



**~Mission Statement~**

*The mission of the Verndale Public School District is to provide a safe environment where students are prepared for an ever-changing world through educational excellence.*

**SCHOOL BOARD AGENDA**

**SPECIAL MEETING**

**Thursday, August 9, 2018**

**6:00 PM**

**MEDIA CENTER**

**Agenda**

- I. Call to Order
- II. Recite Pledge of Allegiance
- III. Determine a Quorum (Roll Call)
- IV. Approve or Amend Agenda
- V. Recognize Visitors/Public Forum
- VI. Approve Consent Agenda and Report Items
  - a. Approve Minutes from the June 11, 2018 Regular and July 5, 2018 Special Board Meetings
  - b. Freshwater Education Report
  - c. Legislative Report
  - d. Donation(s)
- VII. Old Business
  - a. Approve Property/Casualty Insurance and Workers' Compensation Insurance Bid for 2018-2021
  - b. Approve the First Reading of the Following Policies:
    - i. Policy 903 - Visitors to School District Buildings and Sites
- VIII. New Business
  - a. Approve Financial Reports/Payment of the Bills

- b. Approve 2018-2019 Chromebook Handbook
- c. Approve 2018-2019 Emergency Plan
- d. Approve 2018-2019 Teacher Handbook
- e. Approve 2018-2019 Student Handbooks
- f. Consider/Approve the Following Personnel Items:
  - i. Resignations/Retirements
    - 1. Matt Jones - Junior High Football Coach
    - 2. Emily Waldahl - Media Assistant
  - ii. Employee Contracts/Notices of Assignment
    - 1. Media Assistant
    - 2. Media Assistant/Teacher Assistant
    - 3. Teacher Assistant
    - 4. Head Football Coach
    - 5. Junior High Football Coach
  - iii. Lane Change Request(s)
    - 1. Kelly Youngbauer
- g. Approve 2017-2019 Agreement with IUOE Local 70 Support Staff Employees
- h. Approve 2018-2019 Activity Assignments
- i. Approve Extra-Curricular Duty Payment Schedule
- j. Approve Substitute Pay Schedule for 2018-2019 School Year
- k. Approve District Literacy Plan
- l. Approve the following programs/contracts/memberships:
  - i. 2018-2019 Central Lakes College Concurrent Enrollment/College in the Schools Agreement
  - ii. 2018-2019 Lakes Country Service Cooperative Associate Membership Agreement

IX. Administrative Reports

- a. K-12 Principal/District Assessment Coordinator
- b. Superintendent



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*The mission of the Verndale Public School District is to provide a safe environment where students are prepared for an ever-changing world through educational excellence.*

**SCHOOL BOARD AGENDA  
SPECIAL MEETING  
Thursday, August 9, 2018  
6:00 PM  
MEDIA CENTER**

**Notes to Agenda**

- I. Call to Order
- II. Recite Pledge of Allegiance
- III. Determine a Quorum (Roll Call)
- IV. Approve or Amend Agenda
- V. Recognize Visitors/Public Forum
- VI. Approve Consent Agenda and Report Items
  - a. Approve Minutes from the June 11, 2018 Regular and July 5, 2018 Special Board Meetings - Enclosed. **Recommend Approval**
  - b. Freshwater Education Report - Scott
  - c. Legislative Report - Paul
  - d. Donation(s)
- VII. Old Business
  - a. Approve Property/Casualty Insurance and Workers' Compensation Insurance Bid for 2018-2021 - The analysis from the third party reviewer will not be available until the meeting. A recommendation will be made at that time.
  - b. Approve the First Reading of the Following Policies:
    - i. Policy 903 - Visitors to School District Buildings and Sites - There are no changes to the first reading of the policy. **Recommend Approval**

VIII. New Business

- a. Approve Financial Reports/Payment of the Bills - Enclosed. **Recommend Approval**
- b. Approve 2018-2019 Chromebook Handbook - The handbook is enclosed for your review. The fee for the use of the Chromebook will remain at \$30 for the 2018-2019 school year. This fee is used to pay for repairs for damaged Chromebooks. **Recommend Approval**
- c. Approve 2018-2019 Emergency Plan - The proposed updates to the Emergency Plan are enclosed. The main changes in the plan are the inclusion of the Dean of Students in the Emergency Plan and the new ALICE response procedures to an active shooter situation. **Recommend Approval**
- d. Approve 2018-2019 Teacher Handbook - The proposed changes to the Teacher Handbook are enclosed for your review. **Recommend Approval**
- e. Approve 2018-2019 Student Handbooks - The recommended changes are enclosed for your review. **Recommend Approval**
- f. Consider/Approve the Following Personnel Items:
  - i. Resignations/Retirements - Letters enclosed. **Recommend Approval**
    1. Matt Jones - Junior High Football Coach
    2. Emily Waldahl - Media Assistant
  - ii. Employee Contracts/Notices of Assignment - Recommendation letters enclosed. **Recommend Approval**
    1. Media Assistant
    2. Media Assistant/Teacher Assistant
    3. Teacher Assistant
    4. Head Football Coach
    5. Junior High Football Coach
  - iii. Lane Change Request(s)
    1. Kelly Youngbauer - Mrs. Youngbauer's request is enclosed. She has earned graduate level and ACP credits to advance from the MA to the MA + 10 lane. **Recommend Approval**
- g. Approve 2017-2019 Agreement with IUOE Local 70 Support Staff Employees - The negotiated settlement summary is enclosed for your review. **Recommend Approval**
- h. Approve 2018-2019 Activity Assignments - Enclosed. **Recommend Approval**
- i. Approve Extra-Curricular Duty Payment Schedule - The pay schedule rates will remain the same as last year. **Recommend Approval**
- j. Approve Substitute Pay Schedule for 2018-2019 School Year - The substitute pay rates for the 2018-2019 school year will remain the same as the 2017-2018 school year. **Recommend Approval**
- k. Approve District Literacy Plan - The Literacy Plan is a requirement from the MN Department of Education that details the work done in our elementary school to achieve adequate literacy levels for our students. The plan is enclosed for your review and is posted on our school district website. **Recommend Approval**
- l. Approve the following programs/contracts/memberships: The agreements are enclosed for your review and approval. **Recommend Approval**
  - i. 2018-2019 Central Lakes College Concurrent Enrollment/College in the Schools

Agreement

- ii. 2018-2019 Lakes Country Service Cooperative Associate Membership Agreement

IX. Administrative Reports

- a. K-12 Principal/District Assessment Coordinator
- b. Superintendent

June 11, 2018

The Verndale Public School Board of Independent School District No. 818, Verndale, Minnesota met for a regular meeting on Monday, June 11, 2018 at 6:00pm in the Verndale Media Center. The meeting was called to order by Chairman of the Board, Marcus Edin. The meeting started with the Pledge of Allegiance.

Members present: Bill Blaha, Shyla Hess, Marcus Edin, Chris Youngbauer, Tony Stanley, and Scott Veronen.

Members Absent: None

Others present: Supt. Mr. Brownlow, Principal Mr. Follingstad, Marlo Benning-Verndale Sun, Jen Veronen, Wade Kern, Dawn Anderson by phone, and Mary Gronlund.

Roll call was taken. A quorum was determined.

Motion by Bill Blaha, seconded by Tony Stanley to approve the amended agenda as presented by Mr. Brownlow. All voting in favor thereof, motion carried.

Recognition of the public.

Motion by Scott Veronen, seconded by Shyla Hess to approve the minutes from the May 7, 2018 Regular and May 31, 2018 Special School Board Meetings. All voting in favor thereof, motion carried.

Freshwater Education Report: None

Legislative Report: Mr. Brownlow

Buildings and Grounds and Transportation Report: Wade Kern

Donations: None

Old Business:

Motion by Bill Blaha, seconded by Chris Youngbauer to approve the 2017-2019 Transportation & Buildings and Grounds Supervisor Contract with Wade Kern. Voting in favor thereof, Shyla Hess, Marcus Edin, Chris Youngbauer, Tony Stanley, Scott Veronen, and Bill Blaha. Motion carried.

Motion by Tony Stanley, seconded by Bill Blaha to approve the 2017-2019 Human Resources-Payroll Specialist Contract with Kim Moske. Voting in favor thereof, Marcus Edin, Chris Youngbauer, Tony Stanley, Scott Veronen, Bill Blaha, and Shyla Hess. Motion carried.

Motion by Bill Blaha, seconded by Chris Youngbauer to table the 2017-2019 K-12 Principal/District Assessment Coordinator Contract. All voting in favor thereof, motion carried.

Motion by Bill Blaha, seconded by Chris Youngbauer to approve the second reading of the following policies:

Policy 419 – Tobacco-Free Environment

Policy 707 – Transportation of Public School Students

All voting in favor thereof, motion carried.

Motion by Tony Stanley, seconded by Bill Blaha to table the fuel and bread quote. All voting in favor thereof, motion carried.

Motion by Bill Blaha, seconded by Shyla Hess to award the milk bid to Dean Foods/Land O Lakes. Voting in favor thereof, Chris Youngbauer, Tony Stanley, Scott Veronen, Bill Blaha, Shyla Hess, and Marcus Edin. Motion carried.

New Business:

Motion by Tony Stanley, seconded by Shyla Hess to approve the financial reports/payment of the bills excluding the bills from Veronen Properties, LLC and Youngbauers Inc. Voting in favor thereof, Tony Stanley, Scott Veronen, Bill Blaha, Shyla Hess, Marcus Edin, and Chris Youngbauer. Motion carried.

Motion by Bill Blaha, seconded by Tony Stanley to approve payment of the bills from Veronen Properties, LLC and Youngbauers Inc. Voting in favor thereof, Bill Blaha, Shyla Hess, Marcus Edin, and Tony Stanley. Scott Veronen and Chris Youngbauer abstained. Motion carried.

Motion by Bill Blaha, seconded by Tony Stanley to approve the revised FY 2018 Budget. Voting in favor thereof, Bill Blaha, Shyla Hess, Marcus Edin, Chris Youngbauer, Tony Stanley, and Scott Veronen. Motion carried.

Motion by Bill Blaha, seconded by Tony Stanley to approve the proposed FY 2019 Budget. Voting in favor thereof, Shyla Hess, Marcus Edin, Chris Youngbauer, Tony Stanley, Scott Veronen, and Bill Blaha. Motion carried.

Motion by Bill Blaha, seconded by Chris Youngbauer to approve the proposed changes to the Committed Funds. Voting in favor thereof, Marcus Edin, Chris Youngbauer, Tony Stanley, Scott Veronen, Bill Blaha, and Shyla Hess. Motion carried.

Motion by Scott Veronen, seconded by Tony Stanley to approve the meal prices for the 2018-2019 School Year. Voting in favor thereof, Chris Youngbauer, Tony Stanley, Scott Veronen, Bill Blaha, Shyla Hess, and Marcus Edin. Motion carried.

Motion by Tony Stanley, seconded by Chris Youngbauer to approve admission prices for the 2018-2019 School Year. All voting in favor thereof, motion carried.

Motion by Chris Youngbauer, seconded by Shyla Hess to approve the Long-Term Facilities Maintenance Plan. Voting in favor thereof, Tony Stanley, Scott Veronen, Bill Blaha, Shyla Hess, Marcus Edin, and Chris Youngbauer. Motion carried.

Motion by Bill Blaha, seconded by Chris Youngbauer to approve the Lead in Water Maintenance Plan. All voting in favor thereof, motion carried.

Motion by Bill Blaha, seconded by Chris Youngbauer to approve the first reading of the following policies:

Policy 903 – Visitors to the School District Buildings and Sites.

All voting in favor thereof, motion carried.

Motion by Bill Blaha, seconded by Chris Youngbauer to accept the resignation from Mike Mahlen as Football Coach. All voting in favor thereof, motion carried.

Motion by Bill Blaha, seconded by Chris Youngbauer to approve the assignment of Jennifer Veronen as Part-Time Title I/Part-Time Mathematics Teacher. Voting in favor thereof, Bill Blaha, Shyla Hess, Marcus Edin, Chris Youngbauer and Tony Stanley. Scott Veronen abstained. Motion carried.

Motion by Bill Blaha, seconded by Shyla Hess to approve hiring Rachel Beard as Elementary Teacher. Voting in favor thereof, Bill Blaha, Shyla Hess, Marcus Edin, Chris Youngbauer, Tony Stanley, and Scott Veronen. Motion carried.

Motion by Bill Blaha, seconded by Chris Youngbauer to approve the Lakes Country Service Cooperative Business Management Services Contract. Voting in favor thereof, Shyla Hess, Marcus Edin, Chris Youngbauer, Tony Stanley, Scott Veronen, and Bill Blaha. Motion carried.

Motion by Chris Youngbauer, seconded by Shyla Hess to approve the Minnesota Rural Education Association (MREA) Membership. Voting in favor thereof, Marcus Edin, Chris Youngbauer, Tony Stanley, Scott Veronen, Bill Blaha, and Shyla Hess. Motion carried.

Motion by Bill Blaha, seconded by Chris Youngbauer to approve the 2018-2019 Resolution for Membership in the MN State High School League. Voting in favor thereof, Chris Youngbauer, Tony Stanley, Scott Veronen, Bill Blaha, Shyla Hess, and Marcus Edin. Motion carried.

Motion by Bill Blaha, seconded by Shyla Hess to approve the 2018-2019 Vocational Rehabilitation Services Contract. Voting in favor thereof, Tony Stanley, Scott Veronen, Bill Blaha, Shyla Hess, Marcus Edin, and Chris Youngbauer. Motion carried.

Motion by Bill Blaha, seconded by Scott Veronen to approve the 2018-2019 M-State Concurrent Enrollment Program Memorandum of Agreement. Voting in favor thereof, Scott Veronen, Bill Blaha, Shyla Hess, Marcus Edin, Chris Youngbauer, and Tony Stanley. Motion carried.

Motion by Chris Youngbauer, seconded by Shyla Hess to approve the 2018-2021 Southwest MN State University (SMSU) Student Teaching Contract. Voting in favor thereof, Bill Blaha, Shyla Hess, Marcus Edin, Chris Youngbauer, Tony Stanley, and Scott Veronen. Motion carried.

Motion by Scott Veronen, seconded by Chris Youngbauer to approve the 2018-2020 Foster Grandparent Program Memorandum of Understanding. Voting in favor thereof, Shyla Hess, Marcus Edin, Chris Youngbauer, Tony Stanley, Scott Veronen, and Bill Blaha. Motion carried.

Motion by Chris Youngbauer, seconded by Shyla Hess to designate Superintendent Paul Brownlow as the Identified Official with Authority to grant staff access to secure Minnesota Department of Education sites. All voting in favor thereof, motion carried.

Motion by Bill Blaha, seconded by Chris Youngbauer to set Monday, July 30, 2018, 5:00pm for the annual School Board Retreat and Thursday, July 5, 2018, 6:30pm for a Special School Board Meeting. All voting in favor thereof, motion carried.

Administrative reports were given by Mr. Follingstad and Mr. Brownlow.

Meeting adjourned at 8:10pm by Chairman of the Board, Marcus Edin.

Respectfully submitted by the Board,

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Tony Stanley, Clerk



July 5, 2018

The Verndale Public School Board of Independent School District No. 818, Verndale, Minnesota met for a special meeting on Thursday, July 5, 2018 at 6:30 pm in the Verndale School Boardroom. The meeting was called to order by the Chairman of the Board, Marcus Edin. The meeting started with the Pledge of Allegiance.

Members present: Bill Blaha, Marcus Edin, Chris Youngbauer, Tony Stanley, and Shyla Hess.

Members absent: Scott Veronen

Others present: Superintendent Paul Brownlow, Principal Arick Follingstad, and Trinity Gruenberg-Verndale Sun.

Roll call was taken. A quorum was determined.

Motion by Bill Blaha, seconded by Tony Stanley to approve the agenda as presented by Mr. Brownlow. All voting in favor thereof, motion carried.

Recognition of the public.

New Business:

Motion by Tony Stanley, seconded by Chris Youngbauer to approve the 2017-2019 K-12 Principal/District Assessment Coordinator Contract. Voting in favor thereof, Shyla Hess, Marcus Edin, Chris Youngbauer, Tony Stanley, and Bill Blaha. Motion Carried.

Motion by Bill Blaha, seconded by Shyla Hess to award the 2018-2019 fuel quote to Leaf River Ag. All voting in favor thereof, motion carried.

Motion by Chris Youngbauer, seconded by Bill Blaha to award the 2018-2019 bread quote to Pan-O-Gold Baking Company. All voting in favor thereof, motion carried.

Motion by Bill Blaha, seconded by Shyla Hess to approve hiring Dawn Snook as High School Special Education Teacher. Voting in favor thereof, Marcus Edin, Chris Youngbauer, Tony Stanley, Bill Blaha, and Shyla Hess. Motion Carried.

Motion by Tony Stanley, seconded by Chris Youngbauer to approve hiring Nick Bunio as the Marching Band Assistant/Color Guard. Voting in favor thereof, Chris Youngbauer, Tony Stanley, Bill Blaha, Shyla Hess, and Marcus Edin. Motion Carried.

Motion by Bill Blaha, seconded by Chris Youngbauer to approve the 2018-2019 School Health Nursing Services Contract with Wadena County Public Health. Voting in favor thereof, Tony Stanley, Bill Blaha, Shyla Hess, Marcus Edin, and Chris Youngbauer.

Motion by Bill Blaha, seconded by Shyla Hess to approve the 2018-2019 Northern Pines Mental Health Services Agreement. Voting in favor thereof, Bill Blaha, Shyla Hess, Marcus Edin, Chris Youngbauer, and Tony Stanley.

Motion by Bill Blaha, seconded by Chris Youngbauer to approve the Sourcewell Shared Service Agreement for Frontline Teacher Recruitment Software (Three-Year Agreement). Voting in favor thereof, Shyla Hess, Marcus Edin, Chris Youngbauer, Tony Stanley, and Bill Blaha.

Motion by Tony Stanley, seconded by Bill Blaha to approve the Resolution Establishing Dates for Filing Affidavits of Candidacy. All voting in favor thereof, motion carried.

Meeting adjourned at 6:42 pm by Chairman of the Board, Marcus Edin.

Respectfully submitted by the Board,

---

Tony Stanley, Clerk

**VERNDALE PUBLIC SCHOOLS**  
**RESOLUTION**

**A RESOLUTION ACCEPTING DONATIONS TO THE DISTRICT**

**WHEREAS**, State Statute 465.03, Gifts to Municipalities, states, in part, that “Any city, county school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor.”; and;

**WHEREAS**, Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full, and;

**WHEREAS**, The Verndale Public School has received and accepted donations below:

**THEREFORE, LET IT BE RESOLVED** that the Verndale Public School gratefully accepts these donations.

<b>District Donations</b>	<b>Purpose</b>	<b>Amount</b>
Verndale Lions	Grow Tower	\$ 500.00
<b>Total District Donations</b>		<b>\$ 500.00</b>

Where upon the Resolution was declared duly passed and adopted by the Verndale Public School Board this 9th day of August 2018.

Signed:

Attest:

\_\_\_\_\_  
Signature  
Marcus Edin  
Chairperson

\_\_\_\_\_  
Signature  
Scott Veronen  
Treasurer

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

MSBA/MASA Model Policy 903

Orig. 1995

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

Rev. 2002 2017

## 903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

### I. PURPOSE

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

### II. GENERAL STATEMENT OF POLICY

- A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.
- B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

### III. POST-SECONDARY ENROLLMENT OPTIONS STUDENTS

- A. A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures.
- B. A student enrolled in a post-secondary enrollment options course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course in accordance with established procedures.

### III IV. RESPONSIBILITY

- A. The school district administration shall present recommended visitor and post-secondary enrollment options student procedures and requirements to the school board for review and approval. The procedures should reflect input from employees, students and advisory groups, and shall be communicated to the school community and the general public. Upon approval by the school board, such procedures and requirements shall be an addendum to this policy.
- B. ~~It shall be the responsibility of the~~ The superintendent shall be responsible for providing to provide coordination that may be needed throughout the process and providing provide for periodic school board review and approval of the procedures.

## **IV V. VISITOR LIMITATIONS**

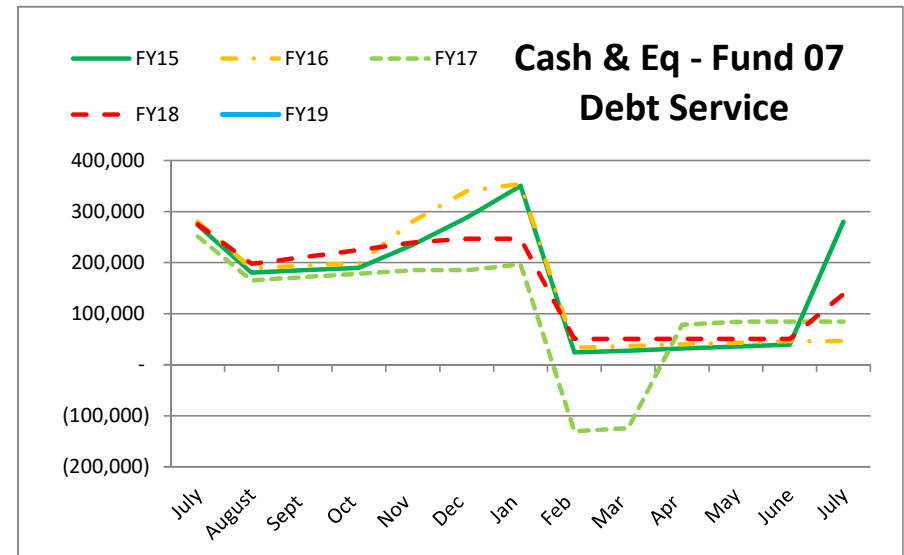
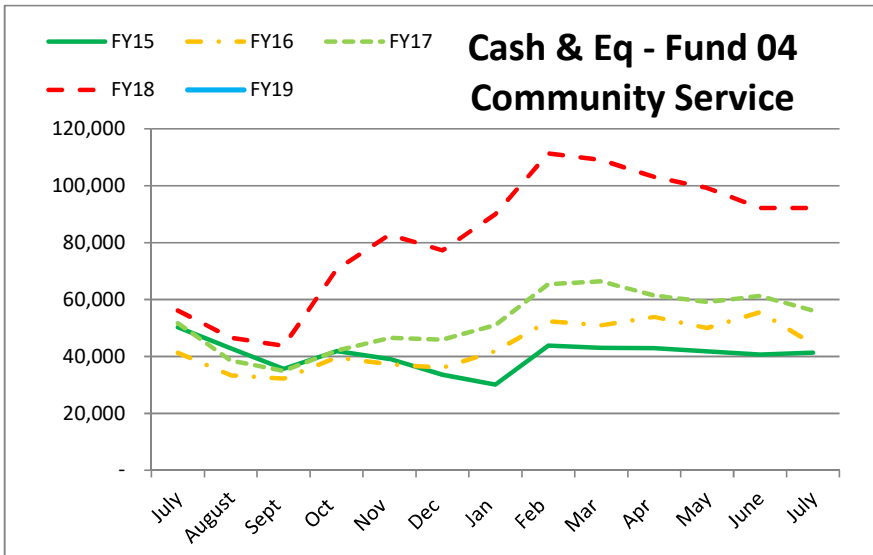
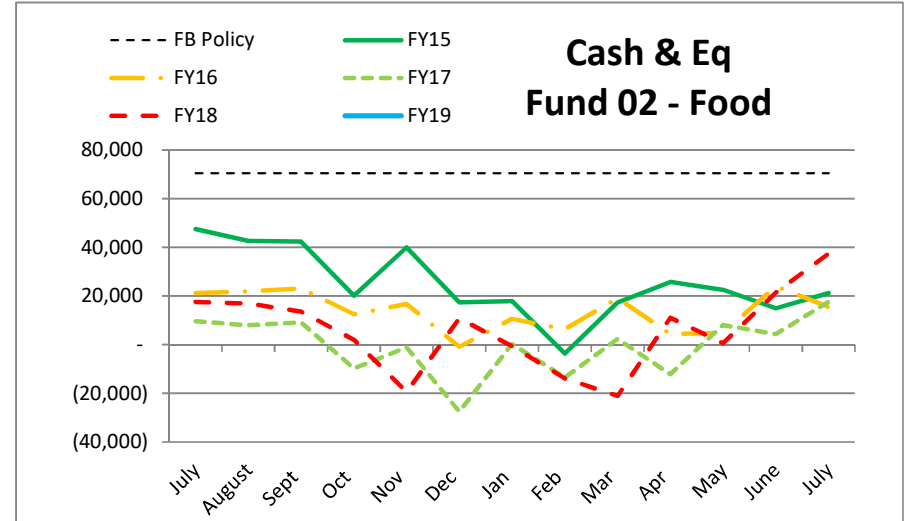
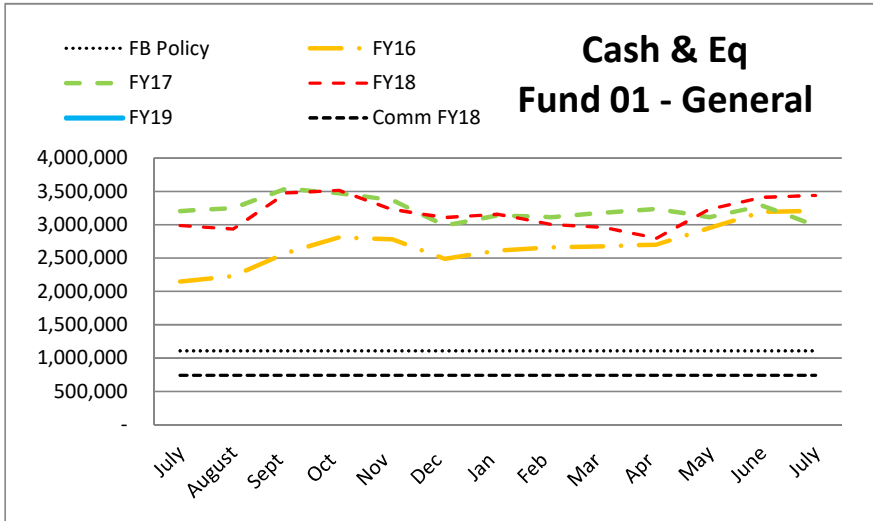
- A. An individual, post-secondary enrollment options student, or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.
- B. Visitors, including post-secondary enrollment options students, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:
1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
  2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.
- C. An individual, post-secondary enrollment options student, or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

***Legal References:*** Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Program)  
Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)  
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

***Cross References:***

# VERNDALE PUBLIC SCHOOL

## DASHBOARD - JULY 2018





## CASH BALANCES & ACTIVITY SHEET

VERNDALE PUBLIC SCHOOL ISD NO. 818

July 31, 2018

FUND	07/01/2018 BALANCE	RECEIPTS	DISBURSEMENTS	PAYROLL	MSDLAF TRANSFER	07/31/2018 BALANCE
01-Bank	\$ 593,467.41	\$ 11,883.87	\$ (212,641.06)	\$ (151,605.58)	\$ 250,000.00	\$ 491,104.64
01 - Ameritrade	\$ 805,300.22	\$ -	\$ -	\$ -	\$ -	\$ 805,300.22
01-MSDLAF - CD's	\$ 733,000.00	\$ -	\$ -	\$ -	\$ -	\$ 733,000.00
01-MSDLAF	\$ 2,050,780.07	\$ 422,392.49	\$ -	\$ -	\$ (250,000.00)	\$ 2,223,172.56
<b>01-Total</b>	<b>\$ 4,182,547.70</b>	<b>\$ 434,276.36</b>	<b>\$ (212,641.06)</b>	<b>\$ (151,605.58)</b>	<b>\$ -</b>	<b>\$ 4,252,577.42</b>
02 - Bank	\$ (12,841.15)		\$ (1,215.45)	\$ (1,977.49)		\$ (16,034.09)
02-MSDLAF	\$ 50,294.79	\$ 2,857.75				\$ 53,152.54
<b>02-Total</b>	<b>\$ 37,453.64</b>	<b>\$ 2,857.75</b>	<b>\$ (1,215.45)</b>	<b>\$ (1,977.49)</b>	<b>\$ -</b>	<b>\$ 37,118.45</b>
04 - Bank	\$ 54,576.03	\$ -	\$ (8,363.26)	\$ (6,749.64)	\$ -	\$ 39,463.13
04-MSDLAF	\$ 37,628.36	\$ -	\$ -	\$ -	\$ -	\$ 37,628.36
<b>04 - Total</b>	<b>\$ 92,204.39</b>	<b>\$ -</b>	<b>\$ (8,363.26)</b>	<b>\$ (6,749.64)</b>	<b>\$ -</b>	<b>\$ 77,091.49</b>
07 - Bank	\$ 399,721.42	\$ -	\$ -	\$ -	\$ -	\$ 399,721.42
07 -MSDLAF	\$ (261,198.79)	\$ 16,728.72	\$ (85,936.25)	\$ -	\$ -	\$ (330,406.32)
<b>07- Total</b>	<b>\$ 138,522.63</b>	<b>\$ 16,728.72</b>	<b>\$ (85,936.25)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 69,315.10</b>
<b>TOTAL</b>	<b>\$ 4,450,728.36</b>	<b>\$ 453,862.83</b>	<b>\$ (308,156.02)</b>	<b>\$ (160,332.71)</b>	<b>\$ -</b>	<b>\$ 4,436,102.46</b>

**VERNDALE PUBLIC SCHOOL  
BOARD CHECKS PRESENTED FOR APPORVAL AND PAYMENT  
AUGUST 9, 2018**

Check No.	Date	Vendor Name	Amount
<i>Checks 44813-44877,44879-44915 listed below have been issued and need approval in accordance with board policy.</i>			
44813	6/14/2018	ACT, INC.	\$ 2,337.00
44814	6/14/2018	CHASE CARD SERVICES	\$ 4,931.85
44815	6/14/2018	CITY OF VERNDALE	\$ 574.75
44816	6/14/2018	FRESHWATER EDUCATION DISTRICT	\$ 3,662.00
44817	6/14/2018	ISMIL, SHEILA	\$ 230.00
44818	6/14/2018	MARCO TECHNOLOGIES LLC	\$ 3,020.95
44819	6/14/2018	MEDTOX LABORATORIES, INC	\$ 23.17
44820	6/14/2018	MINNESOTA ENERGY RESOURCES	\$ 417.76
44821	6/14/2018	NORTHERN PINES MENTAL HEALTH CENTER	\$ 1,111.11
44822	6/14/2018	RIDDELL/ALL AMERICAN SPORTS CORP	\$ 646.33
44823	6/14/2018	UPPER LAKES FOODS	\$ 692.91
44824	6/14/2018	WADENA COUNTY PUBLIC HEALTH DEPT.	\$ 1,238.00
44825	6/21/2018	BROWN, BARB	\$ 2,700.00
44826	6/21/2018	HELDMAN, JENNIFER M	\$ 950.00
44827	6/21/2018	MINNESOTA POWER & LIGHT CO	\$ 7,930.96
44828	6/21/2018	OLSON, SHARYL	\$ 450.00
44829	6/21/2018	SNYDER, KIMBERLY	\$ 1,800.00
44830	6/21/2018	WELLMANN, KATHLEEN V	\$ 3,400.00
44831	6/26/2018	MINNESOTA ENERGY RESOURCES	\$ 367.21
44832	6/30/2018	230201 - NCPERS MINNESOTA	\$ 32.00
44833	6/30/2018	AVESIS Third Party Admin., Inc	\$ 101.08
44834	6/30/2018	OPERATING ENGINEERS	\$ 148.22
44835	7/19/2018	ALL FLAGS, LLC	\$ 50.28
44836	7/19/2018	BENNING PRINTING AND PUBLISHING	\$ 69.75
44838	7/19/2018	CENTRAL MINNESOTA ERDC	\$ 3,881.18
44839	7/19/2018	CHASE CARD SERVICES	\$ 5,033.18
44840	7/19/2018	CITY OF VERNDALE	\$ 329.90
44841	7/19/2018	DAILEY ELECTRIC, LLC	\$ 594.25
44842	7/19/2018	DAREN'S PLUMBING AND HEATING	\$ 1,474.00
44843	7/19/2018	DEAN FOODS INC	\$ 53.86
44844	7/19/2018	ECKROTH MUSIC COMPANY	\$ 177.00
44845	7/19/2018	EDUCATORS BENEFIT CONSULTANTS, LLC	\$ 266.93
44846	7/19/2018	FRESHWATER EDUCATION DISTRICT	\$ 30,348.17
44847	7/19/2018	FRESHWATER EDUCATION DISTRICT	\$ 22,159.73
44848	7/19/2018	GARY'S DIESEL REPAIR INC	\$ 5,759.37
44849	7/19/2018	HERZOG ROOFING, INC.	\$ 337.02
44850	7/19/2018	HILLYARD/HUTCHINSON	\$ 18,173.48
44851	7/19/2018	J & K TROPHY HOUSE	\$ 80.60
44852	7/19/2018	JK SPORTS	\$ 2,955.00
44853	7/19/2018	LAKES COUNTRY SERVICE COOP.	\$ 2,201.63
44854	7/19/2018	LAKESHORE LEARNING	\$ 68.98
44855	7/19/2018	LEAF RIVER AG SERVICE	\$ 1,285.50



**VERNDALE PUBLIC SCHOOL  
BOARD CHECKS PRESENTED FOR APPORVAL AND PAYMENT  
AUGUST 9, 2018**

Check No.	Date	Vendor Name	Amount
44856	7/19/2018	MEI TOTAL ELEVATOR SOLUTIONS	\$ 141.69
44857	7/19/2018	MINNESOTA ENERGY RESOURCES	\$ 355.43
44858	7/19/2018	MNAFEE	\$ 125.00
44859	7/19/2018	MREA	\$ 1,701.00
44861	7/19/2018	NCS PEARSON. INC.	\$ 2,480.00
44862	7/19/2018	PEMBERTON, SORLIE, RUFER	\$ 402.00
44863	7/19/2018	PRAIRIE FIRE CHILDRENS THEATRE	\$ 2,056.48
44864	7/19/2018	RF BACKFLOW	\$ 513.25
44865	7/19/2018	ROCHESTER TELECOM SYSTEMS INC	\$ 51.69
44866	7/19/2018	SCHOOL SPECIALTY	\$ 892.46
44867	7/19/2018	SHI INTERNATIONAL	\$ 704.00
44868	7/19/2018	STAPLES HARDWARE	\$ 77.52
44869	7/19/2018	THE SHERWIN-WILLIAMS COMPANY	\$ 88.42
44870	7/19/2018	TRI-COUNTY HEALTH CARE	\$ 126.00
44871	7/19/2018	VERIZON WIRELESS	\$ 1,085.31
44872	7/19/2018	VIG SOLUTIONS	\$ 1,087.00
44873	7/19/2018	WADENA COUNTY PUBLIC HEALTH DEPT.	\$ 578.53
44874	7/19/2018	WADENA STATE BANK	\$ 758.69
44875	7/19/2018	WASTE MANAGEMENT	\$ 793.28
44876	7/19/2018	WAYNE'S DISCOUNT	\$ 330.65
44877	7/19/2018	WEST CENTRAL TELEPHONE ASSN	\$ 305.28
44879	7/19/2018	INDEPENDENT SCHOOL DIST #482	\$ 1,455.75
44880	7/19/2018	JK SPORTS	\$ 211.00
44881	7/19/2018	PIZZA RANCH	\$ 72.00
44882	7/26/2018	BSN SPORTS	\$ 1,645.93
44883	7/26/2018	DACOTAH PAPER CO	\$ 4,008.00
44884	7/26/2018	DEAN FOODS INC	\$ 11.12
44885	7/26/2018	FLAGSHIP RECREATION	\$ 2,246.00
44886	7/26/2018	HEINEMANN	\$ 467.50
44887	7/26/2018	JMC COMPUTER SERVICE, INC	\$ 125.00
44888	7/26/2018	MCGRAW-HILL EDUCATION, INC.	\$ 4,149.75
44889	7/26/2018	MINNESOTA ENERGY RESOURCES	\$ 344.23
44890	7/26/2018	MINNESOTA POWER & LIGHT CO	\$ 6,258.64
44891	7/26/2018	NATIONAL JOINT POWERS ALLIANCE	\$ 153.00
44892	7/26/2018	O K TIRE STORE INC	\$ 1,392.60
44893	7/26/2018	WEBER'S WADENA HARDWARE	\$ 4.78
44894	7/31/2018	230201 - NCPERS MINNESOTA	\$ 32.00
44895	7/31/2018	AVESIS Third Party Admin., Inc	\$ 101.08
44896	7/31/2018	OPERATING ENGINEERS	\$ 116.78
44897	8/2/2018	VERNDALE TRAP CLUB	\$ 5,291.35
44899	8/2/2018	CITY OF VERNDALE	\$ 318.60
44901	8/2/2018	DEAN FOODS INC	\$ 39.55
44902	8/2/2018	ECKROTH MUSIC COMPANY	\$ 376.79
44908	8/2/2018	OMNI CHEER	\$ 1,414.11

**VERNDALE PUBLIC SCHOOL  
BOARD CHECKS PRESENTED FOR APPORVAL AND PAYMENT  
AUGUST 9, 2018**

Check No.	Date	Vendor Name	Amount
44909	8/2/2018	POPPLERS MUSIC STORE	\$ 192.88
44910	8/2/2018	ROCHESTER TELECOM SYSTEMS INC	\$ 24.66
44913	8/2/2018	TAYLOR PUBLISHING COMPANY	\$ 582.28
44915	8/2/2018	VERIZON WIRELESS	\$ 2,055.11
<i>Checks 44918-44947 have not been issued and are presented for payment authorization.</i>			
44918	8/9/2018	BRAATEN AGGREGATE, INC.	\$ 6,720.00
44919	8/9/2018	CAROLINA BIOLOGICAL SUPPLY CO.	\$ 557.10
44920	8/9/2018	CLIMATE MAKERS INC	\$ 1,200.00
44921	8/9/2018	CONCORDIA COLLEGE	\$ 125.00
44922	8/9/2018	DAILEY ELECTRIC, LLC	\$ 165.00
44923	8/9/2018	EDUCATORS BENEFIT CONSULTANTS, LLC	\$ 110.93
44924	8/9/2018	E-RATE AND EDUCATIONAL SERVICES, LLC	\$ 2,134.00
44925	8/9/2018	FIRELINE	\$ 345.00
44926	8/9/2018	FRESHWATER EDUCATION DISTRICT	\$ 22,104.96
44927	8/9/2018	GARY'S DIESEL REPAIR INC	\$ 436.61
44928	8/9/2018	HOCKERT'S CLEANERS	\$ 13.50
44929	8/9/2018	LIGHTSPEED TECHNOLOGIES, INC.	\$ 1,545.00
44930	8/9/2018	MARZANO RESEARCH	\$ 8,400.00
44931	8/9/2018	MINNESOTA DEPT OF LABOR AND INDUSTRY	\$ 100.00
44932	8/9/2018	MINNESOTA ENERGY RESOURCES	\$ 464.77
44934	8/9/2018	MN STATE HIGH SCHOOL LEAGUE	\$ 1,732.00
44935	8/9/2018	MnIAAA	\$ 330.00
44936	8/9/2018	NORTHERN BUSINESS PRODUCTS, IN	\$ 599.43
44937	8/9/2018	NORTHWESTERN TRANSIT INC	\$ 2,476.00
44938	8/9/2018	RESOURCE TRAINING & SOLUTIONS	\$ 285.00
44939	8/9/2018	RSCHOOLTODAY/DISTRIBUTED WEBSITE CORPORATION	\$ 250.00
44940	8/9/2018	SHI INTERNATIONAL	\$ 5,540.00
44941	8/9/2018	STEVE'S AUTO REPAIR, LLC	\$ 179.50
44942	8/9/2018	THE SHERWIN-WILLIAMS COMPANY	\$ 171.84
44943	8/9/2018	TRI-COUNTY HEALTH CARE	\$ 118.00
44944	8/9/2018	VERNDALE AUTO SALES AND SERVICE, LLC	\$ 5.64
44945	8/9/2018	WADENA COUNTY PUBLIC HEALTH DEPT.	\$ 666.38
44946	8/9/2018	WAYNE'S DISCOUNT	\$ 233.24
44947	8/9/2018	WEST CENTRAL TELEPHONE ASSN	\$ 305.28
<i>Checks 44878 and 44949 Board Party Check presented for approval.</i>			
44878	7/19/2018	YOUNGBAUERS INC	\$ 674.00
44948	8/9/2018	YOUNGBAUERS INC	\$ 875.00
<b>GRAND TOTAL</b>			<b>\$ 238,672.46</b>

**VERNDALE PUBLIC SCHOOL  
 ISD #0818  
 ELECTRONIC PAYROLL TRANSFERS**

<b>Description</b>	<b>Payroll 6/1/2018</b>	<b>Payroll 6/15/2018</b>	<b>Payroll 6/29/2018</b>	<b>Payroll 7/13/2018</b>	<b>Payroll 7/13/2018</b>	<b>Payroll 7/13/2018</b>	<b>Payroll 7/23/2018</b>	<b>Payroll 7/31/2018</b>
Payroll ACH Debit	\$ 21,318.32	\$ 97,781.74	\$ 79,507.45	\$ 57,883.78	\$ 8,526.45	\$ 14,005.40	\$ -	\$ 21,399.24
Fed/OASDI/Med	\$ 4,574.19	\$ 29,318.46	\$ 23,604.90	\$ 17,799.49	\$ 2,597.48	\$ 2,983.39	\$ 2,168.63	\$ 5,377.83
State Taxes	\$ 347.85	\$ 4,677.21	\$ 3,641.29	\$ 2,993.56	\$ 405.87	\$ 232.42	\$ 31.92	\$ 653.50
TRA	\$ 3,989.80	\$ 14,669.82	\$ 13,686.36	\$ 11,906.69	\$ 1,401.23	\$ 710.48	\$ 1,572.86	\$ 1,880.47
PERA		\$ 4,395.15	\$ 2,231.62		\$ 3,480.80	\$ 1,559.71	\$ 492.28	\$ 2,017.98
EBC Section 125 cafeteria plan								
EBC 403b/457 annuities		\$ 3,407.26	\$ 7,185.00	\$ 2,892.50	\$ 433.32	\$ 248.05	\$ 2,892.50	\$ 681.37
Other								
AFLAC - employee elections								
Colonial - employee elections								
Delta Dental - employee elections			\$ 680.35					\$ 680.35
Madison National - employee elections	\$ -		\$ 1,733.80					\$ 1,020.80
Total Disbursements plus checks	\$ 30,736.45	\$ 157,184.36	\$ 132,947.25	\$ 93,476.02	\$ 16,845.15	\$ 20,373.59	\$ 18,870.91	\$ 33,711.54
payroll - checks	\$ 506.29	\$ 2,934.72	\$ 676.48	\$ -	\$ -	\$ 634.14	\$ 11,712.72	\$ -
Net payroll	\$ 21,824.61	\$ 100,716.46	\$ 80,183.90	\$ 57,883.77	\$ 8,526.45	\$ 14,639.54	\$ 11,712.72	\$ 21,399.24

**VERNDALE PUBLIC SCHOOL  
PARENT/STUDENT  
CHROMEBOOK HANDBOOK  
2018-2019**

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## **Purpose - Why Should We Use Chromebooks?**

1. Cost, speed and management: it is a completely web-based device so there is no need for downloading or installing.
2. Engaging: The Chromebook is a device which could transform the way young people learn.
3. Instant on and all day battery: it's possible to get on the internet very quickly. Boot up time is less than 8 seconds. Battery life on a Chromebook is approximately 8 hours.
4. Auto-save: Student work on the Chromebook saves automatically to the Google Cloud. No more excuses like "I forgot to save my homework!"
5. Contextual Learning: the Chromebook is an "anywhere, anytime" learning device. A user can work offline and sync to their Google account when online. This makes it ideal for projects and learning which take place out of the classroom.
6. Personal Learning Studio: the Chromebook can be a science lab, literacy tool, research station, history archive, language lab, art canvas, video editing suite, and library.

## **Use of Technology**

All students in grades 7-12 are issued Google Chromebooks for educational use, to be used in every classroom throughout the curriculum. This document provides students and their parents/guardians with information about the general use of technology, "ownership" of the devices, rights and responsibilities for possession of the device, educational use, care of the Chromebook and being a good digital citizen. Additionally, the last page is a Chromebook Agreement form for parents and students to complete.

This handbook may be updated, changed and modified at the sole discretion of the Verndale Public School Technology and Leadership teams. We will provide advance notice of any changes through regular school communication. Any changes to policy will be effective for the next school year or semester.

Students and their parents/guardians are reminded that use of school technology is a privilege and not a right and that everything done on any school owned computer, network, or electronic communication device may be monitored by school authorities. Inappropriate use of school technology will result in loss of computer privileges, removal from class, loss of credit, failing grade and/or legal action as stated in our school's handbook.

## **OWNERSHIP**

Verndale Public School retains sole right of possession of the Chromebook. Verndale School lends the Chromebook to the students for educational purposes only, during the academic year. However, exceptions to this rule may be made by administration in the event that a student has academic need for it over the summer. Additionally, our administrative staff retains the right to collect and/or inspect Chromebooks at any time, including via electronic remote access and to alter, add or delete installed software or hardware. **Students should not share their Chromebook with another student or leave the Chromebook unattended.** Chromebooks may be taken home for educational purpose, but must come back to school **fully charged** every day.

## **Receiving Your Chromebook**

### **Orientation**

All parents/guardians are required to attend an orientation or meet with school personnel and sign the Verndale Public School Chromebook Agreement before a Chromebook will be issued to their child.

### **Rights and Responsibilities**

#### **Responsibility for Electronic Data**

The students are solely responsible for any apps or extensions on their Chromebooks that are not installed by a member of the school's technology staff. Students are responsible for backing up their data to protect from loss. Users of Verndale Public School system technology have no rights, ownership, or expectations of privacy to any data that is, or was, stored on the Chromebook, school network, or any school issued applications and are given no guarantees that data will be retained or destroyed.

### **Chromebook Identification**

#### **Records**

The school will maintain a log of all Chromebooks including: Chromebook serial number, asset tag code, name and ID number of the student assigned to the device.

#### **Users**

Each student will be assigned the same Chromebook for the duration of his/her time at Verndale Public School. Take good care of it! They will be collected at the end of each year.

## **Operating System and Security**

Students may not use or install any operating system on their Chromebook other than the current version of ChromeOS that is supported and managed by the school.

### **Updates**

The Chromebook operating system, ChromeOS, updates itself automatically. Students do not manually update their Chromebooks.

### **Virus Protection**

Chromebooks use the principle of “defense in depth” to provide multiple layers of protection against viruses and malware, including data encryption and verified boot. There is no need for additional virus protection.

### **Content Filter**

The school utilizes an internet content filter that is in compliance with the federally mandated Children’s Internet Protection Act (CIPA). All Chromebooks have Internet activity protection and are monitored by the school while on campus. If an educationally valuable site is blocked, students should contact their teachers to request the site be unblocked.

Parents/guardians are responsible for filtering and monitoring any internet connection students use, that is not provided by the school and when using their Google Accounts at home.

### **No Expectation of Privacy**

Students have no expectation of confidentiality or privacy with respect to any usage of a Chromebook, regardless of whether that use is for school-related or personal purposes, other than as specifically provided by law. The school may, without prior notice or consent, log, supervise, access, view, monitor, and record use of student Chromebooks at any time for any reason related to the operation of the school. By using a Chromebook, students agree to such access, monitoring, and recording of their use.

## **Software**

### **Google Apps for Education**

- Chromebooks seamlessly integrate with the Google Apps for Education suite of productivity and collaboration tools. This suite includes Google Drive (Documents, Spreadsheets, Presentations, Drawings, and Forms).



- All work is stored in the cloud, saves automatically, and can be retrieved from any device.

### **Chrome Web Apps and Extensions**

- Students are allowed to install appropriate Chrome web apps and extensions from the Chrome Web store with teacher permission.
- Students are responsible for the web apps and extensions they install on their Chromebooks. Inappropriate material will result in disciplinary action.
- Some web apps will be available to use when the Chromebook is not connected to the Internet.

### **Monitoring Software**

Teachers, school administrators, and the technology depart staff reserve the right to monitor activity on student Chromebooks via the Google Administrator Dashboard and teacher observation.

## **REPAIRING/REPLACING YOUR CHROMEBOOK**

### **Estimated Costs:**

The school will cover up to \$100 for the first repair. Any repairs needed after that, will be up to the student/parent/guardian to cover.

### **VHS Chromebook Damage & Loss Policy**

- It shall be the responsibility of the student/student's parent/guardian to pay for ANY Chromebook and accessories damage or loss not covered by warranty or outside of the \$100 first repair.
- The IT Team will inform the student, parent/guardian and the Verndale School Business office of the charges for damage or loss.
- If a Chromebook is missing and/or not returned to the school by the student, the student/student's parents/guardian are responsible for the full replacement cost.

## **Educational Use**

School-issued Chromebooks for educational purposes and students are to adhere to the Verndale Public School Acceptable Use Policy and all corresponding administrative procedures at all times.

### **Using Your Chromebook At School**

Students are expected to bring their assigned Chromebook to each class every day unless specifically advised not to do so by their teacher. Students are responsible for making sure their computers are charged each school day.

## **Background and Themes**

Inappropriate media may not be used as Chromebook backgrounds or themes. No images or graphics containing people can ever be used as a background or theme. The presence of such media will result in disciplinary action.

## **Sound**

- Sound must be muted at all times unless permission is obtained from a teacher.
- Headphones/earbuds may be used at the discretion of the teachers.
- Students should have their own personal set of headphones for sanitary reasons.

## **Printing**

- Students will be encouraged to digitally publish and share their work with their teachers and peers when appropriate.
- Because all student work should be stored in an internet/cloud application, students will rarely print directly from their Chromebooks at school. Any printing that needs to be done can be accomplished by accessing their Google Chrome Accounts in the school lab, printing at home, or occasionally printing to the library printer.
- Students should never share their account passwords with others, unless requested by an administrator.

## **Managing and Using Your Google Chrome Account Outside of School**

- The majority of student work will be stored in Google Drive or Internet/cloud based applications and can be accessed from any computer with an Internet connection and most mobile internet devices.
- Students should always remember to save frequently when working on digital media, not all Google tools/apps automatically update/save.
- The school will not be responsible for the loss of any student's work.
- Students are encouraged to maintain backups of their important work on a portable storage device or by having multiple copies stored in different Internet storage solution.
- Your Chrome Account is accessible from any computer. Homework will often be tied to the student's google drive account and will need to be accessed at home. Students are bound by the Verndale Public Schools Acceptable Use Policy, Administrative Procedures, and all other guidelines in this document wherever they use their Google Chrome account.

## **CHROMEBOOK CARE**

### **Taking Care of Your Chromebook**

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken or fail to work properly must be reported to a teacher or administrator as soon as possible so it can be resolved. School-owned Chromebooks should NEVER be taken to an outside computer service for any type of repairs or maintenance.

## **General Precautions**

- No food or drink by the Chromebooks.
- Cords, cables, and removable storage devices must be inserted carefully into Chromebooks.
- Chromebooks must remain free of any writing, drawing, stickers, and labels.
- Heavy objects should never be placed on top of Chromebooks.

## **Carrying Chromebooks**

- Always transport Chromebooks with care and with the screen closed. Failure to do so may result in disciplinary action.
- Never lift Chromebooks by the screen.

## **Screen Care**

The Chromebook screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure, heat, and light.

- Do not put pressure on the top of a Chromebook when it is closed.
- Do not store a Chromebook with the screen open.
- Make sure there is nothing on the keyboard before closing the lid (e.g. pens, pencils, or disks).
- Only clean the screen with a soft, dry microfiber cloth or anti-static cloth.

## **Asset Tags**

- All Chromebooks will be labeled with a Verndale Public School asset tag.
- Asset tags may not be modified or tampered with in any way.
- Students may be charged a fee if the asset tag is removed or tampered with.

## **Chromebooks Left Unattended**

- Under no circumstances should Chromebooks be left in unsupervised areas. Unsupervised areas include the school grounds, the lunchroom, bathrooms, computer labs, library, unlocked classrooms, and hallways. Any Chromebook left in these areas is in danger of being stolen. If a Chromebook is found in an unsupervised area, it should be taken immediately to the office. Multiple offenses will result in disciplinary action.

# **DIGITAL CITIZENSHIP**

## **Appropriate Uses and Digital Citizenship**

While working in a digital and collaborative environment, students should always conduct themselves as good digital citizens by adhering to the following:

1. **Respect Yourself.** I will show respect for myself through my actions. I will select online names that are appropriate. I will use caution with the information, images, and other media that I post online. I will carefully consider what personal information about my life, experience, or relationships I post. I will not be obscene. I will act with integrity.
2. **Protect Yourself.** I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me while online. I will protect passwords, accounts, and resources.
3. **Respect Others.** I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or stalk people. I will show respect for other people in my choice of websites: I will not visit sites that are degrading to others, pornographic, racist, or inappropriate. I will not enter other people's private spaces or areas.
4. **Protect Others.** I will protect others by reporting abuse and not forwarding inappropriate materials or communications. I will avoid unacceptable materials and conversations.
5. **Respect Intellectual property.** I will request permission to use copyrighted or otherwise protected materials. I will suitably cite all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.
6. **Protect Intellectual Property.** I will request to use the software and media others produce. I will purchase, license, and register all software or use available free and open source alternatives rather than pirating software. I will purchase my music media and refrain from distributing these in a manner that violates their licenses.

## **Copyright and File Sharing**

Students are required to follow all copyright laws around all media including text, images, programs, music, and video. Downloading, sharing, and posting online illegally obtained media is against the Acceptable Use Policy.

## **Inappropriate Digital Citizenship by Student**

The level of inappropriate Digital Citizenship by the student has two levels of infractions and are determined by the seriousness of the act.

1. **Minor/Level 1:** These are the least serious and will be dealt with on a case by case basis. These infractions include:
  - a. Playing games, when you are not instructed to (first offense).
  - b. Touch someone else's computer.

2. Major/Level 2: The Level 2 infractions are more serious than Level 1 and will require a more formal disciplinary action. Some of these include (but are not limited to):
  - a. Use Chromebook to cyberbully.
  - b. Inappropriate online collaboration, writing or class dialog on the Chromebook/Google account.
  - c. Chronic minor violations.

General Guidelines/methods of discipline for all students.

1. First violation:
  - a. Chromebook taken away by school personnel
  - b. Chromebook taken away during study hall
2. Second violation
  - a. Chromebook taken away for a week.
  - b. Student received referral
  - c. Contact parents
3. Third violation
  - a. No use of Chromebook by student until a Principal or teacher can meet with parents.
  - b. Restricted use of Chromebook - faculty managed use.
  - c. Restricted use of Google account issued to student.
  - d. Chromebook taken away for a specified duration.
  - e. Other consequences determined appropriate by administration.

## **CHROMEBOOK AGREEMENT**

Before receipt of the Chromebook, please complete and return the attached Chromebook Use and Expectations and User Agreement and return to the office. With the completion of this document, the student and their parent/guardian agree to follow and accept:

- Pay a \$30 insurance fee
- Student Technology Acceptable Use Policy
- The contents of the Chromebook Parent/Student Handbook
- The Website and Social Media Guidelines (below)
- Verndale School owns the Chromebook and software. (You may want to purchase a wireless mouse and ear buds to have on hand).
- In no event shall Verndale school be held liable to any claim of damage, negligence, or breach of duty.
- This handbook may be updated, changed and modified at the sole discretion of Verndale Public School. We will provide advance notice of any changes thru regular school communication.

## **Student Chromebook Use and Expectations**

- You may use only school approved backgrounds.
- Profile image may be a picture of yourself or an avatar.
- Use your school email only.
- Lower the lid when the teacher is talking.
- Chromebooks are not allowed in the bathroom, locker room or during lunch
- Use your Chromebook in the classroom when instructed to use it.
- Do not visit pages or documents that do not follow our internet use agreement policy.
- School-approved games are allowed when teachers have given permission to play.
- Sound should be muted on Chromebook. Use of headphones is permitted, when granted by a teacher.
- In your classroom, carry your Chromebook with the lid closed using two hands.
- When moving between classrooms, carry Chromebook in a safe manner.
- Do not place Chromebook in your backpack.
- Never throw, slide, drop or press hard on your Chromebook.
- No food or drinks allowed near the Chromebook.
- Sign out of your Chromebook and shutdown at the end of each day.



# Chromebook Student/Parent User Agreement.

**Part One:  
Student Information**

Please complete the boxes below to identify the student and their assigned device.  
Signing indicates you have read and understand the Chromebook policies

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Student ID: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Serial Number of Chromebook: \_\_\_\_\_ Asset #: \_\_\_\_\_



## Internet Use and Chromebook Student/Parent User Agreement

### Part Two: Website & Social Media Guidelines

Student Initials	<u>Think before you act because your virtual actions are real and permanent!</u>	Parent Initials
	Be aware of what you post online. Website and social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers, future colleges, or employers to see. (THINK, is it True, Helpful, Inspiring, Necessary, Kind?)	
	Follow the school's code of conduct when writing online. It is acceptable to disagree with other's opinions; however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.	
	Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birth dates, and pictures. Do not share your password with anyone besides your teachers and parents.	
	Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read and review the entire website prior to linking to ensure that all information is appropriate for a school setting.	
	Do your own work! Do not use other people's intellectual property without their permission. Be aware that it is a violation of copyright law to copy and paste other's thoughts. (Plagiarism) It is good practice to hyperlink to your sources.	
	Be aware that may also be protected under copyright laws. Verify that you have permission to use the image or that it is under Creative Commons attribution.	
	Online work should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work, be sure it is in the spirit of improving the writing.	
	If you run across inappropriate material that makes you feel uncomfortable or is not respectful, tell your teacher right away.	
	Students are not allowed to change any Chrome settings without teacher permission. Only tool/apps setting changes are allowed.	
	Students will have access to YouTube. They are expected to use it for school provided/related links only.	
	How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.	
	Any personal devices should ALWAYS use our Guest Wi-fi Network.	

## **Student Handbook Updates** **2018-2019 School Year**

### **Elementary and Secondary Student Handbook Updates**

- General Grammatical / Formatting Updates
- Update legal Notices
  - 504 Coordinator – Replace Arick Follingstad with Katie Bolland
- Update daily schedule times
- Update breakfast/lunch prices
- Update staff names and contact information
- Update Tobacco Policy

#### ***Tobacco, Tobacco-Related Devices, E-Cigarettes***

Students are prohibited from using or possessing tobacco, tobacco-related devices, or electronic cigarette at school, on school grounds, in school vehicles or at school-sponsored activities. The Verndale School building, grounds and vehicles are tobacco-free. (Verndale School District Policy #419 – Tobacco-Free Environment)

### **High School Student Handbook Updates**

- Update Co-Curricular Activities / Advisors List
- Door Policy Language Update

#### ***Door Policy***

Parents and students should always use the main entrance (door 1) to access our school during the school day. All external doors, except the main entrance (door 1), will remain locked during school hours (from 8:15 a.m. to 3:09 p.m.). For safety precautions, individuals entering must use the security system and identify themselves to the office staff in order to enter the building during this time.

Parents/guardians picking up students are required to enter the building through the main office and remain in the office or in the commons area by the new gymnasium.

Students arriving late to school or leaving early must check in and out through the main office.

- Senior Privilege Policy Update

A student may not be in the hallway during their free period. He/she must either be out of the building or in a location designated by administration. Students violating this policy will lose their free period status and be assigned to a class per administrative discretion.

## **Elementary Student Handbook Updates**

- Door Policy Language Update

### ***Door Policy***

Parents and students should always use the main entrance (door 1) to access our school during the school day. All external doors, except the main entrance (door 1), will remain locked during school hours (from 8:15 a.m. to 3:09 p.m.). For safety precautions, individuals entering must use the security system and identify themselves to the office staff in order to enter the building during this time.

Parents/guardians picking up students are required to enter the building through the main office and remain in the office or in the commons area by the new gymnasium.

*Elementary students getting picked up will be brought to the office for pickup at the end of the day.*

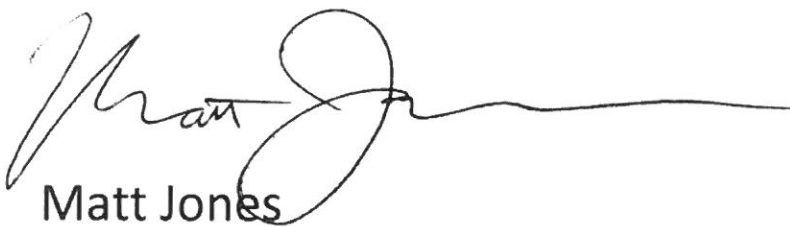
Students arriving late to school or leaving early must check in and out through the main office.

July 26, 2018

Verndale Board of Education

I am resigning from my junior high football coaching position. I will continue to coach football at the JV and Varsity levels.

Sincerely,

A handwritten signature in black ink, appearing to read "Matt Jones", with a long horizontal flourish extending to the right.

Matt Jones

- Mail
- Calendar
- Contacts
- Deleted Items (19)
- Drafts [1]
- Inbox (12459)
- Junk E-Mail [48]
- Sent Items
- [Click to view all folders](#)
- Outbox
- Manage Folders...

Reply
 Reply All
 Forward
 Print
 X
 Junk
 Close
 X

## Resignation

Emily Waldahl [biiiao@live.com]

You replied on 7/9/2018 10:44 PM.

**Sent:** Monday, July 09, 2018 10:38 AM

**To:** Paul Brownlow; pbrownlow@vps.verndale.k12.mn.us; afollingstad@vps.verndale.k12.mn.us; Arick Follingstad

Arik and Paul,  
 I would like to notify you that I will not be returning this fall to the Verndale Public School as Media Assistant/Librarian. Due to financial and personal reasons I have decided to return to my last employer. Thank you for giving me the opportunity to work in an incredible and rewarding environment. If there is anything I can do to help with the transition please let me know. I will be coming in to pick up my personal items the end of July.

Emily Waldahl

Sent from my Verizon, Samsung Galaxy smartphone





# VERNDALE PUBLIC SCHOOLS

Independent School District No. 818, Wadena County

VERNDALE, MINNESOTA 56481-3000

## ~Mission Statement~

*The mission of the Verndale Public School District is to provide a safe environment where students are prepared for an ever-changing world through educational excellence.*

To: Verndale School Board  
From: Paul Brownlow, Superintendent  
Date: August 6, 2018  
Re: Media Assistant

I recommend the Verndale School District hire Charlene Orlando to fill the vacant media assistant position. She will be placed at base pay for the media assistant position in addition to the appropriate longevity for her years of service as a support staff member.

Charlene has experience in various positions in our school district. She also has experience with some of the events that occur in the media center. Her prior work experience in our school and knowledge of the media center make her a good candidate for this position.

Sincerely,

Paul Brownlow  
Superintendent



# VERNDALE PUBLIC SCHOOLS

Independent School District No. 818, Wadena County

VERNDALE, MINNESOTA 56481-3000

## ~Mission Statement~

*The mission of the Verndale Public School District is to provide a safe environment where students are prepared for an ever-changing world through educational excellence.*

To: Verndale School Board  
From: Paul Brownlow, Superintendent  
Date: August 6, 2018  
Re: Teacher Assistant/Media Assistant

I recommend the Verndale School District hire Allie Anson to fill the vacant teacher assistant (4.5 hours/media assistant (2 hours) position. She will be placed at base pay for both positions.

Allie has experience in various organizations and with you. Her experience and energy make her a good candidate for this position.

Sincerely,

Paul Brownlow  
Superintendent



**~Mission Statement~**

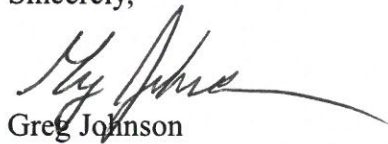
*The mission of the Verndale Public School District is to provide a safe environment where students are prepared for an ever-changing world through educational excellence.*

To: Mr. Paul Brownlow and the Verndale School Board  
From: Greg Johnson, Dean of Students/Activities Director  
Date: August 6, 2018  
Re: Head Football Coach

I recommend the Verndale School District hire Michael Mahlen to fill the vacant Head Football coaching position. He will be paid at Step 5 of the extracurricular salary schedule.

Coach Mahlen has extensive experience as the Head Football Coach in Verndale. His experience make him an excellent candidate for this position.

Sincerely,

A handwritten signature in black ink, appearing to read 'Greg Johnson', with a long horizontal flourish extending to the right.

Greg Johnson  
Dean of Students/Activities Director





To: Verndale School Board  
From: Arick Follingstad, Principal  
Date: August 9, 2018  
Re: Junior High Football Coach

I recommend the Verndale School District hire Zach Johnson to fill the vacant junior high football coaching position. He will be paid at Step 1 of the extracurricular salary schedule.

Zach has prior experience coaching junior high baseball and has experience playing in the Verndale football program. He also served as a volunteer basketball coach in our school last season. These experiences make him a great candidate for this position.

Sincerely,

Arick Follingstad  
Principal

To: Paul Brownlow, Superintendent and Verndale Public School Board  
From: Kelly Youngbauer  
Re: Lane Change Request  
8 August 2018

Mr. Brownlow,

I would like to request a lane change from a Masters to a Masters plus 10.

Attached please find an unofficial transcript from Minnesota State University

Moorhead that shows that I have accrued 9 graduate level credits as of July of

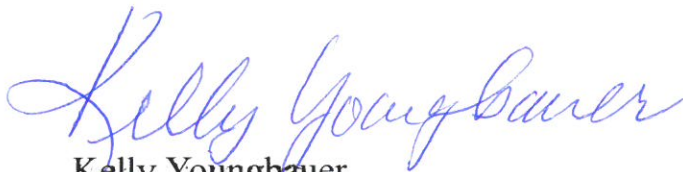
2018. I have also attached a copy of the certificate of completion of my first

Alternative Career Pathways Project which awarded 3 credits. I would like to add

one of these 3 credits to the other 9 to meet the 10 credit requirement to change

lanes.

Thank you for your consideration.



Kelly Youngbauer

Science Teacher

Verndale Public Schools

**IUOE Local 70  
Support Staff  
Negotiations  
Settlement Summary  
August 6, 2018**

1. Update all dates to reflect 2017-2019 agreement
2. Leaves of Absence
  - a. Need 2 day notice for vacation, floating holiday or personal leave.
3. Retirement Programs
  - a. Eliminate the minimum number of days necessary to participate in the 403B matching contribution plan.
4. Increase boiler check rate from \$15 to \$20.
5. Secretary classification removed from unit effective July 1, 2019.
6. A procedure will be developed, but not included in the contract to pay employees June 15, July 15, and August 15 of each year. Checks will all be mailed in June.
7. Rates of pay to increase as reflected on attached page.
8. Retroactivity on pay schedule.

VERDALE PUBLIC SCHOOLS  
 LOCAL NO. 70 NEGOTIATIONS SUMMARY  
 FISCAL YEARS 2018 & 2019

\$	0.35	Base	\$	0.35	Base
\$	-	Cash In Lieu/hour	\$	-	Cash In Lieu/hour
\$	0.15	Longevity Resumed	\$	0.15	Longevity Resumed

Fund 1	BASE	2017-18 Year			2018-19 Year			Total Package		
			Increase	%		Increase	%	Cost		%
Base	\$ 375,488.50	\$ 385,495.73	\$ 10,007.23	\$ 395,503.07	\$ 10,007.34	\$ 20,014.57	\$ 20,014.57			
Longevity	\$ 28,403.66	\$ 30,984.86	\$ 2,581.20	\$ 35,105.02	\$ 4,120.16	\$ 6,701.36	\$ 6,701.36			
Shift	\$ 1,560.00	\$ 1,560.00	\$ -	\$ 1,560.00	\$ -	\$ -	\$ -			
Cash In Lieu		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
FICA	\$ 31,017.08	\$ 31,980.08	\$ 963.00	\$ 33,060.86	\$ 1,080.78	\$ 2,043.78	\$ 2,043.78			
PERA	\$ 30,408.92	\$ 31,353.06	\$ 944.14	\$ 32,412.59	\$ 1,059.53	\$ 2,003.67	\$ 2,003.67			
TSA Match	\$ 3,498.00	\$ 3,698.00	\$ 200.00	\$ 4,179.00	\$ 481.00	\$ 681.00	\$ 681.00			
<b>Total</b>	<b>\$ 470,376.09</b>	<b>\$ 485,071.73</b>	<b>\$ 14,695.57</b>	<b>\$ 501,820.48</b>	<b>\$ 16,748.81</b>	<b>\$ 31,444.38</b>	<b>\$ 31,444.38</b>	<b>6.58%</b>		

3.12%

3.45%



# **VERNDALE PUBLIC SCHOOLS**

Independent School District No. 818, Wadena County

**VERNDALE, MINNESOTA 56481-3000**

## **Verndale High School**

### **2018-2019 Activity Assignments**

*August 9, 2018*

#### **Fall**

##### **Football**

Head "A" Football Coach	Mike Mahlen
"B" Football Coach	Jeff Moore
"C" Football Coach	Greg Johnson **
Junior High Football Coach	Lance Edin
Junior High Football Coach	Zach Johnson **

##### **Volleyball**

Head "A" Volleyball Coach	Shelley Glenz
"B" Volleyball Coach	Alicia Strayer
Junior High Volleyball Coach	Angie Wallin

#### **Winter**

##### **Wrestling \*\*\*\***

Assistant Wrestling Coach	TBD
Junior High Wrestling Coach	Marshall Willis

##### **Girls Basketball**

Head "A" Girls Basketball Coach	Art Schluttner
"B" Girls Basketball Coach	Sam Schmitz
"C" Girls Basketball Coach	Katie Bolland **
Junior High Girls Basketball Coach	Dan Johnson



# VERNDALE PUBLIC SCHOOLS

Independent School District No. 818, Wadena County

VERNDALE, MINNESOTA 56481-3000

## **Boys Basketball**

Head "A" Boys Basketball Coach Greg Johnson  
"B" Boys Basketball Coach Lance Edin  
"C" Boys Basketball Coach TBD \*\*  
Junior High Boys Basketball Coach Dan Johnson

## **Spring**

### **Baseball \*\*\***

"B" Baseball Coach TBD  
Jr. High Baseball Coach Zach Johnson

### **Softball \*\*\***

"A" Softball Coach Dan Johnson  
"B" Softball Coach Katie Bolland  
Jr. High Softball Coach Alicia Strayer

### **Track \*\*\***

"A" Track (Boys) Coach Jeff Moore  
"A" Track (Girls) Coach Kenny Miller (Paid by Bertha-Hewitt School District)  
"B" Track Coach Heather Ellis \*\*  
Junior High Track Coach Katherine Ervasti

## **Multiple Season**

Cheerleading Advisor Angie Orsburn  
Summer Band Stephanie Brownlow  
Marching Band Stephanie Brownlow  
Color Guard Deb Hutson  
Marching Band Assistant/  
Color Guard Nick Bunio  
School Play Advisor Kelly Youngbauer



# **VERNDALE PUBLIC SCHOOLS**

**Independent School District No. 818, Wadena County**

**VERNDALE, MINNESOTA 56481-3000**

Speech Advisor	Meagan Ferris
Annual Advisor	Kelly Youngbauer
SADD Advisor	TBD
Knowledge Bowl Advisor	Kelly Youngbauer
Jr. High Knowledge Bowl Advisor	Sam Schmitz
FCCLA Co-Advisor	Angie Orsburn
FCCLA Co-Advisor	Jamie Adams
National Honor Society	Sheri Brewer
Student Council Advisor	Sam Schmitz
Senior Class Advisor	Matt Jones
Prom Advisor	Kelly Youngbauer
Robotics Advisor	Matt Jones

\*\* These positions are additional and will only be utilized if the participant numbers merit an additional coach.

\*\*\* This sport/activity is shared with the Bertha-Hewitt School District.

\*\*\*\*This sport/activity is shared with the Bertha-Hewitt and Parkers Prairie School Districts.

## Verndale Public School - Extra Curric Pays

**Scoreclock:**

Volleyball A & B	\$ 40.00	
Volleyball 7th - 8th - 9th	\$ 15.00	
Football - Varsity	\$ 40.00	
Football - 8th & B	\$ 25.00	
Football - 7th	\$ 15.00	
Basketball A & B	\$ 40.00	
Basketball Double Header	\$ 65.00	
Basketball - Holiday Tournament - Varsity	\$ 50.00	(2 games)
Basketball - 9th (half)	\$ 15.00	
Basketball - 9th (full)	\$ 25.00	
Basketball - 7th & 8th	\$ 15.00	
Wrestling	\$ 40.00	
Wrestling (triangular)	\$ 60.00	

Chain Gang (3 people)	\$ 35.00	
Ticket Taker	\$ 40.00	
Basketball Double Header Ticket Taker	\$ 65.00	
Ticket Taker (Wrestling Tri)	\$ 60.00	

**Scorebook:**

Volleyball A & B	\$ 40.00	
Football Varsity	\$ 35.00	
Basketball A & B	\$ 40.00	
Basketball Double Header	\$ 65.00	
Basketball - Holiday Tournament - Varsity	\$ 50.00	(2 games)
Wrestling	\$ 40.00	
Wrestling (Triangular)	\$ 60.00	

**Referees/Umpires:**

Volleyball - 7th - 8th	\$ 17.50	
Volleyball - 9th	\$ 20.00	
Volleyball - A or B Line Judge	\$ 15.00	(1 game)
Volleyball - A & B Line Judge	\$ 25.00	(2 games)
Volleyball - Libero Tracker - A or B	\$ 15.00	(1 game)
Volleyball - Libero Tracker - A & B	\$ 25.00	(2 games)
Football - 8th - B	\$ 25.00	
Football - 7th	\$ 20.00	
Basketball - 7th - 8th	\$ 20.00	
Basketball - 9th (half)	\$ 17.50	
Basketball - 9th (full)	\$ 35.00	
Softball/Baseball - JH	\$ 35.00	
Softball/Baseball - JH - DBL Header	\$ 60.00	



**Verndale School District  
Substitute Rates  
2018-2019**

**Board Reviewed August 9, 2018**

- Substitute Teacher \$110.03/day  
\$14.67/hour
  
- Substitute Education Assistant  
Substitute Clerical  
Substitute Food Service  
Substitute Custodian \$10.75
  
- Substitute Route Driver \$42.50 per Route

# Verndale Public School Local Literacy Plan

Reading Well by Third Grade  
2018 Update

## Statement of Goal and Objectives

The District 818, Verndale Public School Local Literacy Plan was developed to ensure that district students are proficient readers by the end of third grade. This plan encompasses students in Pre-K through sixth grade in the areas of literacy instruction and intervention, so that, our goal above will be optimized to its fullest before/by the end of third grade.

This Reading Well by Third Grade Plan will be up for approval at the June 2018 School Board Meeting.

The school district serves a student population of approximately 551 students in K-12<sup>th</sup> grade. The elementary school serves 299 students with 56.9% free and reduced student population. Approximately 60% of the students open-enroll from surrounding school districts. The district qualifies as a school- wide Title I program.

Our elementary staff consists of two classrooms at each grade level. The Preschool Program is on site and provides pre-kindergarten support for its students in the area of literacy. In grades K-3, support is provided through two licensed intervention teachers, one Speech and Language Pathologist, one LD teacher, and one DCD teacher, and one primary SPED teacher. Additional help is provided by educational aides and community volunteers. In addition, we will be adding 2 Minnesota Reading Corp Tutors.

Due to high needs and other various reasons in our school, we have had tremendous turnover in staff. Currently, we have 8 new staff members out of 11. Therefore, it is our goal to:

1. Include 2 days of Professional Development this summer on reading instruction in the core classroom
2. Deepen our use of data to inform our instruction.

We hope to reinstitute:

1. Verndale primary grades implementing solid core instruction
2. A classroom-based intervention model of reading instruction replacing a “pull-out” model
3. Use the Guided Reading structure or PRESS intervention within the RtI model delivering “push-in” support to students
4. Data meetings quarterly as well as weekly check-in meetings

## Aligned Curriculum, Instruction, and Assessment

The primary reading program uses Scott-Foresman Reading Street as a resource to support MN standards. Small group differentiated instruction is used to deliver instruction to students at their reading level. An elementary Book Room provides leveled reading materials for use in the small groups.

Student achievement results and growth data from benchmark screenings in Fall, Winter, and Spring, validates that children in grades K-3 are making progress in certain areas like word segmenting and decodable words. Other areas like fluency and guided leveling demonstrate that we are at a plateau and therefore we are addressing this concern with Professional Development this summer and Accelerated Reading so that our children are spending more time in books. We are also addressing the lack of growth with letter sounds and sight words by changing our curriculum to be more rigorous and challenging as we focus on standards to move students forward in reading. This curriculum will now start with Preschool on up. Our district wide Plan has been established to monitor reading and will be implemented for the 2018-2019 school year.

Student proficiency in reading is measured three times a year during Benchmark testing. This information allows teachers to place students into the correct interventions to support their learning. Those students showing greater need for improvement are progress monitored every couple of weeks, therefore, measuring students' growth. The interventions used with students are research-based and used to plan and enhance reading instruction for all students.

Using the assessment schedule below, students will be benchmark tested in the fall, winter, and spring of the school year. The goal will be for students to attain the appropriate grade level achievement as determined by students' scores. Students will be rated according to need by On-Level, Strategic, or Intensive Levels of differentiated instruction. These levels also determine the frequency that students will be monitored, whether weekly (Intensive), twice monthly (Strategic), or only at the benchmark dates (ON-Level). AIMSweb and Fastbridge provides easy to read graphs that show student progress over the year that are shared with parents at conferences in both the fall and spring of the year.

Verndale K-6 Literacy Assessment Plan

	<b>Assessment</b>	<b>Types of Reading Data</b>	<b>Students Tested</b>	<b>Administrator of Test</b>
<b>Fall</b>	<b>AIMSweb Fall Benchmark</b>	<b>Screening: For Differentiated Instruction Placement</b>	<b>3<sup>rd</sup> Grade</b>	<b>Classroom Teacher or Title Teacher</b>
	<b>Fastbridge</b>	<b>Screening: For Differentiated Instruction Placement</b>	<b>K-2 Students</b>	<b>Intervention Teacher</b>
	<b>PRESS</b>	<b>Diagnostic</b>	<b>Tier 2 and 3 students</b>	<b>Intervention Teacher</b>

	<b>E. C. Leveling Assessment</b>	<b>For Reading Level Placement</b>	<b>All students K-3 and new students</b>	<b>Classroom Teacher</b>
<b>Winter</b>	<b>AIMSweb Winter Benchmark</b>	<b>Screening: For Differentiated Instruction Placement</b>	<b>3<sup>rd</sup> Grade</b>	<b>Classroom Teacher or Title Teacher</b>
	<b>Fastbridge</b>	<b>Screening: For Differentiated Instruction Placement</b>	<b>K-2 Students</b>	<b>Intervention Teacher</b>
	<b>PRESS</b>	<b>Diagnostic</b>	<b>Tier 2 and 3 students</b>	<b>Intervention Teacher</b>
	<b>E. C. Leveling Assessment</b>	<b>Diagnostic</b>	<b>All students K-3 and new students</b>	<b>Classroom Teacher</b>
<b>Spring</b>	<b>AIMSweb Spring Benchmark</b>	<b>Screening: For Differentiated Instruction Placement</b>	<b>3<sup>rd</sup> Grade</b>	<b>Classroom Teacher or Title Teacher</b>
	<b>Fastbridge</b>	<b>Screening: For Differentiated Instruction Placement</b>	<b>K-2 Students</b>	<b>Intervention Teacher</b>
	<b>PRESS</b>	<b>Diagnostic</b>	<b>Tier 2 and 3 students</b>	<b>Intervention Teacher</b>
	<b>E. C. Leveling Assessment</b>	<b>For Reading Level Placement</b>	<b>All students K-3 and new students</b>	<b>Classroom Teacher</b>
<b>All Year</b>	<b>AIMSweb</b>	<b>Progress monitoring</b>	<b>3<sup>rd</sup> grade</b>	<b>Classroom Teacher</b>
	<b>Fastbridge</b>	<b>Progress Monitoring</b>	<b>K-2 students</b>	<b>Classroom Teacher</b>
	<b>PRESS</b>	<b>Progress Monitoring</b>	<b>K-2 tier 2/3 students</b>	<b>Intervention Teacher</b>
	<b>E.C. Leveling Assessment</b>	<b>Diagnostic</b>	<b>K-3: All</b>	<b>Classroom Teacher</b>

## Data Driven Decision Making

Grade level data teams will meet monthly during the school year to review data and progress of all students. These teams will consist of grade level teachers; special education teachers, intervention teachers, and the principal. The following table will determine the agenda for each month.

September	Review data from Fall AIMSWEB and FASTbridge benchmark, MCA scores, and Reading Level Assessment (Mondo). Recommend and give PRESS diagnostic assessments for placement into RtI Interventions. Administer Words Their Way Elementary Spelling Inventory to 1-6 graders.
October	Review progress monitoring for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
November	Review progress monitoring for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
December	Review progress monitoring for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
January	Review data from Winter AIMSWEB and FASTbridge benchmark, MCA scores, and Reading Level Assessment (Mondo). Recommend and give PRESS diagnostic assessments within strategic and intensive RtI Intervention levels. Administer Words Their Way Elementary Spelling Inventory to 1-6 graders.
February	Review progress monitoring for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
March	Review progress monitoring for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
April	Review progress monitoring for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
May	Review data from Spring AIMSWEB and FASTbridge benchmark, MCA scores, and Reading Level Assessment (Mondo). Recommend and give PRESS diagnostic assessments within strategic and intensive RtI Intervention levels. Administer Words Their Way Elementary Spelling Inventory to 1-6 graders. Data used to evaluate Read Well by Third Grade plan.

In the spring of each school year we will use data to evaluate proficiency on the goals. If we meet these proficiencies, we know our intervention programs have had a positive effect on our students and therefore were a success for all involved.

Benchmark data will be used to document the outcomes of the Verndale Literacy Plan. This information will guide the format for the continued use or modifications of these interventions.

## Multi-Tiered Levels of Support

Interventions and instructional supports will be available to students not reading at or above grade level in grades Kindergarten through Grade 3. Targeted Services (an after school program) and Summer School are programs that offer additional interventions to students in need.

<b>Whole Group Instruction Tier 1 and 2</b>	<b>Tier 2 and 3 supports</b>	<b>Tier 3</b>
K-4 120 minutes daily 5-6 60 minutes daily	K-2, 3-4, & 5-6 Interventionist Support	Read 180 - grades 4-6
5 Strands of Literacy Instruction *Phonemic Awareness *Phonics *Fluency *Comprehension *Vocabulary	*Small group instruction based on data of students' needs	* students who qualify for the program
Differentiated Instruction *Small Group Work *Leveled Book Boxes	Foster Grandparents (K-2) *1:1 support for foundational reading	DCD Instruction - K-6 *students qualifying for instructional support
Comprehension Strategy Instruction	Minnesota Reading Corps (K-3) *1:1 interventions based on MRC data and matching student needs	LD Instruction - K-6 *students qualifying for instructional support
Scott Foresman Reading Curriculum	Volunteers Program *Reads and coaches students 1:1	Verndale Elementary Language Arts Block includes instruction, practice, and support in: Reading, Spelling, and Writing

Using the Minnesota Common Core Literacy Standards, each grade level has developed Essential Learner Outcomes that align the state standards to our literacy plan. Several teachers have started using a Standards based pre and post assessment to measure student mastery of standards in reading. As we move forward with

our school-wide reading instruction, all classrooms have been given Professional Development on how to start using standards as their foundational curriculum. Students not meeting grade level in any of the five strands of core literacy instruction will be given research based intervention opportunities to enhance their reading to meet or exceed grade level. Those students “near target” receive Tier II services, while students “below target” receive Tier III services.

## Job-Embedded Professional Development

All teachers are actively participating in Professional Learning Communities that are data driven with a focus on student learning to improve and collaboratively reflect on instruction that is research-based and proven to be effective. The district has allocated eight 2-hour late starts/early release days to accommodate job-embedded professional development. This job-embedded professional development has allowed the teachers to implement the new ideas and pedagogy into their classroom instruction. The district promotes development of competent use of literacy practices and instructional strategies that are effective for the students most in need of additional supports by providing time through monthly two- hour late starts for professional collaborate. Educators are also required to use 1 hour a month outside of student contact time to further enhance their reading instruction and monitor student data.

Our school is also involved in the Marzano High Reliability Schools grant for Region 5. Our teachers have already become certified in Level 1, which is a safe and collaborative environment for learning. We are currently working on being certified in Level 2, which supports teachers using researched, effective strategies. Teachers build these strategies around standards and then use scales to assess student progress toward the standard. Professional Development is given to teachers in the area of creating unit plans with effective strategies embedded and only standard driven.

Teachers are observed and evaluated by administration focusing on literacy instruction. Mentor teachers are assigned to new teaching staff members to ensure high quality literacy instruction. All staff is required to develop an Individual Growth and Development Plan that includes SMART goals for professional growth that are measured with student data. Staff are also involved in 2 peer “observation walkthroughs” to learn from other innovative teachers and then reflect on how their instruction can grow, based on what they saw..

The Leadership Team is in place to monitor the professional development needs of the staff , including the area of literacy instruction. PLCs and in-service topics cover those areas of literacy that support strong teaching practices.

## Family & Community Partnership

Parents and families will be frequently informed of student progress and specific strategies in which they can support their child’s development in literacy. The following information is available to parents throughout the

school year. Parents are notified as their child is placed and exited from intervention programs when indicated by diagnostic and progress monitoring data.

Newsletter 4 times a year

Report Cards 4 times a year

Progress Reports as needed

Text Leveling Assessment 4 times a year

IEP Meetings as needed

Progress Monitoring graphs quarterly

MCA Result-Parent Information Sheet

Parent teacher conferences in fall and spring

Website-ongoing

Newspaper

MCA and AYP data on file in the district office-available at anytime

Below are the letters sent to parents throughout the year to keep them informed of student learning.

[Parent letter](#)

The following provide interactive parent strategies and tips to support their own child's development and learning:

[www.MNParentsKnow.info](http://www.MNParentsKnow.info)

[www.intothebook.org/](http://www.intothebook.org/)

<http://reading.ecb.org/>

Literacy data will be used to document the outcome of the Verndale Reading Well by Third Grade Plan. We will seek feedback from the public during the annual Language Arts Curriculum Review meeting regarding the following; accessibility of information, usefulness of documents, and support provided for implementing effective strategies at home.

Questions and comments can be submitted by going to the Literacy Corner tab located on the Verndale Public School website or by contacting the Verndale District office at 218-445-5184.







**State of Minnesota**  
**Minnesota State Colleges and Universities**  
**Central Lakes College**  
**College in the Schools/Concurrent Enrollment Agreement**  
**2018-2019 Academic Year**  
*(Updated June 2018)*

THIS COLLEGE IN THE SCHOOLS/CONCURRENT ENROLLMENT AGREEMENT, and amendments and supplements thereto, (hereinafter “contract”) is between the State of Minnesota, acting through its Board of Trustees of the Minnesota State Colleges and Universities (hereinafter “Minnesota State”), on behalf of CENTRAL LAKES COLLEGE (hereinafter “COLLEGE”), and Verndale High School (hereinafter “HIGH SCHOOL”).

WHEREAS: COLLEGE is an autonomous college in the Minnesota State system.

WHEREAS: HIGH SCHOOL is affiliated with ISD 818 and

WHEREAS: it is understood that the HIGH SCHOOL, acting under the authority of its school district, and COLLEGE, respectively, need to act at times jointly and at times severally, as appropriate to the circumstance, with respect to this agreement; and

WHEREAS: COLLEGE is desirous of offering college level classes to HIGH SCHOOL through a program known as the Post-Secondary Options Program (hereinafter “PSEO”), a component of which provides for college-level classes to be offered at high schools, known as the College in the Schools/Concurrent Enrollment Program (hereinafter “CIS/CEP”); and

WHEREAS: HIGH SCHOOL is desirous of receiving college courses which meet transfer criteria to colleges and universities within Minnesota State, and when appropriate technical courses which meet transfer criteria to vocational/technical colleges within Minnesota State and services from COLLEGE through the CIS/CEP; and

WHEREAS: it is understood that the goals of the CIS/CEP can best be accomplished if HIGH SCHOOL and COLLEGE, collaboratively establish long term working relationships to develop and improve delivery of services to the high school students and:

WHEREAS: The governing policies of the CIS/CEP program and this agreement are established by law and the Minnesota State Board of Trustees, which include the following general provisions that are considered to be minimum requirements (Minnesota State Policy, Chapter 3 Section 5):

**Definitions**

**Post-Secondary Enrollment Options Program or “PSEO”.** The PSEO program is established by Minnesota Statutes section 124D.09 to “promote rigorous educational pursuits and provide a wider variety of options for students.” Through PSEO, high school students may earn both secondary and post-secondary credit for college or university courses completed on a college or university campus, at a high school, or at another location.

**PSEO College in the Schools/Concurrent Enrollment Course (College in the Schools).** A PSEO concurrent enrollment course is a college or university course made available through the PSEO program, offered through a secondary school, and taught by a secondary teacher.

**Post-Secondary Enrollment Options Expectations**

Minnesota State shall provide opportunities for students to participate in the PSEO Program. Students shall be admitted according to criteria that promote progress through college-level coursework and that augment their continued academic growth consistent with board policies and system procedures.

**Enrollment on campus.** Enrollment of PSEO students in courses on a college or university campus or in online classes taught by CLC College Employees shall be allowed on the basis of available space as defined by the college or university.

**Compliance with standards.** Colleges and universities shall require PSEO conduct standards.

**Developmental courses.** Colleges and universities shall not enroll students in developmental courses through PSEO.

And:

WHEREAS: HIGH SCHOOLS and Colleges wish to enter into this agreement through their respective agents for the delivery of CEP courses, which would be of mutual benefit:

NOW, THEREFORE, it is agreed:

I. Duties of each participating COLLEGE and HIGH SCHOOL

A. COLLEGE'S Duties. COLLEGE shall:

Ensure that the Director of Concurrent Enrollment/and CIS Enrollment Coordinator:

- Provide necessary registration, withdrawal, and drop-add information.
- Provide student orientation sessions at the local high school when requested, provide print and/or electronic materials with information that informs them about the academic and student support services available to all students at the college and outlines their responsibilities, including their responsibility to communicate with their high school about their academic progress in courses offered through PSEO (Minnesota State Policy, Chapter 3.5.1 Part 3 Subpart A).
- Provides the necessary Student-Parent Agreement and Registration online process.
- Provides the necessary Withdrawal and Drop-Add online process.
- Maintains records documenting each CIS/CEP course.
- Provides evaluation tools to faculty, counselors, principals and superintendents for the purpose of evaluating each college faculty collaborator as well as the program in general.

Ensure that the COLLEGE assessment coordinator:

- Provides the means for college course placement assessment testing.

Ensure that the COLLEGE records office:

- Creates course lists and grade sheets or makes them available online through e-services.
- Makes appropriate record adjustments for students in accordance to Drop/add and Withdrawal policies.
- Makes grades available to student within three weeks after the course ends and grades are reported by the instructor.
- Provides student official transcripts upon receipt of online request.
- Maintains college course records for high school students and awards college credit for successfully completed courses.

Ensure that each COLLEGE faculty collaborator:

- Supports the high school CIS/CEP teachers, giving additional time and attention to teachers new to the program.
- Initiates an initial communication with new high school teachers.
- Collaborates with the high school CIS/CEP teacher to clarify the approved college course outline and to create a course syllabus for the CIS/CEP course.
- Reviews course textbook options with CIS/CEP teacher, provide college text information and/or exam copies of the text if requested, and provides course outlines, sample syllabi, sample exams, sample assignments, and assignments for the CIS/CEP teacher's use if requested.
- Provides teachers who have taught the course previously with copies of new course outlines, new calendars, schedules or other information as courses change.
- Collaborates with high school CIS/CEP teachers to assure that required Student Learning Assessment activities take place, including any departmental exams and assessments.
- Provides assistance to access college course lists through e-services and Star ID# log-in to the high school CIS/CEP teacher if requested.
- Visits the class during the semester to observe teaching and student response to instruction, meeting with the teacher before and/or after each classroom observation. Classes taught by high school CIS/CEP teachers who have taught the course previously will be visited once at a minimum, while classes taught by high school CIS/CEP teachers who have not taught the course previously will be visited twice at a minimum. If distance or scheduling prevent an in person visit, a web-based/telepresence meeting can suffice.

- Offer to guest lecture or co-teach once or twice during the semester if agreed upon by the high school teacher.
- Review selected student graded assignments, tests and papers if requested to do so.
- Engages in an on-going dialogue (face-to face, ITV, on-line, by telephone, etc.) with the high school CIS/CEP teacher not less than once per term and is available to the high school teacher by phone, email, or other means to offer assistance/guidance as requested and work with the CIS/CEP teacher to ensure that the course meets the learning outcomes contained in the course outline approved by the college and that the students are held to college-level standards (Minnesota State Policy, Chapter 3.5.1 Part 4 Subpart D Number1).
- Provide assistance to CIS/CEP teachers to access the COLLEGE Library and D2L (Desire 2 Learn) online systems as requested.
- Extends to high school CIS/CEP teachers, invitations to participate in appropriate campus-based faculty development activities (Minnesota State Policy, Chapter 3.5.1 Part 4 Subpart D Number 2).
- Submit to the COLLEGE CIS/CEP Director and appropriate COLLEGE Academic Dean, a brief final written report at the end of the semester for each CIS/CEP course assigned summarizing the collaborative activities and discussing ways the experience may be improved for everyone involved. It is important to remember that the goal of collaboration is for the two instructors to discuss the course and share information about content, college-level expectations, instructional methodology, and changes in the field of study. It is designed to allow two professional educators to have a formal opportunity to engage in a professional discussion. It is not the purpose of this collaboration to evaluate the instructor or of the quality of the teaching and learning of the course. All faculty evaluations will remain the responsibility of their respective institutions.

B. HIGH SCHOOLS DUTIES. The HIGH SCHOOL shall:

Ensure the following program logistics:

- Provide general information about CIS/CEP to all sophomores and juniors enrolled in their high school (MN Statutes 2004, Section 124D.09, and Subdivision 7).
- Provide the concurrent enrollment courses for the following academic year to the COLLEGE CEP/CIS coordinator no later than May 1, unless an extension is granted by the Director.
- Have students who plan to take a CIS/CEP course the following year each complete the COLLEGE Application Form, Accuplacer Assessment, and high school transcript.
- Send the completed forms to the COLLEGE CIS/CEP Enrollment Coordinator or designee.
- In a timely manner as requested, send to COLLEGE CIS/CEP Enrollment Coordinator, the academic high school calendar showing required school days, as well as the start and end dates for each semester.
- Send enrollment lists to COLLEGE CIS/CEP Enrollment Coordinator in a timely fashion, by the third week of each semester/term.
  - (1) The enrollment list for each CIS/CEP course offered shall include the full name of each student who plans to enroll in the course with the understanding that in order to be listed the student meets the criteria to be eligible for participating in a CIS/CEP course (see Student Qualifications section).
  - (2) In order to register for a course, all students must complete an Online Application, possess eligible placement scores, and submit a high school transcript.
- Assist in student compliance with the Drop-Add and Withdrawal Policies (see “Other Provisions” section), sign off on online form as student advisor, and submit to COLLEGE CIS/CEP coordinator.
- To the extent possible, provide counseling services to students and their parents or guardian before students enroll in CIS/CEP courses. This ensures that the students and their parents or guardian are fully aware of the risks and possible consequences of enrolling in CIS/CEP courses.
- Provide all textbooks and other instructional materials/equipment required for the course as these are described in the course syllabus.

Ensure the following course scheduling requirements:

- The total enrollment (CIS/CEP students and non-CIS/CEP students combined) must not exceed the course maximum established by the COLLEGE.
- With permission from the HIGH SCHOOL, eligible community members may pay tuition to the college and participate in the course. They will be counted toward the minimum number of students.

- CIS/CEP courses should be scheduled at times not normally used for school sports and activities to minimize absences due to school related activities.
- At minimum of 51% of students enrolled in a high school CIS/CEP course must be taking the course for college credit. Exceptions must be approved in advance by the COLLEGE. Failure to comply may jeopardize the continuation of offering the CIS course for the following academic year.
- Provide a list annually to the CIS Director no later than May 1 of CIS/CEP courses offered at the high school that have both concurrent enrollment students and non-concurrent enrollment (high school credit only).

Ensure that each high school CIS/CEP teacher does the following:

- Attend CIS new instructor orientation prior to teaching the CIS course.
- Creates a course syllabus for the CIS/CEP course in collaboration with the college faculty. (see CIS Syllabus checklist for required information) A copy of the CIS syllabus **MUST** be submitted to the CIS/CEP Collaborator prior to the start of the course. This syllabus is to be provided to each CIS student on the first class day.
- Works to ensure each CIS/CEP course is equivalent in content and rigor to the same course offered on the college campus and covers all elements of the common course outline. If CIS instructor is asked in advance, s/he will provide documentation such as copies of quizzes, exams, and completed homework assignments that are examples of student A-level work, B-level work and C-level work. A student's grade in a course is to be based on their academic performance on assignments and tests. Testing will cover the full curriculum of the courses and if there are COLLEGE departmentally-required exams, the CIS instructor will comply in administering the exams.
- Assigns final letter grades to each student on the class list immediately after the semester ends.
- All CIS grades must be entered into e-services within three days of the course ending.

Ensure that each high school administrator does the following:

- The high school administrator ensures that CEP students are held to the same grading standards as those expected of students in on campus sections and CIS/CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections.

## II. REQUIREMENTS

The following is to be understood and agreed to by both the HIGH SCHOOL and COLLEGE:

### CIS/CEP Instructor Qualifications

- For Liberal Arts Transfer Courses, it is preferred that high school CIS/CEP teachers hold a Master's Degree in field or a Master's Degree + 18 graduate credit hours related to the discipline in which he or she is teaching. However, a Bachelor's Degree and discipline specific graduate or undergraduate coursework or some combination of extensive teaching and relevant coursework will be considered. In Technical Disciplines a mix of formal academic preparation and discipline-specific work experience will be considered.
- The CIS/CEP HIGH SCHOOL shall complete the CIS application form and forward unofficial copies of undergraduate and graduate transcripts, a resume, and a cover letter explaining why the teacher is capable of teaching this/these college-level course(s) to the COLLEGE CIS/CEP Director. Repeat teachers need to submit updated documentation as they further their education and/or gain discipline-specific work experience.
- Each high school teacher selected to teach a CIS/CEP course requires the approval of the teacher's principal and of the college including a review of the CIS/CEP Teacher's Credentials by the appropriate college faculty (per Minnesota State Policy, Chapter 3.5.1 Part 4 Subpart C).

### CIS/CEP Instructor Non-Compliance Policy for Professional Development

All CIS instructors are expected to attend annual professional development to stay informed of college expectations as they relate to current course content and rigor. CIS Instructors **are expected** to attend the annual discipline-specific workshop to stay in compliance with the policy.

The Director of Concurrent Enrollment maintains documentation of annual CIS professional development participation for all CIS Instructors. The Director conducts an annual compliance review and notifies those CIS instructors who are in danger of non-compliance with the participation policy.

In the event a CIS instructor misses the annual professional development workshop and has not made arrangements to meet individually with the faculty collaborator prior to the start of the term, the following will result:

1. The faculty collaborator will contact the CIS instructor to coordinate a meeting. An individual meeting between the faculty collaborator and CIS instructor will serve as a substitute (on a one-time-basis) for the annual professional development workshop. The primary focus of the meeting will be to review discipline-specific expectations related to course content and rigor.
2. If the CIS instructor is unable to meet with the faculty collaborator, cancels the meeting, or is unwilling to find a time to meet, the Director will advise the High School Administrator and CIS instructor that his/her course is in jeopardy of being cancelled. The CIS instructor will then be responsible for contacting the faculty collaborator to schedule a meeting and report back to the Director with the meeting specifics.
3. If the instructor misses the annual professional development workshop and DOES NOT meet with the faculty collaborator prior to the start of the succeeding academic year, the instructor will be put on probation for a one-year period. During the probationary period, the CIS instructor MUST meet with the faculty collaborator and attend the next professional development workshop. The high school principal and collaborator will both be informed of the probationary period and consequences of non-compliance.
4. If, at the end of the year of probation the instructor is still non-compliant, the CIS course is cancelled and the instructor is no longer considered a CIS instructor for that course.

**NOTE:** If an instructor has been approved to offer CIS courses in more than one discipline, workshop attendance is tracked for each discipline. Cancellation of one CIS course due to non-compliance does not automatically cancel other CIS courses.

#### CIS/CEP Instructor Non-Compliance Policy for Course Content

All CIS instructors are expected to adhere to the CLC common course outline content, academic rigor, and assessment components. Non-compliance occurs when any of the outlined CIS course content expectations are not adhered to.

If the faculty collaborator has significant concerns regarding a CIS instructor's adherence to the course content, academic rigor, and/or assessment components, the instructional issues will be addressed on a case-by-case basis, with the goal of assisting the CIS instructor to correct the concerns.

1. The faculty collaborator's concerns will be documented in writing in the site visit report and sent to the Director of Concurrent Enrollment. The written documentation will be kept in the CIS Program's Master Files.
2. The Director will contact the high school administrator to coordinate a meeting with the CIS instructor, faculty collaborator, the Director, and high school administrator to discuss instructional concerns and develop an action plan.
3. The faculty collaborator will follow up with the CIS instructor, either through another meeting or through a classroom observation, to determine if the concerns outlined in the action plan have been addressed and resolved.
4. If, after thorough consultation and careful consideration, the Director of Concurrent Enrollment, the faculty collaborator, and the Academic Dean determine that the course does not maintain college quality, the Director will cancel the course for the subsequent academic year and the instructor will lose his/her status as a CIS instructor in that discipline. The high school administration will be informed of the College's decision, and Director will work with the high school to identify another instructor, if appropriate.

**NOTE:** If an instructor has been approved to offer CIS courses in more than one discipline or course, the faculty collaborator for each area will assess adherence to course content. Cancellation of one CIS course due to non-compliance does not automatically cancel other CIS courses.

#### Student Admissions Requirements

- Eligible students are juniors with at least a 3.0 GPA and seniors with at least 2.5 GPA and
- Eligible students must meet one of the following:
  - have a minimum test score of the ACT
  - meet or exceed the Accuplacer Reading and Math cut scores
  - meet or exceed qualifying MCA test scores
- Meet or exceed the prerequisites for designated CIS/CEP courses.

- 9<sup>th</sup> and 10<sup>th</sup> grade students are eligible provided their enrollment doesn't exclude qualifying juniors or seniors, and they
  - receive prior written approval from a high school instructor and administrator
  - achieve 90% or higher on a nationally normed test

Students Not Meeting Admissions Requirements:

- Students not meeting one or more of the Admissions Requirements listed above may appeal by providing other documentation of readiness to perform college-level work for review and approval by the CLC Appeals Committee. Online appeals must include: The name of the student, student contact information and the name of high school, the concurrent enrollment class/classes the student wishes to take and a recommendation from the High School Counselor, and/or CEP/CIS faculty stating why the student should be allowed into the class.

Student Academic Standing requirements:

- PSEO Students (including Concurrent Enrollment Students) must maintain a 2.0 GPA and a course completion rate of 67% to remain eligible to enroll in future courses.
- PSEO students, taking courses on the CLC campus, who have not maintained a 2.0 GPA and a 67% course completion rate, will be required to return to their high schools. PSEO students, taking concurrent courses at their high school, who have not maintained a 2.0 GPA and a 67% course completion rate for two semesters, will not be eligible to enroll in future concurrent course offerings.

Student Registration/Enrollment Requirements

- Potential CIS/CEP students shall inform the high school in a timely manner of their intent to enroll in CIS/CEP courses during the following year.
- Potential CIS/CEP students must return to their high school guidance counselor their completed online application form.
- Potential CIS/CEP students must indicate the courses in which they intend to enroll by way of the high school's designated registration system.
- The COLLEGE Drop-Add and Withdrawal Policy applies to enrolled CIS/CEP students. It is understood that adjustments will be made to the student record by the colleges records office in accordance to the drop/add and withdrawal policies outlined below:

Registration Procedures for PSEO Students

PSEO students will be subject to the same add/drop/withdraw windows as other CLC students with the exception that PSEO students who never attend the course, stop attending a course, or withdraw from the course within the first 15 calendar days of the CLC term will have their registrations canceled and courses dropped from their schedules, in accordance with Minn. Stat. § 124D.09, Article 1, Section 1, subd. 13.

III. CONSIDERATION AND TERMS OF PAYMENT.

- A. Consideration for all services performed by COLLEGE pursuant to this Agreement shall be paid by the HIGH SCHOOL as follows:

HIGH SCHOOL will pay \$2200 for each CIS/CEP Course offered per semester. Multiple sections of the same course taught by the same instructor during the same semester will not incur an additional fee. This includes online courses.

The fee for online courses (courses where the majority of the course is delivered online, but may include one or two face-to-face sessions) is \$2200 plus \$5 per credit hour, per student. For example, an online three credit fee course will cost \$2200, plus \$15 additional per student.

- B. Terms of Payment. Payment shall be made by HIGH SCHOOL within 30 days after the COLLEGE has presented invoices for services performed to the HIGH SCHOOL. Invoices for course fees, course deficiency payments, and supplemental services shall be calculated once each academic term with the invoice to be submitted to the appropriate high school no later than October 15 for fall term and March 15 for spring term.

- IV. TERMS OF AGREEMENT. This agreement shall be effective July 1, 2018, or upon the date that the final required signature is obtained by COLLEGE, whichever occurs later, and shall remain in effect until June 30, 2019, or until all obligations set forth in this Agreement have been satisfactorily fulfilled, whichever occurs first.
- V. CANCELLATION. This Agreement may be cancelled during its term only by mutual agreement between HIGH SCHOOL and COLLEGE. In the event of such a cancellation, COLLEGE shall be entitled to payment, determined on a pro rata basis, for work or services satisfactorily performed.
- VI. AUTHORIZED REPRESENTATIVES.
- Each Authorized Representative shall have final authority for acceptance of services of the other party and shall have responsibility to insure that all payments due to the other party are made pursuant to the terms of this Agreement.
- A. For collective actions, HIGH SCHOOL Authorized Representative for the purposes of administration of this Agreement is: Paul Brownlow, Superintendent
- B. For individual actions, the Authorized Representative of the COLLEGE for the purpose of administration of this agreement is as follows: CENTRAL LAKES COLLEGE, Paul Preimesberger, Dean of Enrollment Management and Student Success, Central Lakes College, 501 West College Drive, Brainerd, MN 56401
- VII. ASSIGNMENT. Neither the COLLEGE nor the HIGH SCHOOL may assign nor transfer any rights or obligations under this Agreement without the prior written consent of the other party.
- IX. AMENDMENTS. Any amendments to this Agreement shall be in writing, and shall be executed by the same parties who executed the original agreement, or their successors in office.
- X. LIABILITY. HIGH SCHOOL agrees to indemnify and save and hold COLLEGE, their representative and employees, harmless from any and all claims or causes of action arising from the performance of this contract by the HIGH SCHOOL or the HIGH SCHOOL agents or employees. This clause shall not be construed to bar any legal remedies the HIGH SCHOOL may have for COLLEGE failure to fulfill their obligations pursuant to this contract.
- XI. AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE. HIGH SCHOOL agrees that in fulfilling the duties of this contract, HIGH SCHOOL is responsible for complying with the applicable provisions of the Americans with Disabilities Act, 42 U.S.C. Section 12001, et seq. and regulations promulgated pursuant to it. COLLEGE is not responsible for issues or challenges related to compliance with the ADA beyond their own routine use of facilities, services, or other areas covered by the ADA.
- XII. GOVERNMENT DATA PRACTICES ACT. HIGH SCHOOL must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 as it applies to all data provided by COLLEGE in accordance with this contract, and as it applies to all data, created, collected, received, stored, used, maintained, or disseminated by the HIGH SCHOOL in accordance with this contract. The civil remedies of Minnesota Statutes Section 13.08, apply to the release of the data referred to in this Article by either HIGH SCHOOL or COLLEGE.
- In the event a HIGH SCHOOL receives a request to release the data referred to in this Article, the HIGH SCHOOL must immediately notify the appropriate COLLEGE. COLLEGE will give HIGH SCHOOL instructions concerning the release of the data to the requesting party before the data is released.
- XIII. OWNERSHIP OF MATERIALS AND INTELLECTUAL PROPERTY RIGHTS. Each COLLEGE shall own all rights, including all intellectual property rights, in all original materials including any curriculum materials, inventions, reports, studies, designs, drawings, specifications, notes, documents, software and documentation, computer based training modules, electronically or magnetically recorded materials and other work in whatever form, developed by COLLEGE and its employees and contractors individually or jointly. Materials developed jointly between any college employee and/or contractor and any HIGH SCHOOL employee in the performance of its obligations under this contract shall be jointly owned by COLLEGE and HIGH SCHOOL. Materials developed individually by any HIGH SCHOOL employee in performance of his/her duties under this contract shall belong to HIGH SCHOOL; however, COLLEGE shall have a non-exclusive, unrestricted right to use such materials in the future. This provision shall not apply to materials developed by the



COLLEGES, their contractors and/or employees, or those developed by the HIGH SCHOOL or any HIGH SCHOOL employee prior to the existence of this contract.

XIV. **PUBLICITY.** Any publicity given the program, publications, or services provided resulting from this Agreement, including, but not limited to, notices, informational pamphlets, press releases, research, reports, signs, and similar public notices prepared by or for the HIGH SCHOOL or its employees individually or jointly with others, or any subcontractors shall identify the COLLEGE as the sponsoring agency and shall not be released prior to approval by the COLLEGE authorized representative.

IN WITNESS WHEREOF, the parties have caused this agreement to be duly executed intending to be bound thereby.

APPROVED:

**1. HIGH SCHOOL DISTRICT**

By (authorized signature)
Title
Date

**2. VERIFIED AS TO ENCUMBRANCE**

By (authorized signature)
Title Account Clerk Senior
Date

**3. CENTRAL LAKES COLLEGE**

By (authorized signature)
Title Vice President of Academic & Student Affairs
Date

**4 AS TO FORM AND EXECUTION**

By (authorized college/university/office of the chancellor initiating agreement)
Title Vice President of Administrative Services
Date

**Associate Membership Agreement**

**July 1, 2018 – June 30, 2019**

This Agreement, made and entered into this 7<sup>th</sup> day of August, 2018, by and between Lakes Country Service Cooperative, hereinafter referred to as LCSC, and **Verndale Public School District**, hereinafter referred to as the Member, witnesseth:

That for good and valuable consideration of the premises, mutual terms, covenants, provisions, and conditions hereinafter set forth, it is agreed by and between the parties as follows:

WHEREAS, the LCSC was created by the legislature (M.S. 123A.21) to assist in meeting specific needs in participating members which could be better provided by LCSC than by the members themselves, and further that the legislature (M.S. 123A.21) specifically provides that the LCSC may provide administrative, purchasing and other services to schools, cities, counties, towns, other governmental agencies, and non-profit organizations, the LCSC shall provide those programs and services which are requested by members and shall assist in meeting special needs which arise from fundamental constraints upon individual members;

WHEREAS, members participating in programs and services shall share in costs incurred for providing those programs and services in which they choose to participate; the LCSC Board of Directors shall determine the approximate cost of each program and service which remains after funds from other sources have been budgeted; and

WHEREAS, the LCSC Board of Directors has established the service fee in the form of Membership Dues for members who want to participate in LCSC programs annually, it is hereby stipulated and agreed that the member desires to support the organizing, establishing, financing, administering, and operating of the LCSC and to pay for such support and service in the amount of:

Agency Full-Time Equivalent (FTE) Employee Count Max	
Base Fee: .....	\$ 75.00
Plus <u>70</u> x \$3.00 per Employee	= \$ <u>210.00</u>
<small>FTE Count</small>	
<b>Total (\$350 Max).....</b>	<b>\$ <u>285.00</u></b>
<input type="checkbox"/> Enclosed, please find our payment	
<input type="checkbox"/> Please invoice us	

IN WITNESS WHEREOF, parties hereto have executed this agreement the day and year first above written.

Member Verndale Public School  
Address 411 SW Brown St.  
City, State Zip Verndale, MN 56481  
Telephone (218) 445-5184  
Fax (218) 445-5185  
E-Mail pbrownlow@Verndale.k12.mn.us  
Authorized By Paul Brownlow  
Title Superintendent  
Please Print Paul Brownlow

Lakes Country Service Cooperative  
1001 East Mount Faith  
Fergus Falls, MN 56537  
Telephone 218-739-3273  
Fax 218-739-2459  
E-Mail jkovash@lcsc.org

Executive Director  
Jeremy Kovash

Please return to Lori Stich, Lakes Country Service Cooperative, 1001 E Mt. Faith, Fergus Falls, MN 56537

LCSC Use Only: Date Payment Received: \_\_\_\_\_  
Check / Invoice Number: \_\_\_\_\_



**K-12 Principal / District Assessment Coordinator Report**

**August 9, 2018**

1. Events of the Past Weeks
  - a. Summer Community Education Programming Ends
  - b. Marching Band Performances
    - i. June 14<sup>th</sup> – Wadena Parade
    - ii. July 28<sup>th</sup> – Verndale Parade
    - iii. July 29<sup>th</sup> – Valley Fair
  - c. Trading Treasures Book Exchanges
    - i. June 21<sup>st</sup> / July 12<sup>th</sup>
2. Upcoming Events / Mark Your Calendars
  - a. All Sports Pre-Season Meeting – Online Format this year – No Meeting
  - b. Fall Sports Practices Begin – Monday, August 13<sup>th</sup>
  - c. Trading Treasures Book Exchange – Last Event for the summer
    - i. From 9:00 a.m. to 2:00 p.m. on August 22<sup>nd</sup>
  - d. **Back to School Open House** – Wednesday, August 29<sup>th</sup> from 4:00-7:00 p.m.
    - i. Preschool Plus open house from 3:30-5:30
    - ii. Chrome Book Orientation at 4:30, 5:30, and 6:30
    - iii. 7<sup>th</sup> Grade and New Student Orientation at 6:30
    - iv. Burger Bash from 4:00-7:00
  - e. **First Day of School for 2018-2019**
    - i. Tuesday, September 4<sup>th</sup>
      1. For students in grades 1-7 and grade 12
        - a. We will plan to have our 7<sup>th</sup> grade orientation again this year
    - ii. Wednesday, September 5<sup>th</sup>
      1. For students in kindergarten and grades 8-11  
(all students in k-12 will attend this day)



3. Upcoming Professional Development Schedule for Teachers
  - a. New Teacher Workshops
    - i. August 13<sup>th</sup> and August 16<sup>th</sup>
    - ii. 5 new teachers this year
  - b. Minnesota Summit for Leading and Learning
    - i. August 14<sup>th</sup> and 15<sup>th</sup>
  - c. Fall Workshop Days – August 27-30
    - i. All teachers will attend a training day with Phil Warrick on August 28<sup>th</sup> at Sourcewell.
4. High Reliability Schools Program Update
  - a. Marzano Research Summit in Austin, Texas – June 27-30
    - i. Received High Reliability School Level 1 District Certification Plaque / Recognition
  - b. Focus for 2018-2019 school year will be Level 2 – Effective Teaching in Every Classroom

## **Superintendent Report**

**August 9, 2018**

1. **NJPA MN Summit** The summit will be held next Tuesday and Wednesday at Madden's on Gull Lake. The focus of the summit will continue to be on the High Reliability Schools framework. Our teaching staff will travel to Sourcewell on Tuesday, August 28 to work with Phil Warrick various HRS components that are specific to our school district for this school year.
2. **ALICE** - Verndale School leaders will work with emergency response leaders to develop some critical plans to ensure the safety of our students and staff throughout the school day. These plans will be developed and disseminated to staff during the August workshop days.
3. **Back to School Newsletter** - The Verndale Back to School Newsletter will be mailed out at the end of the week. It contains very important information regarding the start of the school year. An instant alert will also be sent out to parents to make sure each family in our district receives this newsletter. The format is a great way to send a great deal of information in a condensed manner.
4. **Summer Programs** - The summer programs finished on Friday, August 3. Many different activities and opportunities were available for our students. We will review our numbers to see what changes will need to be made for next year. Unfortunately, our participation in the summer meal program continues to decline. The staff are considering changes that can be made to make this program sustainable.
5. **Fall Sports** - Fall sports practices will start this Monday for the varsity programs. The annual all-sports meeting will not be held this year. We will provide all the information online using our school website. The information that will be available will include our school policies, MSHSL eligibility requirements, the MSHSL *Why We Play* video, and the concussion protocols. The baseline concussion testing will be held on August 10 from 9:00 am to 3:00 pm.
6. **Student Enrollment** - We have seen growth in our school enrollment over the summer. The increase in enrollment is spread between the elementary and high school levels. As we know, we still have several days that can have an impact on student enrollment.
7. **School Board Elections** - The Verndale School District has three school board seats up for election. Scott Veronen, Bill Blaha, and Tony Stanley's terms end the first Monday in January. Affidavits of Candidacy are available in the school office. They must be notarized and submitted by 5:00 pm on Tuesday, August 14. There is a \$2 filing fee.

**Upcoming Events**

Sourcewell Summer Summit	August 14-15
District Staff Workshop	August 27
Sourcewell/Dr. Phil Warrick Teacher Training @ Sourcewell	August 28
Teacher Workshop Day/Open House	August 29
Teacher/Teacher Assistant Workshop	August 30
First Day of School (Grades 1-7 and 12)	September 4
First Day of School (Grades K and 8-11)	September 5
September School Board Meeting	September 10

**Verndale**

**Public School**

**Athletic Handbook**

**2018-2019**

# **Interscholastic Athletics**

## **Philosophy**

The purpose of extracurricular activities at Verndale High School is to provide students with an opportunity to participate in programs outside of the regular school day that will provide positive educational experiences that enhance the academic program.

We operate under the belief that extracurricular programming is an integral part of the total educational process. Extracurricular programs should be operated with the well-being of the student in mind and be grounded in sound educational practices.

## **Verndale School Policies Regarding Athletics**

### **Extra-Curricular Activity Policy**

All students participating in extracurricular activities sponsored by the Minnesota State High School League (MSHSL) must follow the rules of the league.

Students must be in attendance at school all day in order to participate in, or attend, any extracurricular activity that day or evening. Exceptions to this are excused absences approved by administration.

Furthermore, eligibility for participation may be limited by academic standing, disciplinary matters and enrollment status. If students have any questions about eligibility for participation, they should contact administration.

### **Academic Eligibility Policy**

A restricted list will be comprised of students who have un-served detention(s) and/or are placed on academic suspension.

Teachers will report failing grades to the office on Tuesday of each school week to determine student eligibility. A student will be placed on academic probation if they receive an "F" in any class. A student will be placed on academic suspension if they receive an "F" in any class the following week (two consecutive weeks with a failing grade). A Student placed on academic suspension will be ineligible for participation in any school activity for one (1) week. The weekly ineligibility period will run from Wednesday at 8:00 am to the following Wednesday at 8:00 am.

A student on academic suspension will remain ineligible until they are "cleared" by having a passing grade in all classes when grades are reported.



## **Sportsmanship**

Sportsmanship is expected in all activities and is the responsibility of coaches/advisors, participants, cheerleaders, students, adult spectators and officials. Promotion of sportsmanship at activities should include a demonstration of respect for opponents and officials. Rules of the event should be respected and skill and performance should be recognized regardless of school affiliation. The following rules will be adhered to:

1. Students/spectators are expected to stand during the playing of the national anthem.
2. Respect the rights of all spectators.
3. Accept the official's decision as final.
4. No booing/jeering officials/players at any time.
5. No use of profane or inappropriate language.
6. No throwing of objects on the field or playing surface.

## **Extra-Curricular Transportation**

Students taking part in school activities are to travel to and from events on school-sponsored transportation. Failure to comply will result in disciplinary action. The activity sponsor may grant the participant permission to travel home with his/her parent(s) only after his/her parent(s) have contacted the activity sponsor in writing and/or in person. Exceptions must be approved by administration prior to the event.

## **MSHSL Chemical Eligibility (BYLAW 205.00)**

At any time during the calendar year, a student shall not, regardless of the quantity:

- A. use or consume, have in possession a beverage containing alcohol;
- B. use or consume, have in possession tobacco; or,
- C. use or consume, have in possession, buy, sell or give away any other controlled substances or drug paraphernalia.

### **First Violation Penalty**

- Two consecutive contests or two weeks (14 calendar days), whichever is greater

### **Second Violation Penalty**

- Six consecutive contests or three weeks (21 calendar days), whichever is greater

### **Third or Subsequent Violation Penalty**

- Twelve consecutive contests or four weeks (28 calendar days), whichever is greater

## **Hazing or Bullying**

“Hazing” means committing an act against a student, or coercing a student into committing an act, that creates substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, student group or for any other purpose. (Verndale School District Policy #526 – Hazing Prohibition)

”Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

- An actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
- Materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges. (Verndale School District Policy #514 – Bullying Prohibition Policy)

If an act of hazing/bullying occurs it must be reported to an appropriate school official. Any person denying or lying about an act of hazing/bullying or instigating any other person to do so offends this policy.

The school district will discipline or take appropriate action against any person, including district employees, who retaliates against any person who reports, testifies, assists or helps to investigate in any act of hazing/bullying.

The school district will also take and authorize any action necessary to investigate any case of hazing/bullying and to discipline all persons responsible.

## **Concussion Testing**

The school district will provide concussion testing for all student athletes again this year. The student athlete must complete a baseline test prior to participation in a school sport. These tests will be completed in the school office. Students participating in a fall sport should complete the test prior to the start of practice. Only one baseline test is required every three years. However, if a concussion was suspected last year, a new baseline test will be required this year. For those athletes who need to be tested, someone will be available to administer the test on Friday, August 10.

## **ACTIVITIES DEPT. COMMUNICATIONS PROCESS MAP**

Verndale Public Schools Activities Department values “communications that are open and honest.” We will strive to communicate open and honestly with all stakeholders in our department, including the student participants, parents, and community.

Research has long documented the positive life skills students learn through participation in extra-curricular activities. One of the skills developed through participation in activities includes effective communications. With this fact in mind, our philosophy of communications keeps the student in the forefront in advocating their position, concern, insight, and feelings.

In an effort to keep the lines of communication open between all entities, we have outlined a number of expectations for communications to take place. We have also outlined the proper process to follow if any party has a concern with the circumstances the student may be experiencing. Verndale Public Schools values highly qualified staff members, and works hard to provide for the continued professional development of all employees. Our coaches and directors are professionals who will make decisions based on what they believe to be in the best interest for ALL students involved.

Communications you should expect from your child’s coach/director:

1. Purpose of the program
2. Locations and times of practices and contests
3. Team requirements i.e. fees, special equipment, etc.
4. Expectations of the coach/director
5. Playing time philosophy of the coach
6. Concerns your child’s coach/director has for your child

Appropriate topics to discuss with your child’s coach/director:

1. Ways to help your child improve
2. Concerns about your child’s behavior or health
3. Illnesses, vacations, family conflicts with practices/contests/performances
4. Perceived violations of the values outlined in our handbook

Topics not to be discussed with your child’s coach/director:

1. Playing time
2. Strategy
3. Other students

In keeping with the guidelines provided above, the following process map has been developed to help us establish a uniform process for communication to take place that is both aligned to our goals of teaching life long communication skills to the students and in providing clear and honest communication among all stakeholders. This process map is progressive in

nature and should be followed as presented. In the case that any part of this process map is omitted, the party will be directed to return to that step prior to further action being taken.

### **Step 1: student talks to coach/director**

This is the first step in resolving any issues and is essential in the development of student communication skills.

### **Step 2: student and parent talk to coach/director**

If following step 1, the student still has concerns, the student can invite a parent(s) to sit down with the coach/director. The student must be present at this meeting and should initiate the discussion.

### **Step 3: student, parent, and coach/director talk to Activities Director**

If following step 2, there are still unsolved issues, the student and his/her parents can request a meeting with the Activities Director. Any such meeting should include the coach and the student along with the parent(s).

### **Step 4: student, parent, coach/director, and Activities Director talk with Superintendent**

If following step 4 there are still unresolved issues, the student and his/her parents can request a meeting with the Superintendent of Schools. Any such meeting should include the student along with the parent(s), coach/director, and Activities Director.

### **Step 5: student, parent address the school board**

If following step 4 there are still unresolved issues, the student and his/her parent(s) can address the school board and explain their situation, steps taken to this point, answers/suggestions offered by district staff, and offer their own solutions.

By following the above outlined process map, it is our belief that effective communication can take place, and the goals of learning life skills can be met. Research has continually indicated that student involvement in extra-curricular activities greatly enhances the chance for success during adulthood. We are committed to providing both the opportunity for participation, and in striving to deliver the highest quality programs possible.

## Verndale Public School Athletic Handbook 2018-2019

By signing this sheet, we acknowledge that we have read and understand the 2018-2019 Verndale Public School Athletic Handbook. We also agree to abide by the policies set forth in this handbook.

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*Student's Printed Name*

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*Grade*

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*Student's Signature*

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*Date*

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*Parent's or Guardian's Signature*

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*Date*