.
- Make sure admissions applications are sent on time to at least four schools. If you cannot afford the application fee, check if the school has the option to waive it.
- Apply for financial aid by completing the Free Application for Federal Student Aid at www.fafsa.gov as soon as possible after January 1 of your student's senior year. You want your student will need the previous year's income tax information to complete it.
- Make sure your student's high school transcript has been sent to the schools which your student applied.
- Review your Student Aid Report (SAR) for accuracy. If you make corrections, return the form as soon as possible.
- Help your student choose a college. Make sure your student notifies in writing the schools he or she doesn't plan to attend.

COMMITTEE ASSIGNMENTS for 2017
BOARD OF EDUCATION 716

Update 1-20-17

Curriculum Advisory

Tracy O'Brien
Dan Gardner
Joe Vandermark

Community Services

Dan Giesen
Tracy O'Brien
Diane Skelley

Insurance

Tracy O'Brien
Dan Giesen
Joe Vandermark

Licensed Salary Negotiations

Dan Giesen
Terry Kahle
Joe Vandermark

NonLicensed Salary Negotiations

Dan Gardner
Tracy O'Brien
Terry Kahle

Teachers-Administrators-Board (TAB) (Meet and Confer)

Joe Vandermark
Dan Giesen

MSHSL Rep

Dan Gardner
Terry Kahle (Alternate)

Wellness

Joe Vandermark
Diane Skelley
Terry Kahle

Transportation

Terry Kahle
Tracy O'Brien
Diane Skelley

Southwest Metro Intermediate

Dan Geisen
Dan Gardner (alternate)

Committees on "as-needed" basis

Public Relations

Diane Skelley
Tracy O'Brien
Dan Gardner

District Technology

Dan Giesen
Joe Vandermark

Building & Grounds

Joe Vandermark
Terry Kahle
Diane Skelley

Legislative & School Equity in Education

Dan Gardner
Terry Kahle

Administrative Salaries

Dan Giesen
Dan Gardner
Diane Skelley

Finance

Entire Board

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION DIRECTING THE ADMINISTRATION
TO MAKE RECOMMENDATIONS FOR REDUCTIONS
IN PROGRAMS AND POSITIONS AND REASONS THEREFOR.

WHEREAS, the financial condition of the school district dictates that the school board must review and possibly reduce expenditures immediately, and

WHEREAS, this reduction in expenditure may include discontinuance of positions and discontinuance or curtailment of programs, and

WHEREAS, a determination must be made as to which teachers' contracts may be terminated and not renewed and which teachers may be placed on unrequested leave of absence without pay or fringe benefits in effecting discontinuance of positions,

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

That the School Board hereby directs the Superintendent of Schools and administration to consider the discontinuance of programs or positions to effectuate economies in the school district and reduce expenditures and, make recommendations to the school board for the discontinuance of programs, curtailment of programs, discontinuance of positions or curtailment of positions.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the

following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

**Belle Plaine School District
2016-17 Licensed Teacher Seniority List**

	Last Name, First Name	Date of Hire/ (bd approved)	Area of Licensure	Expiration Date	File Folder Number	District Area of Service	Probation Year **
1	Perkins, Rebecca	August 24, 1972	7-12 English-Language Arts K-12 Librarian K-12 Library Media Specialist	2019 2019 2019	203448	Secondary Language Arts	
2	Hannon-Orr, Carol	August 24, 1981	K-12 Visual Arts	2018	271441	Secondary Art	
3	Eischens, Janel	August 5, 1985	1-6 Elementary Education	2020	285751	Response to Intervention (RtI)	
4	LaJeunesse, Kristen	September 3, 1985	1-6 Elementary Education K-12 Learning Disabilities K-12 Mild to Moderate Mentally HDCP	2021 2021 2021	290991	Elementary Education	
5	Foust, Richard	August 27, 1990	7-12 Life Science 7-12 Coaching	2018 2018	321797	Secondary Science	
6	Bremseth, Jan	August 12, 1992	1-6 Elementary Education	2018	269425	Elementary Education	
7	Green, Laurie	June 21, 1993	High School Consumer & Homemaking 7-12 Secondary Guidance & Counseling	2020 2020	286927	Secondary Guidance Counselor	
8	Murphy, Cerisse	September 7, 1993	1-6 Elementary Education	2018	334582	Gifted/Talented Teacher	
9	Fraser, Donald	July 18, 1994	1-6 Elementary Education 7-12 Drivers Education	2019 2019	335758	STEM Teacher	
10	Simones, Rose	July 28, 1995	1-6 Elementary Education	2021	351430	Elementary Education	
11	Brandt, Gloria	July 28, 1997	Pre K Family Ed/Early Childhood Educator Pre K-6 Elementary Education	2018 2018	298653	Response to Intervention (RtI)	
12	Amundson, E. Michelle	July 28, 1997	7-12 Mathematics K-12 Physical Education 7-12 Coaching Pre K-12 Developmental/Adapted Physical Ed.	2018 2018 2018 2018	331047	Elementary Physical Education Adapted Physical Education	
13	Hartmann, Martha	July 27, 1998	1-6 Elementary Education 7-12 Coaching	2018 2018	252213	2013-14 Long-Term Medical Leave 2014-15 Long-Term Medical Leave 2015-16 Long-Term Medical Leave 2016-17 Long-Term Medical Leave	
14	Bergs, John	May 24, 1999	K-12 Physical Education 7-12 Coaching 9-12 Drivers Education	2018 2018 2018	365331	Secondary Physical Education	
15	Stolee, Amy	June 28, 1999	Pre K-6 Elementary Education	2017	340825	Elementary Education	
16	McDonald, Melanie	June 28, 1999	K-12 Instr (Band/Orch) and Classroom Music	2021	377742	Elementary Music (Choir and Band)	
17	Fogarty, Melanie	June 28, 1999	K-6 Elementary Education	2017	356178	Elementary Education	
18	Hartmann, Anthony	July 26, 1999	1-6 Elementary Education 9-12 Drivers Education	2020 2020	375490	Elementary Education	
19	Gwozdziwicz, Kimberly	July 26, 1999	Pre K-6 Elementary Education	2019	366124	Elementary Education	
20	Grotberg, Caren	July 26, 1999	7-12 Home Economics K-12 English as a Second Language High School Consumer and Homemaking Occupations High School Family Life Education	2021 2021 2021 2021	249087	Secondary Family Consumer Science District ESL	
21	Stauffacher, Jerold	May 8, 2000	7-12 Business Education-All 5-12 Business (Variance)	2019 2017	361585	Secondary Business Education	
22	Schroeder, Steven	May 8, 2000	7-12 Life Sciences	2019	297649	Secondary Science	
23	Mathiowetz, Bruce	July 24, 2000	High School Vocational Agriculture High School Teacher-Coord Ag Co-op Prog/NonFarm 5-12 Technology	2020 2020 2020	347678	Secondary Agriculture	
24	Fahey, Amy	August 28, 2000	K-6 Elementary Education	2020	390672	Elementary Education	
25	Gerres, Megan	June 25, 2001	K-6 Elementary Education	2019	368024	Elementary Education	
26	Schmidt, Courtney	August 27, 2001	1-6 Elementary Education K-12 Mild to Moderate Mentally HDCP	2018 2018	344534	Elementary Education	
27	Banks, Lori Robin	August 27, 2001	1-6 Elementary Education K-12 Visual Arts	2021 2021	396642	Elementary Art	
28	Trembl, Lisa D.	January 27, 2003	K-12 School Counselor	2017	406900	Elementary Counselor	
29	Kruschke, Jeanine	June 16, 2003	K-12 Instr (Band/Orch) and Classroom Music	2017	385907	Elementary Music	
30	Brueske, Melissa	June 23, 2003	Pre K-6 Elementary Education	2018	406559	Elementary Education	
31	Jacobson, Allison	May 24, 2004	7-12 English/Language Arts	2020	371646	2015-20 Leave of Absence	
32	Geller, Sara	June 14, 2004	K-12 Physical Education Pre K-12 Developmental/Adapted Phy Ed	2018 2018	408377	Secondary Physical Education	
33	Jacobson, Peter	June 14, 2004	7-12 English/Language Arts K-12 Library Media Specialist	2020 2020	371460	2015-20 Leave of Absence	
34	Greisen, Marci	August 26, 2004	1-6 Elementary Education	2021	394370	Elementary Education	
35	Johnston, Justin	April 25, 2005	7-12 Social Studies - All K-12 Principal	2017 2017	396217	Secondary Social Studies	
36	Stoterau, Jenae	May 2, 2005	K-6 Elementary Education K-12 English as a Second Language K-12 Learning Disabilities K-12 Emotional Behavior Disorders B-Age 6 Early Childhood Special Education	2020 2020 2020 2020 2020	421645	Special Education	
37	Voigt, Megan	May 2, 2005	K-6 Elementary Education 5-8 Communication Arts/Literature 5-8 Mathematics	2019 2019 2019	419366	Response to Intervention (RtI)	
38	Werner, Jarod	May 2, 2005	K-6 Elementary Education 5-8 Science	2020 2020	421141	Elementary Education	
39	Pederson, Bradley	May 23, 2005	9-12 Chemistry 9-12 Physics	2020 2020	423191	Secondary Science	

**Belle Plaine School District
2016-17 Licensed Teacher Seniority List**

	Last Name, First Name	Date of Hire/ (bd approved)	Area of Licensure	Expiration Date	File Folder Number	District Area of Service	Probation Year **
40	Laurent, Janelle	June 27, 2005	K-6 Elementary Education	2020	423678	Elementary Education	
41	Kalal, Angela	June 27, 2005	Age 3-K Pre-Primary K-6 Elementary Education	2020	422918	Elementary Education	
42	Miller, Mitch	August 28, 2006	5-8 Mathematics 7-12 Spanish 7-12 Mathematics	2020 2021 2021	350236	Secondary Math	
43	Endres, Amy	August 28, 2006	1-6 Elementary Education	2021	396197	Elementary Education	
44	Rauh, Mary	August 28, 2006	K-6 Elementary Education 5-8 Mathematics	2019 2019	415711	Elementary Education	
45	Benson, Rachel	April 23, 2007	K-12 Learning Disabilities K-12 Developmental Disabilities 9-12 Teacher/Coordinator Work Based Learning	2022 2022 2022	436209	Special Education - Transitions	
46	Nelson, Ross	June 25, 2007	5-12 Social Studies-All	2021	430264	Secondary Social Studies	
47	Kerkow, Rachelle	July 23, 2007	Pre K-12 Public School Nurse	2017	438350	School Nurse	
48	Schultz, Pat	August 27, 2007	K-12 Physical Education 5-12 Health Education	2021 2021	428162	Secondary Health & Pysical Education	
49	Vourlos, Kelly	August 27, 2007	Pre K-12 School Social Worker	2017	437206	2015-16 Placed on URL 2016-17 Placed on URL	
50	Smith, Adam	May 1, 2008	7-12 Mathematics	2020	389440	Secondary Mathematics	
51	Otto, Josh	May 1, 2008	5-12 Business	2018	431438	Secondary Technology	
52	Volek, Abbigail	May 27, 2008	B-Age 6 Early Childhood Special Education B-Grade 3 Early Childhood Education	2021 2021	430024	Elementary Education	
53	Miller, Kami	July 28, 2008	K-6 Elementary Education 5-8 Communication Arts/Literature	2018 2018	440906	Elementary Education	
54	Hennen, Matt	July 28, 2008	5-12 Communication Arts/Literature	2019	414301	Secondary Language Arts	
55	Lynn, Carey	December 22, 2008	K-6 Elementary Education K-12 Learning Disabilities K-12 Autism Spectrum Disorders	2019 2019 2019	443886	Special Education	
56	Kienlen, Christina	March 23, 2009	Pre K-12 Speech-Language Pathologist	2019	448550	Speech Pathologist	
57	Andert, Andrea	April 23, 2009	K-12 Developmental Disabilities	2019	447924	Special Education	
58	Otto, Bethany	May 26, 2009	5-8 Science 9-12 Life Science	2017 2017	430173	Secondary Science	
59	Hanson, Melissa	May 26, 2009	5-12 Mathematics K-12 Principal	2021 2018	429357	Secondary Mathematics	
60	Chevalier, Mindy	March 22, 2010	PreK-Adult Community Education Director K-12 Health Education K-12 Physical Education K-12 Principal	2020 2020 2020 2020	371697	Community Ed Director Assistant JH-SH Principal	
61	Young, Chelsey	June 28, 2010	K-12 Physical Education 5-12 Health Education Pre K-12 Develpmental/Adapted Physical Ed	2020 2020 2020	455359	Elementary Physical Education	
62	Berg, Emily	October 25, 2010	K-6 Elementary Education	2020	443302	Response to Intervention (RtI)	
63	Provancha, Jill	October 25, 2010	K-6 Elementary Education	2019	439736	Elementary Education	
64	Audette, Luke	May 23, 2011	5-12 Mathematics	2019	445717	Secondary Math	
65	Hanson, Liann	May 23, 2011	K-12 Principal District Superintendent	2019 2019	454880	Oak Crest Principal	
66	Jungwirth, Jennifer	June 27, 2011	K-12 Instr (Band/Orch) and Classroom Music	2018	442049	Elementary Music	
67	Schlattman, Nicole	June 27, 2011	K-6 Elementary Education	2020	450914	Elementary Education	
68	Gaikowski, Brandon	June 27, 2011	K-6 Elementary Education Age 3-K Pre-Primary	2021 2021	461651	Elementary Education	
69	Bungarden, Sara	June 27, 2011	K-6 Elementary Education 5-8 Social Studies - All	2021 2021	428608	Response to Intervention (RtI)	
70	Goodloe, Alicia	August 22, 2011	K-6 Elementary Education Age 3-K Pre-Primary	2020 2020	453090	Elementary Education	
71	Cantrell, Lori	November 28, 2011	K-12 Emotional Behavior Disorders K-12 Learning Disabilities	2017 2017	435723	Special Education	
72	Kreft, David	April 23, 2012	K-12 Principal 5-12 Social Studies - All	2020 2020	390177	JH-SH Principal	
73	DeWitte, Kimberly	May 14, 2012	K-12 Principal K-6 Elementary Education K-12 English as a Second Language Age 3-K Pre-Primary	2019 2019 2019 2019	415270	Chatfield Principal	
74	Graff, Katie	May 29, 2012	K-12 Physical Education 5-12 Health Education	2020 2020	451853	Elementary Physical Education	
75	Cariveau, Jennifer	June 25, 2012	Pre K-6 Elementary Education	2017	391744	Elementary Education	
76	Zwick, Nicholas	June 25, 2012	K-6 Elementary Education	2021	462003	Elementary Education	
77	Loegering, Bernadette	April 22, 2013	1-6 Elementary Education	2020	330434	Elementary Education	
78	Anez, Katherine	April 22, 2013	5-12 Mathematics	2018	474961	Secondary Math	
79	Velzke, Brianna	April 22, 2013	K-12 Vocal and Classroom Music	2018	475330	K-12 Music	
80	Hess-Norskog, Stacey	April 22, 2013	Occupational Therapist			Special Education/OT	
81	Stark, Samantha	May 28, 2013	K-6 Elementary Education	2017	468710	Elementary Education	
82	Hohenstein, Amie	June 24, 2013	Licensed Alcohol and Drug Counselor			Chemical Health Specialist	
83	Remick, Kristie	June 24, 2013	K-6 Elementary Education Age 3-K Pre-Primary	2018 2018	452322	Elementary Education	
84	Jans, Ashley	July 22, 2013	K-6 Elementary Education K-12 Emotional Behavior Disorders	2020 2020	447554	Special Education	

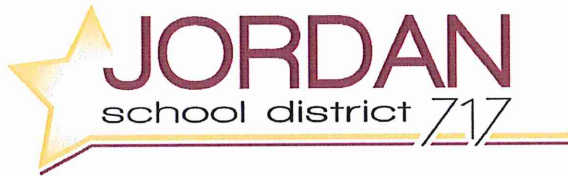
**Belle Plaine School District
2016-17 Licensed Teacher Seniority List**

	Last Name, First Name	Date of Hire/ (bd approved)	Area of Licensure	Expiration Date	File Folder Number	District Area of Service	Probation Year **
85	Ploetz, Joe	July 22, 2013	1-6 Elementary Education K-12 Emotional Behavioral Disorders	2021 2021	396397	Special Education	
86	Sammons, Sabrina	July 22, 2013	K-6 Elementary Education K-12 Emotional Behavior Disorders K-12 Learning Disabilities 5-8 Communication Arts/Literature	2018 2018 2018 2018	443321	Special Education	
87	Hanson, Lana	August 26, 2013	1-6 Elementary Education K-12 Learning Disabilities	2018 2018	368018	Special Education	
88	Vycital, Sarah	August 26, 2013	K-6 Elementary Education	2017	431669	Elementary Education	
89	Stebbins, Jodi	August 26, 2013	K-6 Elementary Education Age 3-K Pre-Primary	2018 2018	420864	Elementary Education	
90	Prom, Nicole	April 28, 2014	Pre K-12 School Psychologist	2017	455840	School Psychologist	
91	Halverson, Renetta	April 28, 2014	Pre K-12 School Psychologist	2017	463664	School Psychologist	
92	Jeurissen, Tina	May 27, 2014	K-12 Learning Disabilities 5-12 Mathematics	2018 2018	412792	Special Education	
93	Emerson, Jessica	May 27, 2014	K-12 Emotional Behavior Disorders	2017	431575	Special Education - ADSIS	
94	Petrasek, Kelly	May 27, 2014	B-Age 6 Early Childhood Special Education K-12 Autism Spectrum Disorders K-12 Developmental Disabilities	2019 2019 2019	448494	Early Childhood Special Education	
95	Perusse, Jennifer	June 23, 2014	K-6 Elementary Education	2017	451103	Elementary Education	3/3
96	Doebbeling (Zinken), Megan	June 23, 2014	K-6 Elementary Education	2017	467966	Elementary Education	3/3
97	Niemela, Morgan	June 23, 2014	5-12 Communication Arts/Literature	2019	481680	Secondary English	3/3
98	Jacobson, Bryce	July 28, 2014	K-6 Elementary Education Pre K-Adult Short Call Sub	2017 2017	466028	Instructional Technology Coach	3/3
99	Werner, Carly	July 28, 2014	K-6 Elementary Education	2019	479885	Elementary Education	3/3
100	Carlson, Randy	July 28, 2014	7-12 Mathematics 7-12 Coaching	2017 2017	262322	Secondary Math	3/3
101	Tye, Karissa	August 25, 2014	K-6 Elementary Education Age 3-K Pre-Primary K-12 Reading	2021 2021 2021	463526	Elementary Education	3/3
102	Kirk, Matthew	August 25, 2014	K-6 Elementary Education	2018	468663	Elementary Education	3/3
103	Hansen, Margot	August 25, 2014	K-12 Principal 1-6 Elementary Education	2021 2017	388832	Curriculum & Assessment TOSA	3/3
104	Hollnagel, Melissa	April 13, 2015	5-12 Communication Arts/ Literature	2017	436458	Secondary English	
105	Aust, Emily	April 27, 2015	Pre K-12 Speech-Language Pathologist	2020	432669	Speech Pathologist	2/3
106	Janni, Kelsey	May 26, 2015	K-12 Developmental Disabilities	2019	475959	Special Education	2/3
107	Schueft, Dawn	June 22, 2015	Pre K-12 Speech-Language Pathologist	2020	486791	Speech Pathologist	2/3
108	Robbins, Andrea	June 22, 2015	B-Age 6 Early Childhood Special Education	2020	487830	Special Education	2/3
109	Braun, Jackie	June 22, 2015	K-12 Developmental Disabilities	2017	435853	Special Education	
110	Fadden, Maria	July 27, 2015	K-6 Elementary Education K-12 Reading 5-8 Communication Arts/Literature	2019 2019 2019	447754	Elementary Education	
111	Hobbs, Quinn	August 24, 2015	K-6 Elementary Education B-Grade 3 Early Childhood Education Age 3-K Pre-Primary	2019 2019 2019	480539	Elementary Education	2/3
112	Provanha, Aaron	April 25, 2016	5-8 Science Physics	2019 2019	477755	Secondary Science	1/3
113	Beggs, Allison	May 16, 2016	5-12 Social Studies-All	2020	452203	Secondary Social Studies	1/1
114	Germscheid, Ashley	May 16, 2016	5-12 Social Studies-All Pre K-Adult Short Call Sub	2021 2018	492469	Secondary Social Studies	1/1
115	Mesler, Mary	May 16, 2016	Director of Special Education	2021	385642	SPED Director	1/1
116	Wagner, Tricia	May 16, 2016	K-12 Reading 5-12 Communication Arts/Literature	2019 2019	443039	Secondary Language Arts	1/1
117	Lemke, Paige	June 27, 2016	5-12 Agricultural Education 9-12 Teacher/Coordinator Work Based Learning	2020 2020	487741	Secondary Ag/Ind Tech	1/3
118	Olson, Kim	June 27, 2016	7-12 Spanish Middle School Spanish	2021 2021	393178	Secondary Spanish	1/1
119	Reynolds, Michael	June 27, 2016	K-6 Elementary Education Pre K-Adult Short Call Sub 5-8 Mathematics	2017 2017 2017	466386	ELL/Online/Credit Recovery	1/1
120	Robinson, Kevin	June 27, 2016	K-12 Instr (Band/Orch) and Classroom Music	2017	466828	Secondary Instrumental Music	1/1
121	Stokke, Elizabeth	June 27, 2016	K-6 Elementary Education	2019	480635	2nd Grade	1/3
122	Baima, Stephanie	June 27, 2016	B-Age 6 Early Childhood Special Education	2018	403157	ECSE Teacher - Birth-3	1/1
123	Beyer, Sara	July 25, 2016	5-12 Social Studies-All	2019	482130	Secondary Social Studies	1/3
125	Maier, Katie	August 22, 2016	K-6 Elementary Education 5-8 Mathematics	2017 2017	405235	TOSA Instructor	1/1
126	Quast, Kelli	August 22, 2016	K-12 School Counselor	2018	474192	Elementary Counselor	1/1
	Last Name, First Name	Date of Hire/ (bd approved)	Area of Licensure	Expiration Date	File Folder Number	District Area of Service	Probation Year **

ECFE

**Belle Plaine School District
2016-17 Licensed Teacher Seniority List**

	Last Name, First Name	Date of Hire/ (bd approved)	Area of Licensure	Expiration Date	File Folder Number	District Area of Service	Probation Year **
1	Prokosch, Sheri	September 6, 1996	Pre K-6 Elementary Education Family Ed/Early Childhood Educator Parent and Family Education	2020 2020 2020	340387	ECFE Coordinator	
2	<i>Konopacki, Kristy</i>	<i>August 28, 2015</i>	<i>Age 3-K Pre Primary (Variance) K-6 Elementary Education 5-8 Mathematics</i>	<i>2017 2018 2018</i>	<i>410624</i>	<i>ECFE Teacher</i>	<i>2/3</i>
3	<i>Carstens, Ann</i>	<i>August 31, 2015</i>	<i>Adult Parent and Family Education (Variance) K-12 Library Media Specialist 5-12 Communication Arts/Literature</i>	<i>2017 2019 2019</i>	<i>419141</i>	<i>ECFE Parent Facilitator</i>	<i>2/3</i>
PRESCHOOL PALS							
1	Miner, Julie	December 3, 1996	Pre K-6 Elementary Education	2018	327325	Preschool Teacher	
2	Luskey, Becky	November 18, 1998	Pre K Education Parent and Family Education	2017 2017	354772	Preschool Teacher	
3	Witt, Tracy	September 1, 2008	Pre K Education 1-6 Elementary Education	2019 2019	351205	Preschool Teacher	
4	Williamson, Kerri	December 23, 2009	K-6 Elementary Education B-Grade 3 Early Childhood Education	2018 2018	434138	Preschool Teacher	
** <i>Italicized employees are still probationary.</i>							



Jordan and Belle Plaine

Joint Powers Agreement

**AGREEMENT BETWEEN INDEPENDENT SCHOOL DISTRICT #717 AND
INDEPENDENT SCHOOL DISTRICT #716 RELATING TO THE
ESTABLISHMENT AND OPERATION OF A JOINTLY SPONSORED SPECIAL
EDUCATION TRANSITION PROGRAM**

THIS AGREEMENT to jointly operate a special education transition program (“Agreement”) is hereby entered into by and between Independent School District No. 0717 (“Jordan Public School District”) and Independent School District No. 0716 (“Belle Plaine Public School District”). The Jordan Public School District and Belle Plaine Public School District are referred to herein collectively as the "parties" and individually as a “party.”

WHEREAS, the parties operated a joint transition program for special education students between the ages of 18 and 21 (“SOAR transition program”) during the 2015-2016 school year;

WHEREAS, the parties agreed to the terms of the operation of the SOAR transition program prior to the start of the 2015-2016 school year;

WHEREAS, the SOAR transition program was successful during the 2015-2016 school year; and

WHEREAS, the parties wish to extend their joint operation of the SOAR transition program on the same terms on which it was operated during the 2015-2016 school year, subject to the terms of this Agreement.

NOW, THEREFORE, in consideration of the mutual promises, covenants and consideration herein contained, and other good and valuable consideration, the sufficiency and receipt of which are hereby acknowledge, the parties agree as follows:

- 1. Authority.** The Joint Powers Agreement is entered into pursuant to Minnesota Statutes, Section 471.59, as amended.
- 2. Purpose of the Agreement.** The purpose of this Agreement is to provide for the joint operation of the SOAR transition program, which provides transition services for eligible students between the ages of 18 and 21 enrolled in the Belle Plaine Public School District and/or the Jordan Public School District.

3. **Location of the SOAR Transition Program.** The Soar transition program will be hosted in a school site owned and operated by the Belle Plaine Public School District.
4. **Fiscal Host.** The Belle Plaine Public School District will serve as the fiscal host for the SOAR transition program. As the fiscal host, the Belle Plaine Public School District is solely responsible for submitting invoices, reports, and other documents necessary to obtain funding to the Minnesota Department of Education, the United States Department of Education, other State and federal agencies, and other persons or entities who may be responsible for reimbursing the parties for some or all of the costs of the SOAR transition program.
5. **Staffing.** The parties agree that the SOAR transition program will have three (3) staff members: one teacher and two paraprofessionals or the director(s) of special education will review and determine staffing based on MN Rule. The Belle Plaine Public School District shall employ the teacher and one of the paraprofessionals. The Jordan Public School District will employ the other paraprofessional. In the event of a staff member's absence, the party that employs that staff member is responsible for arranging a substitute. The parties agree that any changes to the total number of staff or positions of staff providing services in the SOAR transition program must be agreed upon, in writing, signed by both parties. The parties further agree that other staff members employed by either party, as well as independent contractors retained by either party may provide services to one or more students placed in the SOAR transition program, as required by the individual student's IEP.
6. **Capacity.** The SOAR transition program shall be open to a total of twelve (12) students at a time. An individual party may not place more than six (6) students at a time in the SOAR transition program without the other party's express written consent. The parties agree that any changes to the capacity of the SOAR transition program must be agreed upon, in writing, signed by both parties.
7. **Placement in the SOAR Transition Program.** Subject to the capacity limitations set forth in Paragraph 6 of this Agreement, the IEP team of a student enrolled in either Party's schools may place the student in the SOAR transition program if the team determines that such placement is appropriate given the student's individual needs.
8. **Payment.** The parties are jointly responsible for the costs of the SOAR transition program, other than costs related to the maintenance and operation of the building in which the SOAR transition program is located, for which the Belle Plaine

Public School District is solely responsible. The Belle Plaine Public School District shall submit a bill in the amount of one half (1/2) of such costs, other than maintenance and operations costs associated with the building in which the SOAR transition program is located, to the Jordan Public School District by the 15th day of each month that the SOAR transition program is in operation and the month following the expiration or termination of this Agreement. The Jordan Public School District shall pay that amount within 30 days of receipt of the bill. The Jordan Public School District shall not be liable or responsible for any interest, fee, excise, penalty, or other amount in the event of a late payment.

9. **Liability.** Each party is responsible for its actions and omissions and those of its officers, Board members and employees providing services in the SOAR transition party. Neither party shall be responsible for the actions or omissions of the other party or the other party's officers, Board members, or employees. The parties acknowledge and agree that the Belle Plaine Public School District is solely responsible for the physical condition of the site hosting the SOAR transition program, including the internal and external condition of any such site.
10. **Relationship of the Parties.** Nothing in this Agreement shall be construed to create any partnership, joint venture, or employment relationship between the Jordan Public School District, and/or its employees, officers, directors, and/or agents, and the Belle Plaine Public School District and/or its employees, officers, directors, and/or agents. It is the intent of the parties that the relationship created between the parties by virtue of this Agreement is that of an independent contractor.
11. **Enforcement.** Either party may exercise any remedy available to it in law or equity, including specific performance, to enforce the terms of this Agreement.
12. **Amendments.** This Agreement may be amended only in writing signed by both parties. Any such amendment must be approved by resolution of the parties' respective school boards. The approved amendment shall be an addendum to this Agreement.
13. **Duration.** This Agreement shall be perpetual in duration unless terminated pursuant to the provisions hereto, any amendments hereto, or any State or federal law terminating or invalidating the Agreement.
14. **Termination.** Either party may terminate this Agreement, with or without cause, by giving the other party sixty (60) days written. Both parties will agree to complete the school year to allow appropriate planning and preparation.

- 15. Effect of Adverse Decision.** Either party may immediately terminate this Agreement by providing notice to the other party if the Minnesota Department of Education, the United States Department of Education, or a court of competent jurisdiction awards any student or former student of the terminating party monetary damages, compensatory education, and/or attorney's fees as a result of any claim, allegation, suit, or administrative proceeding brought against the terminating party and/or the non-terminating party under the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), or State special education law, based on a finding that the SOAR program or the services provided at the SOAR program violated any such law.
- 16. Interpretation.** The captions of the provisions of this Agreement are for convenience only and shall not be considered or referred to concerning questions of interpretation or construction. This Agreement shall be construed as having been drafted equally by the parties.
- 17. Notice.** Whenever a party is required to provide notice to the other party, that party must send the notice to the other party's Superintendent via United States mail.
- 18. Choice of Law and Severability.** This Agreement shall be governed by the laws of the State of Minnesota. If a court of competent jurisdiction determines that any part of this Agreement is void or voidable, violates the law, or is otherwise unenforceable, the remaining portions of this Agreement will remain in full force and effect, unless the remaining portions would not serve the original purpose of this Agreement.
- 19. Execution in Counterparts.** This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which, when taken together, shall constitute the same and whole instrument.
- 20. Voluntary Agreement.** All parties have voluntarily signed this Agreement. No party has been threatened, coerced, intimidated, or otherwise forced to sign this Agreement by any other party, any officer, employee, School Board member, agent, representative, or attorney of any other party, or any other person or entity acting on behalf of any other party.
- 21. Complete Agreement.** This Agreement constitutes the entire agreement between the parties relating to the matters addressed in this document. This Agreement supersedes any and all prior agreements between the parties. No party has relied upon any statements, promises, or representations other than those contained or

referenced in this Agreement. No changes to this Agreement shall be considered valid unless they are in writing and signed by both parties.

By signing below, each party specifically acknowledges that it has read this Agreement, that it has had an opportunity to review this Agreement with legal counsel, that it understands this Agreement, and that it agrees to be legally bound by all terms of this Agreement.

IN WITNESS WHEREOF, the officers indicated below have signed this Agreement by authority of their respective school boards.

Approved at the meeting
of the School Board thereof
held on the 9th day of
January, 2017

**INDEPENDENT SCHOOL DISTRICT NO. 717
(JORDAN PUBLIC SCHOOL DISTRICT)**

By Deborah M. Pauly
Chair
By Judy Dube
Clerk

Approved at the meeting
of the Governing Board thereof
held on the ____ day of
_____, 2017

**INDEPENDENT SCHOOL DISTRICT NO. 716
(BELLE PLAINE SCHOOL DISTRICT)**

By _____
Chair
By _____
Clerk



Fiscal Procedures Manual

Preface

It is the intention of the Belle Plaine School District to comply with all federal, state, and local fiscal laws. It is also the intention of the Belle Plaine School District to ensure special education expenditures are necessary, reasonable, and allowable. The procedures and practices used to accomplish these tasks are outlined in this manual. It is the goal of the management of the District to ensure these practices and procedures are followed.

Financial Management System and Internal Controls

The Business Manager and the Director of Student Support Services are responsible for preparing a budget. Individual budgets by federal award are also submitted to MDE for approval via the MN Special Education Electronic Data Reporting System (EDRS). Additionally, Internal Controls are outlined by each district and available for inspection.

Cash Management

Requests of federal funds made by the Education District to the Minnesota Department of Education using the SERVS financial system will be made after the District has expended the funds. Requests for payments will be made on a monthly basis by the Business Manager and approved by the Director.

Conflict of Interest

(UGG CFR § 200.318)

No Belle Plaine employee, officer, or agent must participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or 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 here in, has a financial or other interest in or tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to sub contracts. Violation of the above standard for a conflict of interest will result in a letter of deficiency and reprimand for the employee, officer, or agent of the Belle Plaine School District.

Financial Record Retention

(UGGC CFR §200.333-337)

All records are maintained following the MN Records Retention Schedule. Financial records will be maintained for a minimum of 3 years from the date of submission of the final expenditure report, or for ongoing grants, the date of submission of the quarterly or annual financial report. If any litigation/claim/audit starts before the three-year period, retain records until completed or resolved.

Procurement

When requesting materials or services, the guidelines below will be followed.

- The purchase is necessary for the provision of services
- There is no conflict of interest in selecting the vendor
 - If a Belle Plaine employee authorized to approve purchases is related to the vendor submitting for payment, then that employee must notify their direct supervisor so that another designated representative will be provided to approve purchase.
- There is no soliciting or acceptance of gratuities, favors, or anything of monetary value from contractors or subcontractors
- All procurement transactions provide full and open competition to the maximum extent practicable

Purchasing Procedure

Purchases made using Federal funds require completion of additional verification that the purchase is eligible and meets EDGAR 34 CFR § 80.36 requirements. A signature from the Director or Business Manager is required in order to utilize Federal funds. When requesting items for purchase the following criteria will be used:

- **Is it necessary/allowable/eligible. Questions to ask are:**
 - In the absence of special education needs, would this cost exist? Is this cost also generated by students without disabilities?
 - Do the materials need to be specially adapted for the student to benefit from the educational program?
 - If the cost is child specific? If so, is the service documented in the student's IEP?
 - If the materials are program-specific, how does it relate to specialized programming?
 - Is this cost reasonable and necessary?
 - Are the materials specifically instructional in nature?
 - Are the materials different, unique, and specialized?
- Prior to changing a student's IEP to include a possible purchase, the purchase must be approved by the Director of Student Support Services and the Business Manager who will consider if the purchase is allowable and eligible. If approved, the form is submitted for order and changes in the IEP can be made, then sent to the District Office.
- Items to be noted on PO/requisition form would include reason for use in special education and the page(s) in the student's IEP will be attached. If the purchase is for several students, please attach IEP pages for at least 3 students.
- Some items, such as testing materials or iPad programs, are used with several students as part of the special education program. If this is the case, check "Program specific" on the requisition form.

Small pre-approved purchases may be made by staff using established guidelines at approved local locations or by purchasing items and requesting reimbursement.

Ineligible purchases (Unless proved otherwise)

- Phone bills
- Newspapers
- Furniture
- Services also provided to general education
- General office supplies
- Lunch/refreshments for meetings
- Products purchased for both general and special education
- Rent and utilities

Procedures

Purchasing Procedures for expenditures

Belle Plaine Staff will use a purchase requisition form when requesting to make a purchase. This form will be attached to each purchase. Belle Plaine School District follows the requirements of the Minnesota State Statutes for the following:

1. A. Purchases less than \$3,500 (Micro Purchase): The purchase requisition will be completed by the individual requesting funds and will include all necessary purchasing information and the reason why the purchase is needed. This will be completed through an open market.
- B. Purchases from \$3,500 to \$100,000 (Small Purchase):
 - Requires at least 2 quotes. It is good business practice to find the lowest price when purchasing capital items.
 - No cost or price analysis required.

Purchases exceeding \$100,000

All purchases exceeding \$100,000 shall be with sealed bids, public notice and Governing Board approval. Notice is to include an explanation of services being sought, criteria for selection, and the application and selection process. Minnesota State Statutes regarding Competition, Contract Administration, Quotes, Sealed Bids, and Sole Source requirements are followed.

***Purchases needing prior approval from the Minnesota Department of Education include Out of state travel, Purchases greater than \$5,000, Remodeling projects, and Leasing of vehicles.**

Ordering Procedure

Upon receipt of signed requisition from Director of Student Support Services, the Student Support Services Secretary will generate a purchase order, which is sent to the Director of Student Support Services and Business Manager for final approval. Once the Student Support Services Secretary receives the approval, the order is placed using approved vendors a PCARD or purchase order is used to make the purchase. See PCARD policy and procedure guide.

Receipt of Materials

1. When orders are received, they will be delivered to the District Office (Student Support Services) and will be checked in by the Student Support Services Secretary. This is done by verifying that the purchase order matches what was actually ordered and received. If there is a packing slip included with the order, it will be attached, signed and dated.
2. Requisitions should be signed and dated by the individual verifying the receipt of merchandise and given to the person processing the requisition. This person then attaches the PO with the invoice and submits to accounts payable for payment.
3. If the purchase meets the equipment category it will be tagged and inventoried and then directed to the person it was requested from.
4. If the purchase is a supply it will be directed to the person it was requested from.

Equipment and Inventory Management

IDEA 34 80.20(b)(3)

IDEA 34 CFR 80.32 (d) 1

UGG 2 CFR §200.313(d)(1)

Belle Plaine School District will keep an inventory listing of equipment items purchased with special education funds. "Equipment" means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost which equals or exceeds \$500. Items that do not meet the \$500 threshold but are "sensitive" in nature (such as portable technology devices) will be included on the inventory. Inventory tags will be used to track items that do not meet the threshold or that the district needs to determine the location, such as office furniture and other equipment.

All items not meeting the definition of equipment shall be considered supplies. Supplies shall not be inventoried; however, each employee shall be responsible to effectively control and account for all supplies trusted to their care. Each employee shall properly safeguard supplies and ensure they are used solely for authorized purposes.

Procedure for Purchasing Equipment with Federal Funds

Staff will complete a purchase requisition with specified reason for need. This will be submitted to the Director of Student Support Services. Once an equipment purchase has been approved, an order will be placed using a P-card. Once the equipment arrives in the school district, an inventory number is assigned to the equipment and tagged with a FED Inventory tag if it meets the criteria listed previously. An inventory record is kept by year with all required information. Inventory lists of previously-purchased materials are updated bi-annually.

Inventory Records

UGG 2 CFR §200.313(d)(1)

Property records must be maintained that include the inventory tag number, a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and the cost of the property, percentage of federal participation in the cost of the property, the location (including staff name, building and room), use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

Belle Plaine School District's Inventory form will be used to aid in this process.

Inventory Reconciliation

UGG 2 CFR §200.313(d)(2)

A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

Records Retention

UGG 2 CFR §200.333(c)

Records for real property and equipment acquired with federal funds shall be retained for three years after final disposition.

Procedures for Disposition of Equipment in Excess of \$5,000

1. The LEA shall establish a Uniform Finance Accounting and Reporting Standards (UFARS) unique Course Code for the purpose of tracking the receipt(s) and expenditures of the sale of a piece of equipment that was federally funded.
2. The LEA will notify the Division of School Finance in writing of the equipment sale. The notice shall include a description of the equipment, the date of sale, the proceeds of the sale, and the unique Course Code established by the LEA that will designate the use of these funds.
3. The LEA shall receipt the funds from the sale of the equipment with the appropriate UFARS Source Code and established Course Code.
4. The LEA may use a general journal entry to transfer \$500 or ten percent of the proceeds, whichever is less, for the LEA's selling and handling expenses.
5. The remaining funds from the sale of the equipment shall be used only for the purpose of the delivery of special education and related services and shall be accounted for using the UFARS Program Code 400, Course code established with the appropriate expenditure UFARS Object Code. For example, special education instruction supplies would be coded: 01-XXX-400-000-433-YYY where YYY=unique UFARS Course Code.
6. The LEA has to expend the funds from the sale of the equipment in the current fiscal year.
7. The LEA needs to be aware that these expenditures shall not be included in the calculation of the Maintenance of Effort requirement of the Individuals with Disabilities Education Act (IDEA).

8. The LEA must submit an “Activity Report” to the Division of School Finance at the end of the fiscal year to document expenditures.

Procedures for Disposition of Equipment less than \$5,000

UGG 2 CFR §200.313(e)(1)

If current pre-unit fair market value is less than \$5,000, the equipment may be retained, sold or otherwise disposed of with no further obligation.

A record of the date, reason, and method of disposal or sale must be maintained with the equipment inventory.

Time and Effort Reporting

Time and effort reporting will be completed for all employees of the District. Upon completion, the Certifications and PARS reports will be kept in the Special Services office for comparison 3 times per school year. Time and effort reporting for paraprofessionals will be completed through Time Clock Plus, as well as schedules. If any paraprofessionals are split between special education and regular education (2 codes), the split will be documented in TimeClock Plus.

All Belle Plaine special education staff will complete a weekly or monthly schedule and submit at the beginning of the school year, mid-year, and at the end of the year. Copies of each schedule will be kept by the Student Support Services Secretary.

Periodic Certification/PARS Report

At the beginning of each fiscal year, the Student Support Services Secretary will prepare an estimated budget based on the previous year of expenditure report that includes the staff allocation amounts and disability coding. This information will be entered into the EDRS.

No later than the start of the school year, the Student Support Services Secretary will review employee assignment/work schedules and payroll records to determine which special education employees are working in single or multiple activities or cost objectives. This information will be used to establish reasonable budget estimates. An EDRS staff breakdown of identified employees and the appropriate designation will be provided to each district’s bookkeeper. Anytime a staff person is hired midyear, the Student Support Services Secretary will be notified to determine if working in a single or multiple activities or cost objective.

New employees identified as working under multiple activities or cost objectives will be trained by the Special Education Administrative Assistant or designated sub-grantee to accurately complete Personnel Activity Reports (PARS) or the substitute system of Time and Effort Report (SSR).

All full time special education staff working under a single cost objective will be required to sign a Certification Report each January and June and attach a copy of their schedule. After review for accuracy and approved by the Director, the reports will be kept on file in the Special Services office.

Employees who work in multiple cost objectives, but have a clearly set schedule, will provide a schedule, as well as log in and out of TimeClock Plus each work day..

Employees who work multiple activities or cost objectives without a set schedule will complete a monthly PARS report. These staff will keep a daily log, via Google calendar, of all activities performed under each cost objective. Each identified employee will sign and complete the report. These reports will be turned in to the Director who will review the report, sign and send to the Special Education Secretary. The Special Education Secretary will then review that the PARS reports are accurate based on their current teacher schedule or work assignment when compared to the corresponding activity log/calendar.

Should the Director determine that deviations from the original schedule have happened; the supervisor will first confirm with the employee that a change in activities has occurred. Once confirmed adjustments will be made to the percentage attested to on the monthly PARS report, and the Business Manager will be notified to adjust the budget if necessary. Any deviations in schedules should be approved by the Director of Student Support Services **before** the schedule changes.

Annually, the Director of Student Support Services, Business Manager, and the Special Education Secretary will review the PARS reports to compare the actual costs to the budget distribution for all employees and make necessary adjustments on EDRS and UFARS for all federal employees if the actual costs are greater than 10%. If the difference between budgeted and actual costs is less than 10%, the adjustments will be made annually.

Adjustments/Journal Entries

Adjustments will be processed through payroll when possible; otherwise a journal entry will be completed.

Procedures for Determining Teacher Workload and Staffing Needs

The Belle Plaine School District will typically use two separate models when analyzing a special education teacher's caseload/workload. Please also note that individual IEP needs, student needs, building or district needs may play a factor in veering from this analysis. If this is the case, the administrative staff will make the final decision and document the alterations to this analysis. Therefore, the final decisions on licensed staff and paraprofessionals will be based on data collected and the professional judgment of district administration.

Caseload Model for School-Age Educational Services:

This model will be used when determining the caseload of a special education teacher, when they serve students who receive special education support 50% or more of their educational day (Federal settings 3 and 4) per Minn. R. 3525.2340, subp.r(A)(1).

- A. The maximum number of school-age pupils that may be assigned to a teacher:
- 1) For pupils who receive direct special instruction from a teacher 50 percent or more of the instructional day, but less than a full school day:
 - a) Deaf-blind, autism, developmental cognitive disabilities: severe-profound range, or severely multiple impaired, 3 pupils;
 - b) Deaf-blind, autism, developmental cognitive disability: severe-profound range, or severely multiple impaired with one program support assistant, 6 pupils;
 - c) Developmental cognitive disability: mild-moderate range or specific learning disabled, 12 pupils;
 - d) Developmental cognitive disability: mild-moderate range or specific learning disabled with one program support assistant, 15 pupils;
 - e) All other disabilities with one program support assistant, 10 pupils; and (f) all other disabilities with two program support assistants, 12 pupils.
 - 2) For students who receive direct special education for a full day:
 - a) Deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, or severely multiply impaired with one program support assistant, 4 students;
 - b) Deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, or severely multiply impaired with two program support assistants; 6 students; and
 - c) All other disabilities with one program support assistant, 8 students.

Workload Model for School-Age Educational Services:

This model will be used when analyzing the workload of a special education teacher when they serve students who receive special education support 49% or less of their educational day (Federal settings 1 and 2).

Areas to determine the workload will consist of:

- Direct and indirect minutes on the students IEP's
- Evaluations and re-evaluations that need to be completed in the school year
- Preparation time as established by agreement/contract
- Other due process requirements

Direct and Indirect Minutes on Student IEP's Direct Service as defined by Minnesota Rule 3525.0200, subp.3b are, special education services provided by a teacher or a related service professional when the services are related to instruction, including cooperative teaching.

Indirect Service as defined by Minnesota Rule 3525.0200, subp.8c are on-going progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the student to monitor and observe. Indirect services may be provided by a teacher or related service professional to another general education teacher, special education teacher, related service professional, paraprofessional, support staff, parents, and public and non-public agencies to the extent that the services are written in a student's IEP. To calculate this area, add up the direct and indirect minutes provided by the special education teacher as described on each student's IEP and convert into hours per year.

Evaluations and Re-Evaluation

A special education evaluations and re-evaluation typically averages approximately eight hours per student. The eight hours consist of evaluations planning/meeting, testing, observations, gathering of student records, managing the outside agencies testing, report writing, and evaluation results meeting.

To calculate this area, multiply the total number of evaluations and re-evaluations by eight hours. For example: 5 evaluations and re-evaluations X 8 hours = 40 hours

Preparation Time

Preparation time (prep) is the allotted time agreed upon during hiring. This time may consist of, but not limited to, curriculum modification, grading, data collection, preparing materials for teachers or paraprofessionals, developing methods of instruction, and researching assistive technology, adaptations, and interventions.

To calculate this area, multiply the amount of prep time by the contract days. For example: one hour of prep for 180 contracted days = 180 hours.

Other Due Process Requirements

This time may consist of, but not limited to, meetings for IEP's and periodic reviews, development and writing of the IEP, and overall "paperwork" requirements. This time typically averages to about two hours per student.

To calculate this area, multiply the number of students on the teacher's caseload by two hours. For example: 12 students X 2 hours = 24 hours.

This combined information will be used to help calculate a workload for teachers especially when numbers are not showing caseload justification.

First, determine the total hours in a school year by looking at the teacher contracted days (180 days) and multiply that by the contracted hours per day (7.5 hours).

For example: 180 hours x 7.5 hours per day = 1350 hours contracted per year.

Then, add up "Areas to Determine Workload" as described above. For example:

Direct/Indirect Total	Evaluations/Re-evaluation Total	Preparation Time	Other Due Process Totals	Workload Total
1089 hours	40 hours	180 hours	24 hours	1333 hours

Finally, divide the workload total by the total contracted hours per year. A percentage at or above 96% would be considered an appropriate workload.

Note: if the IEP team determines that a student is in need of a one-to-one paraprofessional, the direct and indirect minutes that the paraprofessional provides would not be included in this formula. If the student receives related services (OT, speech, PT, etc.), the direct and indirect minutes that the paraprofessional provides would not be included in this formula.

Districts may have a combination of Federal settings from level I to IV. In such a case, the administration team may use a combination of both models to determine the appropriate case/workload for a special education teacher. Such exceptions will be documented.

Early Childhood Special Education

A teacher's caseload will be adjusted downward based on a student's severity of disability or delay, travel time necessary to serve students in more than one program alternative, and if the students on the teacher's caseloads are receiving services in more than one program alternative or the pupils are involved with other agencies. The suggested maximum number of students that can be assigned to a teacher in any early childhood program alternative is:

- a) Birth through two years: 12 students per teacher;
- b) Three through six years: 16 students per teacher; and
- c) Birth through six years: 14 students per teacher.

District early childhood special education (ECSE) classes must have at least one paraprofessional employed while students are in attendance.

An ECSE Weighting Process will be used to determine caseload/workload for home visits.

- B-3 Home visits
- Weekly visits equals 1.0 students on a caseload
- Two visits per month equals .5 students on a caseload
- One visit per month equals .25 students on a caseload
- One visit per quarter equals .10 students on a caseload

Caseload/Workload Analysis

Procedures

Workload analysis is designed to provide information about the relationship between caseload numbers and actual workload for special education teachers and service providers. The workload analysis number should not be interpreted in isolation and should be considered along with other district data which may include daily schedules, student disability categories, behavioral needs, health needs, or other unique needs of students, supervision of paraprofessionals, etc. The workload analysis is intended to provide a snapshot of an individual staff member's workload and is not designed to capture everything a teacher or service provider does. This guide provides instructions for completing the workload analysis along with definitions of the components that make up workload.

This procedure will be used to determine the number of licensed and non licensed staff assigned to provide special education services. This will be completed when enrollment changes, either increase or decrease, when caseloads or workloads necessitate the consideration of adding or reducing staff, and annually in the spring to plan for staffing in the fall. To increase accuracy, IEP managers will ensure that information in SpEd Forms regarding students receiving special education services is accurate, and reflected in up-to-date IEPs. IEP managers will be provided with instruction in how to ensure accuracy of caseloads and workloads through above tutorial, the SpEd Forms User Guide and video tutorials.

One to One Paraprofessionals

The following guidelines will be used by special education teams when considering recommendations to hire special education paraprofessionals.

1. Paraprofessionals are hired on the basis of need. Unless the information and data is significantly conclusive, the team should design a trial placement without an assistant. Observations should be made and data collected during this time to document need for an assistant.
2. Document attempts to resolve the problem first before considering an assistant; use consultants, schedule changes, curriculum and equipment modifications.
3. Complete assessments to identify student's strengths and needs. Include all appropriate disciplines. Do not rely on recommendations of outside agencies alone.
4. Include all the team members in a review of the assessments and the decision-making process.
5. The team should specify the exact role, duties, and activities of the assistant and include them in the "adaptations in general and special education" section of the IEP.
6. A student without an IEP cannot be assigned a paraprofessional paid through special education funds. Nor can paraprofessional time spent in general education activities be reimbursed through special education funds (e.g., lunch room duty, study halls, recess, etc.). Salaries must be prorated to allow for other duties.
7. Specify the assistant's supervisor and the teacher who will direct the work. Also specify the nature and frequency of contact between the assistant and teacher. Establish an evaluation policy and procedure.
8. Consider at each staffing:
 - A. Does the paraprofessional need to be with student during all parts of day for all activities and in all environments? Designate environments and activities for student's independent functioning and assign paraprofessional other classroom/school duties, breaks, lunches, etc.
 - B. Will/Is the student becoming dependent on paraprofessional? Does this conflict with goal of becoming independent? Plan for ways to decrease dependence.
 - C. What is the target date for the student to function independently without the support of a paraprofessional?

Prior to the long-term addition of a paraprofessional the paraprofessional Work Plan Request documentation will be completed.

Determining Workload of Related Service Providers

Workload discussion will occur annually with related service providers including: school psychologists, school social workers, physical therapists, occupational therapists, DHH, VI, PI consultants, and speech pathologists.

Factors when considering appropriate caseloads will include: service minutes on IEPs (generated from SpEd forms report), number of assessments involved in, number of districts and buildings served, overall population of students with IEPs in the districts served and travel miles/time.

Third Party Billing

The Belle Plaine School District (BPSD) will seek reimbursement from third parties for the cost of services provided by district staff whenever the services provided are otherwise covered by the child's health coverage. This will be done in accordance with Minn. Stat. Sec. 125A.21, Subd.2.

The procedures established by BPSD are based on the Minnesota Department of Health Technical Assistance Guide.

Training on third party billing procedures is provided to new and existing district staff as needed by BPSD. Updates and procedural changes are reviewed annually. Individual training to district staff (PCA's) is provided by QP nurse/staff. Documentation of individual training is maintained in Supervision of PCA Services Form.

The district facilitates the completion of the PCA certification through DHS website. Documentation of successful completion of the PCA certification test is kept on file at BPSD. The school district will not seek reimbursement for PCA services unless the individual staff person providing the billable service has successfully completed the PCA certification process.

The billing process is completed by BPSD. Supervisors of the services and billing for individual students is provided by licensed clinical supervisors which include occupational therapists, physical therapist, speech clinicians, licensed school nurses and licensed psychologists.

Documentation related to services provided to individual students is gathered by district staff. The forms available through SpEd Forms and BPSD are used to gather the required information on the services provided to individual students. The required documentation is submitted electronically to MDH by BPSD staff. Copies of submissions are retained at BPSD for five years.

The following forms are found in the SpEd Forms system:

- Combined Consent to Share Data and Seek Payment for IEP Health Related Services
- Part B Notice of Procedural Safeguards
- Part C Notice of Procedural Safeguards
- Activity Log
- Trip Log

Proportionate Share for Parentally Placed Students Enrolled in Private Schools

The Belle Plaine School District will control and administer federal special education funds used to provide equitable participation services to parentally-place private school children with disabilities.

A timely and meaningful consultation will occur with representatives of private schools located in the member districts that will include discussion of the child find process, the calculation of proportionate amount, and how the services will be provided.

The member district will maintain control over the property and program decisions and the Belle Plaine School District will maintain control over the funds. The Education District will ensure that proportionate share funds are used to meet the special education and related services needs of eligible students with disabilities and are not used for the general needs of the private school. The Education District will track the required expenditures by fiscal year. Any unused funds at the end of the fiscal year will be spent during the following one-year carryover period.

Procedures

In August of each school year, the Director of Student Support Services provide Non-Public Schools with the following:

- Letter: Parents of Children who Attend Private Schools or are Educated at Home
- Brochure: Referral Procedures
- Memo: Affirmation of Timely and Meaningful Consultation. The Affirmation will be signed by a representative of the Non-Public School and given to the Director of Student Support Services. If the Affirmation is not returned in a timely manner, the Director of Student Support Services will make a follow-up call and/or send a follow-up letter to the private school representative.
- If requested, private consultation will be provided.

During the school year, the Belle Plaine School District will:

- Publish article locally on website and/or school calendar and/or newspaper.
- Provide “Parent Letter” and “Referral Brochure” to parents who indicate they intend to home-school.

When a district receives a request for evaluation of a student who attends a Private School or is home-schooled, the District will:

- Follow the Child Find Procedures established by Belle Plaine Public Schools.

When a student who attends a Nonpublic school qualifies for special education services, the teacher assigned to case management will:

- Develop an Individual Service Plan (ISP) for the child.
- Arrange for transportation to/from the public school, as needed.
- Complete the Special Ed Data Sheet on SpEd Forms and notify the Director of Student Support Services.
- Update the Special Ed Data Sheet anytime the services change for the student.
- A report will be run twice a year by the Special Education Secretary to verify the non public school students receiving special education services.

Upon receipt of the Special Education Data Sheet the Special Education Secretary will:

- Develop a Personnel Activity Report (PAR), if necessary, for the teacher who provides services to the student.

- Provide training to the teacher on how to complete the form and indicate how often the form needs to be submitted.
- Track expenditures by Fiscal Year to demonstrate how the LEA spent the proportionate share of Federal Flow Through funds on providing special education and related services to parentally-placed private school children with disabilities.
- The member district will maintain documentation of supplies and equipment purchased for the shared-time student.

Transporting Students with Disabilities

Procedures

Regulatory Citations:

- A. IDEA 34 CFR §300.34 (a) and (c)(16)
- B. IDEA 34 CFR §300.202(a) – Use of Amounts
- C. EDGAR 34 CFR §80.20 (a)(6) – Standard for Financial Management Systems

- A. Transportation for a child receiving special education is a “related service” when because of the disability, the student requires special transportation in order to benefit from his/her specialized instruction. When an Individualized Education Program (IEP) team determines that transportation is a related service for a student, it should be written in the IEP.

While the vast majority of students with disabilities receive the same transportation services as nondisabled children, it is the responsibility of the IEP team to determine whether the student’s disability prevents the student from using the same transportation provided to nondisabled students. In developing recommendations for special transportation, IEP teams should consider the following relating to a student and his/her disability.

1. Mobility issues – Is the student non-ambulatory, wheelchair bound?
2. Communication issues – Is the student hard of hearing; visually impaired; nonverbal; has limited understanding of questions and directions; non-English speaking?
3. Physical issues – Does the student need assistive devices to maintain a sitting position; need assistance walking and going up and down stairs?
4. Health issues – Does the student have seizures; fatigue that causes him/her to fall asleep on the bus; require oxygen equipment?
5. Behavior issues – Does the student have very significant behavioral issues; physically abusive to other students; attempts to get off the bus; is self-abusive?
6. The child will be receiving Early Childhood Special Education services in a center-based program.
7. The student is being transported to a separate site/facility for special education services.
8. Special transportation is not considered for any child who is capable of riding the regular school bus.

B. Communication Process

1. Building Principal – Approves special transportation.
2. Case Manager –
 - a) The case manager will make the appropriate accommodations to the IEP and fill out a transportation request for the Director of Student Support Services to review and sign. For students who are new to the school district the case manager needs to work with transportation staff to see if the student actually lives in the district boundaries.
 - b) The case manager will Fill out a MARSS Change In Status Sheet in Sped Forms.
3. Transportation director – Ensures that special transportation begins.
4. The bus driver and the instructional assistant assigned to the bus, if there is one, will be contacted to be made aware of any special accommodations and precautions they should take related to the student prior to the student starting on special transportation. The same requirement also applies to substitute bus drivers and instructional assistants.
5. The MARSS Coordinator will make the necessary changes in the student management system to ensure proper reimbursement.

C. At the student’s annual IEP meeting, special transportation and its appropriateness will be discussed by the IEP team. If there is any change in transportation, the district communication process listed under B above will go into effect.

Coordinated Early Intervening Services (CEIS) Procedures

MAY

The FED will contact districts and ask if they will be choosing to use up to 15% of their Part B Federal Flow through Funds to implement Coordinated Early Intervening Services (CEIS). Districts that choose to do so will indicate how much of their Flow Through funds will be used. The FED will include that information in the annual application and submit it to MDE by June 1.

June – August

The “Request for Coordinated Early Intervening Services (CEIS)” form will be completed by the LEA and returned to FED. FED will submit the CEIS form to MDE for Approval.

The LEA will develop a budget for the use of CEIS funds and submit to FED. FED will enter the LEA’s budget into EDRS for CEIS. (See Attached Budget Form) The FED Special Education Administrative Assistant will assist districts in this process.

September – June

If CEIS funds are used for a staff person, that person will complete a semi-annual certification (one cost objective) or monthly Personnel Activity Report (2 or more cost objectives).

The LEA will identify all students receiving CEIS services and enter them as a Special Education Evaluation Status 8 on MARSS.

June

The LEA will complete the “Coordinated Early Intervening Services (CEIS) Student Tracking Form.” This form identifies the students who received CEIS services during the school year that later were found eligible for special education services. This data will be maintained in the LEA for audit and monitoring purposes and will be provided upon request.

APPENDIX

Daily Personnel Activity Report (PARS Form)

Semi-Annual Certification form

Requisition for

Paraprofessional Position Request form

Memo to Parents of students in private/parochial schools RE: Child Find Affirmation of Timely & Meaningful Consultations

Memo to Administration RE: Consultation with Private Schools

PERSONNEL ACTIVITY REPORT (PAR)

Time and effort reporting is required when any part of an employee's salary is charged to a single Federal program or multiple cost objectives. If the salary is from multiple cost objectives the form is required to be completed monthly. This form is **DUE BY THE 5TH OF THE MONTH** for the previous month's activities. Please send completed form to Mary Mesler, Student Support Services Director to be kept for audit purposes. Budget Code: _____

Name and Position/Title: _____

Activities Related to Special Education must meet the following criteria:

1. Child Find or Pre-Referral: following child find procedures or necessary short-term indirect or consultative services that are provided in conjunction with general education to a student suspected of having a disability (examples: classroom observations with no formal written summary, consulting with general education teachers, contacting and consulting with parents, participating on S-Team).
2. Evaluation: all activities related to evaluating students for specialized education services (examples: developing evaluation plans (prior written notices), completing evaluations, writing reports, attending evaluation meetings).
3. IEP: all activities related to IEP's (examples: completing IEP's, writing prior written notices for IEP's, collecting data related to IEP, and writing progress reports).
4. Service: all services provided to students related to their IEP (examples: direct or indirect services provided in conjunction with the instructional program outlined in the IEP, related services, working with the parents or other agencies regarding the student's disabilities, training others on implementation of the IEP, directing the work of paraprofessionals).
5. Other functions: relating to students with disabilities. List specific functions in the description.

TIME DISTRIBUTION	Percent of Time or Number of Hours	Description of the Activity
Special Education		
General Education		

I certify that I have performed the above duties as described.

I certify to the best of my knowledge the above named employee has performed the above duties as described.

Employee Signature _____ Date _____ Supervisor Signature _____ Date _____

2016-2017

BELLE PLAINE PUBLIC SCHOOLS

SEMI-ANNUAL CERTIFICATE

This completed form certifies that the following individual has worked 100% of compensated time from (six month time period) within a single cost objective.

Cost Objective: Providing related services to students with IEPs at (Name of School).

Employee Name

Position

I have first-hand knowledge of the daily work activities performed by the above employee.

_____ Date _____

_____ Date _____
Director of Student Support Services

Ryan Laager
Superintendent
Mary Mesler
Director of Student Support Services
Mindy Chavelier
Community Services Director



Chuck Keller
Business Manager
Jeff Heine
Buildings & Grounds Director

Margot Hansen
Director of Curriculum & Assessment

Memo

To: Administrators of nonpublic schools in the Belle Plaine School District

From: Mary Mesler, Director of Student Support Services

Re: Identification of Students with Disabilities

The reauthorized Individuals with Disabilities Education Improvement Act (IDEA) requires that public school districts consult with and provide certain information to the representatives of private schools and to the representatives of parents of parentally-placed private school students. Toward that end, the Belle Plaine Public Schools is providing you with this memorandum. Please post this memorandum in a prominent location in your schools so that parents may have access to this information as well. I have also enclosed a letter to parents of privately placed students. Please make copies and give these to the parents of your students along with a copy of the enclosed brochure. The brochure provides our child find process at a glance. It is also meant to be shared with parents.

If you would like to schedule a meeting with Mary Mesler and, if you choose, parent representatives to discuss the topics contained in this memorandum, please contact Mary at 952-378-2450.

1. What is the child find process?

The school district is required to conduct activities to locate, identify, and evaluate all children with disabilities who are located within the geographic boundaries of the district. These activities are referred to as the "child find" process. The child find requirement applies to all children with disabilities who are attending private elementary and secondary schools, including religious schools. The child find process for private school children with disabilities must be comparable to the process used for children with disabilities in public schools.

IDEA requires that all children with disabilities be reevaluated at least once every three years. Therefore, the school district must initiate a reevaluation of a private school child with a disability at least once every three years. If the district cannot complete the reevaluation because the child's parents refuse to cooperate, the district is not required to take further action.

The requirement to reevaluate also includes private school children with disabilities who are not receiving special education and related services from the district. Such children need to be reevaluated to determine whether they continue to have a disability for the private school child count and funding purposes.

2. How can parentally-placed private school children suspected of having a disability participate equitably in the child find process?

The parent, guardian, or teacher of a child who is attending a private school located within the school district may ask the district to evaluate the child to determine whether he or she has a disability and is in need of special education services under IDEA. Any child suspected of having a disability may be referred to the school district for an evaluation. If the school district evaluates a child and determines that the child is eligible for special education services, the district will provide the child with a free appropriate public education if the parents choose to enroll the child in the district's public schools. If parents choose to continue enrollment in the private school, the child may not receive direct special education services or the services may be limited.

3. How does the Belle Plaine Public Schools inform parents, teachers, and private school officials of the child find process?

In addition to disseminating this memorandum, once a year the district's Director of Special Services and/or a representative of the Director will meet with private school representatives to discuss the child find process.

4. What process will the school district use to consult with private school officials and parents of parentally placed children with disabilities and how will the process operate throughout the school year to ensure that parentally-placed private school children with disabilities who are identified through the child find process can meaningfully participate in special education?

The district will consult with private school officials and parents of parentally-placed children with disabilities on an annual basis by disseminating this memorandum and by asking the private school representative if he/she would like to meet with a public school representative. If a child is evaluated and found to be a child with a disability who is in need of special education services, the district will consider the child's individual needs and develop an Individual Services Plan (ISP). Additionally, throughout the school year, private school officials and parents of parentally-placed children with disabilities are invited to contact Mary Mesler, Director of Student Support Services at 952-3782450 or email at mmesler@belleplaine.k12.mn.us if they have any questions or concerns.

5. Where, how, and by whom will special education and related services be provided to parentally-placed private school children with disabilities?

School districts are required to offer a free appropriate public education to children with disabilities who are enrolled in its public schools. Parents have the right to choose to send their child to a private school. However, no parentally placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school. Consequently, if parents choose to send their child to a private school, the child may receive no direct special education services from the school district or the services may be limited.

In consultation with representatives of private schools and parents of children with disabilities, decisions about how and where special education services will be provided are made on a case-by-case basis with consideration being given to the individual needs and circumstances of the child with a disability. The school district may choose to provide the services at a private school site, including a religious school, but the district is not required to do so. One of the many factors that the district may consider is whether providing services at the private school site will minimize the need for transportation and the disruption to the educational program of all children receiving services.

When special education and related services are provided to parentally placed private school children with disabilities, they will be provided by qualified personnel. Such personnel will typically be employed and assigned by the school district. In some circumstances, however, the district may contract with qualified personnel who are not employees of the district.

6. How will the proportionate share of federal funds to be used for parentally placed private school children with disabilities be determined and calculated?

School districts receive federal Part B funds to enhance programs for students with disabilities. Districts are required to spend a proportionate share of these funds on parentally placed private school students with disabilities. The proportionate share will be determined by multiplying the number of parental placed private school students with the average amount of federal funds allocated by the federal government for all the district’s students with disabilities.

Example

District’s Part B allocation ÷ Child Count	$\$10,000 \div 25 = \400
Number of private school students with disabilities	$3 \times \$400 = \1200

The private school’s proportionate share would be \$1200. Therefore the public school would have \$1200 to spend on special education services to the three enrolled students with disabilities.

7. What types of services may be provided?

The special education services that the district provides to private school children with disabilities may include all types of direct and indirect services, including transportation services. Indirect services may include, but are not limited to, assisting with the professional development of private school teachers who work with children with disabilities and providing consultation to assist private school personnel in meeting the needs of children with disabilities.

Special education services, including student specific materials and equipment, must be secular, neutral, and non-ideological. The school district must control the funds used to provide special education services and have title to all materials, equipment, and property purchased with the funds. The district must administer the funds and property and ensure they are used for the purpose of providing services to parentally placed private school children with disabilities.

8. If the school district disagrees with the views of a private school official on the provision of services or the types of services that will be provided, what information will be provided to the private school official?

In the event of a disagreement between a private school official and the district, the district will provide a written explanation of the reasons why it chose not to provide services directly or through a contract.

Enclosures: Parent Letter
Affirmation of Timely and Meaningful Consultation

Ryan Laager
Superintendent
Mary Mesler
Director of Student Support Services
Mindy Chavelier
Community Services Director



Chuck Keller
Business Manager
Jeff Heine
Buildings & Grounds Director
Margot Hansen
Director of Curriculum & Assessment

Memo

To: Parents of children who attend private schools or are educated at home

From: Mary Mesler, Director of Student Support Services for Belle Plaine Public Schools
(Phone: 952-378-2450 or mmesler@belleplaine.k12.mn.us)

Re: Identification of Student with Disabilities

The purpose of this memo is to explain your rights under the Individual's With Disabilities Education Improvement Act (IDEA 2004) which requires public school districts to identify children in non-public schools who have disabilities within its district's boundaries.

Should you perceive that your child has a disability and is not making satisfactory academic, social, behavioral and/or communicative progress and has a substantial limitation in the areas of learning and communicating, you may seek a screening and evaluation through the Belle Plaine Public Schools. The evaluation will be designed to determine whether or not your child has a disability as defined by special education eligibility criteria in Minnesota Rules (MR) 3525. For children with disabilities who are found eligible to receive special education services, parents will be invited to participate on a planning team that will review the information and propose services. The process is as follows:

1. You will be invited to attend the planning team meeting at the public school. Representatives from the non-public school will be invited to attend also. The team will review the information presented by your child's teacher, evaluator, and/or other staff. You will also have an opportunity to share information as you deem appropriate. At this time, the team will either make recomm
2. If the team decides to proceed with an evaluation, you will receive a written notice of the proposed evaluation for your approval. This notice requires written permission by the parent prior to the public school conducting the evaluation.
3. Once written parental permission is received, then the public school special education staff will conduct your child's evaluation. Your will have an opportunity to provide further information about your child's needs as a part of the evaluation.
4. The planning team will complete an Evaluation Report (ER) and they will make a decision regarding your child's eligibility for special education.

Children eligible for special education services under MR 3525 will have an Individual Service Plan (ISP) developed by a planning team of public school special education staff, non-public school staff and you. Please let your building principal or me know if you have questions about the identification process and/or special education services.

Ryan Laager
Superintendent
Mary Mesler
Director of Student Support Services
Mindy Chavelier
Community Services Director



Chuck Keller
Business Manager
Jeff Heine
Buildings & Grounds Director

Margot Hansen
Director of Curriculum & Assessment

AFFIRMATION OF TIMELY AND MEANINGFUL CONSULTATION

I am a representative of a private school that is located within the geographic boundaries of the Belle Plaine Public Schools. By signing below, I affirm that I have had timely and meaningful consultation with the Belle Plaine Public Schools regarding the following topics:

- the child find process and how parentally-placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;
- the determination of the proportionate amount of federal funds available to serve parentally placed private school children with disabilities, including the determination of how the amount was calculated.
- the consultation process among the school district, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure parentally-placed private school children with disabilities identified through child find can meaningfully participate in special education and related services;
- how, where, and by whom special education services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms; and
- how, if the school district disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through contract, the school district will provide private school officials a written explanation of the reasons why the school district chose not to provide services directly or through a contract.

Name of Private School

Representative's Name

Date

Representative's Signature

Superintendent Goal 2016-2017

Overall Goals

OPERATIONS: #1

Recommend and make improvements in the areas of communications, technology and facilities that create the aesthetic quality and feel for our community encouraging people to consider what we have to offer when looking for a community to establish roots, measured by the completion and quality of the projects completed.

FINANCE: #2

Develop and conduct a financial model that demonstrates how we spend our money in relation to the seven comparison in districts we have identified by the end of the 2016-2017 school year.

CURRICULUM & INSTRUCTION : #3

Provide leadership and direction to ensure we move our programming and instruction to reflect the needs of students entering a 21st century learning environment through increased utilization of best practices and 21st century tools and skill development by the end of the 2017 school year as measured by the percentage of staff engaged in the advancement.

Personal Goals

BUILDING PRESENCE: #1

The Superintendent will record the number of site visits throughout the year with a goal of spending time once per week in each building while interacting with staff and students during the remainder of the 2016-2017 school year.

INSTRUCTIONAL REVIEW: #2

The Superintendent will record all formal and informal observation done with staff to establish a baseline for the number of instructional observations performed in a calendar year during the remainder of the 2016-2017 school year.