

Regular Meeting  
Thursday, October 28, 2021 5:30 PM

Northland High School Room C113  
316 Main St E  
Remer, MN 56672

## **Agenda**

1. **Call to Order**
2. **Pledge of Allegiance**
3. **Mission Statement "Educate and inspire all learners to reach their full potential."**
4. **Adoption of Agenda**
5. **Recognitions**
  1. Thank you to Katelyn Edstrom and the Student Leadership Team for a fantastic Homecoming Week
6. **Audience Recognition**
7. **Consent items**
  1. Approve the minutes from the regular meeting on September 16, 2021 and the special meeting on October 11, 2021
  2. Approve September Treasurer's Report and Bills
  3. Approve an overnight field trip for the boys basketball team on February 11, 2022 to Silver Bay, MN
  4. Approve Logan Monroe as volunteer
  5. Approve Licensed Seniority List for 2021-22
  6. Approve Non-Licensed Seniority List for 2021-22
  7. Approve the annual review of District Policies with no changes: 410 - Family and Medical Leave Policy; 414 - Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 514 Prohibition of Harassment; 522 - Student Sex Nondiscrimination
  8. First reading of revised District Policy # 413 - Harassment and Violence
  9. First reading of revised District Policy #415 - Mandated Reporting of Maltreatment of Vulnerable Adults
  10. First Reading of revised District Policy #446 - Pay Rates for Activities
  11. First reading of revised District Policy #524 - Internet Acceptable Use Policy
  12. First reading of revised District Policy #616 - School District System Accountability
  13. Approve Resolution accepting gifts/donations to Northland Community Schools  
RESOLUTION ACCEPTING GIFTS/DONATIONS TO NORTHLAND COMMUNITY SCHOOL DISTRICT 118, WHEREAS THE FOLLOWING:  
14. therefore, BE IT RESOLVED by the School Board of Northland Community School District 118, Remer, and State of Minnesota as follows: The Northland Community School District No. 118 School Board does hereby accept the following donations:
    - \$625 from Emily United Methodist Church for supplies for student needs
    - \$596.26 in books for Ms. Edstrom's class from DonorsChoose
8. **Reports**
  1. **Student Leadership Report**  
**Presenter:** Alynza Welk
  2. **Business Manager Report**

3. **Activities Director Report**
4. **Assistant Principal Report**
5. **Community Education Report**
9. **Superintendent Report**
10. **New Business**
  1. Approve the Resolution Establishing Combined Polling Places for 2022

RESOLUTION ESTABLISHING COMBINED POLLING PLACES FOR  
CERTAIN MULTIPLE PRECINCTS FOR SCHOOL DISTRICT  
ELECTIONS NOT HELD ON THE DAY OF A STATEWIDE ELECTION

WHEREAS, the 2017 Minnesota State Legislature passed into law specific amendments to Minnesota Statutes 204B.16 and 205A.11 changing the process to establish polling places for municipalities, school districts, and counties with unorganized townships by requiring an annual resolution or ordinance designating polling places for the upcoming calendar year, and  
WHEREAS, Northland Community Schools - ISD #118 opts to establish the polling places for 2022 by resolution, and

WHEREAS, the combined polling places to be used for any stand-alone special elections will be set at locations designated by Cass County or a municipality in the school district for use as polling places,

THEREFORE, BE IT RESOLVED by the school board that the 2022 combined polling places for Northland Community Schools – ISD #118 will be at the following locations:

Crooked Lake Town Hall 6300 Woods Bay Drive NE  
Outing, MN 56662  
Precincts: Beulah Township, Crooked Lake Township, Smoky Hollow  
Township, Thunder Lake Township

Longville Fire Hall 1350 County Road 5  
Longville, MN 56655  
Precincts: Blind Lake Township\*, Boy Lake Township\*, Federal Dam,  
Gould Township, Inguadona Township, Kego Township, Longville, Pine Lake  
Township\*, Rogers Point, Rogers Township, Trelipe Township, Wabedo  
Township, Winnie Portage Lakes\*, Woodrow Township\*  
(\* The portion of these townships that lie in this school district.)

Remer City Hall 106 Spruce Street  
Remer, MN 56672  
Precincts: Boy River, Boy River Township, Lima Township, Remer, Remer  
Township, Salem Township, Slater Township, Torrey Township\*, Willow River  
(\* The portion of this township that lies in this school district.)

2. Approve use of Standard Response Protocol Program for building safety
3. Hill City is giving 60 days notice to opt out of the shared Business Manager services.  
Give permission to post for a full-time business manager.
4. Give permission to allow Cass County to hold a vaccine clinic in the building when child vaccines become available.

**11. Personnel**

1. Accept the resignation of Cameron Wake as Junior High Boys Basketball Coach effective October 28, 2021
2. Accept resignation of Kendra Penke, Music Teacher, effective November 1, 2021
3. Accept the resignation of Renee Bettenberg, health para, effective October 20, 2021
4. Approve the hire of Jordan Sawatzky as para professional with a start date of November 8, 2021 at step 2 of the para salary schedule

Interview Committee: Brandon Otway, Kelly Riewer, Janessa Green

5. Approve the addition of a paraprofessional position for 6.75 hours per day.
6. Approve Terri Shepard as Elementary Student Leadership Advisor for 2021-22

**12. Other school business which can legally be brought before the Board**

**13. Correspondence**

1. MSBA Leadership Conference Information

**14. Next Meeting Dates:**

- Work Session, November 4, 5:30 p.m.
- Regular Meeting, November 18, 5:30 p.m.
- Regular Meeting, December 16, 5:30 p.m.
- Truth in Taxation Meeting, December 16, 6:30 p.m.

**15. Adjournment**

NORTHLAND COMMUNITY SCHOOLS – ISD #118  
Regular Meeting     September 16, 2021  
Remer, MN 56672

The School Board had a Regular Meeting on September 16, 2021, at 5:30 PM at Northland High School, 316 Main St E, Remer, MN 56672. Members present: Nystrom, Robison, Seifert, and Wake. Ammerman arrived at 5:37 p.m. Members absent: Knox and Ruyak

Vice Chair Wake called the meeting to order at 5:30 p.m.

1. M/S/P – Seifert, Nystrom to Adopt Agenda. Voting yes: all members
2. M/S/P – Robison, Nystrom to approve consent items. Voting yes: all members
  - a. Approved meeting August 19, 2021 regular meeting minutes
  - b. Approved August Treasurer's Report and bills
  - c. Approved resolution accepting gifts/donations to Northland Community Schools.  
Whereas the following:  
therefore, BE IT RESOLVED by the School Board of Northland Community Schools District 118, Remer, and State of Minnesota as follows:  
The Northland Community Schools - District 118 School Board does hereby accept the following donations-
    - i. Backpacks and school supplies from Pine River Bank in Emily, MN
3. Student Leadership Report – Kayleigh Horn
4. M/S/P – Seifert, Robison to approve setting the proposed levy limitation and certification 2021 payable 2022 levy at the maximum. Voting yes – all members
5. M/S/P – Ammerman, Nystrom to set date and time for Truth in Taxation Meeting for December 16, 2021 at 6:30 p.m. in room C-113 of Northland High School. Voting yes: all members

After approval of the motion, this notice was read:

This is a public announcement that the Truth in Taxation Meeting will be held on December 16, 2021 at 6:30 p.m. in room C-113 of Northland High School, at which time the budget and levy will be discussed and the public will be allowed to speak.

6. M/S/P – Ammerman, Nystrom to approve Specific Services Contract with ARCC for 2021-22. Voting yes: all members
7. M/S/P – Robison, Seifert to approve increase in substitute teacher rates to: \$115 per day for substitute teacher, and \$135 for retired teacher substitute. Voting yes: all members
8. M/S/P – Nystrom, Ammerman to approve an increase in the daily rate of pay to \$165 per day for Long Term Substitute Teachers who sub for more than 15 consecutive days in same position. Voting yes: all members
9. M/S/P – Ammerman, Robison to approve Lease Purchase Agreement with Santander for new bus. Voting yes: all members

10. M/S/P – Robison, Seifert to approve contract with Interquest Detection Canines for 2021-22.  
Voting yes: all members
11. M/S/P – Ammerman, Seifert to appoint Terri Nystrom to be the board representative for Up North Academy. Voting yes: all members
12. M/S/P – Robison, Ammerman to approve the hire of Jessica Wake as paraprofessional, with a start date of August 26, 2021 at step one of the paraprofessional salary schedule in the master agreement with MSEA-NCS. Voting yes: all members
13. M/S/P – Seifert, Robison to approve the well-child leave of Kim Parent from November 24, 2021 - February 23, 2021. Voting yes: all members
14. M/S/P – Seifert, Ammerman to approve 2021-23 Notice of Assignment for Jennifer Welk, Community Education Coordinator. Voting yes: all members
15. M/S/P – Nystrom, Seifert to approve eliminating one route driver position. Voting yes: all members
16. M/S/P – Ammerman, Seifert to approve Brenda Snakenberg to coordinate Concessions for the 2021-22 school year with a stipend of \$2,500, Voting yes: all members
17. M/S/P – Seifert, Robison to approve the hire of October Soyring as junior high volleyball coach for the 2021-22 season. Voting yes: all members
18. Next Meeting Dates:
  - Regular Meeting, October 28, 2021, 5:30 p.m.
  - Work Session November 4, 2021, 5:30 p.m.
  - Meet and Confer, November 10, 2021, 3:45 p.m.
19. M/S/P – Ammerman, Robison to adjourn. Voting yes: all members
20. Meeting adjourned at 6:21 p.m.

21. Kristen Balvin, Recording Secretary

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Linda Knox, Clerk

Visitors: Jill Myers, Kyndra Johnson, Kayleigh Horn, Katelyn Edstrom, Mary Yakibchuk, Eddie Barron, Jodi Bullock, Carol Procopio, Abbie Newman, Janessa Green, Kristine Waddell, Alan Nystrom

NORTHLAND COMMUNITY SCHOOLS – ISD #118  
Special Meeting October 11, 2021  
Remer, MN 56672  
SUMMARY

The School Board had a Special Meeting on October 11, 2021 at 5:30 PM at Northland High School, Remer, MN 56672. Members present: Aaron Ammerman, Linda Knox, Terri Nystrom, Marc Ruyak, Tyler Seifert and Bill Wake. Member absent: Seth Robison

Chairman Ruyak called the meeting to order at 5:30 p.m.

1. M/S/P – Wake, Ammerman to adopt agenda. Voting yes: all members
2. New Business – COVID Update and discussion
  - Superintendent and Administrators presented current COVID numbers as well as mitigation strategies which have been implemented
  - Board discussed which situations can be handled by admin, and which would require a board meeting.
3. M/S/P – Knox, Wake to adjourn. Voting yes: all members
4. Meeting was adjourned at 6:20 p.m.

Kristen Balvin, Recording Secretary

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Linda Knox, Clerk

Visitors: Mary Yakibchuk, Janessa Green, Carol Procopio, Paul Ritter, Scott Peterson, Jill Myers, Sid Rice, Kristine Waddell, Sarah Rice, and Raina Boucher. Virtual: Kyndra Johnson and Renee Bettenberg

**Northland Community Schools - ISD #118**

Enclosure #2

**Treasurer's Report Ending September, 2021**

**Receipts and Deposit**

01	General Fund	501,970.78
02	Food Service Fund	3,333.32
03	Transportation Fund	1,982.80
04	Community Service Fund	11,579.07
05	Capital Fund	-
07	Debt Redemption	10,499.59
08	Scholarships	-
	Total of Cash Accounts	<u>\$ 529,365.56</u>

**September 2021 Payables**  
**Check & Electronic Payments**

		<u>Checks</u>	<u>Electronic Wires</u>
01	General Fund	\$ 288,743.44	288,743.44 185.97
02	Food Service Fund	\$ 4,011.94	4,011.94 0.00
03	Transportation Fund	\$ 20,731.40	20,268.90 462.50
04	Community Service	\$ 3,811.39	3,811.39 0.00
05	Capital Fund	\$ 6,472.80	6,472.80 0.00
07	Debt Redemption	\$ -	0.00 0.00
08	Scholarships	\$ -	0.00 0.00
	Total	<u>\$ 323,770.97</u>	<u>323,308.47 462.50</u>

**Investments**

**As of September 2021 Per Depository's Statement**

First National Bank:

Money Market Acct #3618025	\$101,505.74	
C.D. #10098494	\$261,370.62	8/8/2022
C.D. #10098495	\$264,124.13	8/8/2022
Scholarship Fund C.D. #7615	\$8,039.22	6/17/2024 Carpenter
Scholarship Fund C.D. #7616	\$14,517.98	6/17/2024 Carpenter
Scholarship Fund C.D. #500958	\$7,065.53	12/10/2021 Felton
Scholarship Fund C.D. #10097381	\$3,338.40	8/25/2022 Sepin
Total Investments		8/25/2022 Sepin
		<u>\$659,961.62</u>

	Monthly Checks	103263-103346				Total
01	General Fund	288,743.44	0.00	0.00		288,743.44
02	Food Service Fund	4,011.94	0.00	0.00		4,011.94
03	Transportion Fund	20,268.90	0.00	0.00		20,268.90
04	Community Service	3,811.39	0.00	0.00		3,811.39
05	Capital Fund	6,472.80	0.00	0.00		6,472.80
07	Debt Redemption	0.00	0.00	0.00		0.00
08	Scholarship	0.00	0.00			0.00
	Total	323,308.47	0.00	0.00	0.00	323,308.47

Payrolls (ACH)	15th	Last day of Month
	\$275,039.31	\$212,281.57

**ISD#118 Remer-Longville**  
**Receipt Listing Report with Detail by Deposit**  
**Fund Summary**

<b>Fund</b>	<b>Total</b>
01	\$501,970.78
02	\$3,333.32
03	\$1,982.80
04	\$11,579.07
07	\$10,499.59
<b>Report Total</b>	<b>\$529,365.56</b>





## ISD#118 Remer-Longville

### Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount	
15842	0118	chec															
DENTAL OCT-DEC M.D.			20210	Credit	A	09/14/21	8770	Check	1	1070	RETIRE/DEDUCT:						
						0118	E 01 010 050 000 000 291			Retired Emp Benefit					269.10	0.00	
															Receipt Total:	\$269.10	\$0.00
V-VB BLACKBURN			20211	Credit	A	09/14/21	8771	Check	1	1108	AF ACTIVITY FEES						
						0118	R 01 310 292 110 000 050			Activity Fees					50.00	0.00	
															Receipt Total:	\$50.00	\$0.00
V-VB FENNING			20212	Credit	A	09/14/21	8772	Check	1	1108	AF ACTIVITY FEES						
						0118	R 01 310 292 110 000 050			Activity Fees					50.00	0.00	
															Receipt Total:	\$50.00	\$0.00
FOOD SERVICE RECEIPT			20213	Credit	A	09/14/21	8773	Check	1	1069	Food Service						
						0118	B 02 230 001			Deferred Revenue					36.30	0.00	
															Receipt Total:	\$36.30	\$0.00
FOOD SERVICE RECEIPT			20214	Credit	A	09/14/21	8774	Check	1	1069	Food Service						
						0118	B 02 230 001			Deferred Revenue					65.75	0.00	
															Receipt Total:	\$65.75	\$0.00
DENTAL OCT-DEC M.S.			20215	Credit	A	09/14/21	8775	Check	1	1070	RETIRE/DEDUCT:						
						0118	B 01 215 034			Deductions-Retired					164.10	0.00	
															Receipt Total:	\$164.10	\$0.00
COMM ED FEES PD			20216	Credit	A	09/14/21	8777	Check	1	1072	COMMUNITY EDUATION						
						0118	R 04 500 505 305 321 040			Tuition fm Patrons					269.00	0.00	
															Receipt Total:	\$269.00	\$0.00
FOOD SERVICE RECEIPT			20217	Credit	A	09/14/21	8778	Check	1	1069	Food Service						
						0118	B 02 230 001			Deferred Revenue					25.00	0.00	
															Receipt Total:	\$25.00	\$0.00
ICE CUBE ENT - TRUCK SALE			20218	Credit	A	09/14/21	8779	Check	1	C1	Miscellaneous Customer						
						0118	R 01 005 110 000 000 624			Sale of Equipment					256.00	0.00	
															Receipt Total:	\$256.00	\$0.00
FOOD SERVICE RECEIPT			20219	Credit	A	09/14/21	8776	Check	1	1069	Food Service						
						0118	B 02 230 001			Deferred Revenue					8.00	0.00	
															Receipt Total:	\$8.00	\$0.00
															<b>Deposit Total:</b>	<b>\$3,334.75</b>	<b>\$0.00</b>

## ISD#118 Remer-Longville Receipt Listing Report with Detail by Deposit

Deposit Co	Bank Batch Rct No	Receipt Type St	Receipt Date	Check No	Pmt Type Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
15843	0118 chec											
FOOD SERVICE RECEIPT	20220	Credit A	09/22/21	8780	Check 1	1069 Food Service						
			0118 B	02 230 001		Deferred Revenue					39.00	0.00
										Receipt Total:	\$39.00	\$0.00
FOOD SERVICE RECEIPT	20221	Credit A	09/22/21	8781	Check 1	1069 Food Service						
			0118 B	02 230 001		Deferred Revenue					59.25	0.00
										Receipt Total:	\$59.25	\$0.00
FOOD SERVICE RECEIPT	20222	Credit A	09/22/21	8782	Check 1	1069 Food Service						
			0118 B	02 230 001		Deferred Revenue					6.00	0.00
										Receipt Total:	\$6.00	\$0.00
FOOD SERVICE RECEIPT	20223	Credit A	09/22/21	8783	Check 1	1069 Food Service						
			0118 B	02 230 001		Deferred Revenue					33.75	0.00
										Receipt Total:	\$33.75	\$0.00
concessions VB vs Nevis	20224	Credit A	09/22/21	8784	Check 1	1119 CONCESSIONS - FOOD S						
			0118 R	01 310 292 125 000 096		CONCESSIONS DISTRICT					231.75	0.00
										Receipt Total:	\$231.75	\$0.00
gate VB vs Nevis	20225	Credit A	09/22/21	8785	Check 1	1118 GATE RECEIPTS						
			0118 R	01 310 292 110 000 060		Activity Admissions					195.00	0.00
										Receipt Total:	\$195.00	\$0.00
comm ed class fees [pd	20226	Credit A	09/22/21	8786	Check 1	1072 COMMUNITY EDUATION						
			0118 R	04 500 505 305 321 040		Tuition fm Patrons					1,571.00	0.00
										Receipt Total:	\$1,571.00	\$0.00
										<b>Deposit Total:</b>	<b>\$2,135.75</b>	<b>\$0.00</b>
15844	0118 chec											
STSAFF LOUNGE RECEIPTS	20227	Credit A	09/29/21	8787	Check 1	1112 PEPSI BOTTLING GROUF						
			0118 R	01 310 298 114 301 096		Elem Student Activity					36.50	0.00
			0118 R	01 310 298 311 301 096		High School Student Activity					36.50	0.00
										Receipt Total:	\$73.00	\$0.00
FOOD SERVICE RECEIPTS	20228	Credit A	09/29/21	8788	Check 1	1069 Food Service						
			0118 B	02 230 001		Deferred Revenue					70.95	0.00
										Receipt Total:	\$70.95	\$0.00

## ISD#118 Remer-Longville

### Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount	
15844	0118	chec															
VB TOURNEY FEE			20229	Credit	A	09/29/21	8789	Check	1	1024	IND SCH DIST #363						
						0118	R 01 310 296	310 000 060		Admissions					150.00	0.00	
															<b>Receipt Total:</b>	<b>\$150.00</b>	<b>\$0.00</b>
			20230	Credit	A	09/29/21	8790	Check	1	1003	IND SCH DIST #2						
						0118	B 01 115 000					2047	06/30/21	Invoice	4,093.47	4,093.47	0.00
						0118	B 01 115 000					2048	06/30/21	Invoice	1,684.81	1,684.81	0.00
						0118	B 01 115 000					2049	06/30/21	Invoice	2,346.31	2,346.31	0.00
						0118	B 01 115 000					2050	06/30/21	Invoice	1,488.56	1,488.56	0.00
															<b>Receipt Total:</b>	<b>\$9,613.15</b>	<b>\$0.00</b>
REBATE FROM CONCESSIONS			20231	Credit	A	09/29/21	8791	Check	1	1112	PEPSI BOTTLING GROUF						
						0118	R 01 310 292	125 000 096		CONCESSIONS DISTRICT					762.00	0.00	
															<b>Receipt Total:</b>	<b>\$762.00</b>	<b>\$0.00</b>
FOOD SERVICE RECEIPTS			20232	Credit	A	09/29/21	8792	Check	1	1069	Food Service						
						0118	B 02 230 001				Deferred Revenue				13.00	0.00	
															<b>Receipt Total:</b>	<b>\$13.00</b>	<b>\$0.00</b>
FOOD SERVICE RECEIPTS			20233	Credit	A	09/29/21	8793	Check	1	1069	Food Service						
						0118	B 02 230 001				Deferred Revenue				19.75	0.00	
															<b>Receipt Total:</b>	<b>\$19.75</b>	<b>\$0.00</b>
Oct Health N.G.			20234	Credit	A	09/29/21	8794	Check	1	1070	RETIRE/DEDUCT:						
						0118	E 01 010 203	000 000 291		Elem Retired Emp Benefit					567.22	0.00	
															<b>Receipt Total:</b>	<b>\$567.22</b>	<b>\$0.00</b>
oct health N.G.			20235	Credit	V	09/29/21	8794	Check	1	1070	RETIRE/DEDUCT:						
						0118	B 01 215 034				Deductions-Retired				567.22	0.00	
															<b>Receipt Total:</b>	<b>\$567.22</b>	<b>\$0.00</b>
CONCESSIONS			20236	Credit	A	09/29/21	8795	Check	1	1119	CONCESSIONS - FOOD S						
						0118	R 01 310 292	125 000 096		CONCESSIONS DISTRICT					444.00	0.00	
															<b>Receipt Total:</b>	<b>\$444.00</b>	<b>\$0.00</b>
VB GATE			20237	Credit	A	09/29/21	8796	Check	1	1119	CONCESSIONS - FOOD S						
						0118	R 01 310 292	125 000 096		CONCESSIONS DISTRICT					199.00	0.00	
															<b>Receipt Total:</b>	<b>\$199.00</b>	<b>\$0.00</b>

## ISD#118 Remer-Longville Receipt Listing Report with Detail by Deposit

Deposit Co	Bank Batch	Receipt Rct No	Receipt Type	St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
15844	0118	chec													
FOOD SERVICE RECEIPTS		20238	Credit	A	09/29/21	8797	Check	1	1069	Food Service					
					0118	B 02 230 001				Deferred Revenue				44.00	0.00
													Receipt Total:	\$44.00	\$0.00
FOOD SERVICE RECEIPTS		20239	Credit	A	09/29/21	8798	Check	1	1069	Food Service					
					0118	B 02 230 001				Deferred Revenue				20.00	0.00
													Receipt Total:	\$20.00	\$0.00
BLACKBAUD GIVING 0 SECI		20240	Credit	A	09/29/21	8799	Check	1	C1	Miscellaneous Customer					
					0118	R 01 310 298 311 301 096				High School Student Activity				40.00	0.00
													Receipt Total:	\$40.00	\$0.00
ARVIG DONATION ELEMENTAF		20241	Credit	A	09/29/21	8800	Check	1	C1	Miscellaneous Customer					
					0118	R 01 310 298 114 301 096				Elem Student Activity				163.00	0.00
													Receipt Total:	\$163.00	\$0.00
SALE OF SHIRT FROM CONCE		20242	Credit	A	09/29/21	8801	Check	1	1119	CONCESSIONS - FOOD S					
					0118	R 01 310 292 125 000 096				CONCESSIONS DISTRICT				20.00	0.00
													Receipt Total:	\$20.00	\$0.00
GATE VB		20243	Credit	A	09/29/21	8802	Check	1	1118	GATE RECEIPTS					
					0118	R 01 310 292 110 000 060				Activity Admissions				218.00	0.00
													Receipt Total:	\$218.00	\$0.00
COCESSIONS VB		20244	Credit	A	09/29/21	8803	Check	1	1119	CONCESSIONS - FOOD S					
					0118	R 01 310 292 125 000 096				CONCESSIONS DISTRICT				404.75	0.00
													Receipt Total:	\$404.75	\$0.00
TUITION FROM ISD 115 CLB		20245	Credit	A	09/29/21	8804	Check	1	C1	Miscellaneous Customer					
					0118	R 01 040 000 000 000 021				Tuition from MN Schools to L				3,165.12	0.00
													Receipt Total:	\$3,165.12	\$0.00
OCT HEALTH/DENETAL C.M.		20246	Credit	A	09/29/21	8805	Check	1	1070	RETIRE/DEDUCT:					
					0118	E 01 010 203 000 000 291				Elem Retired Emp Benefit				156.83	0.00
													Receipt Total:	\$156.83	\$0.00
OCT-DEC DENTAL D.H.		20247	Credit	A	09/29/21	8806	Check	1	1070	RETIRE/DEDUCT:					
					0118	E 01 010 203 000 000 291				Elem Retired Emp Benefit				269.10	0.00
													Receipt Total:	\$269.10	\$0.00

## ISD#118 Remer-Longville Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
15844	0118	chec														
TUITION FROM PAYNESVILLE			20248	Credit	A	09/29/21	8807	Check	1	C1				Miscellaneous Customer		
						0118	R 01 040 000 000 000 021			Tuition from MN Schools to L					7,385.28	0.00
														Receipt Total:	\$7,385.28	\$0.00
N. ST. PAUL TUITION PD			20249	Credit	A	09/29/21	8808	Check	1	C1				Miscellaneous Customer		
						0118	R 01 040 000 000 000 021			Tuition from MN Schools to L					29,980.72	0.00
														Receipt Total:	\$29,980.72	\$0.00
CANCELLATION PREMIUM			20250	Credit	A	09/29/21	8809	Check	1	1172				LIBERTY MUTUAL INSUR		
						0118	R 01 005 000 000 000 099			Misc Revenue					8,300.86	0.00
														Receipt Total:	\$8,300.86	\$0.00
FOOD SERVICE RECEIPTS			20251	Credit	A	09/29/21	8810	Check	1	1069				Food Service		
						0118	B 02 230 001			Deferred Revenue					31.00	0.00
														Receipt Total:	\$31.00	\$0.00
FOOD SERVICE RECEIPTS			20252	Credit	A	09/29/21	8811	Check	1	1069				Food Service		
						0118	B 02 230 001			Deferred Revenue					37.75	0.00
														Receipt Total:	\$37.75	\$0.00
TUITION PD BY BEMIDJI ISD 31			20253	Credit	A	09/29/21	8812	Check	1	C1				Miscellaneous Customer		
						0118	R 01 040 000 000 000 021			Tuition from MN Schools to L					4,396.00	0.00
														Receipt Total:	\$4,396.00	\$0.00
Original Receipt # 20235			20254	Credit	V	09/29/21	8794	Check-V1		1070				RETIRE/DEDUCT:		
						0118	B 01 215 034								(567.22)	0.00
														Receipt Total:	(\$567.22)	\$0.00
														<b>Deposit Total:</b>	<b>\$66,544.48</b>	<b>\$0.00</b>
15845	0118	chec														
IDEAS			20255	Credit	A	09/14/21	0006937488	Check	1	MDE				Minn Dept of ED		
						0118	R 01 005 000 000 000 211			Gen Ed/Spar/Pen Adj Aid					123,585.17	0.00
						0118	R 01 005 000 000 000 201			Endowment Fund					6,732.83	0.00
														Receipt Total:	\$130,318.00	\$0.00
														<b>Deposit Total:</b>	<b>\$130,318.00</b>	<b>\$0.00</b>
15846	0118	chec														
20-21 Final			20256	Credit	A	09/29/21	20-21	Check	1	MDE				Minn Dept of ED		
						0118	R 01 005 000 000 000 211			Gen Ed/Spar/Pen Adj Aid					154,187.95	0.00
						0118	R 03 005 000 000 720 300			NONPUBLIC TRANSPORTIK					1,982.80	0.00



## ISD#118 Remer-Longville

### Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Pmt Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
15849	0118	chec														
SERVS			20260	Credit A	09/29/21	14L0000312	Check 1	MDE	Minn Dept of ED							
					0118	R 01 005 000 000 153 400		GEER							2,000.00	0.00
														Receipt Total:	\$2,000.00	\$0.00
														<b>Deposit Total:</b>	<b>\$2,000.00</b>	<b>\$0.00</b>
15850	0118	chec														
ACT/SAT REIM			20261	Credit A	09/21/21	N0000137	Check 1	MDE	Minn Dept of ED							
					0118	R 01 005 000 000 000 099		Misc Revenue							220.00	0.00
														Receipt Total:	\$220.00	\$0.00
														<b>Deposit Total:</b>	<b>\$220.00</b>	<b>\$0.00</b>
														Report Total:	\$529,365.56	\$0.00

**ISD#118 Remer-Longville**  
**Detail Payment Register By Check**  
**Fund Summary**

<b>Fund</b>	<b>Description</b>	<b>Total</b>
01	General Fund	\$185.97
03	Transportation Fund	\$462.50
<b>Report Total</b>		<b>\$648.47</b>



## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	3724			<b>BMO CORPORATE MASTERCARD</b>		<b>Wire</b>		
				E 01 005 720 000 000 366	ONLINE FIRST AID CLASS		\$35.00		
				E 01 005 720 000 000 366	ONLINE ANAPHYLAXIS & EPI CLASS		\$35.00		
<b>PO#: 17854</b>	<b>Voucher #:</b>	<b>67403</b>	Invoice	<b>Invoice No:</b>	PH03776636	<b>9/3/2021</b>	<b>Paid Amt:</b>	<b>\$70.00</b>	
			E 01 005 110 000 000 405	Microsoft 365 - office licensing		\$108.00			
			E 01 005 110 000 000 405	Freight		\$7.97			
<b>PO#: 17837</b>	<b>Voucher #:</b>	<b>67404</b>	Invoice	<b>Invoice No:</b>	E0700FP60M	<b>9/3/2021</b>	<b>Paid Amt:</b>	<b>\$115.97</b>	
			E 03 005 760 000 720 405	Wabco Brake Diagnostic Software		\$450.00			
<b>PO#: 17848</b>	<b>Voucher #:</b>	<b>67405</b>	Invoice	<b>Invoice No:</b>	#MP-210-311455	<b>9/3/2021</b>	<b>Paid Amt:</b>	<b>\$450.00</b>	
			E 03 005 760 000 720 305	FEE FOR BUS DRIVER QUERIES MANDATE		\$12.50			
<b>PO#: 17884</b>	<b>Voucher #:</b>	<b>67406</b>	Invoice	<b>Invoice No:</b>	8232021	<b>9/3/2021</b>	<b>Paid Amt:</b>	<b>\$12.50</b>	
							<b>Check Amount:</b>	<b>\$648.47</b>	
							<b>Report Total:</b>	<b>\$648.47</b>	



**ISD#118 Remer-Longville**  
**Detail Payment Register By Check**  
**Fund Summary**

<b>Fund</b>	<b>Description</b>	<b>Total</b>
01	General Fund	\$288,743.44
02	Food Service Fund	\$4,011.94
03	Transportation Fund	\$20,268.90
04	Community Service	\$3,811.39
05	Capital Expenditure	\$6,472.80
<b>Report Total</b>		<b>\$323,308.47</b>



## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0118	chec	103263	3296		<b>AMAZON.COM</b>		Check	
				E 01	005 110 000 000 401	BALANCE AFTER APPLYING UNAPPLIED CI		\$56.40
<b>PO#:</b>	<b>Voucher #:</b>	<b>67364</b>	Invoice	<b>Invoice No:</b>	1R69-9NWP-47RH	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$56.40</b>
				E 01	020 630 012 153 455	USB C to HDMI VGA Adapter, CableCreation l		\$15.98
<b>PO#: 17855</b>	<b>Voucher #:</b>	<b>67365</b>	Invoice	<b>Invoice No:</b>	1FQW-HQ6P-3GLD	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$15.98</b>
				E 01	040 211 000 175 460	LIFETIME HEALTH TEXTBOOK		\$79.76
				E 01	040 211 000 175 460	LIFETIME HEALTH TEXTBOOK		\$45.72
				E 01	040 211 000 175 460	SHIPPING		\$31.92
<b>PO#: 17866</b>	<b>Voucher #:</b>	<b>67366</b>	Invoice	<b>Invoice No:</b>	1HQV-LTY1-RPM1	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$157.40</b>
				E 01	020 211 000 000 460	PERSONAL FINANCE IN YOUR 20S AND 30:		\$88.58
				E 01	020 211 000 000 460	SHIPPING		\$0.00
<b>PO#: 17865</b>	<b>Voucher #:</b>	<b>67367</b>	Invoice	<b>Invoice No:</b>	1R69-9NWP-47RH	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$88.58</b>
				E 01	040 211 000 175 530	ECR4KIDS 30 Bay locking charging station ke		\$399.99
<b>PO#: 17856</b>	<b>Voucher #:</b>	<b>67368</b>	Invoice	<b>Invoice No:</b>	1G6T-9H74-4H6K	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$399.99</b>
							<b>Check Amount:</b>	<b>\$718.35</b>
0118	chec	103264	04084		<b>AMERICAN DISPOSAL</b>		Check	
				E 01	005 810 000 000 331	TRASH PICK UP		\$711.47
<b>PO#:</b>	<b>Voucher #:</b>	<b>67371</b>	Invoice	<b>Invoice No:</b>	540509558	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$711.47</b>
							<b>Check Amount:</b>	<b>\$711.47</b>
0118	chec	103265	3284	R	<b>APPLE COMPUTER INC</b>		Check	
				E 01	020 630 012 153 466	13" MacBook Air: Apple M1 chip with 8-core ar		\$3,596.00
<b>PO#: 17795</b>	<b>Voucher #:</b>	<b>67350</b>	Invoice	<b>Invoice No:</b>	AF28677146	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$3,596.00</b>
							<b>Check Amount:</b>	<b>\$3,596.00</b>
0118	chec	103266	5971		<b>BEST OIL LLC</b>		Check	
				E 01	005 810 000 000 440	DYED #2 OIL		\$6,207.50
<b>PO#:</b>	<b>Voucher #:</b>	<b>67363</b>	Invoice	<b>Invoice No:</b>	31797	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$6,207.50</b>
							<b>Check Amount:</b>	<b>\$6,207.50</b>
0118	chec	103267	5519		<b>COLE PAPERS, INC</b>		Check	
				E 01	005 810 000 000 410	NXL400 GLOVE XL NITRILE 1M/CS 3 MIL TE		\$370.92
				E 01	005 810 000 000 410	NMD400 GLOVE MED NITRILE 1M/CS TEX6		\$370.92
				E 01	005 810 000 000 410	Freight		\$7.00
<b>PO#: 17870</b>	<b>Voucher #:</b>	<b>67347</b>	Invoice	<b>Invoice No:</b>	10027593	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$748.84</b>
							<b>Check Amount:</b>	<b>\$748.84</b>
0118	chec	103268	5269		<b>DAVE TAUS</b>		Check	
				E 01	310 296 310 000 305	VB OFFICIAL - NHS vs LAKEVIEW CHRISTI/		\$100.00
<b>PO#:</b>	<b>Voucher #:</b>	<b>67353</b>	Invoice	<b>Invoice No:</b>	8/27/2021	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$100.00</b>
							<b>Check Amount:</b>	<b>\$100.00</b>

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0118	chec	103269	6323		<b>HILLTOP CAMPER &amp; RV</b>		Check	
				E 01 005 760 012 151 370	TRAILER SET UP			\$4,185.00
				E 01 005 760 012 151 570	1ST MONTH RENT			\$100.00
				E 01 005 760 012 151 570	RENT - SEPTEMBER			\$351.00
		<b>PO#: 17899</b>	<b>Voucher #: 67318</b>	Invoice	<b>Invoice No: 458495</b>	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$4,636.00</b>
							<b>Check Amount:</b>	<b>\$4,636.00</b>
0118	chec	103270	03788	R	<b>HILLYARD/HUTCHINSON</b>		Check	
				E 01 005 810 000 000 410	CREDIT ON ACCT			\$885.00
		<b>PO#:</b>	<b>Voucher #: 67359</b>	Credit	<b>Invoice No: 800542817</b>	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>(\$885.00)</b>
				E 01 005 810 000 000 420	win86000210 pad driver assembly for I26 scru			\$1,410.00
				E 01 005 810 000 000 420	Freight			\$7.84
		<b>PO#: 17845</b>	<b>Voucher #: 67360</b>	Invoice	<b>Invoice No: 7004475554</b>	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$1,417.84</b>
							<b>Check Amount:</b>	<b>\$532.84</b>
0118	chec	103271	01052		<b>HOLLERS DO IT BEST LUMBER</b>		Check	
				E 03 005 760 000 720 401	SINGLE CUT KEYS			\$19.90
		<b>PO#:</b>	<b>Voucher #: 67333</b>	Invoice	<b>Invoice No: 2108-017005</b>	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$19.90</b>
				E 01 005 810 000 000 420	open PO for misc maint items			\$1.21
		<b>PO#: 17799</b>	<b>Voucher #: 67344</b>	Invoice	<b>Invoice No: 2108-017020</b>	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$1.21</b>
				E 01 005 810 000 000 420	open PO for misc maint items			\$20.00
				E 01 005 810 000 000 420	open PO for misc maint items			\$20.00
				E 01 005 810 000 000 420	open PO for misc maint items			\$20.00
				E 01 005 810 000 000 420	open PO for misc maint items			\$18.05
		<b>PO#: 17799</b>	<b>Voucher #: 67345</b>	Invoice	<b>Invoice No: 2107-014573</b>	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$78.05</b>
							<b>Check Amount:</b>	<b>\$99.16</b>
0118	chec	103272	6114		<b>HOLLY BACHSCHNEIDER</b>		Check	
				E 01 310 296 310 000 305	VB OFFICIAL - NHS vs LAKEVIEW CHRISTI/			\$100.00
		<b>PO#:</b>	<b>Voucher #: 67351</b>	Invoice	<b>Invoice No: 8/27/2021</b>	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$100.00</b>
				E 01 310 296 310 000 305	VB OFFICIAL - NHS vs LAKEVIEW CHRISTI/			\$94.64
		<b>PO#:</b>	<b>Voucher #: 67352</b>	Invoice	<b>Invoice No: 8/27/2021M</b>	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$94.64</b>
							<b>Check Amount:</b>	<b>\$194.64</b>
0118	chec	103273	5593		<b>HOUGHTON MIFFLIN HARCOURT</b>		Check	
				E 01 010 203 202 000 460	KDGN STUDENT DIGITAL LICENSES			\$2,880.00
				E 01 010 203 202 000 460	KDGN INTRO TO READING - TEACHER GUI			\$0.00
				E 01 010 203 202 000 460	GR 1 TEACHER GUIDE SET			\$0.00
				E 01 010 203 202 000 460	GR 1 DIGITAL LICENSES			\$3,456.00
				E 01 010 203 202 000 460	GR 2 STUDENT DIGITAL LICENSES			\$2,400.00
				E 01 010 203 202 000 460	GR 2 TEACHER GUIDE SET			\$0.00
				E 01 010 203 202 000 460	GR 3 STUDENT DIGITAL LICENSES			\$1,920.00
				E 01 010 203 202 000 460	GR 3 TEACHER GUIDE SET			\$0.00

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	103273	5593		HOUGHTON MIFFLIN HARCOURT		Check
				E 01 010 203 202 000 460	GR 4 STUDENT DIGITAL LICENSES	\$2,400.00	
				E 01 010 203 202 000 460	GR 4 TEACHER GUIDE SET	\$0.00	
				E 01 010 203 202 000 460	GR 5 STUDENT DIGITAL LICENSES	\$1,824.00	
				E 01 010 203 202 000 460	GR 5 TEACHER GUIDE SET	\$0.00	
				E 01 010 203 202 000 460	GR 6 STUDENT DIGITAL LICENSES	\$2,784.00	
				E 01 010 203 202 000 460	GR 6 TEACHERS GUIDE SET	\$0.00	
				E 01 010 203 202 000 460	GR 6 READ AND RESPOND JOURNAL	\$0.00	
				E 01 020 211 000 000 460	GR 7 STUDENT DIGITAL LICENSED	\$1,920.00	
				E 01 020 211 000 000 460	GR 7 INTRO LIT TEACHER EDITION	\$0.00	
				E 01 020 211 000 000 460	GR 8 STUDENT DIGITAL LICENSES	\$2,688.00	
				E 01 020 211 000 000 460	GR 8 INTRO LIT TEACHER ED	\$0.00	
				E 01 020 211 000 000 460	GR 9 STUDENT DIGITAL LICENSES	\$2,304.00	
				E 01 020 211 000 000 460	GR 9 INTRO LIT TEACHER EDITION	\$0.00	
				E 01 020 211 000 000 460	GR 10 STUDENT DIGITAL LICENSES	\$2,880.00	
				E 01 020 211 000 000 460	GR 10 INTRO LIT TEACHER EDITION	\$0.00	
				E 01 020 211 000 000 460	GR 11 STUDENT DIGITAL LICENSES	\$1,728.00	
				E 01 020 211 000 000 460	GR 11 INTRO LIT TEACHER EDITION	\$0.00	
				E 01 020 211 000 000 460	GR 12 STUDENT DIGITAL LICENSES	\$1,248.00	
				E 01 020 211 000 000 460	GR 12 INTRO LIT TEACHER EDITION	\$0.00	
				E 01 020 640 000 316 305	ONLINE COACHING INTRO MEMBERSHIP -	\$2,500.00	
				E 01 020 640 000 316 305	INTRO LIT GETTING STARTED ONLINE 2 H	\$800.00	
				E 01 010 640 000 316 305	ONLINE COACHING INTRO MEMBERSHIP 4	\$5,000.00	
				E 01 010 640 000 316 305	INTRO READING GETTING STARTED ONLI	\$800.00	
<b>PO#: 17818</b>	<b>Voucher #:</b>	<b>67298</b>	Invoice	<b>Invoice No:</b>	955326991	<b>9/10/2021</b>	<b>Paid Amt: \$39,532.00</b>
				E 01 010 203 202 000 460	KDGN INTRO TO READING BIG BOOK DSE	\$440.00	
				E 01 010 203 202 000 460	KDGN INTO TO READING ALOUD SET	\$240.00	
				E 01 010 203 202 000 460	KDGN INTRO READING BOOKSTIX	\$8.80	
				E 01 010 203 202 000 460	KDGN INTRO INSTR CARD KIT	\$138.90	
				E 01 010 203 202 000 460	KDGN START RIGHT NOW SET	\$324.00	
				E 01 010 203 202 000 460	KDGN TABLETOP MINI LESSONS	\$62.00	
				E 01 010 203 202 000 460	KDGN TABLETOP MINI LESSONS ENG LAN	\$62.00	
				E 01 010 203 202 000 460	KDGN LEVELED LIBRARY W/ TAKE AND TE	\$2,000.02	
				E 01 010 203 202 000 460	KDGN GUIDED READING BENCHMARK AS	\$81.90	
				E 01 010 203 202 000 460	KDGN READING PROGRAM GUIDE	\$60.00	
				E 01 010 203 202 000 460	KDGN READING LITTLE BIG BOOK SET OF	\$600.00	
				E 01 010 203 202 000 460	KDGN MYBOOK 6 YR PRINT	\$1,728.00	
				E 01 010 203 202 000 460	KDGN KNOW IT SHOW IT	\$73.80	
				E 01 010 203 202 000 460	KDGN READING WRITE'S NOTEBOOK	\$73.80	

**ISD#118 Remer-Longville**  
**Detail Payment Register By Check**

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	103273	5593		HOUGHTON MIFFLIN HARCOURT		Check
				E 01 010 203 202 000 460	GR 1 WRITING WORKSHOP GUIDE	\$84.00	
				E 01 010 203 202 000 460	GR 1 READING TEACHING PAL SET	\$76.00	
				E 01 010 203 202 000 460	GR 1 BIG BOOK SET	\$168.00	
				E 01 010 203 202 000 460	GR 1 READ ALOUD SET	\$176.00	
				E 01 010 203 202 000 460	GR 1 READING BOOKSTIX	\$8.80	
				E 01 010 203 202 000 460	GR 1 TRADE CLASSROOM LIBRARY SINGL	\$49.70	
				E 01 010 203 202 000 460	GR 1 INSTR CARD KIT	\$146.10	
				E 01 010 203 202 000 460	GR 1 START RIGHT READER SET OF 6	\$518.40	
				E 01 010 203 202 000 460	GR 1 TABLETOP MINILESSONA READING	\$62.00	
				E 01 010 203 202 000 460	GR 1 TABLETOP MINILESSONS ENG LAN	\$62.00	
				E 01 010 203 202 000 460	GR 1 RIGBY LEVELD LIBRARY W/ TAKE AN	\$2,000.02	
				E 01 010 203 202 000 460	GR 1 RIGBY GUIDED READING BENCHMAF	\$81.90	
				E 01 010 203 202 000 460	GR 1 READING PROGRAM GUIDE GRADES	\$60.00	
				E 01 010 203 202 000 460	GR 1 MYBOOK SOFTCOVER SET 6 YEAR	\$1,920.00	
				E 01 010 203 202 000 460	GR 1 KNOW IT SHOW IT	\$73.80	
				E 01 010 203 202 000 460	GR 1 WRITERS NOTEBOOK	\$73.80	
				E 01 010 203 202 000 460	GR 1 GRAMMAR PRACTICE WORKBOOK	\$73.80	
				E 01 010 203 202 000 460	GR 1 READ AND RESPOND JOURNAL	\$73.80	
				E 01 010 203 202 000 460	GR 2 READING WRITING WORKSHOP TEA	\$84.00	
				E 01 010 203 202 000 460	GR 2 READING TEACHING PAL SET	\$76.00	
				E 01 010 203 202 000 460	GR 2 READ ALOUD SET	\$264.00	
				E 01 010 203 202 000 460	GR 2 READING BOOKSTIX	\$8.80	
				E 01 010 203 202 000 460	GR 2 TRADE CLASSROOM LIBRARBY SING	\$49.70	
				E 01 010 203 202 000 460	GR 2 INSTRUCTIONAL CARD KIT	\$150.10	
				E 01 010 203 202 000 460	GR 2 START RIGHT READER SET OF 6	\$345.60	
				E 01 010 203 202 000 460	GR 2 TABLETOP MINILESSONS READING	\$62.00	
				E 01 010 203 202 000 460	GR 2 TABLEOP MINILESSONS ENG LANG I	\$62.00	
				E 01 010 203 202 000 460	GR 2 RIGBY LEVELED LIBRARY W/ TAKE AI	\$2,000.02	
				E 01 010 203 202 000 460	GR 2 RIGBY GUIDED READING BENCHMAF	\$81.90	
				E 01 010 203 202 000 460	GR 2 READING PROGRAM GUIDE GRADES	\$60.00	
				E 01 010 203 202 000 460	GR 2 MYBOOK SOFTCOVER SET 6 YEAR	\$1,392.00	
				E 01 010 203 202 000 460	GR 2 KNOW IT SHOW IT	\$73.80	
				E 01 010 203 202 000 460	GR 2 WRITERS NOTEBOOK	\$73.80	
				E 01 010 203 202 000 460	GR 2 GRAMMAR PRACTICE WORKBOOK	\$73.80	
				E 01 010 203 202 000 460	GR 2 READ AND RESPOND JOURNAL	\$73.80	
				E 01 010 203 202 000 460	GR 3 WRITING WORKSHOP TEACHER GUI	\$42.00	
				E 01 010 203 202 000 460	GR 3 TEACHING PAL SET	\$38.00	
				E 01 010 203 202 000 460	GR 3 TRADE CLASSROOM LIBRARY SINGL	\$24.85	

**ISD#118 Remer-Longville**  
**Detail Payment Register By Check**

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	103273	5593		HOUGHTON MIFFLIN HARCOURT		Check
				E 01 010 203 202 000 460	GR 3 TABLETOP MINILESSONS READING		\$31.00
				E 01 010 203 202 000 460	GR 3 TABLETOP MINILESSONS ENG LANG		\$31.00
				E 01 010 203 202 000 460	GR 3 RIGBY LEVELED LIBRARY W/ TAKE A		\$1,000.00
				E 01 010 203 202 000 460	GR 3 RIGBY BENCHMARK GUIDED READIN		\$45.20
				E 01 010 203 202 000 460	GR 3 READING PROGRAM GUIDE GRADES		\$30.00
				E 01 010 203 202 000 460	GR 3 MY SOFTCOVER SET 6 YEAR		\$1,152.00
				E 01 010 203 202 000 460	GR 3 KNOW IT SHOW IT		\$73.80
				E 01 010 203 202 000 460	GR 3 WRITERS NOTEBOOK		\$73.80
				E 01 010 203 202 000 460	GR 3 GRAMMAR PRACTICE WORKBOOK		\$73.80
				E 01 010 203 202 000 460	GR 3 READ AND RESPOND JOURNAL		\$73.80
				E 01 010 203 202 000 460	GR 4 WRITING WORKSHOP TEACHER GUI		\$42.00
				E 01 010 203 202 000 460	GR 4 TEACHING PAL SET		\$38.00
				E 01 010 203 202 000 460	GR 4 TRADE CLASSROOM LIBRARY SINGL		\$24.85
				E 01 010 203 202 000 460	GR 4 TABLETOP MINILESSONS READING		\$31.00
				E 01 010 203 202 000 460	GR 4 TABLETOP MINILESSONS ENG LANG		\$31.00
				E 01 010 203 202 000 460	GR 4 RIGBY LEVELED LIBRARY W/ TAKE A		\$1,000.00
				E 01 010 203 202 000 460	GR 4 RIGBY BENCKMARK GUIDED READIN		\$45.20
				E 01 010 203 202 000 460	GR 4 READING PROGRAM GUIDE		\$30.00
				E 01 010 203 202 000 460	GR 4 MYBOOK SOFTCOVER SET 6 YEAR		\$1,392.00
				E 01 010 203 202 000 460	GR 4 KNOW IT SHOW IT		\$73.80
				E 01 010 203 202 000 460	GR 4 WRITERS NOTEBOOK		\$73.80
				E 01 010 203 202 000 460	GR 4 GRAMMAR PRACTICE BOOK		\$73.80
				E 01 010 203 202 000 460	GR 4 READ AND RESPOND JOURNAL		\$73.80
				E 01 010 203 202 000 460	GR 5 WRITING WORKSHOP TEACHERS GL		\$42.00
				E 01 010 203 202 000 460	GR 5 TEACHING PAL SET		\$38.00
				E 01 010 203 202 000 460	GR 5 TRADE CLASSROOM LIBRARY SINGL		\$24.85
				E 01 010 203 202 000 460	GR 5 TABLETOP MINILESSONS READING		\$31.00
				E 01 010 203 202 000 460	GR 5 TABLETOP MINILESSONS ENG LANG		\$31.00
				E 01 010 203 202 000 460	GR 5 RIGBY LEVELED LIBRARY W/ TAKE A		\$1,000.00
				E 01 010 203 202 000 460	GR 5 RIGBY BENCHMARK GUIDED READIN		\$45.20
				E 01 010 203 202 000 460	GR 5 READING PROGRAM GUIDE		\$30.00
				E 01 010 203 202 000 460	GR 5 MYBOOK SOFTCOVER SET 6 YEAR		\$1,104.00
				E 01 010 203 202 000 460	GR 5 KNOW IT SHOW IT		\$73.80
				E 01 010 203 202 000 460	GR 5 WRITERS NOTEBOOK		\$73.80
				E 01 010 203 202 000 460	GR 5 GRAMMAR PRACTICE WORKBOOK		\$73.80
				E 01 010 203 202 000 460	GR 5 READ AND RESPOND JOURNAL		\$73.80
				E 01 010 203 202 000 460	GR 6 WRITING WORKSHOP TEACHER GUI		\$84.00
				E 01 010 203 202 000 460	GR 6 TEACHING PAL SET		\$76.00

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	103273	5593		HOUGHTON MIFFLIN HARCOURT		Check
				E 01 010 203 202 000 460	GR 6 TRADE CLASSROOM LIBRARY SINGL	\$49.70	
				E 01 010 203 202 000 460	GR 6 TABLETOP MINILESSONS READING	\$62.00	
				E 01 010 203 202 000 460	GR 6 TABLETOP MINLESSONS ENG LANG I	\$62.00	
				E 01 010 203 202 000 460	GR 6 RIGBY LEVELED LIBRARY CARDS W/	\$800.00	
				E 01 010 203 202 000 460	GR 6 RIGBY BENCHMARK GUIDED READIN	\$90.40	
				E 01 010 203 202 000 460	GR 6 GUIDING PRINCIPLES AND STRATEG	\$9.75	
				E 01 010 203 202 000 460	GR 6 MYBOOK SOFTCOVER SET 6 YEAR	\$1,584.00	
				E 01 010 203 202 000 460	GR 6 KNOW IT SHOW IT	\$73.80	
				E 01 010 203 202 000 460	GR 6 WRITERS WORKSHOP	\$73.80	
				E 01 010 203 202 000 460	GR 6 READ AND RESPOND JOURNAL	\$73.80	
				E 01 020 211 000 000 460	GR 7 INTRO LIT PROGRAM GUIDE	\$30.00	
				E 01 020 211 000 000 460	GR 7 INTRO LIT SOFTCOVER STUDENT ED	\$1,152.00	
				E 01 020 211 000 000 460	GR 7 GRAMMAR PRACTICE WORKBOOK	\$50.00	
				E 01 020 211 000 000 460	GR 8 INTRO LIT PROGRAM GUIDE GRADES	\$30.00	
				E 01 020 211 000 000 460	GR 8 INTRO LIT SOFTCOVER STUDENT ED	\$1,536.00	
				E 01 020 211 000 000 460	GR 8 GRAMMAR PRACTICE WORKBOOK	\$50.00	
				E 01 020 211 000 000 460	GR 9 INTRO LIT PROGRAM GUIDE	\$30.00	
				E 01 020 211 000 000 460	GR 9 INTRO LIT SOFTCOVER STUDENT ED	\$1,344.00	
				E 01 020 211 000 000 460	GR 9 GRAMMAR PRACTICE WORKBOOK	\$50.00	
				E 01 020 211 000 000 460	GR 10 INTRO LIT PROGRAM GUIDE	\$30.00	
				E 01 020 211 000 000 460	GR 10 SOFTCOVER STUDENT EDITION 6 Y	\$1,632.00	
				E 01 020 211 000 000 460	GR 10 GRAMMAR PRACTICE WORKBOOK	\$50.00	
				E 01 020 211 000 000 460	GR 11 INTRO LIT PROGRAM GUIDE	\$30.00	
				E 01 020 211 000 000 460	GR 11 SOFTCOVER STUDENT EDITION SE	\$1,056.00	
				E 01 020 211 000 000 460	GR 11 GRAMMAR PRACTICE WORKBOOK	\$50.00	
				E 01 020 211 000 000 460	GR 12 INTRO LIT PROGRAM GUIDE	\$30.00	
				E 01 020 211 000 000 460	GR 12 SOFTCOVER STUDENT EDITION SE	\$816.00	
				E 01 020 211 000 000 460	GR 12 GRAMMAR PRACTICN WORKBOOK	\$50.00	
				E 01 020 211 000 000 460	SHIPPING	\$2,220.41	
				E 01 010 203 202 000 460	SHIPPING	\$2,220.41	
				E 01 020 211 000 000 460	TEACHER GUIDE SET	\$1,275.00	
				E 01 010 203 202 000 460	TEACHER GUIDE SET	\$1,275.00	
<b>PO#: 17818</b>	<b>Voucher #:</b>	<b>67306</b>	Invoice	<b>Invoice No:</b>	955333836	<b>9/10/2021</b>	<b>Paid Amt: \$42,838.48</b>
			E 01 020 211 000 000 460		REPLACEMENT CIVICS BOOK ISBN:978054	\$484.50	
			E 01 020 211 000 000 460		REPLACEMENT WORDL HISTORY BOOK IS	\$662.90	
			E 01 020 211 000 000 460		SHIPPING	\$120.48	
<b>PO#: 17834</b>	<b>Voucher #:</b>	<b>67337</b>	Invoice	<b>Invoice No:</b>	955346471	<b>9/10/2021</b>	<b>Paid Amt: \$1,267.88</b>
<b>Check Amount:</b>							<b>\$83,638.36</b>

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	103274	5426		<b>INFINITY GRAPHIX &amp; DESIGNS</b>		Check		
				E 03	005 760 000 720 401	Additional Route magnets		\$43.00	
	PO#: 17888	Voucher #:	67356	Invoice	Invoice No: 10000	9/10/2021	Paid Amt:	\$43.00	
							Check Amount:	\$43.00	
0118	chec	103275	5625		<b>IRONHIDE EQUIPMENT INC</b>		Check		
				E 01	005 810 000 000 420	throttle parts assembly per quote Kate		\$103.10	
				E 01	005 810 000 000 420	MISC Est for Shipping		\$15.95	
	PO#: 17850	Voucher #:	67342	Invoice	Invoice No: 34312B	9/10/2021	Paid Amt:	\$119.05	
							Check Amount:	\$119.05	
0118	chec	103276	02406		<b>ISD #0002</b>		Check		
				E 01	310 296 310 000 369	VOLLEYBALL TOURNAMENT ENTRY FEE		\$150.00	
	PO#: 17907	Voucher #:	67314	Invoice	Invoice No: 9182021	9/10/2021	Paid Amt:	\$150.00	
				E 01	310 294 250 000 391	STORM COOP BASEBALL		\$12,565.60	
	PO#:	Voucher #:	67369	Invoice	Invoice No: 1220	9/10/2021	Paid Amt:	\$12,565.60	
				E 01	310 296 340 000 820	STORM COOP SOFTBALL		\$14,766.42	
	PO#:	Voucher #:	67370	Invoice	Invoice No: 1219	9/10/2021	Paid Amt:	\$14,766.42	
							Check Amount:	\$27,482.02	
0118	chec	103277	1279	R	<b>JOHNSON CONTROLS</b>		Check		
				E 01	005 810 810 000 305	Claim 705723070 Controls Boiler Startup 8-19		\$1,420.00	
	PO#: 17860	Voucher #:	67341	Invoice	Invoice No: 1-106735158622	9/10/2021	Paid Amt:	\$1,420.00	
							Check Amount:	\$1,420.00	
0118	chec	103278	01098		<b>JOHNSON TELEPHONE CO</b>		Check		
				E 01	005 810 000 000 320	R0520		\$609.49	
	PO#:	Voucher #:	67362	Invoice	Invoice No: 09/01/2021 R0520	9/10/2021	Paid Amt:	\$609.49	
							Check Amount:	\$609.49	
0118	chec	103279	1425		<b>JTC INTERNET SERVICE</b>		Check		
				E 01	040 810 000 000 320	LSLC INTERNET		\$1,440.00	
	PO#:	Voucher #:	67325	Invoice	Invoice No: r4513 2021-*2022	9/10/2021	Paid Amt:	\$1,440.00	
							Check Amount:	\$1,440.00	
0118	chec	103280	6327		<b>LINDA MANICK</b>		Check		
				E 01	310 296 310 000 305	MIEAGE VB OFFICIAL - NHS vs NORTHOME		\$100.00	
	PO#:	Voucher #:	67324	Invoice	Invoice No: 09/07/2021	9/10/2021	Paid Amt:	\$100.00	
							Check Amount:	\$100.00	
0118	chec	103281	05573		<b>MASBO</b>		Check		
				E 01	005 110 000 000 820	MASBO DUES		\$110.00	
	PO#: 17905	Voucher #:	67317	Invoice	Invoice No: 30000005964	9/10/2021	Paid Amt:	\$110.00	
							Check Amount:	\$110.00	

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	103282	4540		<b>MN STATE U MANKATO</b>		Check
				E 01 020 640 000 316 299	K EDSTROM ID# 15072375 - FALL TUITION	\$3,102.66	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67335</b>	Invoice	<b>Invoice No:</b>	2021 FALL 15072375	<b>9/10/2021</b>	<b>Paid Amt: \$3,102.66</b>
							<b>Check Amount: \$3,102.66</b>
0118	chec	103283	5222		<b>MRI</b>		Check
				E 01 005 110 000 000 305	BG CKS	\$80.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67321</b>	Invoice	<b>Invoice No:</b>	SRNI10086370	<b>9/10/2021</b>	<b>Paid Amt: \$80.00</b>
							<b>Check Amount: \$80.00</b>
0118	chec	103284	01292		<b>MSHSL - SPORTS</b>		Check
				E 01 310 292 110 000 820	ANNUAL MEMBERSHIP FEE	\$100.00	
				E 01 310 294 250 000 820	BASEBALL	\$225.00	
				E 01 310 294 220 000 820	BASKETBALL - BOYS	\$225.00	
				E 01 310 296 320 000 820	BASKETBALL - GIRLS	\$225.00	
				E 01 310 292 130 000 820	CROSS COUNTRY	\$450.00	
				E 01 310 294 210 000 820	FOOTBALL	\$225.00	
				E 01 310 296 340 000 820	SOFTBALL	\$225.00	
				E 01 310 292 150 000 820	TRACK AND FIELD	\$450.00	
				E 01 310 296 310 000 820	VOLLEYBALL	\$225.00	
				E 01 310 291 410 000 820	MUSIC	\$225.00	
				E 01 310 291 430 000 820	VISUAL ARTS	\$225.00	
				E 01 310 292 110 000 820	STUDENT FEES	\$289.80	
<b>PO#: 17906</b>	<b>Voucher #:</b>	<b>67315</b>	Invoice	<b>Invoice No:</b>	039086	<b>9/10/2021</b>	<b>Paid Amt: \$3,089.80</b>
			R 01 310 292 110 000 050	ACTIVITY FEE CREDIT		\$780.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67316</b>	Credit	<b>Invoice No:</b>	039086CM	<b>9/10/2021</b>	<b>Paid Amt: (\$780.00)</b>
							<b>Check Amount: \$2,309.80</b>
0118	chec	103285	4065		<b>NORTHERN STAR COOPERATIVE</b>		Check
				E 01 310 298 069 301 402	Pizzas - Open	\$62.23	
<b>PO#: 17876</b>	<b>Voucher #:</b>	<b>67334</b>	Invoice	<b>Invoice No:</b>	89243	<b>9/10/2021</b>	<b>Paid Amt: \$62.23</b>
				E 03 005 760 000 720 441	GASOLINE	\$518.91	
				E 03 005 760 000 720 444	DIESEL	\$461.15	
				E 03 005 760 000 720 442	DEF FLUID	\$13.94	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67361</b>	Invoice	<b>Invoice No:</b>	08312021	<b>9/10/2021</b>	<b>Paid Amt: \$994.00</b>
							<b>Check Amount: \$1,056.23</b>
0118	chec	103286	5796		<b>O'REILLY AUTO PARTS</b>		Check
				E 03 005 760 000 720 401	Battery Cable Crimper	\$262.83	
<b>PO#: 17874</b>	<b>Voucher #:</b>	<b>67348</b>	Invoice	<b>Invoice No:</b>	1533-479345	<b>9/10/2021</b>	<b>Paid Amt: \$262.83</b>
				E 03 005 760 000 720 401	GLASS CLEANER	\$15.96	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67349</b>	Invoice	<b>Invoice No:</b>	1533-479401	<b>9/10/2021</b>	<b>Paid Amt: \$15.96</b>

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	103286	5796		<b>O'REILLY AUTO PARTS</b>		Check		
				E 03	005 760 000 720 401	BRAKE CLEANER, O'REILLY DEF		\$143.78	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67357</b>	Invoice	<b>Invoice No:</b>	1533-480425	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$143.78</b>	
				E 03	005 760 000 720 350	OIL COOL CON - RETURN MDSE		\$40.56	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67358</b>	Credit	<b>Invoice No:</b>	CM1533-479892	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>(\$40.56)</b>	
				E 03	005 760 000 720 350	ADAPTOR SET, PRESS		\$237.98	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67336</b>	Invoice	<b>Invoice No:</b>	1533-479752	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$237.98</b>	
							<b>Check Amount:</b>	<b>\$619.99</b>	
0118	chec	103287	3306		<b>PEPSI BEVERAGES CO</b>		Check		
				E 01	310 292 125 000 490	BALANCE DUE		\$0.93	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67330</b>	Invoice	<b>Invoice No:</b>	52074008	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$0.93</b>	
				E 01	310 292 125 000 490	CONCESSIONS		\$540.68	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67331</b>	Invoice	<b>Invoice No:</b>	64493103	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$540.68</b>	
							<b>Check Amount:</b>	<b>\$541.61</b>	
0118	chec	103288	06636		<b>PINE CONE PRESS CITIZEN</b>		Check		
				E 01	005 110 000 000 380	BACK TO SCHOOL		\$571.20	
				E 01	005 110 000 000 380	PRESCHOOL		\$571.20	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67328</b>	Invoice	<b>Invoice No:</b>	58740, 58908, 58982	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$1,142.40</b>	
				E 04	500 505 000 321 380	COMM ED INSERTS, ADS		\$684.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67329</b>	Invoice	<b>Invoice No:</b>	58909, 59096	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$684.00</b>	
							<b>Check Amount:</b>	<b>\$1,826.40</b>	
0118	chec	103289	05240	R	<b>PIONEER MANUFACTURING CO</b>		Check		
				E 01	005 810 000 000 401	12 cases quick stripe field paint quote ln1368		\$696.00	
<b>PO#:</b> 17861	<b>Voucher #:</b>	<b>67343</b>	Invoice	<b>Invoice No:</b>	INV802644	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$696.00</b>	
							<b>Check Amount:</b>	<b>\$696.00</b>	
0118	chec	103290	2035		<b>PITNEY BOWES INC</b>		Check		
				E 01	005 110 000 000 370	POSTAGE MACHINE LEASE		\$450.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67332</b>	Invoice	<b>Invoice No:</b>	3104924343	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$450.00</b>	
							<b>Check Amount:</b>	<b>\$450.00</b>	
0118	chec	103291	6326		<b>RICK SUBUNIA</b>		Check		
				E 01	310 296 310 000 305	VB OFFICIAL - NHS vs NORTHOME		\$100.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67322</b>	Invoice	<b>Invoice No:</b>	09/07/2021	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$100.00</b>	
				E 01	310 296 310 000 305	MIEAGE VB OFFICIAL - NHS vs NORTHOME		\$96.32	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67323</b>	Invoice	<b>Invoice No:</b>	09/07/2021M	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$96.32</b>	
							<b>Check Amount:</b>	<b>\$196.32</b>	

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	103292	4474		<b>SANTANDER LEASING LLC</b>		Check		
				E 03	005 760 000 000 370	BUS CONTRACT 004-0005144-000		\$15,628.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>67339</b>	Invoice	<b>Invoice No:</b> 2681166	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$15,628.00</b>	
							<b>Check Amount:</b>	<b>\$15,628.00</b>	
0118	chec	103293	5418		<b>SHI</b>		Check		
				E 01	010 203 012 151 456	AVerCharge E36c+ - Cart (charge only) for 36		\$774.00	
	<b>PO#:</b> 17812	<b>Voucher #:</b>	<b>67346</b>	Invoice	<b>Invoice No:</b> B13804500	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$774.00</b>	
							<b>Check Amount:</b>	<b>\$774.00</b>	
0118	chec	103294	6087		<b>SHOUTPOINT</b>		Check		
				E 01	005 110 000 000 305	ANNUAL SERVICE FEES		\$690.00	
	<b>PO#:</b> 17910	<b>Voucher #:</b>	<b>67313</b>	Invoice	<b>Invoice No:</b> 21472	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$690.00</b>	
							<b>Check Amount:</b>	<b>\$690.00</b>	
0118	chec	103295	5624		<b>SPEECH PARTNERS</b>		Check		
				E 01	010 401 000 740 394	ONLINE SPEECH SERVICES		\$117.90	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>67319</b>	Invoice	<b>Invoice No:</b> 79859	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$117.90</b>	
				E 01	010 401 000 740 394	ONLINE SPEECH SERVICES		\$655.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>67320</b>	Invoice	<b>Invoice No:</b> 80104-80117	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$655.00</b>	
							<b>Check Amount:</b>	<b>\$772.90</b>	
0118	chec	103296	5357		<b>STAPLES BUSINESS ADVANTAGE</b>		Check		
				E 01	005 110 000 000 401	FELLOWES PAPER SHREDDER, MODEL 32		\$250.39	
	<b>PO#:</b> 17863	<b>Voucher #:</b>	<b>67354</b>	Invoice	<b>Invoice No:</b> 806332234	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$250.39</b>	
				E 01	310 298 069 000 401	YELLOW TAKE HOME FOLDERS		\$50.70	
	<b>PO#:</b> 17867	<b>Voucher #:</b>	<b>67355</b>	Invoice	<b>Invoice No:</b> 3485174903	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$50.70</b>	
				E 01	005 110 000 000 401	BRITE LINER STICK HIGHLIGHTER - 24/PAC		\$5.30	
				E 01	020 211 000 000 401	BRITE LINER STICK HIGHLIGHTER - 24/PAC		\$5.30	
				E 01	010 203 202 000 401	BRITE LINER STICK HIGHLIGHTER - 24/PAC		\$5.46	
				E 01	005 110 000 000 401	BIC WITE OUT CORRECTION TAPE		\$1.69	
				E 01	020 211 000 000 401	BIC WITE OUT CORRECTION TAPE		\$1.68	
				E 01	010 203 202 000 401	BIC WITE OUT CORRECTION TAPE		\$1.73	
				E 01	010 203 202 000 401	11 X 17 MONTHLY CALENDAR		\$7.71	
				E 01	005 110 000 000 401	12X18 DESK CALENDAR		\$10.49	
				E 01	010 203 202 000 401	12X18 DESK CALENDAR		\$10.49	
	<b>PO#:</b> 17889	<b>Voucher #:</b>	<b>67338</b>	Invoice	<b>Invoice No:</b> 8063408652	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$49.85</b>	
							<b>Check Amount:</b>	<b>\$350.94</b>	
0118	chec	103297	6146		<b>TC's FOODS INC</b>		Check		
				E 02	005 770 070 709 490	FOOD SERVICE		\$3.28	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>67307</b>	Invoice	<b>Invoice No:</b> 89108	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$3.28</b>	

**ISD#118 Remer-Longville**  
**Detail Payment Register By Check**

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	103297	6146		<b>TC's FOODS INC</b>		Check		
				E 02	005 770 070 709 490	FOOD SERVICE		\$3.09	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67308</b>	Invoice	<b>Invoice No:</b>	89275	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$3.09</b>	
				E 01	005 216 638 401 490	OPEN HOUSE MEAL		\$235.64	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67309</b>	Invoice	<b>Invoice No:</b>	92887	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$235.64</b>	
				E 01	005 216 638 401 490	OPEN HOUSE MEAL		\$11.12	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67310</b>	Invoice	<b>Invoice No:</b>	92981	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$11.12</b>	
							<b>Check Amount:</b>	<b>\$253.13</b>	
0118	chec	103298	6027		<b>TRI-DIM FILTER CORPORATION</b>		Check		
				E 01	005 810 000 000 420	Annual air filter order for AHU's per quote 7-12		\$113.52	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67340</b>	Invoice	<b>Invoice No:</b>	2529367-1	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$113.52</b>	
							<b>Check Amount:</b>	<b>\$113.52</b>	
0118	chec	103299	5581		<b>US FOODS INC</b>		Check		
				E 02	005 770 070 709 490	LUNCH		\$277.18	
				E 02	005 770 070 709 401	SUPPLIES		\$50.43	
				E 02	005 770 070 709 401	PARENT ENRICHMENT MEAL		\$234.12	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67311</b>	Invoice	<b>Invoice No:</b>	4307476	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$561.73</b>	
							<b>Check Amount:</b>	<b>\$561.73</b>	
0118	chec	103300	05062	R	<b>WALMART COMMUNITY/GECRB</b>		Check		
				E 04	500 505 000 321 401	Walmart Youth Football Pads		\$395.49	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67312</b>	Invoice	<b>Invoice No:</b>	671242755625616	<b>9/10/2021</b>	<b>Paid Amt:</b>	<b>\$395.49</b>	
							<b>Check Amount:</b>	<b>\$395.49</b>	
0118	chec	103301	6319		<b>A2D FITNESS SYSTEMS, INC</b>		Check		
				E 01	005 810 000 000 350	Repair evaluation and diagnosis of 2 treadmill:		\$150.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67378</b>	Invoice	<b>Invoice No:</b>	201271	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$150.00</b>	
				E 04	500 505 000 321 305	2 treadmills and 1 elliptical repair labor per quo		\$180.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67379</b>	Invoice	<b>Invoice No:</b>	201271	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$180.00</b>	
							<b>Check Amount:</b>	<b>\$330.00</b>	
0118	chec	103302	6233		<b>AIM ELECTRONICS, INC</b>		Check		
				E 05	005 850 000 302 530	SCOREBOARDS		\$2,856.30	
				E 05	005 850 000 302 530	INSTALLATION		\$1,950.00	
				E 05	005 850 000 302 530	SHIPPING		\$166.50	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67381</b>	Invoice	<b>Invoice No:</b>	43105	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$4,972.80</b>	
							<b>Check Amount:</b>	<b>\$4,972.80</b>	
0118	chec	103303	6108		<b>ALEX BROCKPAHLER</b>		Check		
				E 01	310 294 210 000 305	FB OFFICIAL - STORM 9/10/21		\$95.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67447</b>	Invoice	<b>Invoice No:</b>	9/10/21	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$95.00</b>	
							<b>Check Amount:</b>	<b>\$95.00</b>	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	103304	3296		AMAZON.COM		Check		
				E 01 310 298 069 301 402	Gildan Men's Heavy Cotton T-Shirt, Style G501			\$30.32	
		<b>PO#: 17931</b>	<b>Voucher #:</b>	<b>67398</b>	Invoice	<b>Invoice No:</b> 1V3T-V3WR-TY4C	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$30.32</b>
				E 01 010 203 012 151 401	MAGID 3 Ply Disposable Kids Face Masks wit			\$116.00	
		<b>PO#: 17920</b>	<b>Voucher #:</b>	<b>67409</b>	Invoice	<b>Invoice No:</b> 1PQH-KGF6-9CHR	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$116.00</b>
				E 01 005 810 000 000 410	QTY12 Towels Towels N More 24 Blue Stripe f			\$323.88	
				E 01 005 810 000 000 410	qty10 bleach Clorox Performance Bleach, 121			\$269.60	
				E 01 005 810 000 000 410	Qty 1 6 pack DW Nestle, 100585, Distilled			\$31.19	
		<b>PO#: 17926</b>	<b>Voucher #:</b>	<b>67391</b>	Invoice	<b>Invoice No:</b> 1YWH-Q7RHG1RY	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$624.67</b>
				E 04 500 505 000 321 401	Youth football pants size small and medium			\$184.13	
		<b>PO#: 17890</b>	<b>Voucher #:</b>	<b>67389</b>	Invoice	<b>Invoice No:</b> 1PQH-KGF6-91JX	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$184.13</b>
				E 01 020 220 000 000 430	No Fear Shakespeare Romeo and Juliet			\$137.25	
				E 01 020 220 000 000 430	Black Binders - 12 Pack			\$182.70	
		<b>PO#: 17902</b>	<b>Voucher #:</b>	<b>67372</b>	Invoice	<b>Invoice No:</b> 1633-Q4DR-Q1WN	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$319.95</b>
				E 01 310 298 069 301 402	DIY Craft Green Plastic Table Cover Roll-300 I			\$85.94	
				E 01 310 298 069 301 402	Hanging Hot Air Balloon Paper Lanterns Set P			\$25.78	
				E 01 310 298 069 301 402	3 Pack Metallic Tinsel Curtains, Foil Fringe Sh			\$35.97	
		<b>PO#: 17892</b>	<b>Voucher #:</b>	<b>67376</b>	Invoice	<b>Invoice No:</b> 14J3-FDGR-NVWM	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$147.69</b>
				E 01 010 400 000 000 430	Giantex 15-Drawer Organizer Cart- MultiColor			\$124.82	
				E 01 010 400 000 000 430	Kinetic Sand, The Original Moldable Play Sand			\$14.99	
				E 01 010 400 000 000 430	Alphabet Slap Jack			\$7.99	
				E 01 010 400 000 000 430	MISCRreally Good Stuff All About Today Pocke			\$46.71	
				E 01 010 400 000 000 430	Book: 80 Morning Meeting Ideas for Grades K			\$19.80	
				E 01 010 400 000 000 430	Carson Dellosa Traditional Manuscript Name F			\$18.75	
		<b>PO#: 17903</b>	<b>Voucher #:</b>	<b>67377</b>	Invoice	<b>Invoice No:</b> 1XM1-CLYD-3HPQ	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$233.06</b>
				E 01 010 400 000 000 430	WQFXYZ Pop Push It Bubble Fidget Sensory			\$13.90	
				E 01 010 400 000 000 430	Ehome Meditation Chimes			\$18.99	
		<b>PO#: 17903</b>	<b>Voucher #:</b>	<b>67383</b>	Invoice	<b>Invoice No:</b> 1RT7-HW64-YRJT	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$32.89</b>
				E 04 500 505 000 321 401	Youth football pants size small and medium			\$128.74	
		<b>PO#: 17890</b>	<b>Voucher #:</b>	<b>67387</b>	Invoice	<b>Invoice No:</b> 1NXW-91D4-1J9P	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$128.74</b>
							<b>Check Amount:</b>	<b>\$1,817.45</b>	
0118	chec	103305	6094		ANDERSONS		Check		
				E 01 310 298 069 301 402	Green Glitter Tulle			\$254.97	
				E 01 310 298 069 301 402	Freight			\$28.17	
		<b>PO#: 17893</b>	<b>Voucher #:</b>	<b>67450</b>	Invoice	<b>Invoice No:</b> 9848616	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$283.14</b>
				E 01 310 298 069 301 402	King and Queen Homecoming Set - Elizabeth			\$96.99	
				E 01 310 298 069 301 402	Kiley Tiara			\$74.97	
				E 01 310 298 069 301 402	Court Bling Medallion with Neck Strap and Ca:			\$44.85	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	103305	6094		<b>ANDERSONS</b>		Check
				E 01	310 298 069 301 402	Freight	\$65.80
<b>PO#:</b>	<b>17901</b>	<b>Voucher #:</b>	<b>67451</b>	Invoice	Invoice No: 9848616	<b>9/27/2021</b>	<b>Paid Amt: \$282.61</b>
							<b>Check Amount: \$565.75</b>
0118	chec	103306	4446		<b>ARROWHEAD REGIONAL COMPUTING</b>		Check
				E 01	005 110 000 000 305	BASE MEMBERSHIP	\$1,625.00
				E 01	005 110 000 000 305	ADJUST PUPIL UNITS MEMBER DUES	\$747.49
				E 01	005 110 000 000 305	ADJUST PUPIL UNITS UFARS FEE	\$2,682.17
				E 01	005 110 000 000 305	PAYROLLS PROCESSED + FORMS	\$3,191.40
				E 01	005 110 000 000 305	ADJUST PUPIL UNITS CAMPUS SUPPORT	\$2,862.94
<b>PO#:</b>		<b>Voucher #:</b>	<b>67427</b>	Invoice	Invoice No: 2022-0 11	<b>9/27/2021</b>	<b>Paid Amt: \$11,109.00</b>
							<b>Check Amount: \$11,109.00</b>
0118	chec	103307	5181		<b>AUL/MIDAMERICA ADMINISTRATIVE &amp; RETIREMENT SOLUTIONS INI</b>		Check
				E 01	005 020 000 000 251	DORO 3RD QTR 2021 CONTRIBUTION	\$2,500.00
<b>PO#:</b>		<b>Voucher #:</b>	<b>67433</b>	Invoice	Invoice No: 7012021	<b>9/27/2021</b>	<b>Paid Amt: \$2,500.00</b>
				E 01	005 020 000 000 251	DORO 4TH QTR 2021 CONTRIBUTION	\$2,500.00
<b>PO#:</b>		<b>Voucher #:</b>	<b>67434</b>	Invoice	Invoice No: 10012021	<b>9/27/2021</b>	<b>Paid Amt: \$2,500.00</b>
							<b>Check Amount: \$5,000.00</b>
0118	chec	103308	06412		<b>BIGFORK HIGH SCHOOL</b>		Check
				E 01	310 296 310 000 369	VOLLEYBALL TOURNAMENT FEE - OCT. 2	\$150.00
<b>PO#:</b>	<b>17971</b>	<b>Voucher #:</b>	<b>67449</b>	Invoice	Invoice No: 9202021	<b>9/27/2021</b>	<b>Paid Amt: \$150.00</b>
							<b>Check Amount: \$150.00</b>
0118	chec	103309	4672		<b>BSN SPORTS</b>		Check
				E 01	310 294 210 000 401	MOUTHGUARDS	\$33.98
				E 01	310 294 210 000 401	Freight	\$2.07
<b>PO#:</b>	<b>17849</b>	<b>Voucher #:</b>	<b>67417</b>	Invoice	Invoice No: 913637537	<b>9/27/2021</b>	<b>Paid Amt: \$36.05</b>
				E 01	310 294 210 000 401	GST COMPOSITE FOOTBAL - TDY	\$63.98
				E 01	310 294 210 000 401	Freight	\$3.90
<b>PO#:</b>	<b>17849</b>	<b>Voucher #:</b>	<b>67418</b>	Invoice	Invoice No: 913659050	<b>9/27/2021</b>	<b>Paid Amt: \$67.88</b>
							<b>Check Amount: \$103.93</b>
0118	chec	103310	1482		<b>CASS COUNTY SHERIFF'S DEPT</b>		Check
				E 01	005 810 000 000 820	YEARLY ALARM PERMIT	\$20.00
<b>PO#:</b>		<b>Voucher #:</b>	<b>67413</b>	Invoice	Invoice No: 9012021-8312022	<b>9/27/2021</b>	<b>Paid Amt: \$20.00</b>
							<b>Check Amount: \$20.00</b>
0118	chec	103311	5865		<b>CRAIG HILLER</b>		Check
				E 01	310 298 069 301 402	Student Leadership Training - Junior High (Oc	\$1,750.00
				E 01	310 298 069 301 402	Student Leadership Training Senior High (Oct	\$1,750.00

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	103311	5865		<b>CRAIG HILLER</b>		Check
				E 01	310 298 069 301 402	Transportation/Lodging	\$300.00
	<b>PO#:</b> 17962	<b>Voucher #:</b> 67437		Invoice	<b>Invoice No:</b> 3388	<b>9/27/2021</b>	<b>Paid Amt: \$3,800.00</b>
							<b>Check Amount: \$3,800.00</b>
0118	chec	103312	01097		<b>CROW WING COOP POWER &amp; LIGHT</b>		Check
				E 01	005 810 000 000 332	LONGVILLE BUS GARAGE #26601	\$26.73
	<b>PO#:</b>	<b>Voucher #:</b> 67396		Invoice	<b>Invoice No:</b> 09142021	<b>9/27/2021</b>	<b>Paid Amt: \$26.73</b>
							<b>Check Amount: \$26.73</b>
0118	chec	103313	4397		<b>DELTA DENTAL OF MN</b>		Check
				B 01	215 046	GROUP 01	\$2,408.75
				B 02	215 046	GROUP 02	\$181.70
				B 03	215 046	GROUP 03	\$158.70
				B 04	215 046	GROUP 04	\$128.10
				E 01	010 050 000 000 291	GROUP RA	\$135.70
				E 01	010 203 000 000 291	GROUP R1	\$363.40
				E 01	020 211 000 000 291	GROUP R2	\$46.00
	<b>PO#:</b>	<b>Voucher #:</b> 67453		Invoice	<b>Invoice No:</b> RIS0003701461	<b>9/27/2021</b>	<b>Paid Amt: \$3,422.35</b>
							<b>Check Amount: \$3,422.35</b>
0118	chec	103314	6112		<b>ERIC NELSON</b>		Check
				E 01	310 294 210 000 305	FB OFFICIAL - STORM 9/10/21	\$95.00
	<b>PO#:</b>	<b>Voucher #:</b> 67443		Invoice	<b>Invoice No:</b> 9/10/21	<b>9/27/2021</b>	<b>Paid Amt: \$95.00</b>
							<b>Check Amount: \$95.00</b>
0118	chec	103315	06679	R	<b>FERRELLGAS</b>		Check
				E 01	005 810 000 000 442	PROPANE	\$644.42
	<b>PO#:</b>	<b>Voucher #:</b> 67438		Invoice	<b>Invoice No:</b> 1116865443	<b>9/27/2021</b>	<b>Paid Amt: \$644.42</b>
				E 01	005 810 000 000 442	PROPANE	\$764.21
	<b>PO#:</b>	<b>Voucher #:</b> 67439		Invoice	<b>Invoice No:</b> 1116865449	<b>9/27/2021</b>	<b>Paid Amt: \$764.21</b>
							<b>Check Amount: \$1,408.63</b>
0118	chec	103316	5966		<b>GARY SOUTHGATE</b>		Check
				E 01	310 296 310 000 305	VB OFFICIAL vs NEVIS	\$100.00
	<b>PO#:</b>	<b>Voucher #:</b> 67430		Invoice	<b>Invoice No:</b> 9/20/2021	<b>9/27/2021</b>	<b>Paid Amt: \$100.00</b>
							<b>Check Amount: \$100.00</b>
0118	chec	103317	6323		<b>HILLTOP CAMPER &amp; RV</b>		Check
				E 01	005 760 012 151 570	RENT - OCTOBER	\$351.00
	<b>PO#:</b> 17899	<b>Voucher #:</b> 67457		Invoice	<b>Invoice No:</b> 5264	<b>9/27/2021</b>	<b>Paid Amt: \$351.00</b>
							<b>Check Amount: \$351.00</b>
0118	chec	103318	03788	R	<b>HILLYARD/HUTCHINSON</b>		Check
				E 01	005 810 000 000 410	GEO48580 8 CS 47.64 381.12 TISSUE FACI/	\$381.12

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	103318	03788	R	HILLYARD/HUTCHINSON		Check		
				E 01	005 810 000 000 410	HIL0358106 5 CS 136.75 683.75 SANITIZER		\$683.75	
	PO#: 17929	Voucher #:	67440	Invoice	Invoice No: 604466198	9/27/2021	Paid Amt:	\$1,064.87	
							Check Amount:	\$1,064.87	
0118	chec	103319	01052		HOLKERS DO IT BEST LUMBER		Check		
				E 01	005 810 000 000 420	open PO for misc maint items		\$20.00	
				E 01	005 810 000 000 420	open PO for misc maint items		\$20.00	
				E 01	005 810 000 000 420	open PO for misc maint items		\$20.00	
				E 01	005 810 000 000 420	open PO for misc maint items		\$20.00	
				E 01	005 810 000 000 420	open PO for misc maint items		\$19.52	
	PO#: 17799	Voucher #:	67388	Invoice	Invoice No: 2109-018008	9/27/2021	Paid Amt:	\$99.52	
							Check Amount:	\$99.52	
0118	chec	103320	5140		INSTITUTE FOR ENVIRONMENTAL ASSESSMENT		Check		
				E 05	005 865 000 352 305	7 site visits per Grant for services listed in quo		\$1,500.00	
	PO#: 17820	Voucher #:	67382	Invoice	Invoice No: 00040737	9/27/2021	Paid Amt:	\$1,500.00	
							Check Amount:	\$1,500.00	
0118	chec	103321	5925		JIM CAGLE		Check		
				E 04	500 505 000 321 305	SUMMER DRIVERS TRAINING		\$950.00	
	PO#:	Voucher #:	67375	Invoice	Invoice No: 08172021	9/27/2021	Paid Amt:	\$950.00	
							Check Amount:	\$950.00	
0118	chec	103322	6115		JON LILLQUIST		Check		
				E 01	310 294 210 000 305	FB OFFICIAL - STORM 9/10/21		\$95.00	
	PO#:	Voucher #:	67444	Invoice	Invoice No: 9/10/21	9/27/2021	Paid Amt:	\$95.00	
				E 01	310 294 210 000 305	FB OFFICIAL MILEAGE		\$112.00	
	PO#:	Voucher #:	67445	Invoice	Invoice No: 9/10/21M	9/27/2021	Paid Amt:	\$112.00	
							Check Amount:	\$207.00	
0118	chec	103323	6332		KEVIN TUMBERG		Check		
				E 01	310 294 210 000 305	FB OFFICIAL - STORM 9/10/21		\$95.00	
	PO#:	Voucher #:	67448	Invoice	Invoice No: 9/10/2021	9/27/2021	Paid Amt:	\$95.00	
							Check Amount:	\$95.00	
0118	chec	103324	6313		KONRAD ABRAMO		Check		
				E 01	005 810 000 000 350	repair 4 leaks in radiant heating system, inves		\$2,096.00	
	PO#: 17838	Voucher #:	67374	Invoice	Invoice No: 1069	9/27/2021	Paid Amt:	\$2,096.00	
							Check Amount:	\$2,096.00	
0118	chec	103325	01095		LAKE COUNTRY POWER		Check		
				E 01	005 810 000 000 332	142912001		\$16,069.00	
	PO#:	Voucher #:	67419	Invoice	Invoice No: 142912001-9102021	9/27/2021	Paid Amt:	\$16,069.00	

**ISD#118 Remer-Longville  
Detail Payment Register By Check**

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0118	chec	103325	01095		<b>LAKE COUNTRY POWER</b>		Check	
				E 01 005 810 000 000 332	900505551	\$3,543.00		
<b>PO#:</b>	<b>Voucher #:</b>	<b>67420</b>	Invoice	<b>Invoice No:</b>	900505551-9102021	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$3,543.00</b>
				E 01 005 810 000 000 332	140849101	\$920.00		
<b>PO#:</b>	<b>Voucher #:</b>	<b>67421</b>	Invoice	<b>Invoice No:</b>	140849101-9102021	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$920.00</b>
				E 01 005 810 000 000 332	500527850	\$42.00		
<b>PO#:</b>	<b>Voucher #:</b>	<b>67422</b>	Invoice	<b>Invoice No:</b>	500527850-9102021	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$42.00</b>
				E 01 005 810 000 000 332	500514950	\$42.00		
<b>PO#:</b>	<b>Voucher #:</b>	<b>67423</b>	Invoice	<b>Invoice No:</b>	500514950-9102021	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$42.00</b>
							<b>Check Amount:</b>	<b>\$20,616.00</b>
0118	chec	103326	5223		<b>MADISON NATIONAL LIFE</b>		Check	
				B 04 215 036	04	\$71.20		
				B 03 215 036	03	\$142.40		
				B 02 215 036	02	\$142.40		
				B 02 215 036	01	\$1,067.80		
<b>PO#:</b>	<b>Voucher #:</b>	<b>67452</b>	Invoice	<b>Invoice No:</b>	SEPT2021	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$1,423.80</b>
							<b>Check Amount:</b>	<b>\$1,423.80</b>
0118	chec	103327	1095		<b>MARCO TECHNOLOGIES LLC</b>		Check	
				E 01 005 110 000 000 370	COPIER LEASE	\$738.11		
				E 01 010 203 202 000 370	COPIER LEASE	\$738.11		
				E 01 020 211 000 000 370	COPIER LEASE	\$738.10		
<b>PO#:</b>	<b>Voucher #:</b>	<b>67424</b>	Invoice	<b>Invoice No:</b>	452589740	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$2,214.32</b>
							<b>Check Amount:</b>	<b>\$2,214.32</b>
0118	chec	103328	1457		<b>McMASTER-CARR SUPPLY CO</b>		Check	
				E 01 005 810 000 000 410	Spray Bottle Polyethylene Plastic, 32 oz. Caps	\$42.87		
				E 01 005 810 000 000 410	15 Metric Piece Ball-End Hex L-Key Set	\$23.50		
				E 01 005 810 000 000 410	MISC Est for Shipping	\$35.76		
				E 01 005 810 000 000 410	5mm 5/32 1/8 5/16 3/8 replacement keys ball l	\$37.90		
<b>PO#: 17939</b>	<b>Voucher #:</b>	<b>67390</b>	Invoice	<b>Invoice No:</b>	65181020	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$140.03</b>
							<b>Check Amount:</b>	<b>\$140.03</b>
0118	chec	103329	6116		<b>MIKE HEINO</b>		Check	
				E 01 310 294 210 000 305	FB OFFICIAL - STORM 9/10/21	\$95.00		
<b>PO#:</b>	<b>Voucher #:</b>	<b>67446</b>	Invoice	<b>Invoice No:</b>	9/10/2021	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$95.00</b>
							<b>Check Amount:</b>	<b>\$95.00</b>
0118	chec	103330	5480		<b>MINNESOTA HISTORICAL SOCIETY - HD</b>		Check	
				E 01 010 203 202 000 460	STUDENT BOOK	\$100.00		
				E 01 010 203 202 000 460	TEACHER EBOOK 5-YEAR LICENSE	\$60.00		

**ISD#118 Remer-Longville  
Detail Payment Register By Check**

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	103330	5480		<b>MINNESOTA HISTORICAL SOCIETY - HD</b>		Check
				E 01	010 203 202 000 460 Freight		\$22.95
	<b>PO#:</b> 17911	<b>Voucher #:</b> 67425	Invoice		<b>Invoice No:</b> 25376	<b>9/27/2021</b>	<b>Paid Amt: \$182.95</b>
							<b>Check Amount: \$182.95</b>
0118	chec	103331	01173		<b>MN DEPT OF LABOR &amp; INDUSTRY</b>		Check
				E 01	005 810 000 000 306 PRESSURE VESSEL		\$60.00
				E 01	005 810 000 000 306 BOILER		\$20.00
	<b>PO#:</b>	<b>Voucher #:</b> 67411	Invoice		<b>Invoice No:</b> ABR0260815X	<b>9/27/2021</b>	<b>Paid Amt: \$80.00</b>
				E 01	005 810 000 000 350 ELEVATOR ANNUAL OPERATION		\$100.00
	<b>PO#:</b>	<b>Voucher #:</b> 67412	Invoice		<b>Invoice No:</b> ALR0122052X	<b>9/27/2021</b>	<b>Paid Amt: \$100.00</b>
							<b>Check Amount: \$180.00</b>
0118	chec	103332	6020		<b>MN PEIP</b>		Check
				B 01	215 031 GROUP 01		\$43,210.77
				B 02	215 031 GROUP 02		\$1,134.44
				B 03	215 031 GROUP 03		\$2,147.21
				E 01	010 050 000 000 291 GROUP RA		\$811.12
				E 01	010 203 000 000 291 GROUP R1		\$2,269.44
				E 01	020 211 000 000 291 GROUP R2		\$1,134.44
	<b>PO#:</b>	<b>Voucher #:</b> 67454	Invoice		<b>Invoice No:</b> 1118927	<b>9/27/2021</b>	<b>Paid Amt: \$50,707.42</b>
							<b>Check Amount: \$50,707.42</b>
0118	chec	103333	6251		<b>NICOLE SCOFIELD</b>		Check
				E 01	310 296 310 000 305 VB OFFICIL vs NEVIS		\$100.00
	<b>PO#:</b>	<b>Voucher #:</b> 67428	Invoice		<b>Invoice No:</b> 9/20/2021	<b>9/27/2021</b>	<b>Paid Amt: \$100.00</b>
				E 01	310 296 310 000 305 VB OFFICIL MILEAGE		\$75.60
	<b>PO#:</b>	<b>Voucher #:</b> 67429	Invoice		<b>Invoice No:</b> 9/20/2021M	<b>9/27/2021</b>	<b>Paid Amt: \$75.60</b>
							<b>Check Amount: \$175.60</b>
0118	chec	103334	3370		<b>NORTHERN LAKES CONFERENCE</b>		Check
				E 01	310 292 110 000 820 DUES		\$200.00
				E 01	310 296 310 000 820 DUES FOR VOLLEYBALL		\$50.00
				E 01	310 294 220 000 820 DUES FOR BOYS BASKETBALL		\$50.00
				E 01	310 296 340 000 820 DUES FOR SOFTBALL		\$50.00
	<b>PO#:</b> 17919	<b>Voucher #:</b> 67373	Invoice		<b>Invoice No:</b> 2021-2022	<b>9/27/2021</b>	<b>Paid Amt: \$350.00</b>
							<b>Check Amount: \$350.00</b>
0118	chec	103335	5796		<b>O'REILLY AUTO PARTS</b>		Check
				E 03	005 760 000 720 350 FLEETRUNKER, COPNIC BK LN		\$109.46
	<b>PO#:</b>	<b>Voucher #:</b> 67408	Invoice		<b>Invoice No:</b> 1533-482491	<b>9/27/2021</b>	<b>Paid Amt: \$109.46</b>
				E 03	005 760 000 720 350 MULTIMETER		\$251.73
				E 03	005 760 000 720 401 SHOP TOWELS		\$19.47

### ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	103335	5796		<b>O'REILLY AUTO PARTS</b>		Check		
				E 03	005 760 000 720 350	COPNIC BK LN		\$45.79	
				E 03	005 760 000 720 350	COPNIC BK In TO BE RETURNED		\$45.79	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67402</b>	Invoice		<b>Invoice No:</b> 1533-481838	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$362.78</b>	
				E 03	005 760 000 720 350	LINE TRMNTOR		\$89.25	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67435</b>	Invoice		<b>Invoice No:</b> 1533-483038	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$89.25</b>	
				E 03	005 760 000 720 350	RETURNED MDSE - COPNIC BK LN		\$45.79	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67436</b>	Credit		<b>Invoice No:</b> 1533-482687	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>(\$45.79)</b>	
							<b>Check Amount:</b>	<b>\$515.70</b>	
0118	chec	103336	4632		<b>PEMBERTON SORLIE RUFER &amp;</b>		Check		
				E 01	005 110 000 000 305	EMPLOYMENT INVESTIGATIVE SERVICES		\$5,108.50	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67416</b>	Invoice		<b>Invoice No:</b> EMH-1	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$5,108.50</b>	
				E 01	005 110 000 000 305	LEGAL SERVICES ACCT #20106308-000M		\$80.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67414</b>	Invoice		<b>Invoice No:</b> 136	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$80.00</b>	
							<b>Check Amount:</b>	<b>\$5,188.50</b>	
0118	chec	103337	3306		<b>PEPSI BEVERAGES CO</b>		Check		
				E 01	310 298 311 301 402	STAFF LOUNGE MACHNE REFILL		\$62.46	
				E 01	310 298 114 301 402	STAFF LOUNGE MACHNE REFILL		\$62.46	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67385</b>	Invoice		<b>Invoice No:</b> 49323361	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$124.92</b>	
				E 01	310 292 125 000 490	CONCESSIONS		\$97.05	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67386</b>	Invoice		<b>Invoice No:</b> 49323360	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$97.05</b>	
				E 01	310 292 125 000 490	CONCESSIONS		\$279.87	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67407</b>	Invoice		<b>Invoice No:</b> 46754407	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$279.87</b>	
							<b>Check Amount:</b>	<b>\$501.84</b>	
0118	chec	103338	4576		<b>PROM NITE</b>		Check		
				E 01	310 298 069 301 402	Emerald Green Tulle		\$189.98	
				E 01	310 298 069 301 402	Grey Tulle		\$94.99	
				E 01	310 298 069 301 402	Black Tulle		\$94.99	
				E 01	310 298 069 301 402	Freight		\$73.94	
<b>PO#:</b> 17895	<b>Voucher #:</b>	<b>67397</b>	Invoice		<b>Invoice No:</b> 9848618	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$453.90</b>	
							<b>Check Amount:</b>	<b>\$453.90</b>	
0118	chec	103339	4536		<b>RAM</b>		Check		
				B 01	131 000	AMOUNT DUE AFTER AUDIT		\$2,860.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67415</b>	Invoice		<b>Invoice No:</b> 7120206302021	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$2,860.00</b>	
							<b>Check Amount:</b>	<b>\$2,860.00</b>	
0118	chec	103340	5833		<b>RAPIDS PLUMBING AND HEATING INC</b>		Check		
				E 01	005 810 810 000 305	Boiler Insurance Claim #705723070 TEMP BC		\$11,781.72	

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	103340	5833		<b>RAPIDS PLUMBING AND HEATING INC</b>		Check
				E 01	005 810 810 000 305 Boiler Insurance Claim #705723070 Boiler reir		\$2,400.00
<b>PO#:</b>	<b>17923</b>	<b>Voucher #:</b>	<b>67393</b>	Invoice	<b>Invoice No: 17608</b>	<b>9/27/2021</b>	<b>Paid Amt: \$14,181.72</b>
							<b>Check Amount: \$14,181.72</b>
0118	chec	103341	05304		<b>SANDSTROM'S</b>		Check
				E 02	005 770 000 701 495 MILK		\$195.50
				E 02	005 770 000 705 495 MILK		\$195.50
<b>PO#:</b>		<b>Voucher #:</b>	<b>67400</b>	Invoice	<b>Invoice No: 373708</b>	<b>9/27/2021</b>	<b>Paid Amt: \$391.00</b>
				E 02	005 770 000 701 495 MILK		\$60.75
				E 02	005 770 000 705 495 MILK		\$60.75
<b>PO#:</b>		<b>Voucher #:</b>	<b>67401</b>	Invoice	<b>Invoice No: 373280</b>	<b>9/27/2021</b>	<b>Paid Amt: \$121.50</b>
				E 02	005 770 000 701 495 MILK		\$61.25
				E 02	005 770 000 705 495 MILK		\$61.25
<b>PO#:</b>		<b>Voucher #:</b>	<b>67431</b>	Invoice	<b>Invoice No: 372849</b>	<b>9/27/2021</b>	<b>Paid Amt: \$122.50</b>
				E 02	005 770 000 701 495 MILK		\$141.25
				E 02	005 770 000 705 495 MILK		\$141.25
<b>PO#:</b>		<b>Voucher #:</b>	<b>67432</b>	Invoice	<b>Invoice No: 372338</b>	<b>9/27/2021</b>	<b>Paid Amt: \$282.50</b>
							<b>Check Amount: \$917.50</b>
0118	chec	103342	5995		<b>SELL HARDWARE INC</b>		Check
				E 01	005 810 000 000 350 repair/ replace drill/tap in bent hinges on elem		\$2,600.00
<b>PO#:</b>	<b>17843</b>	<b>Voucher #:</b>	<b>67384</b>	Invoice	<b>Invoice No: PSI2065510</b>	<b>9/27/2021</b>	<b>Paid Amt: \$2,600.00</b>
							<b>Check Amount: \$2,600.00</b>
0118	chec	103343	5357		<b>STAPLES BUSINESS ADVANTAGE</b>		Check
				E 04	500 505 000 321 465 Lenovo ThinkPad L15 Gen 2 20X3 Core i5 113		\$986.57
<b>PO#:</b>	<b>17887</b>	<b>Voucher #:</b>	<b>67392</b>	Invoice	<b>Invoice No: 3487123403</b>	<b>9/27/2021</b>	<b>Paid Amt: \$986.57</b>
							<b>Check Amount: \$986.57</b>
0118	chec	103344	6027		<b>TRI-DIM FILTER CORPORATION</b>		Check
				E 01	005 810 000 000 420 Annual air filter order for AHU's per quote 7-12		\$3,050.52
<b>PO#:</b>	<b>17821</b>	<b>Voucher #:</b>	<b>67426</b>	Invoice	<b>Invoice No: 2529367-2</b>	<b>9/27/2021</b>	<b>Paid Amt: \$3,050.52</b>
							<b>Check Amount: \$3,050.52</b>
0118	chec	103345	05062	R	<b>WALMART COMMUNITY/GECRB</b>		Check
				E 01	310 298 069 000 401 PBIS Eagle Pride Incentives		\$356.64
<b>PO#:</b>	<b>17909</b>	<b>Voucher #:</b>	<b>67410</b>	Invoice	<b>Invoice No: 121259821161896</b>	<b>9/27/2021</b>	<b>Paid Amt: \$356.64</b>
				E 04	500 582 000 338 490 Preschool Snack		\$50.00
				E 04	500 582 000 338 490 Preschool Snack		\$40.00
				E 04	500 582 000 338 490 Preschool Snack		\$13.16
<b>PO#:</b>	<b>17916</b>	<b>Voucher #:</b>	<b>67399</b>	Invoice	<b>Invoice No: 121263036801826</b>	<b>9/27/2021</b>	<b>Paid Amt: \$103.16</b>

## ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	103345	05062	R	<b>WALMART COMMUNITY/GECRB</b>		Check		
				E 01	310 298 069 301 402	Open PO - HOMECOMING	\$59.38		
	<b>PO#: 17951</b>	<b>Voucher #:</b>	<b>67455</b>	Invoice	<b>Invoice No:</b> 091266835817201	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$59.38</b>	
				E 01	310 298 069 301 402	Open PO - HOMECOMING	\$0.00		
				E 01	310 298 069 301 402	Open PO - HOMECOMING	\$144.05		
	<b>PO#: 17951</b>	<b>Voucher #:</b>	<b>67456</b>	Invoice	<b>Invoice No:</b> 091266823547244	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$144.05</b>	
							<b>Check Amount:</b>	<b>\$663.23</b>	
0118	chec	103346	5547		<b>WIDSETH SMITH NOLTING</b>		Check		
				E 01	005 810 810 000 305	ENGINEERING SERVICES	\$948.75		
				E 01	005 810 810 000 305	Claim 705723070 Engineering Services for Te	\$6,329.70		
	<b>PO#: 17924</b>	<b>Voucher #:</b>	<b>67394</b>	Invoice	<b>Invoice No:</b> 210668	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$7,278.45</b>	
				E 01	005 810 810 000 305	Claim 705723070 Engineering Services for Ct	\$948.75		
	<b>PO#: 17924</b>	<b>Voucher #:</b>	<b>67395</b>	Invoice	<b>Invoice No:</b> 210668	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$948.75</b>	
				E 01	005 810 810 000 305	CCD#1WSN4-19-21 Engineering Services fo	\$4,771.20		
	<b>PO#: 17682A</b>	<b>Voucher #:</b>	<b>67380</b>	Invoice	<b>Invoice No:</b> 210668	<b>9/27/2021</b>	<b>Paid Amt:</b>	<b>\$4,771.20</b>	
							<b>Check Amount:</b>	<b>\$12,998.40</b>	
							<b>Report Total:</b>	<b>\$323,308.47</b>	

**LICENSED STAFF SENIORITY LIST  
2021-22**

<b>Name</b>	<b>Certification Area</b>	<b>Tier</b>	<b>Date of First Service</b>	<b>Total Yrs Taught</b>	<b>District Seniority Yrs</b>
Myers, Jill	Elementary Education (K-6)	4	8/22/90	30.25	30.25
Shepard, Terri	School Social Worker	4	12/16/91	30	30
Figgins, Laura	1-6 Elementary Education	4	8/30/94	30	27
Kitchenhoff, Jackie	Science 5-9 K-12 Emotionally/Behaviorally Disorder Physics Chemistry	4	8/29/95	27	26
Bachmann, Scott	7-12 Coaching K-12 Health Education K-12 Physical Education	4	8/26/97	24	24
Boucher, Raina	K-6 Elementary Education	4	8/28/00	23 (364466)	21
Horn, Michael	5-12 Social Studies	4	8/28/00	21 (388496)	21
Daugherty, Shem	7-12 Social Studies	4	8/28/00	21 (392145)	21
Gravelle, Mark	5-12 Industrial Arts	4	8/27/01	20	20
Hasse, Tim	7-12 English/Language Arts K-12 Library Media Specialist	4	8/26/02	20	19
Procopio, Carol	5-12 Mathematics	4	8/25/05	22	15.25
Weston, Jodi	Pre-Kindergarten 1-6 Elementary Education K-12 Emotional Behavior Disorders K-12 Learning Disabilities	4	08/27/12	14	9
Knapp, Julie	K-6 Elementary Education Age 3 – K Pre-Primary	4	08/29/12	9	9
Monroe, Leah	American Indian Language & Culture	4	08/26/13	7.29	7.29
Birt, Kathleen	K-6 Elementary Education K-12 Learning Disabilities B-12 Autism Spectrum Disorders B-12 Blind or Visually Impaired K-12 Emotional Behavior Disorders Director of Special Education	4	12/16/13	7.5	7.5

Name	Certification Area	Tier	Date of First Service	Total Yrs Taught	District Seniority Yrs
Osterhoudt, Amber	1-6 Elementary Education 5-8 Communication arts/Literature K-12 Reading	4	08/25/2014	7	7
Scott Peterson	K-12 School Counselor	4	09/22/2014	6.90	6.90
Holmied, Kelly	K-6 Elementary Education	4	10/13/2014	6.82	6.82
Kuck, Lori	K-12 Learning Disabilities 1-6 Elementary Education 9-12 Tchr/Coord Work Based Learning	4	01/05/2015	6.56	6.56
McKinney, Stacey	1-6 Elementary Education K-12 Learning Disabilities K-12 Emotional Behavior Disorders	4	01/14/2015	11	6.51
Heruth, Raina	PreK – 12 School Psychologist	4	08/31/2015	9	6
Sharp, Nathaniel	5-12 Mathematics	4	08/31/2015	6	6
Johnson, Michelle	1-6 Elementary Education	4	08/31/2015	19	6
Edstrom, Katelyn	5-12 Communication Arts/Literature	4	08/15/2016	5	5
Sparen, Sam	K-12 Physical Education	2	08/25/2017	4	4
Mast, Kelly	B-Grade 3 Early Childhood Education	4	08/24/2018	3 (508865)	3
Christensen, Cortney	1-6 Elementary Education	4	08/24/2018	8 (414056)	3
Hall, Roberta	K-6 Elementary Education	2	08/24/2018	11 (481664)	3
Gruba, Josey	K-12 Instrumental and Classroom Music	3	08/23/2019 (1001195)	2	2
Thompson, Lavonne	American Indian Language & Culture	3	08/29/2019	2	2
Gilbertson, Terry	Pre-Kindergarten Family Ed/Early Childhood Early Childhood Special Ed	4	08/31/2020	9	1
Parkinson, Cheri	Pre-Kindergarten Family ED/Early Childhood K-6 Elementary Education Parent and Family Education	4	08/31/2020		1
Penke, Kendra	K-12 Vocal and Classroom Music	3	08/31/2020	1	1

<b>Name</b>	<b>Certification Area</b>	<b>Tier</b>	<b>Date of First Service</b>	<b>Total Yrs Taught</b>	<b>District Seniority Yrs</b>
Erin Diedrich	K-6 Elementary Education	4	08/26/21 (471756)	7	0
Jeff Poppema	1-6 Elementary Education 7-12 Coaching	4	08/26/21 (337557)	31	0
Aaron Olson Reiners	K-12 Visual Arts	2	08/26/21 (517525)		0
Edward Barron	K-12 Academic and Behavior Trategist	2	08/26/21 (506770)	2	0
Beth Wilson	B – age 6 ECSE K-12 Academic and Behavior Strategist (Out of Field Permission)	4	08/26/21 (430172)		0
Abbie Newman	K-6 Elementary Education 5-8 Communication Arts/Literature	3	08/26/21 (1009803)	0	0

Posted: 09/08/2021

Board Approved:

Northland Community Schools - INDEPENDENT SCHOOL DISTRICT #118 Remer, Minnesota

ASSOCIATE STAFF EMPLOYEE SENIORITY LIST Seniority Years are determined as of **7/1/2021** 2021-22

<u>Name</u>	<u>District Employment Date</u>	<u>Seniority Years</u>		<u>Name</u>	<u>District Employment Date</u>	<u>Seniority Years</u>
<b>Combined Classifications: Clerical, Instructional and Management, Para II</b>						
Phyllis Wake	September 24, 1992	28		<b>District Office Para</b>		
Carla Hopkins	September 6, 1995	25		Mel Ford	July 15, 2014	6
Toni Gross	August 20, 1998	22		<b>Payroll Clerk</b>		
Terri Datzman	September 16, 1999	21		Julie Erpelding	April 5, 2021	0
Ruth Wersal	July 20, 2000	20				
Denise Stefan	November 16, 2000	20		<b>Cooks I &amp; II</b>		
Jamie Kendall	September 18, 2003	19		Wanda Schear	August 15, 2019	1
Amanda Jones	March 21, 2005	16		Abriel Tellstron	October 14, 2020	0
Christine Nihart	September 2, 2009	11		<b>Kitchen Helper</b>		
Jenny Swankier	January 24, 2011	10		Eileen Wheeler	April 26, 2021	0
Tandy Kibbler	August 11, 2014	6				
Cindi Troyna	October 5, 2015	5		<b>Cleaner</b>		
Marla Adcock	December 9, 2015	5		Bruce Schear	August 24, 2021	0
Kim Parent	August 16, 2016	4		<b>Custodians</b>		
Sara Smith	September 7, 2017	3		Dale Pound	February 26, 2015	6
Angela Hare	December 19, 2017	3		Paul Ritter	May 5, 2017	4
Alyssa Troyna	March 19, 2018	3		Diane Loverink	September 8, 2020	0
Tichelle Pound	March 22, 2021	0				
Dawn Poppema	August 1, 2021	0		<b>Mechanic</b>		
Julie Brierley	August 26, 2021	0		Jesse Denver	June 7, 2021	0
Jessica Wake	August 26, 2021	0		<b>Bus Drivers</b>		
Vanessa Cichy	September 3, 2021	0		Richard Wake	May 23, 1991	30
				Terri Datzman	September 16, 1999	21
<b>Health Para</b>				Larry Morrison	August 20, 2015	5
Renee Bettenberg	August 31, 2020	0		Flo Cichy	August 11, 2016	4
<b>District Computer Technician</b>				Ken Grabinski	October 1, 2018	2
Lori Sizenbach	September 21, 1995	25		Rod Knight	February 1, 2019	2
<b>Secretaries</b>				Daniel Bye	September 23, 2019	1
Debra Schaefer	August 1, 2017	3		Sarah Dixon	August 7, 2020	0
Tasha Draeving	May 20, 2019	2				

Adopted: 8/21/97

Independent School District #118 Policy 415

Revised: 7/20/00, 8/21/03, 7/9/19

Annual Review: 3/15/07, 03/09, 11/12 10/13, 7/14, 2/16, 10/16, 8/17, 8/18, 10/20

## **415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS**

*[Note: This policy reflects the mandatory law regarding reporting maltreatment of vulnerable adults and is not discretionary in nature.]*

### **I. PURPOSE**

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

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

- A. It is the policy of the school district to fully comply with Minn. Stat. § 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

### **III. DEFINITIONS**

- A. “Mandated Reporters” means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.
- B. “Maltreatment” means the neglect, abuse, or financial exploitation of a vulnerable adult.
- C. “Neglect” means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult’s physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult’s health, safety, or comfort considering the physical or mental capacity or

dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17.

- D. “Abuse” means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult’s will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat § 626.5572, Subd. 2.
- E. “Financial Exploitation” means a breach of a fiduciary duty by an actor’s unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor’s failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult’s funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion or enticement to cause a vulnerable adult to perform services against the vulnerable adult’s will for the profit or advantage of another.
- F. “Vulnerable Adult” means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) required to be licensed under Minn. Stat. Ch. 245A, except as excluded under Minn. Stat. § 626.5572, Subd. 21(a)(2); (3)

receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or type of service received, possesses a physical or mental infirmity or other physical, mental or emotional dysfunction that impairs the individual's ability to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

- G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
- H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement or other caretaking services of vulnerable adults.
- I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

#### IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the ~~common entry point responsible~~ local welfare agency, police department, county sheriff, or agency responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined under Minn. Stat. § 13.02 to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly

provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.

- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

## **V. INVESTIGATION**

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

## **VI. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall appear in school personnel handbooks where appropriate.
- B. The school district will develop a method of discussing this policy with employees where appropriate.
- C. This policy shall be reviewed at least annually for compliance with state law.

***Legal References:*** Minn. Stat. § 609.234 (Crimes Against the Person)  
Minn. Stat. § 626.556 (Reporting of Child Neglect)  
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)  
Minn. Stat. § 626.5572 (Definitions)

***Cross References:*** MSBA/MASA Model Policy 103 (Complaints-Students, Employees, Parents, Other Persons)  
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee or Student)  
MSBA/MASA Model Policy 403 (Discipline Suspension and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

**Independent School District #118 Policy 446**

Adopted: 12/16/98

Revised: 12/99, 08/02, 01/06, 09/06, 12/07, 10/10, 10/11, 11/12, 11/13, 10/14, 11/15, 8/18/16, 2/13/18, 10/09/18, 1/2020

**446. PAY RATES FOR ACTIVITIES**

**I. PURPOSE**

To set pay rates for positions related to activities.

**II. GENERAL STATEMENT OF POLICY**

**Persons who are not covered under the NREM contract and/or not employees will be paid for the activities listed on this schedule using this schedule until it is revised**

<b>Base</b>	
Band	
Baseball Head Coach	Pay per Appendix E in the Master Agreement between ISD #118 and NREM (Northland Remer Education MN)
Baseball Asst. Coach	
Baseball JV Coach	
Baseball Jr. Hi Coach	
Basketball Head Coach	
Basketball Asst. Coach	
Basketball JV Coach	
Basketball Jr. Hi Coach	
Cross Country Head	
Football Head	
Football Asst. Coach	
Football JV Coach	
Football Jr. High Coach	
Prom Coordinator	
Knowledge Bowl Advisor	
SADD /YIA	
Senior Class Advisor	
Softball Head Coach	
Softball Asst. Coach	
Softball JV Coach	
Jr. High Softball Coach	
High School Student Leadership	
Elementary Track	
Volleyball Head Coach	
Volleyball Asst. Coach	
Volleyball JV Coach	
Volleyball Junior High	
Annual	
Officials for Junior High or Junior Varsity Games	\$18.00 per game
Detention	Per Article VII, Sec. 5 of Master Agreement between ISD #118 and NREM
Tutor	Per Article VII, Sec. 5 of Master Agreement between

ISD #118 and NREM	
Activity Director	Pay per Appendix E in the Master Agreement between ISD #118 and NREM
Yearbook	Pay per Appendix E in the Master Agreement between ISD #118 and NREM
Homebound	Pay per Article VII in the Master Agreement between ISD #118 and NREM
Game Workers- (Supervisor, Ticket Taker, Floor Walker, Chain Gang, Scorer, Announcer)	Substitute Event Supervisor - \$75  Pay per Article VII, Sect. 3. Of Master Agreement between ISD #118 and NREM
Referee	Referee pay per Iron Range Association contract
Sub Driver Regular route	New Subs - Step one from the regular bus driver's pay scale Former ISD #118 drivers – step last paid as an employee
Long Term Sub Driver	Regular Route Rate Step Year 2 Appendix: Schedule C per hour – Begins upon 11 <sup>th</sup> continuous day on the same route.
Activity/Field Trip Driver	Step one from the regular bus driver's pay scale
ITV/On-Line Assistant	\$10.50 per hour
<b>Substitute Pay Rates:</b> Food Service or Custodian	\$11.00 per hour
Paraprofessional or Secretary	\$11.00 per hour
Long term substitute (classified)	\$11.50 per hour
Substitute Teacher	\$115 per day
Retired Teacher Substitute	\$135 per day
Long Term Substitute Teacher (more than 15 consecutive days in the same position)	\$165 per day

\* Pay rates will be reviewed annually by the School Board

Adopted: 09/18/97

Independent School District# 118

Policy 524

Annual Review: 3/15/07,03/09, 11/21/12,

Revised: 04/20/00, 05/20/04 04/20/06, 12/2006, 3/15/07,02/08, 3/09

05/17/2012, 6/21/2012, 10/22/13, 01/06/14, 7/15/14, 2/18/16 , 10/27/16, 1/3/18, 10/12/21————

## **524 INTERNET ACCEPTABLE USE AND SAFETY POLICY**

### **I. PURPOSE**

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications. Utilization of technology is an inherent managerial policy under MN Statute 179A.07.

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

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

### **III. LIMITED EDUCATIONAL PURPOSE**

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

### **IV. USE OF SYSTEM IS A PRIVILEGE**

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school

district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

**V. UNACCEPTABLE USES**

A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit or distribute:
  - a. pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
  - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
  - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
  - d. information or materials that could cause damage or danger of disruption to the educational process;
  - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization. Users will not use the school district system to engage in cyber bullying or harassment of another person, or to engage in personal attacks, including prejudicial or discriminatory attacks. This includes, but is not limited to, social network sites, tweeting, texting, chat rooms, email and other electronic communications.
3. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
4. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

- (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or

- (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to,

social networks such as ~~“MySpace” and “Facebook.”~~ “Twitter,” “Instagram,” “Snapchat, and “Reddit” and similar websites of applications.

7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
  8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
  9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
  10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district’s Bullying Prohibition Policy (MSBA/MASA Model Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations include, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

10. Users will not conduct personal business on district owned computers during the established work day.

Staff members will not use district owned computers for recreational use during established work hours.

11. Students must not be permitted to play non-educational games. Routinely allowing students to play games is strictly prohibited. However, it is permissible to allow a class and/or student as a reinforcer to use educationally related programs or sites.

B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

## **VI. FILTER**

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
  - 1. Obscene;
  - 2. Child pornography; or
  - 3. Harmful to minors.
- B. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
  - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
  - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
  - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. Students will be taught about the benefit/hazards of online social behavior, social networking and cyber bullying.

## **VII. CONSISTENCY WITH OTHER SCHOOL POLICIES**

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

## **VIII. LIMITED EXPECTATION OF PRIVACY**

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minnesota Statutes, Chapter 13 ( the Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

## **IX. INTERNET USE AGREEMENT**

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet. Education on social networks, cyber bullying will be integrated into all computer classes.
- C. The Internet Use Agreement form for students must be read, approved, and signed by the user and the parent or guardian. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

## **X. LIMITATION ON SCHOOL DISTRICT LIABILITY**

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district diskettes, tapes, hard drives or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

## **XI. USER NOTIFICATION**

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
  - 1. Notification that Internet use is subject to compliance with school district policies.
  - 2. Disclaimers limiting the school district's liability relative to:
    - a. Information stored on school district diskettes, hard drives or servers.
    - b. Information retrieved through school district computers, networks or online resources.
    - c. Personal property used to access school district computers, networks or online resources.
    - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
  - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
  - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
  - 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
  - 6. Notification that the collection, creation, reception, maintenance and dissemination of data via the Internet, including electronic

communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state and federal laws.

## **XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE**

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
  1. A copy of the user notification form provided to the student user.
  2. A description of parent/guardian responsibilities.
  3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
  4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
  5. A statement that the school district's acceptable use policy is available for parental review.

## **XIII. IMPLEMENTATION; POLICY REVIEW**

- A. The school district administration may develop appropriate user notification forms, guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms and procedures shall be an addendum to this policy.

- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

**Legal References:** 15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)  
 17 U.S.C. § 101 *et seq.* (Copyrights)  
 20 U.S.C. § 6751 *et seq.* (Enhancing Education through Technology Act of 2001)  
 47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))  
 47 C.F.R. § 54.520 (FCC rules implementing CIPA)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
 Minn. Stat. § 125B.15 (Internet Access for Students)  
 Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)  
*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)  
*United States v. Amer. Library Assoc.*, 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)  
*Doninger v. Niehoff*, 527 F.3d 41 (2<sup>nd</sup> Cir. 2008)  
*R.S. v. Minnewaska Area Sch. Dist. No. 2149, No. 12-588, 2012 WL 3870868 (D. Minn. 2012)*  
*Tatro v. Univ. of Minnesota*, 800 N.W.2d 811 (Minn. App. 2011), aff’d on other grounds 816 N.W.2d 509 (Minn. 2012)  
*S.J.W. v. Lee’s Summit R-7 Sch. Dist.*, 696 F.3d 771 (8<sup>th</sup> Cir. 2012)  
*Kowalski v. Berkeley County Sch.*, 652 F.3d ~~565656~~ (4<sup>th</sup> Cir. 2011)  
*Layshock v. Hermitage Sch. Dist.*, 650 F.3d 205 (3<sup>rd</sup> Cir. 2011)  
*Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist.*, 853 F. Supp.2d888 (W.D. Mo. 2012)  
*M.T. v. Cent. York Sch. Dist.*, 937 A.2d 538 (Pa. Commw. Ct. 2007)  
~~*J.S. v. Bethlehem Area Sch. Dist.*, 807 A.2d 847 (Pa. 2002)~~

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
 MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
 MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
 MSBA/MASA Model Policy 506 (Student Discipline)  
 MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
 MSBA/MASA Model Policy 519 (Interviews of Students by Outside

Agencies)

MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

MSBA/MASA Model Policy 603 (Curriculum Development)

MSBA/MASA Model Policy 604 (Instructional Curriculum)

MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

MSBA/MASA Model Policy 806 (Crisis Management Policy)

MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

## **Independent School Dist. #118 Network Acceptable Use and Responsibility Policy Agreement Regulation**

**Please read the following carefully before signing this document. This is a legally binding agreement and must be signed before you will be given an access account.**

Independent School Dist. #118 supports instruction through the use of educational and administrative computers, school licensed software and other media, as well as networks and servers. Independent School Dist. #118 provides Internet access. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people. Students, teachers, support staff, parents and school board members have limited access to: (1) electronic mail (e-mail) communication with people all over the world; (2) information and news from a variety of sources and research institutions; (3) public domain and shareware software; (4) discussion groups on a wide variety of educational topics; (5) access to many university libraries, the Library of Congress, and more!

With access to computers and people all over the world comes the availability of some material that may not be considered to be of educational value within the context of the school setting. Independent School Dist. #118 has taken precautions to restrict access to controversial materials. However, on a global network such as the Internet, it is impossible to control the content of all available materials. Independent School Dist. #118 firmly believes that the valuable information and interaction available on this worldwide network far outweigh the possibility of users accidentally procuring material that is not consistent with the educational goals within each school.

Following are guidelines provided to establish the responsibilities of anyone using Independent School Dist. #118s' computers, media, computer networks and/or Internet access. Use of Network accounts is a privilege. If a user violates any of these provisions, his or her access may be terminated and any future access could be denied. **The signature(s) at the end of this document is (are) legally binding and indicate(s) the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance. Any user who violates the terms of this policy will immediately lose his/her access privileges, and may be subject to a hearing before the school board, and/or further legal action.**

### **TERMS AND CONDITIONS**

I. ACCEPTABLE USE: The purpose of the Independent School Dist. #118s' networks connections are to support research and instruction, or the business of conducting education, by providing access to unique resources and opportunities for collaborative work. The use of an account must be in support of education and research, or the business of conducting education, consistent with the educational objectives of the Independent School Dist. #118 system. Additionally, use of other organizations' networks or computing resources must comply with rules appropriate for that network. Transmission of any material in violation of any U.S. or state law or state agency provisions is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for any non-educational purpose (as defined by Independent School Dist. #118) or commercial activity by any individual or organization, regardless of for-profit or not-for-profit status, is not acceptable. Use for product advertisement or political lobbying is strictly prohibited. (Initial)\_\_\_\_\_

II. PRIVILEGES: The use of network accounts and access to the Internet is a PRIVILEGE, not a right, therefore, inappropriate use may result in a cancellation of those privileges. Each student who receives access will be part of a discussion with an Independent School Dist. #118 faculty member pertaining to the proper use of the network. Independent School Dist. #118 administration and the system administrator(s) will deem what is inappropriate use. The decision of the system administrator(s) is final. The system administrator(s) may close an account or deny access at any time. Based on the recommendation of teachers and staff, the administration of Independent School Dist. #118 Schools may request that the system administrator deny, revoke, or suspend specific user accounts or access. (Initial)\_\_\_\_\_

III. The Educational Technology Committee firmly believes that the best security system for monitoring student acceptable use of the Internet is direct adult supervision.

. It is strictly forbidden for a staff member to give any student his/her password and/or any password.

Any student or staff member that actively compromises any security system may be held personally liable for district expenses to repair and/or replace said security system.

IV. NETIQUETTE (NETWORK ETIQUETTE) and PROTOCOLS: The use of an account or access to the Internet on any Independent School Dist. #118 network requires that you abide by accepted rules of network etiquette, which include, but are not limited to, the following:

1. BE POLITE. Do not send abusive messages to ANYONE.
2. APPROPRIATE LANGUAGE. In all messages, do not swear, use vulgarities or any other inappropriate language.
3. APPROPRIATE ACTIVITIES. Anything pertaining to illegal activities is strictly forbidden. Any activity not directly related to the educational mission of Independent School Dist. #118 is strictly forbidden. Activities relating to, or in support of, illegal activities will be reported to appropriate authorities.
4. PRIVACY. Do not reveal the personal address or phone numbers of yourself or any persons. All communications and information accessible via the network should be assumed public property. Electronic mail is not guaranteed to be private. Systems administrators have access to all mail. Messages relating to, or in support of, illegal activities will be reported to appropriate authorities.
5. CONNECTIVITY. Do not use the network in such a way that would limit or disrupt the use of the network by others.
6. SERVICES. Independent School Dist. #118 will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, or service interruptions caused by negligence, errors or omissions. Use of any information obtained via networks is at user's risk. Independent School Dist. #118 specifically denies any responsibility for the accuracy or quality of information obtained through its network services.
7. SECURITY. Security on any computer system is a high priority. If users can identify a security problem on any of the networks, they must notify a system administrator either in person or via the network as soon as possible. Users must not demonstrate the problem to other users. Use of network service accounts provided by Independent School Dist. #118 is not transferable or assignable. Any user who knowingly allows another to use the account assigned to them will immediately lose their access privileges, and may be subject to further legal action. Attempts to fraudulently log in on any network as a system administrator or another user will result in immediate cancellation of user privileges and may be subject to further legal action. Any user identified as a security risk, or having a history of problems with other computer systems, may be denied access to the networks and other computer services.
8. VANDALISM AND ELECTRONIC MISCHIEF. Vandalism will result in cancellation of privileges. This includes, but is not limited to, electronic mischief, the uploading or creation of computer viruses, attempts to tamper with any program, applications, files, etc.
9. UPDATES. Independent School Dist. #118 may occasionally require new registration and account information from users to continue providing services. Users must notify the system administrator(s) of any changes in account information.
10. Users will not conduct personal business on district owned computers during the established work day.  
  
Staff members will not use district owned computers for recreational use during established work hours.
11. Students must not be permitted to play non-educational games .  
  
. Routinely allowing students to play games is strictly prohibited. However, it is permissible, to allow a class and/or student as a reinforcer to use educationally related programs or sites.

All Terms and Conditions as stated in this document are applicable to any Independent School Dist. #118 network. These Terms and Conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These Terms and Conditions shall be governed and interpreted in accordance with the laws of the State of Minnesota, United States of America.

**“I understand and will abide by the above Terms and conditions for the privilege of accessing the Internet or having an account on any Independent School Dist. #118 network server. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken.”**

User name (please print): \_\_\_\_\_

User Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*\* If user is under the age of 18, a parent or guardian must also read, agree to, and sign this agreement.  
PARENT OR GUARDIAN NETWORK RESPONSIBILITY AGREEMENT**

As the parent or guardian of this student I have read the Terms and Conditions of Independent School Dist. #118's Network Acceptable Use and Responsibility Agreement for network services. I understand that this access is designed for educational purposes, and Independent School Dist. #118 has taken available precautions to eliminate controversial materials. However, I also recognize it is impossible for Independent School Dist. #118 to restrict access to all controversial materials, and I will not hold them responsible for materials available on the network.

Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give my permission to issue an account in my name for my child's use and certify that the information contained on this form is correct.

Parent or Guardian (please print): \_\_\_\_\_

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

**SPONSORING TEACHER AGREEMENT** *(This is to be used only when parent/guardian is not available to authorize access to the internet)*

I have read the Terms and Conditions of Independent School Dist. #118's Network Acceptable Use and Responsibility Agreement for network services and agree to promote this agreement with the user. As the sponsoring teacher, I agree to instruct the student on acceptable use of the network and proper network etiquette.

Sponsor's Name (please print): \_\_\_\_\_

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

**Loss of Privileges: Upon loss of privileges under this policy, the acceptable use agreement on file at that time will be revoked.**

**Reinstatement: Before reinstatement can occur, a new acceptable use agreement must be signed by the parent and student.**

## **616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**

### **I. PURPOSE**

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.

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

Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum and assessment which will include substantial input by students, parents or guardians and local community members. The school district will be accountable to the public and the state through annual reporting.

### **III. DEFINITIONS**

- A. "Course credit" is equivalent to a student successfully completing an academic year of study or a student mastering the applicable subject matter as determined by the school district.
- B. "Graduation Standards" means the course credit requirements and Profile of Learning content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

### **IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING**

- A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (the “Advisory Committee”).
2. The Advisory Committee will be established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process. The school district’s goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district’s progress toward implementation of the Minnesota Academic Standards.

**Curriculum Review Cycle**

	2018-2019	2019-2020	2020 – 2021	2021-2022	2022-2023	2023-2024
Year 1 Data collection Research Resources And Teaching Practices	Social Studies	Language Arts	Health and PE	Music and Art	Math	Science & Industrial Tech
Year 2 Alignment, Mapping, Curriculum Guide, Procedural Manual, Purchase Resources	Science and Industrial Tech	Social Studies	Language Arts	Health and PE	Music and Art	Math
Year 3 Implement Staff Development	Math	Science and Industrial Tech	Social Studies	Language Arts	Health and PE	Music and Art
Year 4 Inservice Implement Formative Evaluation	Music and Art	Math	Science and Industrial Tech	Social Studies	Language Arts	Health and PE
Year 5 Inservice Implement Formative Evaluation	Health and PE	Music and Art	Math	Science and Industrial Tech	Social Studies	Language Arts

Year 6 Inservice Implement Summative Evaluation Survey	Language Arts	Health and PE	Music and Art	Math	Science and Industrial Tech	Social Studies
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C. Implementation of Graduation Requirements

1. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
  
2. The school board shall annually review and determine if student achievement levels at each school site meet state expectations. If the school board determines that student achievement levels at a school site do not meet state expectations and the site has not made adequate yearly progress for two consecutive school years, the Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet state and local expectations. The Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (the Commissioner) in developing a plan which must include parental involvement components.
  
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or district wide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. By October 15 of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
  
2. The Advisory Committee, working in cooperation with other committees of the school will provide active community participation in:

- a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
  - d. Making recommendations regarding the development of the “Annual Report on Curriculum, Instruction and Student Achievement.”
3. The Advisory Committee shall meet the following criteria:
- a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
  - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments and program evaluation.
  - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
  - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:
- ~~a. The Director of Curriculum (or similar educational leader)~~
  - ab. Principal(s)
  - be. School Board Member

- cd. One teacher from each building or instructional level
- de. Two parents from each building or instructional level
- ef. Two residents without school-aged children, non-representative of local business or industry
- fg. Two residents' representative of local business or industry

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

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

November: Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

March: Review evaluation results and prepare recommendations.

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

August: Provide direction to and review "Annual Report on Curriculum, Instruction and Student Achievement"

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

F. Reporting

Consistent with Minn. Stat. §120B.36, Subd. 1, the school board shall publish the report in the local newspaper with the largest circulation in the district, by mail, or by electronic means such as the school district website. The school board shall hold an annual public meeting to ~~review~~ and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school district must transmit an

electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with the school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

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- Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)  
Minn. Stat § 120B.018 (Definitions)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.35 (Student Achievement Levels)  
Minn. Stat. § 120B.35 (Student ~~Acheivement~~Achievement Levels)  
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)  
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.04 (Site Decision Making Agreement)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Rules Parts 3501.0505-3501.0655 (Academic Standards for Language Arts)  
Minn. Rulers Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rulers Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
- Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)  
MSBA/MASA Model Policy 617 (School District Ensurance of

Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)

# *Northland Community Schools*

Independent School District #118



## **School Board Report**

**Date: 10/28/21**

**Report Submitted by: Janessa Green (Activities Director)**

**DISTRICT MISSION STATEMENT:** *To educate and inspire all learners to reach their full potential.*

---

### **Celebrations:**

The volleyball team finished the regular season with a 4-20 record. They are the #3 seed in Pod C in Section 5A, and they play Hill City at Hill City on 10/29 at 7:00pm.

The football team finished the regular season with a 7-1 record. They are the #2 seed in Section 7 9-man, and they play against Silver Bay at Hill City on 10/26 at 6:00pm.

### **Updates:**

I would like to sell or ask for donations for old jerseys (such as baseball and cheerleading) at upcoming sporting events. I will keep track of how much money is taken in for the general fund and report back to the Board.

We are still searching for junior high boys basketball coach. We have not had any applicants to date. We are still looking at numbers, and are considering the possibility of cooping junior high with Hill City.

# ***Northland Community Schools***

Independent School District #118



## **School Board Report**

**Date: 10/28/21**

**Report Submitted by: Janessa Green (Assistant Principal)**

**DISTRICT MISSION STATEMENT:** *To educate and inspire all learners to reach their full potential.*

---

### **Celebrations:**

Weekly tardies were cut in half after three weeks of implementing our new tardy procedure.

Our team has rallied around finding creative solutions to different challenges that have come up, and I'm extremely grateful to be surrounded by such great colleagues.

### **Updates:**

I brought the Implementation of Standards Response Protocol to the Safety (AWAIR) Committee. The Standards Response Protocol does not replace our crisis response manual. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff and first responders. It is a partnership between the staff, students, school and first responders.

We have implemented a sensory room. It is located in the sensory hallway and will be used as an extension of the sensory hallway. This is a space that provides students with personalized sensory input. It helps these children calm and focus themselves so they can be better prepared for learning and interacting with others. We will be continually adding to this space to give our students the support they need.

# *Northland Community Schools*

Independent School District #118

## **School Board Report**

**Date:** October 2021



## **Community Education**

**Report Submitted by:** Jennifer Welk

**MISSION:** Northland Community Education ties local strengths, culture and resources Together to promote and provide life-long learning for all members of our community.

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### **Celebrations:**

- Fall session in full swing.
- Planning our 9th Trunk or Treat and could use more help. Need more people to volunteer to host a trunk on Halloween from 5:30-6:30 pm.
- Over 60 kids signed up for the pumpkin carving class. We ran four sessions.
- Looking for volunteer coaches for boys basketball 3-4 & 5<sup>th</sup> grades.
- After School Youth Enrichment for 6-12 graders is going well. Staff is signing up to work. The students our signing up and staying after school on home game nights.
- Community Education Advisory Council meeting is Wednesday, November 10th, 2021, 5:30 – 6:30 pm at NHS Board Room, Remer. Open to all.

### **Concerns:**

None at this time

# THE STANDARD RESPONSE PROTOCOL K12

Operational Guidance for Implementing The Standard Response Protocol  
In a K12 Environment

## K12 SCHOOLS AND DISTRICTS



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER



## **PEACE**

It does not mean to be in a place where there is no noise, trouble, or hard work.

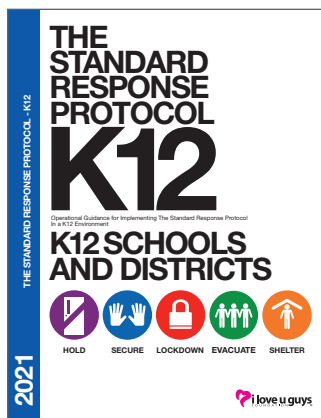
It means to be in the midst of those things and still be calm in your heart.



# STANDARD RESPONSE PROTOCOL

## SRP K12 2021 CHANGE HISTORY

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	1.0	03/02/2009	Original content
Russ Deffner John-Michael Keyes	2.0	01/08/2015	Version update. See: The Standard Response Protocol V2 An Overview of What's New in the SRP
Tom Kelley (TxSSC)	2.1	12/02/2017	Content, edits, formal inclusion of the Standard Response Protocol Extended "Hold in your classroom". Texas School Safety Center version
John-Michael Keyes	2.2	05/22/2018	Content, edits. Colorado School District Self Insurance Pool version.
John-Michael Keyes	3.0	06/05/2019	Incorporated "Hold in your classroom or area" into the Standard Response Protocol
John-Michael Keyes	4.0	01/17/2020	Replaced Term of Art Lockout with Secure
Ellen Stoddard-Keyes	4.0	06/23/2020	Added new content and incorporated Review Committee suggestions.



### A General Guide on Incorporating the Standard Response Protocol within a School Safety Plan - K-12

Version 4.0  
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## **SRP REVIEW COMMITTEE**

The "I Love U Guys" Foundation SRP Review Committee is comprised of safety stakeholders from a variety of perspectives and professions. The charter of the committee is to advise on the merits of any substantive changes to The Standard Response Protocol. This ensures that changes will not be incorporated into the SRP without consideration or deliberation.

The SRP Review Committee communicates on substantive changes to the SRP primarily through the electronic means of email or teleconference.

The following are the current members of the SRP Review Committee.

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Kevin Burd, Detective Lieutenant (Ret.), Priority of Life Training and Consulting, Hampton, NJ

Kevin Carroll, Executive Director, JeffCo DeAngelis Foundation, Colorado

Melissa Craven, Director of Emergency Management, Department of Safety, Denver Public Schools, Colorado

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## **SPECIAL THANKS**

Joleen Reeve - City and County of Broomfield (Joleen coined the phrase, "Locks, Lights, Out of Sight.")

Pat Hamilton – Chief Operating Officer, Adams 12 Five Star Schools, Colorado

John McDonald – Executive Director, Safety, Security and Emergency Planning, Jefferson County Public Schools, Colorado

Heidi Walts – Commander, Northglenn Police Department, Colorado

Marta Alejandro – Spanish teacher and bilingual educational support professional / Spanish translator and interpreter

## **CONTACT INFORMATION**

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Email: [srp@iloveguys.org](mailto:srp@iloveguys.org).

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PO Box 919  
Conifer, CO 80433  
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## **REQUEST FOR COMMENT**

The Standard Response Protocol is a synthesis of common practices in use at a number of districts, departments and agencies. The evolution of SRP has included review, comment and suggestion from a number of practitioners. As of 2020, the SRP has been subjected to tactical scrutiny by hundreds of law enforcement agencies and operational review and adoption by thousands of schools.

Suggestions for modification can be made via email at [srp\\_rfc@iloveguys.org](mailto:srp_rfc@iloveguys.org). Please include contact information, district, department or agency, including day time phone.

## **WARNINGS AND DISCLAIMER**

Every effort has been made to make this book as complete and accurate as possible, but no warranty or fitness is implied. The information provided is on an "as is" basis. Please visit our website (<https://iloveguys.org>) for the detailed information.

**“Tactics are  
intel driven.”**

*What we plan is based on what we know.*

**“But the environment  
dictates tactics.”**

*But what we do, is based on where we are.*

**– Deputy Chief A.J. DeAndrea**  
*– Civilian Translation: John-Michael Keyes*

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# STANDARD RESPONSE PROTOCOL

## THE “I LOVE U GUYS” FOUNDATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... “I love you guys” and “I love u guys. k?”

Emily’s kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The “I Love U Guys” Foundation.

### MISSION

The “I Love U Guys” Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

### COMMITMENT

There are several things we are committed to. The most important thing we can do is offer our material at no cost to schools, districts, departments, agencies and organizations. The reason we are able to continue to provide this service is due, in part, to the generosity of our donors and Mission Partners (see Partner with Love on the website). The “I Love U Guys” Foundation works very hard to keep our costs down as well as any costs associated with our printed materials. Donor and Mission Partner support allows us to stretch those dollars and services even more. Your gift, no matter the size, helps us achieve our mission. Your help makes a difference to the students, teachers, first responders, and the communities in which we live and work.

### ABOUT THIS BOOK

Since 2015, The Foundation offered optional classroom training that included “Hold in your classroom.” In 2017, The Foundation developed materials for The Standard Response Protocol Extended (SRP-X) that included the Hold action.

For SRP 2021, the Hold action is incorporated into the Standard Response Protocol.

Also for SRP 2021, the Lockout action is being changed to Secure.

The SRP K-12 2021 version is currently available to download. Although SRP V2 is still valid, The I Love U Guys Foundation recommends updating to the newer version as soon as feasible.

As you begin to implement and drill the protocol, keep in mind that environments are different. What that means is that we provide you with some tactics. Things we know.

But your school, your agencies, and your environment, will ultimately dictate what you do.

## COPYRIGHTS AND TRADEMARKS

In order to protect the integrity and consistency of The Standard Response Protocol, The “I Love U Guys” Foundation exercises all protection under copyright and trademark. Use of this material is governed by the Terms of Use or a Commercial Licensing Agreement.

## COMMERCIAL LICENSING

Incorporating the SRP into a commercial product, like software or publication, requires a commercial license. Please contact The “I Love U Guys” Foundation for more information and costs.

## TERMS OF USE

Schools, districts, departments, agencies and organizations may use these materials, at no cost, under the following conditions:

1. Materials are not re-sold
2. Core actions and directives are not modified
  - 2.1. Hold - “In Your Room or Area. Clear the Halls”
  - 2.2. Secure - “Get Inside, Lock Outside Doors”
  - 2.3. Lockdown - “Locks, Lights, Out of Sight”
  - 2.4. Evacuate - A Location may be specified
  - 2.5. Shelter - followed by the Hazard and the Safety Strategy
3. The Notification of Intent (NOI) is used when the materials are being evaluated. A sample NOI can be downloaded from the website, and is provided to The “I Love U Guys” Foundation through one of the following:
  - 3.1. Complete the NOI and email it to [srp@iloveguys.org](mailto:srp@iloveguys.org)
  - 3.2. Send an email to [srp@iloveguys.org](mailto:srp@iloveguys.org)
4. The Memorandum of Understanding (MOU) is used when it has been determined that the materials will be used. A sample MOU can be downloaded from the website, and is provided to The “I Love U Guys” Foundation by emailing it to [srp@iloveguys.org](mailto:srp@iloveguys.org)
5. The following modifications to the materials are allowable:
  - 5.1. Localization of evacuation events
  - 5.2. Localization of shelter events
  - 5.3. Addition of organization logo



# STANDARD RESPONSE PROTOCOL

## CERTIFICATION PROGRAMS

The “I Love U Guys” Foundation is committed to providing its programs at no cost to a widening variety of organizations.

To assess the fidelity of implementation within an organization, the Foundation has developed a certification program for the Standard Response Protocol. The certification program is optional and is not required to use the SRP within your organization.

## THE “I LOVE U GUYS” FOUNDATION MOUs OR NOTICE OF INTENT

Some schools, districts, departments and agencies may also desire a formalized Memorandum of Understanding (MOU) with The “I Love U Guys” Foundation. Please visit <https://iloveuguy.org> for a current version of the MOU. The purpose of this MOU is to define responsibilities of each party and provide scope, clarity of expectations. It affirms agreement of stated protocol by schools, districts, departments and agencies. It also confirms the online availability of the Foundation’s materials.

An additional benefit for the Foundation is in seeking funding. Some private grantors view the MOU as a demonstration of program effectiveness.

Another option is to formally notify the Foundation with a Notice of Intent (NOI). This is a notice that you are reviewing the materials but have not adopted them yet. This is also available on the website.

At a minimum, schools, districts, departments and agencies that will ultimately incorporate the SRP into their safety plans and practices should email [srp@iloveuguy.org](mailto:srp@iloveuguy.org) and let us know.

## PRIVACY POLICY

When you agree to the Terms of Use by sending an MOU or NOI, your contact information will be entered into a database. You will receive notification when there are updates and/or new materials. You will have the opportunity to opt in to receive periodic blog posts and newsletters via email.

**Our Commitment to Program Users:** We will not sell, share or trade names, contact, or personal information with any other entity, nor send mailings to our donors on behalf of other organizations.

This policy applies to all information received by The “I Love U Guys” Foundation, both online and offline, as well as any electronic, written, or oral communications.

Please see our website for the full Privacy text.

## ONE DEMAND

The protocol also carries an obligation. Kids and teens are smart. An implicit part of the SRP is that authorities and school personnel tell students what’s going on.

Certainly temper it at the elementary school level, but middle schoolers and older need accurate information for the greatest survivability, and to minimize panic and assist recovery.

*Note: Student training includes preparation for some alternative methods during a tactical response but reinforces deference to local law enforcement.*



# STANDARD RESPONSE PROTOCOL

## INTRODUCTION

This document outlines The Standard Response Protocol (SRP) and offers guidance on incorporating this protocol into a school safety plan for critical incident response within individual schools in a school district.

**“SRP is not a replacement... it’s an enhancement to your existing safety plans.”**

The intent of this document is to provide basic guidance with respect for local conditions and authorities. The only mandate presented is that districts, agencies and departments retain the “Terms of Art, which are actions,” and “Directives” defined by this

protocol.

The SRP is not a replacement for any school safety plan or program. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff and first responders.

As a standard, SRP is being adopted by emergency managers, law enforcement, school and district administrators and emergency medical services across the country. Hundreds of agencies have evaluated the it and recommended the SRP to thousands of schools across the US and Canada.

New materials and updates can be found online at <http://iloveuguids.org>.

## A CRITICAL LOOK

Be prepared to look at existing plans with a critical eye, as often they can be described as a “Directive” of a certain “Term of Art.” For example, conducting a fire drill is practicing a specific type of evacuation and the actions performed are similar in all evacuation scenarios. It makes sense to teach and train broader evacuation techniques while testing or practicing a more specific directive, like evacuating to the parking lot due to a fire.

## TIME BARRIERS

Time barriers or measures taken beforehand to ‘harden the structure’ can be an invaluable asset to safety; not only for staff and students, but also visitors to a campus who expect a friendly and secure environment.

Time barriers are best described as a physical barrier that slows down the entry into, or movement through, a facility. Any additional delay allows trained persons to take further protective action and gives first responders more time to arrive.

An example of a time barrier is making the exterior doors of a building automatically lock, and could include installing a film on glass door panels to prevent them from shattering, thereby delaying an intruder’s attempt to break into the premises.

Finally, the most powerful time barrier in an active assailant event is a locked classroom door. The Sandy Hook Advisory Commission Report\* says this:

**“The testimony and other evidence presented to the Commission reveals that there has never been an event in which an active shooter breached a locked classroom door.”**



In Foundation investigations of past school shootings where life was lost behind a locked classroom door, some edge cases were revealed. The perpetrator in the Red Lake, MN incident gained entry into the classroom by breaking through the side panel window next to the classroom door. In the Platte Canyon hostage incident, the perpetrator was already in the room when Jeffco Regional SWAT explosively breached the classroom door. At Marjory Stoneman Douglas High School, shots were fired through glass panels in doors, but the perpetrator never entered any classrooms.

*\*FINAL REPORT OF THE SANDY HOOK ADVISORY COMMISSION  
Presented to Governor Dannel P. Malloy State of Connecticut  
March 6, 2015  
Document page 238 - Appendix A-I.1*

## BEFORE YOU BEGIN

Districts and schools typically have a comprehensive safety program established and executed by a dedicated team of safety or security personnel. That same Safety Team should be responsible for incorporating the SRP into the safety plan. Including staff, students and a counselor or nurse on the Safety Team can greatly increase the buy-in and participation from all campus safety stakeholders.

If it was not done during the development of the existing safety plan it is highly encouraged that, while incorporating the SRP, the safety team establish contact with local emergency services and law enforcement officials as they can help ensure safety plans will not conflict with existing local emergency services protocols.

## THE STANDARD RESPONSE PROTOCOL

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

Historically, schools have taken a scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or tabbed binder in a teacher's desk that describes a variety of things that might happen, and the specific response to each event.

## SRP IS ACTION BASED

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple: there are five specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

1. **Hold** is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.
2. **Secure** is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.
3. **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
4. **Evacuate** may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.
5. **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local responders would then be "We are under Lockdown."

## ACTIONS

Each response has specific student and staff actions. The Evacuate response might be followed by a location: "Evacuate to the Bus Zone." Responses can also be chained. For instance, "Evacuate to Hallway. Shelter for Earthquake. Drop, Cover and Hold."

## BENEFITS

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders would assist as parts of the school go to an "Evacuate to the gym and Lockdown," and later "Evacuate to the bus zone."

## SECURE VS. LOCKDOWN

The differentiation between Secure and Lockdown is a critical element in SRP. Secure recovers people from outside the building, secures the building perimeter and locks all exterior doors. This would be implemented when there is a threat or hazard outside of the building. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would be examples of a Secure response. While the Secure response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction.

Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet. It does not mandate locking exterior doors for a few reasons: risk is increased to students or staff in exposed areas attempting to lock the doors, and locking exterior doors inhibits entry of first responders and increases risk as responders attempt to breach doors. If the doors are already locked, leave them alone.

Be aware that situations can change quickly. Depending on what's happening, a Lockdown might change to a Secure condition, or the Secure condition evolves to Lockdown. Refer to the FAQs on page 30.

## TACTICAL RESPONSES

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consultation with local law enforcement regarding expectations and actions.



# STANDARD RESPONSE PROTOCOL

## PROTOCOL DETAILS SUMMARY

This section of the guidance defines conditions, actions, responsibilities and other aspects of preparing and incorporating The Standard Response Protocol within a school or district safety plan.



## PREREQUISITES: NIMS AND ICS

In order to coordinate the use of the SRP in district plans, it is highly recommended that key individuals within the district and those with a role in district/campus emergency operations, complete the following courses through FEMA.



# FEMA

1. IS 100.C: Introduction to the Incident Command System
2. IS-700.B: An Introduction to the National Incident Management System
3. IS 362.A: Multihazard Emergency Planning for Schools

These courses are available online at no cost using the internet at <http://training.fema.gov>. Anticipate one to three hours per course to successfully achieve certification. The courses are offered at no charge. Please note: The "I Love U Guys" Foundation is not affiliated with FEMA.

## RESOURCES AND CREATING RELATIONSHIPS

Throughout this book, you'll see quite a few suggestions to contact your local or regional responders, whether it's law enforcement, emergency services or fire departments. Communication with these local resources is essential.

In most areas, schools are the largest population centers during a school day, so it makes sense to utilize the advice and services those agencies provide. Additionally, some county emergency managers are equipped to assist with your safety planning. Some school districts are able to engage with their regional Department of Homeland Security for training resources.

Take a look around your county and state and see what's available.

If you would like to speak with other schools or districts prior to utilizing the Standard Response Protocol, contact The "I Love U Guys" Foundation ([info@iloveguys.org](mailto:info@iloveguys.org)) and we may be able to connect you with a school or district near you that has a similar profile and similar challenges.

## DOORS, LOCKS AND STRESS

A consistent observation by first responders is that human beings have difficulty completing even routine tasks when they are under stress. The otherwise simple task of locking the classroom door may become extremely difficult for a teacher who has just heard a Lockdown order. Elevated adrenaline levels may result in the loss of fine motor skills, which can impede an act as normal as inserting a key to lock a door.

Keeping classroom doors locked during instruction has proven to be a time barrier. While this may create an inconvenience if students are late or need to re-enter classroom for other reasons, it provides an essential layer of protection against intruders.

## TALK TO THE FIRE MARSHAL

It's important to discuss classroom security options and modification with local fire authorities. Some will allow a locked classroom door to be propped open during the school day, while some will not. Variances in local Fire Codes and application will help determine the options for your schools.

## MEMORANDA OF UNDERSTANDING

Establishing a Memorandum of Understanding (MOU) and/or Mutual Aid Agreement (MAA) between responding agencies and local resources are critical. It is insufficient to rely on a conversation or handshake between entities who would respond to an incident or provide resources during an emergency.

Written agreements such as MOUs and MAAs are important to emergency operation plans and should be reviewed and updated regularly.

An SRP-focused Sample MOU between a School District and Law Enforcement/Fire/EMS was created by The "I Love U Guys" Foundation in order to guide schools in creating effective MOU's with local first responders. This can be downloaded from The "I Love U Guys" Foundation's website.

## CLASSROOM POSTERS

Part of a school's commitment to SRP is displaying posters in classrooms, libraries, cafeterias, gymnasiums, auditoriums and hallways.

The Foundation recognizes that this commitment may impact printing budgets and consequently asks that schools or districts commit to a time frame when poster installation can be completed.

Two sizes of posters are available in English and Spanish at <http://iloveguys.org> at no charge.


## TRAINING RESOURCES

While the SRP materials may be downloaded and implemented at no cost, The Foundation can provide on-site or online training for a cost, and has worked with a number of organizations in providing training workshops.

Send training inquiries to [training@iloveguys.org](mailto:training@iloveguys.org).

# IN AN EMERGENCY TAKE ACTION


---



**HOLD! In your room or area. Clear the halls.**

<b>STUDENTS</b>	<b>ADULTS</b>
Clear the hallways and remain in room or area until the "All Clear" is announced	Close and lock door
Do business as usual	Account for students and adults
	Do business as usual

---




**SECURE!**

**Get inside. Lock outside doors.**

<b>STUDENTS</b>	<b>ADULTS</b>
Return to inside of building	Bring everyone indoors
Do business as usual	Lock outside doors
	Increase situational awareness
	Account for students and adults
	Do business as usual


---



**LOCKDOWN! Locks, lights, out of sight.**

<b>STUDENTS</b>	<b>ADULTS</b>
Move away from sight	Recover students from hallway if possible
Maintain silence	Lock the classroom door
Do not open the door	Turn out the lights
	Move away from sight
	Maintain silence
	Do not open the door
	Prepare to evade or defend


---



**EVACUATE! (A location may be specified)**

<b>STUDENTS</b>	<b>ADULTS</b>
Leave stuff behind if required to	Lead students to Evacuation location
If possible, bring your phone	Account for students and adults
Follow instructions	Notify if missing, extra or injured students or adults


---



**SHELTER! Hazard and safety strategy.**

<b>STUDENTS</b>	<b>ADULTS</b>
Use appropriate safety strategy for the hazard	Lead safety strategy
	Account for students and adults
	Notify if missing, extra or injured students or adults

<b>Hazard</b>	<b>Safety Strategy</b>
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground



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# STANDARD RESPONSE PROTOCOL

## COMMUNICATION

Every school's Emergency Operations Plan (EOP) should contain a section for communicating both internally and externally during a crisis situation.

In any type of event, clear and well-planned communication is essential. Depending on the type of incident, you might have only minutes to prepare a statement and communicate it to the appropriate people.

Primarily, give the staff and students as much information as possible so they can make informed decisions about their actions. If little is known about the situation, tell them that.

Communication to parents and guardians is critical as well. It's likely that a number of them will show up at the school no matter what's going on, so letting them know what's happening and what to do is a must.

## INCIDENT COMMAND

When your Safety Team is creating an EOP, they'll include some level of the Incident Command System (ICS), which is the hierarchy of authority and responsibilities. One role in ICS is the Public Information Officer (PIO) and this role can be used on a daily basis.

Having a Communication Team in your school and/or district is good practice in order to keep lines of communication ongoing for everyday events and activities.

Many school districts have a full time Communication/PIO supervisor. Within a school, there is usually at least one person who manages the low level event and activity communication along with their primary job.

High level event information should be handled by a competent and well versed individual who provides information that is clear, concise, and complete enough in content to further the mission.

Create a policy for protocol and content for each communication channel to maintain consistency.

## CHANNELS

Decide which methods of communication are the best fit for your community. This is reliant on your community's internet bandwidth, cell phone service and other preferences. Whatever you choose needs to be reliable, fast, and reach a high percentage of the community members. Document who on the Communication Team has access to update each channel.

Also, think about which channels are used regularly for day to day messaging, like emails, and consider using alternate methods for emergencies such as text and phone, which may not be used as frequently. Doing so will alert

the recipients that this is not the regular, daily email, but something more important.

## CONTACTS

After determining the best channels to use, decide who you will need to communicate with. Certainly staff and parents, but also students depending on the age group. Asking parents to keep their contact information updated is critical. Add responders and dispatchers as needed.

## TIME

For certain incidents there are only a few minutes to prepare. If Law Enforcement or Fire is involved, people will hear about an incident quickly. Reaching your stakeholders immediately with any type of message acknowledging the incident is essential. Have some basic message formats approved and ready to use.

## CONTENT

Not every situation needs immediate text messages and emails, so it's important to determine what is warranted and when. Less urgent situations—a school cancellation with ample notice, for example—might warrant an email, mass phone message and website update, whereas an unexpectedly early dismissal requires mass phone calls and text messages to ensure that information is received quickly.

An initial message can be as simple as stating that something has happened, and telling stakeholders where to find updates.

Include only the factual information you have; do not speculate. The recipients of your outgoing messages must be able to trust in the validity of the content.

Any situation that requires emergency communication for an incident will also require a follow-up.

## PREPARATION

A tabletop exercise is a start; basically it's a brainstorming session. Your Communication Team can talk through possible scenarios and formulate messaging accordingly. They must think about what immediate information is necessary, how to follow up, and who they will need to speak with/follow to receive trusted updates.

Use the 27/9/3 rule during message preparation. This is a very basic recommendation and suggests using a total of 27 words, which can be spoken in about 9 seconds, containing three or fewer key points.

The team should pre-script some basic messages that may be sent out, with blank spaces for details like time and date. Having these pre-approved and available will aid the team later if they're under stress or time constraints.



# HOLD

## In Your Room or Area

### **HOLD IN YOUR ROOM OR AREA. CLEAR THE HALLS**

There may be situations that require students to remain in their classrooms. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

### **PUBLIC ADDRESS**

The public address for Hold is: "Hold in your room or area. Clear the Halls." and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch or some other location where they should remain until the hold is lifted.

"Hold in your room or area. Clear the Halls.  
Hold in your room or area. Clear the Halls."

### **PUBLIC ADDRESS - RELEASE**

A Hold can be released by Public Address.

"The Hold is released. All Clear.  
The Hold is released. All Clear."

### **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

### **ACTIONS**

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change, until the all clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless administration directs otherwise.

It is suggested that prior to locking the classroom door, teachers should rapidly sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct business as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off campus.

### **RESPONSIBILITY**

Typically an administrator is responsible for initiating a Hold, however anyone should be able to call for a Hold if they observe something happening that would require this action.

### **PREPARATION**

Student, teacher, and administrator training.

### **DRILLS**

Hold should be drilled at least once a year, or as mandated by state requirements.

### **CONTINGENCIES**

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

### **EXAMPLES OF HOLD CONDITIONS**

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that need attention;
- Unfinished maintenance operation in a common area during class changes.

### **INTERNAL/PRINCIPAL MESSAGING**

To students and staff during an incident.

Example Situation: Medical Emergency

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

"Students and staff, the Hold is released. All clear. Thank you for your assistance with making this Hold work smoothly."

### **MESSAGING TO PARENTS**

To parent and community after a Hold event

Example Situation: Medical Emergency

"Today at **(time of day)**, there was a limited First Aid event in the building which required the Hold action to be initiated. Hallways were cleared and the event was handled promptly. Questions can be directed to **(PIO)** [jdoe@school.org](mailto:jdoe@school.org)"



# SECURE

## Get Inside, Lock Outside Doors.

### **SECURE GET INSIDE, LOCK OUTSIDE DOORS.**

The Secure Protocol is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

### **PUBLIC ADDRESS**

The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.  
Secure! Get Inside, Lock outside doors."

### **ACTIONS**

The Secure Protocol demands bringing people into a secure building, and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

### **CONTROLLED RELEASE**

Circumstances where a threat is perceived but not directly evident may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area would occur. There may be additional law enforcement presence.

### **MONITORED ENTRY**

When there is a perceived threat but it's not immediate, anyone entering the building is more closely monitored, especially during after-school gatherings. Students changing classes between buildings or going to the parking lot might be escorted with a heightened awareness.

### **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

### **RESPONSIBILITY**

During a Secure event, administration or staff may be required to lock exterior access points. Staff members assigned "Primary Responsibility" for a "Secure Zone" would

follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty."

A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Assign someone to attach the Secure posters (shown on the right), outfacing, to building entry doors to alert potential visitors of the Secure condition.

### **REPORTED BY**

Secure is typically reported by emergency dispatch to the school office. Office staff then invokes the public address and informs administration.

It may also be reported by students, staff or teachers if a threat is directly observed outside of the building.

### **PREPARATION**

Identification of perimeter access points that must be locked in a Secure event defines the Perimeter. In the event a perimeter cannot be secured, identify areas within each building that can be secured.

Secure Zones - areas of a school or campus with exterior access points - should be established and protocols developed to ensure that those on "Secure Duty" attend to all areas in their zone.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

### **DRILLS**

Secure drills should be performed at least twice a year, or as mandated by state requirements. At least one should be performed while outdoor activities are in progress.

### **CONTINGENCIES**

There may be physical attributes to the campus that mandate special handling of a Secure event. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to Evacuate to the main building rather than going to Secure in the modular building. Listen for specific additional directives.

If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is sufficient and appropriate.

If, during a Secure event, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.

## EXAMPLES OF SECURE CONDITIONS

The following are some examples of when a school or emergency dispatch might call for Secure Protocol.

- Unknown or unauthorized person on the grounds
- Dangerous animal on school grounds
- Criminal activity in area
- Planned police activity in the neighborhood

## MEDIA MESSAGING

To the community during an event.

Example Situation: Criminal Activity Nearby

If your school has been notified by law enforcement that there's activity in the area, you might use this type of message:

"We have been advised there is police activity in the area of **(location)**. Staff and students are accounted for and the Secure Protocol has been established. Updates to follow."

## DISPATCH MESSAGING

To the school prior to this occurring.

Example Situation: Planned Warrant Service Notification

"Be advised there is a planned police activity today **(date)**, sometime between **(time range)**, in the area of **(neighborhood or nearby intersection)**. We request the schools in the area place their campuses in the Secure protocol during this event. Be advised there may be an increased Law Enforcement presence in the area and the potential of loud noises. We will notify you when the event has concluded."

## WHEN... THEN...

The following scenario happened in a school district, and is a good topic of discussion during tabletop exercises.

Example: Shots are fired in the neighborhood

In this event, the school day had ended at a neighborhood middle school. Some students were walking home, some were on buses, and some were on campus for after-school sports. When the shots were fired, who was in charge of the communication?

- Law Enforcement needed to alert the school.
- The school was responsible for sending an alert to students/parents/guardians.
- Students who were still on campus were brought inside, and the campus enacted the Secure Protocol.
- Law Enforcement increased patrols in the neighborhood as they sought the source of the gunfire.
- Dispatch maintained communication with the school's Communication Team.

**SCHOOL IS SECURED  
NO ONE IN OR OUT**



**ESCUELA BAJO PROTECCIÓN  
NADIE PUEDE ENTRAR**

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**SCHOOL IS SECURED  
MONITORED ENTRY AND CONTROLLED RELEASE**



**ESCUELA BAJO PROTECCIÓN  
ENTRADA VIGILADA Y SALIDA CONTROLADA**

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# LOCKDOWN

## Locks, Lights, Out of Sight

### **LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT**

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

#### **PUBLIC ADDRESS**

The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!  
Lockdown! Locks, Lights, Out of Sight!"

#### **ACTIONS**

The Lockdown protocol demands locking individual classroom doors, offices and other securable areas, moving occupants out of line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.

There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock doors remotely.

Teacher, staff and student training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

#### **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

#### **RESPONSIBILITY**

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

#### **REPORTED BY**

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending

on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

#### **PREPARATION**

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of the corridor window. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member or school administrator to unlock it.

Students, staff and teachers should be advised that a Lockdown may persist for several hours, and during an incident silence is recommended.

#### **DRILLS**

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

For more information, see the Lockdown Drills section of this book.

#### **CONTINGENCIES**

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.

If, during a Lockdown, an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the SRP.

## CELL PHONES

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text their child.

In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management strategy. Selecting three or four students at time, a teacher may ask students to text their parents with a message like this: "We're in Lockdown. I'm okay and I'll update you every 5 minutes." Certainly, if a threat is imminent, texting would be discouraged.

There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, "Pick me up at Lincoln Elementary in one hour. Bring your ID," might be recommended for student-parent reunification.

It may also be beneficial to have students turn off both Wi-Fi and cellular data services. This frees up bandwidth for first responders, while still allowing SMS text messaging.

## EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

- Dangerous animal within school building
- Intruder
- Angry or violent parent or student
- Report of a weapon
- Active assailant

## RED CARD/GREEN CARD

Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an armed intruder that there are potential targets in that room.

## MEDIA MESSAGING

To community after an event.

Example Situation: Intruder in the School

"Today at **(time of day)**, there was an individual observed entering **(school name)**. The individual was later identified as a non-custodial parent of a student at **(school name)**. School officials placed the school on Lockdown and notified the police of the situation. The individual was not able to gain access to any students at the school and the police are investigating the situation."

## DISPATCH

To responding officers during an event.

Example Situation: Angry/Violent Parent at School

"**(Dispatched units)** there is a disturbance at **(school name)**. A parent **(identity if known, physical description)** on scene is screaming, throwing items, and threatening staff in the office area of the school. The reporting party advised the school has been placed on Lockdown. **(time stamp)**."

## LAW ENFORCEMENT MESSAGING

To community/media after event.

Example Situation: Weapon Report

"On **(date)** at **(time of day)**, **(LE Agency)** received the report of a student who had brought a weapon to **(school name)** and was allegedly armed in an otherwise unoccupied classroom. School officials advised the remainder of the school had been placed on Lockdown. Upon arrival, officers were able to make contact with the student and placed the student into custody without incident. The investigation is ongoing."

## THE DURATION OF A LOCKDOWN

A question that occasionally arises is "How long does it take to release a Lockdown?" The answer is, "That depends, but probably longer than you want to hear."

The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

## WHAT ABOUT CELL PHONES?

One of the occasionally heated conversations is about cell phone usage. If the current trends continue, there will be a point in the future where nearly every student will have a communication device.

There may be cases where law enforcement will ask students to leave their phones behind. A bomb threat for example.

In many cases, having the ability to craft messages for students to send their parents, or for students to call their parents, can be of tremendous value.

The Foundation freely admits to a bias though. Take just a moment and think of the origination of the Foundation. (See page 8.)



# EVACUATE

## A Location may also be given

### EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another.

Most often, evacuations will be necessary when there's a heating/ventilation system failure, nearby gas leak, or bomb threat. In those cases, people will be allowed to bring their personal items with them. An evacuation drill is very similar to a fire drill.

### PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.  
Evacuate! To a location."

### ACTIONS

The Evacuate Protocol demands students and staff move in an orderly fashion.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an evacuation. The directives or actions may vary for fire, bomb threat, or other emergency. Other directions may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

### PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally choose an offsite evacuation facility that's in walking distance and another far away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. There is a sample MOU for this on The "I Love U Guys" website.

### EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take roll after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points so everyone isn't grouped together.

### DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. Fire drills are often required regularly, and constitute a valid evacuation drill.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### CONTINGENCIES

Students are trained that if they are separated from their class during an evacuation, then joining another evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

### RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly, visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up Red card if they are missing students, extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials Section for examples.

### INTERNAL PRINCIPAL / SRO MESSAGING

To the students and staff.

Example Situation: Possible Hazmat Situation in the School

"Evacuate to your assembly point. Evacuate to your assembly point. Please initiate evacuation procedures immediately and meet at your assigned assembly point outside"

### MEDIA MESSAGING

To the media/community after an event.

Example Situation: Gas Leak

"Today at **(time of day)** students and staff at **(school name)** were ordered to evacuate due to the report of the smell of natural gas in the area of the school. The students evacuated to **(evacuation location)** in order to be reunited with their parents/guardians. Officials say the natural gas odor was as a result of a gas line that was broken by a road crew at **(location)** and is currently being repaired. School will be back in session on its normal schedule tomorrow."



# POLICE LED

## Evacuation After a Lockdown

### POLICE LED EVACUATION

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

### PUBLIC ADDRESS

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

### ACTIONS

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely that students or staff may be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

### WHAT TO EXPECT

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct and commanding. Students and staff may also be searched both in the classroom and again at the assembly area.

### EMOTIONAL RESPONSIBILITY

There is a new conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing area and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce trauma that might be associated with a Police Led Evacuation.

### PREPARATION

Student, teacher, and administrator training.

### CONTINGENCIES

In an off-site evacuation to a reunification site, Incident Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may relax and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

### MEDIA MESSAGING

To the media/community after an event.

Example Situation: Violent Event

“On **(date)** at **(time of day)**, **(agency name)** responded to **(school name)** in reference to **(event type)**. Officers assisted with safely escorting students and staff out of the school and to the Evacuation site where the **(School District)** was able to initiate the Reunification process.”

### DISPATCH MESSAGING

To responding officers during an event.

Example Situation: Police Led Evacuation

“**(Dispatched Units)** respond to **(school name)** to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at **(location)**. Respond to the Command Post for your assignment. **(time stamp)**”

### LAW ENFORCEMENT MESSAGING

To responding officers during an event.

Example Situation: Gas Leak

**(Police unit name)** respond to **(area near the school)** to assist with evacuating students from **(school name)** because of gas smell in the building. Meet with **(supervisor)** for further information to assist with Evacuation and Reunification.



# SHELTER

## State the Hazard and Safety Strategy

### SHELTER

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornado, earthquake, hazardous materials situation or other local threats.

### PUBLIC ADDRESS

The public address for shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

“Shelter! For a hazard. Using safety strategy.  
Shelter! For a hazard. Using safety strategy.”

### HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

### SAFETY STRATEGIES MAY INCLUDE

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

### ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

### PREPARATION

Identification and marking of facility shelter areas.

### DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

### SHELTER - STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to a successful emergency response.

### PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to shelter, or what protective actions should be used in the response.

### CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization.

### ABOUT SHELTER-IN-PLACE

There is a long tradition of using the term “Shelter-in-place” for a variety of hazards. While still in common use, the SRP suggests simply stating the hazard and providing a safety strategy.

A deep exploration of the FEMA website found over a dozen different scenarios where “Shelter-in-place” was advised. Two of the most common were for Tornado or Hazmat. Very different actions would be taken for those hazards. A single directive, “Shelter-in-place” doesn’t provide the necessary information. “Tornado! Get to the storm shelter!” is more direct.








## PUBLIC ADDRESS PROTOCOL POSTER

The Public Address Protocol Poster can be placed near all reasonable public address locations. This is a sample. Your district, department or agency should customize this poster for regional hazards. It is available to download in Microsoft Word format. The public address is repeated twice each time the public address is performed.

- Hold! In your room or area. Clear the halls.
- Secure! Get Inside. Lock outside doors.
- Lockdown! Locks, Lights, Out of Sight.
- Evacuate! To a Location.
- Shelter! State the Hazard and Safety Strategy.


# IN AN EMERGENCY

## TAKE ACTION

HOLD
SECURE
LOCKDOWN
EVACUATE
SHELTER

Standard Response Protocol – Public Address	
Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!



**STANDARD RESPONSE PROTOCOL**

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## PARENT HANDOUT INFORMATION FOR PARENTS AND GUARDIANS

Clear communication to parents and guardians about the SRP is essential so they understand the actions your school will be using. By being as clear as possible, you can reduce the amount of stress they might experience for even the small disruptions in a school day.

They need to understand their roles in any incident. The letter-size handout describes what is expected of people in the school. The other side of the handout, shown here, is Parent Guidance which outlines the roles of the parents and guardians during Secure and Lockdown events.

Schools should outline the methods with which they will be communicating with parents and guardians about any drill or actual incident. It is imperative that parents and guardians keep their contact information up to date with the school and district.

Additionally, there is a web page for parents to go to for detailed information and conversations. Your school or district is welcome to post this on your website for easy access.

The Parent Handout is available in accessible PDF formats in English and Spanish.



### STANDARD RESPONSE PROTOCOL

#### PARENT GUIDANCE

In the event of a live incident, parents may have questions about their roles.

#### SECURE

**"Get Inside. Lock outside doors"**  
Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

#### SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

#### WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

#### WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

#### LOCKDOWN

**"Locks, Lights, Out of Sight"**  
A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

#### SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

#### SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

#### WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unannounced drills, however it is highly discouraged to conduct one without announcing that it is a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a drill and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

#### CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.



**SCHOOL IS SECURED**  
NO ENTRE EN EL EDIFICIO  
NO SE PUEDE SALIR



**DRILL IN PROGRESS**  
NO ONE IN OR OUT



**K12 2021 STANDARD RESPONSE PROTOCOL**

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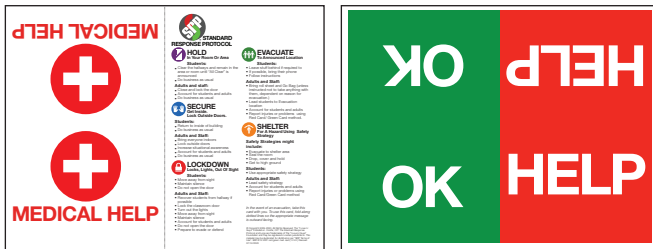
## RED CARD/GREEN CARD

This is for use in an Evacuation Assembly to do a quick assessment of the status of all groups. It is not for classroom use during a Lockdown or Lockdown Drill.

There are three different types for different situations, so choose to use the one that's best for your environment.

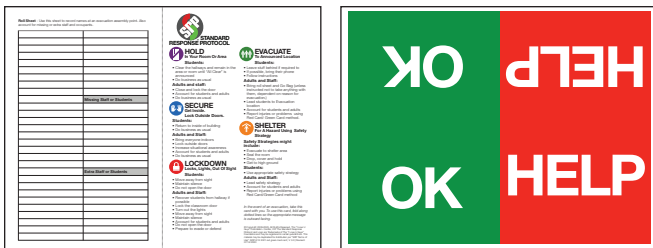
After arriving at an Evacuation Assembly and taking roll, the Red/Green Cards are used for administration or first responders to quickly, visually identify the status of the teachers' classes after an evacuation.

- Green Card (OK) - All students accounted for, No immediate help is necessary
- Red Card (Help) - Extra or missing students, or vital information must be exchanged



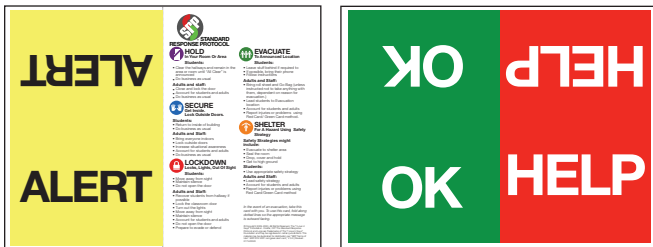
## RED/GREEN/MED CARD

- Red and White Cross (Medical Help) - Immediate medical attention is needed



## RED/GREEN/ROLL CARD

- This includes a roll sheet for users to record who is in their group.



## RED/GREEN/ALERT CARD

- The Alert card is used to indicate there is a problem in your group and you need assistance.

## VIDEO TRAINING

There are also some videos you can download from <http://iloveguys.org>, or YouTube, to use for training purposes.

### ● The Standard Response Protocol (SRP) for Students (7:26)

This is a teenage student speaking with a School Resource Officer about the actions of the SRP. It's appropriate for students in middle school and older.

### ● Lockdown Drill with Standard Response Protocol (3:35)

This was recorded during a High School Lockdown drill. It includes interviews with students, and is appropriate for all ages of students.

### ● For the very little ones,

There are links on the website to training modules that were created for younger students by school districts. We link to those with permission by the creators.

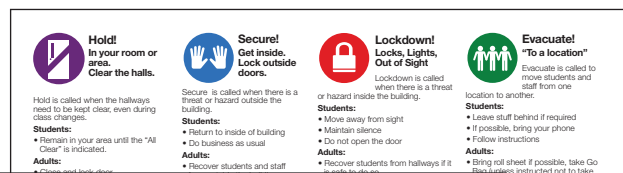
## ID CARDS

Art for printing onto identification cards is available for slotted and unslotted cards in the standard size of 3.375" x 2.125".



## POCKET GUIDE

This is a quick guide to the five actions which folds to the size of a business card to fit in wallets, pockets, and ID card holders. It prints on two sides of letter-size paper and there are three to a page.





# DRILLS

## vs. Exercises

### DRILLS vs. EXERCISES

Media coverage exploring issues with lockdown drills potentially causing trauma has resulted in the need for clarification. Much of the coverage attributed the word “Drill” to what was actually an “Exercise.”

School lockdown drills, active shooter drills, and exercises are not synonymous. Nor are they universally defined, understood and practiced. Some of this confusion may be a result of actual FEMA guidance (reproduced to the right), and other publicly available materials on the subject.

### DRILL

The primary objective of a drill is for participants to build muscle memory, and practice an action to use in various events or situations. A secondary objective is for the people who are administering the drill to validate procedures, clarify roles and identify operational process gaps.

In the school safety context, it is critical to distinguish between drills and exercises. Drills are for staff and students, and are educational opportunities to practice a life safety skill.

### EXERCISE

The over-all learning objective of an exercise is to test response, capacity and resources across the system. An exercise often includes a description or enactment of an incident, depending on the type of exercise that’s being conducted.

Exercises are broader in scope. These typically present a hypothetical emergency scenario (hurricane, earthquake, biochemical emergency, etc.) designed to encourage people to think on their toes, work together, and apply lessons learned from drills.

Invite people from your community to participate as volunteers in an Exercise, or to observe it. You will probably be introducing scenarios they have thought about; this level of engagement can be quite useful.

A **Tabletop Exercise** is a roundtable session administered by a facilitator. Team members discuss their roles and share observations regarding a simulated emergency scenario. It’s designed to test each member’s ability to refer and react to their role in the emergency plan, as well as their readiness to communicate with other members as needed. These usually run a few hours in duration, and are highly valuable for identifying the unique threats in each community.

In a **Functional Exercise**, participants perform their duties in a simulated emergency environment. Functional exercises typically focus on specific team members and/or procedures, and are often used to identify process gaps associated with multi-agency coordination, command and control.

A **Full-Scale Exercise** is similar in execution to a functional exercise, and is as close to the real thing as possible. It can include employees from multiple functions, community first responders, local businesses, and regulatory agencies. This type of exercise should utilize, to the extent possible, the actual systems and equipment that would be dispatched during a real event. From a duration standpoint, full-scale exercises often take place over the course of an entire business day.

### SRP EVOLUTION

In developing the Standard Response Protocol, The “I Love U Guys” Foundation took the following approach:

- Identify the hazard;
- Develop response;
- Train;
- Practice;
- Drill;
- Exercise.

**DRILL IN PROGRESS  
NO ONE IN OR OUT**



**SIMULACRO EN CURSO  
NO SE PERMITE LA ENTRADA  
O SALIDA DE NADIE**



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Drill in Progress, SRP | V.3.0 | Revised: 04/16/2020

## PROBLEM IDENTIFICATION

The first priority of the SRP was to introduce common, plain language responses to various events. Assessment of various school responses in 2009 revealed there was no common language between students, staff, parents, media and first responders. The core areas examined were:

- Something happening outside the school;
- Something happening inside of the school;
- How to get out of the school;
- Natural or man-made hazards;
- Keeping the halls clear.

## DEVELOP RESPONSE

Given those conditions, the Standard Response Protocol was developed, piloted and released.

## TRAIN

The next step in the process is providing training to students and staff on each of the response protocols. For example, the Foundation has developed materials for training students and staff on the SRP.

## PRACTICE

Once training has been delivered, practice is recommended prior to any drill. This may initially involve a discussion between staff and students to:

- Find various exit routes in advance of an Evacuation drill;
- Discuss ways to protect oneself from various weather hazards prior to a Shelter drill;
- Identify Safe Zones within a classroom and practice moving students to those zones prior to a Lockdown drill;
- Talk about situations that may require a Secure or Hold action.

## COMMUNICATING ABOUT DRILLS

Prior to conducting any drills, schools are advised to send concise communication to parents and guardians about the nature and objectives of, and reason for, the drill. This can be done with an email or letter or both. It is not necessary to state the exact day or time of the certain drills.

If parents feel their student(s) will be upset by certain drills, invite them to attend, or give them a chance to opt their family out of the drill. If possible, arrange to have an opt-out student stay on school grounds, but not participate, in order to minimize disruption to the school day.

## FEMA GUIDANCE - IS-362.A

FEMA guidance on training, drilling and exercising, from the course IS-362.A “*Multihazard Emergency Planning for Schools.*”

## TRAINING

- **Briefings:** Short meetings that provide information about a specific topic (e.g., new evacuation sites, tips on how to use the student information system to find student contact information, new district contact information).
- **Seminars/classroom training:** Used to introduce new programs, policies, or procedures. Provide information to students and staff on roles and responsibilities. This may also include training presented outside of the school (e.g., first aid, CERT).
- **Workshops:** Resemble a seminar but are employed to build specific products, such as a draft plan or policy.

## DRILLS

Drills are operations-based exercises that usually test a single specific operation or function within a single entity. Conducted in a realistic environment, drills are often used to test new policies or equipment, practice current skills, or prepare for larger scale exercises.

## FUNCTIONAL EXERCISE

A functional exercise is the simulation of an emergency event that:

- Involves various levels of school, school district, and emergency management personnel.
- Involves trained personnel “acting out” their actual roles.
- Evaluates both the internal capabilities and responses of the school, school district, and emergency management officials.
- Evaluates the coordination activities between the school, school district, and emergency management personnel.

## FULL-SCALE EXERCISE

- A full-scale exercise is a multiagency, multijurisdictional, multidiscipline operations-based exercise involving functional (e.g., Joint Field Office, emergency operations center) and “boots on the ground” response (e.g., firefighters decontaminating mock victims). ”

<https://emilms.fema.gov/IS362a/> (Circa 2019.06.12)



# LOCKDOWN

## Drills

### LOCKDOWN DRILL GUIDANCE

A critical aspect in implementing the SRP with fidelity is the Lockdown Drill. Successful drills provide participants with the “muscle memory” should an actual Lockdown occur. Drills also reveal deficiencies that may exist in either procedures, training or personnel.

Understand that a lockdown drill is for practicing an action, not an event. An actual lockdown can occur due to a variety of threatening situations which may present an immediate and ongoing danger to the safety of students, staff and visitors within a building.

### PREPARATION

Prior to drilling, students, staff and administration should review the SRP Training Presentation, which is available on The “I Love U Guys” Foundation website. Administration should also verify with law enforcement their use of the SRP in the school or district.

Teachers should take time with students to identify and occupy a “Safe Zone” in the classroom where they cannot be seen through any corridor windows. If visibility in a classroom is problematic, window coverings or alternative locations should be identified. Speak with local law enforcement about their preference about using window coverings.

Additionally, the following instructions should be delivered to students.

1. Locate yourself at a point in the classroom where you can no longer see out the corridor window.
2. Maintain silence. No cell phone calls.
3. Refrain from texting during drills.

### PARTNERSHIPS

School level drills should have district support. There may also be district resources available to assist in conducting the drill. Another key partnership is with local law enforcement. Local patrol, community resource officers or school resource officers should be part of the drill process.

### THE EMERGENCY RESPONSE TEAM

Some schools have a pre-identified Building/School Emergency Response Team. These teams are effective for responding to any type of incident.

It is a noted best practice for administration to survey the staff population for prior emergency response, military or law enforcement experience, and specialized training and skills for use in district emergency operations.

### THE LOCKDOWN DRILL TEAM

During an actual lockdown, members of the Emergency Response Team may be in classrooms or administrative

offices in lockdown mode and unable to assist with the response.

The Lockdown Drill Team should not include personnel that have specific roles during an actual emergency within that school. Instead, the team might include a school nurse or medical professional, district safety representatives, law enforcement, and those administrators from another school.

### STAFF NOTIFICATION

When lockdown drills are first being introduced to a school, it is absolutely okay to tell staff in advance of the drill. There may be staff members adversely affected by surprise drills.

### SPECIAL NEEDS CONSIDERATIONS

It is critical to identify any specific issues that may cause challenges for students with special needs or disabilities and incorporate appropriate actions for notification prior to drills. It is not recommended that additional assistance be provided in special needs areas for drills, UNLESS this assistance is part of the plan and those resources will be assigned in an actual emergency.

### THE PRE-DRILL BRIEFING

Prior to the lockdown drill a short planning meeting with the Lockdown Drill Team should occur. The agenda is simple:

1. Review the floor plan and team member assignments;
2. Expected drill duration;
3. The door knock and classroom conversation;
4. Potential student or staff distress.

### OPTIONS-BASED TRAINING

Both staff and students should be educated about the options that can be used in an active threat situation. Realistically, students and staff are not always in their classrooms or behind closed doors as they go through-out their busy school days; because of this, students and staff should be taught additional strategies that go beyond Locking Down in a classroom. Possible discussion can include what a staff member or student should do when in a bathroom, cafeteria, or hallway if an active threat arises. This is where self-evacuation strategies could play a roll.

Lockdown drills can be conducted at varied times, such as when some classes are outside or at recess. The staff and students at recess can practice how to safely leave the school grounds Age-appropriate strategies can be discussed.

## ANNOUNCING THE LOCKDOWN DRILL

When using public address to announce a lockdown drill, repeat, “Lockdown. Locks, Lights, Out of Sight. This is a drill.” It’s important to tell students and staff that it’s a drill. Failure to do so will most likely result in parents, media and maybe even law enforcement coming to the school.

“Lockdown. Locks, Lights, Out of Sight. This is a drill.  
Lockdown. Locks, Lights, Out of Sight. This is a drill.”

Alternately, consider announcing the drill prior to saying which type of drill it is. This technique will prevent an immediate reaction to the word Lockdown.

“This is a drill. Lockdown. Locks, Lights, Out of Sight”  
“This is a drill. Lockdown. Locks, Lights, Out of Sight,”

or

“We are going to conduct a lockdown drill. Please listen for the lockdown announcement.”

## CONDUCTING THE DRILL

The Lockdown Drill Team should be broken into groups of two or three members who go to individual classrooms. One of the members acts as “Scribe” and documents each classroom response. Large schools will need multiple Lockdown Drill Teams in order to complete the drill in a timely fashion.

At the classroom door, team members listen for noise and look through the corridor window for any student or staff visibility or movement. A team member then knocks on the door and requests entry. There should be no response to this request. At this point a member of the team unlocks the classroom door and announces their name and position. A quick assessment is made by the safety team. The occupants of the room are reminded that they are still in lockdown and should remain so until they hear an announcement that the drill is completed.

A Lockdown Response Worksheet was created by The “I Love U Guys” Foundation to assist in documenting the lockdown drills. See Appendix A.

## WINDOWS

Often there is a conversation about inside and outside windows. Corridor windows are left uncovered so that first responders can see inside the room. Outside windows are left untouched because the threat would be inside the building. There are different preferences regarding window coverings, so please discuss this with your local responders to make sure you’re in agreement.

## THE CLASSROOM CONVERSATION

Make sure to stake out a few minutes after the room has been checked, and before the release of the drill, to allow for conversation in the classroom.

Typically, this conversation addresses the purpose of the drill, and the observed outcome for that classroom. Additionally, self-evacuation and other life safety strategies can be discussed.

Any issues should be addressed gently but immediately. When possible, have a school counselor available to address any staff or student distress.

## THE LOCKDOWN DRILL TEAM DEBRIEF

At the conclusion of the drill, the team should reconvene for a debrief and use this time to review portions of the school safety plan. A good debriefing may reveal some gaps and areas for improvement in the plan.

Any issues should be documented, the safety plan reviewed, and actions items identified. An opportunity for all staff to submit information regarding the performance of the drill should be part of the after action review process.

## LOCKDOWN DRILLS OR ACTIVE SHOOTER DRILLS?

A Lockdown Drill is designed to practice for any threat inside the building and to create the muscle memory. Therefore these Drills should only be for Lockdown, and not “active shooter” or “active assailant.”

One of the primary goals of crisis preparedness is to develop a sense of empowerment and control. Lockdown drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. An active shooter or armed assailant **exercise** is specific to one type of incident, with the intended outcome of first responders and schools practicing their tactics. These include simulating a hazardous event, in which case it is more accurate to define them as **Exercises**.

When these are conducted, participants (staff and students) must willingly volunteer, and understand exactly what the scenario will be.



# STANDARD RESPONSE PROTOCOL

## FREQUENTLY ASKED QUESTIONS

Since introducing the Standard Response Protocol in 2009, thousands of districts, departments and agencies have scrutinized, evaluated and ultimately implemented the program. During the process some questions seem to come up often.

### SERIOUSLY, WHAT DOES IT REALLY COST?

Since its introduction in 2009, public K12 schools, districts, departments and agencies were free to use The "I Love U Guys" Foundation programs at no cost.

In 2015, the Foundation expanded availability, and now offers the programs to any public or private organization at no charge. Download the materials and begin the process.

### WHAT ABOUT BUSINESS/CHURCH/INSTITUTION USE?

Please look at the materials designed specifically for institutional use on the website. <http://iloveuguy.org>.

### I SEE YOU OFFER TRAINING. DO WE NEED TO BUY TRAINING IN ORDER TO USE THE PROGRAMS?

No. We've attempted to put enough material online so that schools and law enforcement can successfully implement Foundation programs. We know of thousands of schools across the US and Canada that have implemented the programs using internal resources.

That said, part of our sustainability model relies not just on charitable giving, but in providing training for districts departments and agencies. If your organization is interested in Foundation training, please contact us for rates and terms.

### WHAT IS THE DIFFERENCE BETWEEN SECURE AND LOCKDOWN AGAIN?

The term "Secure" is used when there is a potential threat that can be mitigated by bringing everyone inside. It should be announced with the directive "Get inside. Lock outside doors," which signals to bring people in and lock exterior doors. While it calls for heightened situational awareness, it also allows for indoor activities to continue.

The term "Lockdown" means there is an active or imminent threat inside or nearby requiring immediate protective action. It is followed by the directive "Locks, Lights, Out of Sight" and requires locking classroom doors, turning out the lights, and remaining hidden until first responders arrive.

Effectively if the threat is outside the building, Secure. If the threat is inside the building, Lockdown.

### WHAT IF THE THREAT IS CLOSE TO THE BUILDING?

There may be situations where both Secure and Lockdown protocols may be called sequentially. In this case, use Secure to get people inside and lock exterior doors. When the perimeter is Secured, this may become a Lockdown if the threat is persistent and appears to be coming closer. Exterior doors would stay locked.

### IN LOCKDOWN, YOU SUGGEST UNLOCKING THE OUTSIDE DOORS. WHAT'S UP WITH THAT?

No, we don't. We occasionally hear this but our guidance is actually a little different. We suggest not putting anyone at risk by locking or unlocking outside doors. If the doors are locked, leave them locked. Be sure you have a plan that allows first responders to enter the building quickly.

### WON'T PEOPLE STILL COME IN THE BUILDING IF THE OUTSIDE DOORS ARE UNLOCKED DURING A LOCKDOWN?

Yes, people may be able to enter the building during the window of time between calling a lockdown and the arrival of first responders.

A lockdown is called when there is a life safety threat inside the building. During the development and throughout the lifecycle of the SRP, constant and deliberate scrutiny of all risk/benefit guidance is performed by the Foundation, district and law enforcement representatives. This has resulted in the lockdown guidance provided.

That said, with any guidance provided, we defer to local decisions. If you are a district, please consult with your local law enforcement representatives for final guidance.

### I THOUGHT I SAW SHELTER GUIDANCE?

When we developed the SRP and released the first version in 2009 we included FEMA guidance regarding the Shelter directive and actions. FEMA changed that guidance in 2014. We are removing specific shelter guidance from our documentation and defer to the current practices published at <http://fema.gov> as well as your local emergency management guidance.

### CAN THE SRP BE USED IN CONJUNCTION WITH OTHER SAFETY PLANS?

Yes, absolutely. The SRP is designed as an enhancement to any safety plan. It covers critical incidents by standardizing vocabulary so stakeholders can easily understand the status and respond quickly when an unforeseen event occurs. Comprehensive safety plans will include components such as communications, threat assessment, local hazards, operation continuity and reunification, among other items.

### CAN I MODIFY MATERIALS?

That depends. The core actions and directives must remain intact. These are:

1. Hold "In your room or area. Clear the halls."
2. Secure "Get inside. Locks outside doors"
3. Lockdown "Locks, Lights, Out of Sight"

4. Evacuate followed by the announced location
5. Shelter followed by the announced hazard and safety strategy

Some details may need to be customized to your location. For instance, the public address poster should be modified to include hazards and safety strategies that are specific to your location.

### **ARE THE SOURCE MATERIALS AVAILABLE?**

Yes. Some of the materials are available. Original, digital artwork can be provided to organizations that have signed “Memorandum of Understanding” with The “I Love U Guys” Foundation.

Please note: Currently, original artwork is only provided in Mac OS X, Pages version 10.0 or QuarkXPress 2019 (15.2.1).

### **CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?**

The Public Address Poster, and all MOUs and NOIs are produced in Word. The other materials are not. Retaining the graphic integrity of the materials proved beyond our capabilities using Microsoft Word.

### **CAN I REALLY USE THE MATERIALS? WHAT ABOUT COPYRIGHTS AND TRADEMARKS?**

Schools, districts, departments, agencies and organizations are free to use the materials under the “Terms of Use” outlined in this document and in the Memorandum of Understanding.

### **DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?**

No. You really don’t need to ask permission. But, it would be great if you let us know that you’re using our programs.

### **DO I HAVE TO SIGN AN MOU WITH THE FOUNDATION?**

It is not necessary to sign an MOU with the Foundation, but please consider it. The Foundation is committed to providing programs at no cost. Yet, program development, enhancement, and support are cost centers for us. One way we fund those costs is through private grants and funding.

An MOU is a strong demonstration of program validity and assists us with these types of funding requests.

When you submit a completed MOU or NOI, you will be added to our database and notified when updates and new materials are available.

### **DO I HAVE TO SEND A NOTICE OF INTENT?**

In the absence of an MOU, a Notice of Intent provides similar value to us regarding demonstrations of program validity to potential funders. Either one means that you will receive notification of updates and new materials.

### **DO I HAVE TO NOTIFY YOU AT ALL THAT I AM USING THE SRP?**

We often speak with school safety stakeholders who have implemented the SRP but hadn’t quite mentioned it to us.

Please let us know that your school, district, department or agency is using the SRP.

It is our goal that the SRP becomes the “Gold Standard.” The more schools, districts, departments and agencies that we can show are using the program, the greater the chance for achieving our goal of having clear communication in a crisis.

### **CAN I PUT OUR LOGO ON YOUR MATERIALS?**

Yes. But with some caveats. If you are a school, district, department or agency you may include your logo on posters and handouts. If you are a commercial enterprise, please contact us in advance with intended usage.

In some states, we have co-branding agreements with “umbrella” organizations (school district insurance pools, school safety centers, etc.). In those states, we ask that you also include the umbrella organization’s branding.

### **WE WOULD LIKE TO PUT THE MATERIALS ON OUR WEBSITE.**

Communication with your community is important. While you are free to place any material on your website, it’s preferable that you link to the materials from our website. The reason for this is to allow us to track material usage. We can then use these numbers when we seek funding.

But, don’t let that be a show stopper. If your IT group prefers, just copy the materials to your site.

### **DOES THE SRP WORK WITH “RUN, HIDE, FIGHT?”**

In 2014, the Department of Education suggested “Run, Hide, Fight” as the preferred response to an active shooter. We don’t believe the practice is mutually exclusive to the SRP, as that is a single-incident response. Again, consult with local law enforcement regarding your specific active shooter response.

There may be some challenges regarding training students using some of the “Run, Hide, Fight” materials. The Department of Education states “These videos are not recommended for viewing by minors.”

### **DOES THE SRP WORK WITH A.L.I.C.E.?**

Again, we don’t believe that SRP and A.L.I.C.E. (single incident response) are mutually exclusive.

### **DOES THE SRP WORK WITH “AVOID, DENY, DEFEND?”**

The SRP attempts to be an all-hazards approach to school based events. Of all of the active shooter responses, our determination is that “Avoid, Deny, Defend” from Texas State University has the best positioning, linguistics and actions. This response was created for adults and is for use in workplaces.

<http://www.avoiddenydefend.org>

## **APPENDIX A - LOCKDOWN DRILL WORKSHEET**

The Lockdown Drill Worksheet was created to assist you when conducting Lockdown Drills. The Options check boxes are used when the people in the room chose to perform some optional actions.

# LOCKDOWN DRILL WORKSHEET



School \_\_\_\_\_

Date/Time \_\_\_\_\_

Team Members \_\_\_\_\_

\_\_\_\_\_

Stopwatch Time \_\_\_\_\_ Student Population \_\_\_\_\_ Staff Count \_\_\_\_\_

Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Notes \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Notes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# IN AN EMERGENCY TAKE ACTION



## **HOLD!** In your room or area. Clear the halls.

### **STUDENTS**

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

### **ADULTS**

Close and lock the door  
Account for students and adults  
Do business as usual



## **SECURE!** Get inside. Lock outside doors.

### **STUDENTS**

Return to inside of building  
Do business as usual

### **ADULTS**

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual



## **LOCKDOWN!** Locks, lights, out of sight.

### **STUDENTS**

Move away from sight  
Maintain silence  
Do not open the door

### **ADULTS**

Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend



## **EVACUATE!** (A location may be specified)

### **STUDENTS**

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

### **ADULTS**

Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults



## **SHELTER!** Hazard and safety strategy.

### **STUDENTS**

Use appropriate safety strategy for the hazard

#### **Hazard**

Tornado  
Hazmat  
Earthquake  
Tsunami

#### **Safety Strategy**

Evacuate to shelter area  
Seal the room  
Drop, cover and hold  
Get to high ground

### **ADULTS**

Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults



## MEMORANDUM OF UNDERSTANDING

### Standard Response Protocol (“SRP”) Memorandum of Understanding (“MOU”) with The “I Love U Guys” Foundation (“The Foundation”)

This Memorandum of Understanding (“MOU”) between The Foundation and the undersigned School District or Individual School (collectively, the “Organization”) is effective as of the date it is signed by Organization.

#### Standard Response Protocol Program Description:

The Foundation created its *proprietary* Standard Response Protocol (“SRP”) for classrooms response based on Five actions. When communicating these actions, the action is labeled with a “**Term of Art**” and is then followed by a **Directive**. Execution of the action is performed by active participants, including students, staff, teachers and first responders.

#### Purpose of Using Terms of Art:

By standardizing vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers and staff this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

#### Terms of Art:

- The “Term of Art” **Hold** is followed by the Directive “**In your room or area**” (or announce a location). The action is for the purpose of keeping halls and/or common areas clear until an incident is resolved.
- The “Term of Art” **Secure** is followed by the Directive “**Get Inside. Lock Outside Doors.**” The action associated with Lockout is to bring participants into the Building, and secures the building’s outside perimeter by locking appropriate windows, doors or other access points.
- The “Term of Art” **Lockdown** is followed by the Directive “**Locks, Lights, Out of Sight**” The action associated with Lockdown is to secure individual classroom doors, move away from inside corridor line of sight and maintain silence until first responders release the room.
- The “Term of Art” **Evacuate** is followed by the Directive “**To a Location**” (Where Location is announced.) The action associated with Evacuate is to move students and staff from one location to another.
- The “Term of Art” **Shelter** is followed by the Directive “**Type and Method**” (Where Type is one of the following: For Tornado, For Hazmat, For Bomb. Method is one of the following: And seal, In Silence, Drop, Cover and Hold.) The action associated with Shelter is dependent on the stated Type and Method.

#### Agreement by Organization:

1. Organization agrees to incorporate SRP in the official, existing, written safety plans for the district or school, as applicable, either in the body or as an addendum or amendment.
2. Organization agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Foundation and other department, district or agency SRP Liaisons.

3. Organization agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.
4. Organization agrees to provide Law Enforcement Agencies having jurisdiction within the district/school with notice of compliance with SRP terms of art and directives.
5. Organization agrees to provide Fire Departments having jurisdiction within the district/school with notice of compliance with SRP terms of art and directives.
6. Organization agrees to provide Emergency Medical Services having jurisdiction within the district/school with notice of compliance with SRP terms of art and directives.
7. Organization agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
8. Organization agrees to provide students with training on the SRP at least once per school year.
9. Organization agrees to provide staff with training on the SRP at least once per school year.
10. Organization agrees to drill each action.
11. Organization agrees to provide parents with either printed material or notice of online availability of material at <http://www.iloveuguys.org>.
12. Organization is responsible for physical material production of any online resources provided by The Foundation. The District is not required to utilize printing services provided by The Foundation for production of support materials.
13. Organization will provide The Foundation with one representative copy of printed or electronic materials produced from online materials provided by The Foundation.
14. Organization will engage in a best effort to provide The Foundation with contact information for other agencies, departments, services, schools participating with the School District regarding the SRP.

**Agreement by The “I Love U Guys” Foundation:**

1. The Foundation agrees to host training materials on the Website available publicly at the Uniform Resource Locator <http://iloveuguys.org>. Such training materials may be updated from time to time by The Foundation.
2. The Foundation agrees to provide training materials and support materials online to Organization’s staff, students, teachers and parents at no charge to Organization.
3. The Foundation agrees to provide training materials and support materials online to Law Enforcement Agencies at no charge.
4. The Foundation agrees to provide training materials and support materials online to Fire Departments at no charge.
5. The Foundation agrees to provide training materials and support materials online to Emergency Medical Services at no charge.
6. The Foundation agrees to provide training materials and support materials online to County and/or City Emergency Managers at no charge.
7. The Foundation offers brokered printing services for production of printed support materials. Organization is not required to use The Foundation’s brokered printing services for production of printed support materials.
8. The Foundation provides hands-on training sessions on request for a charge in locations around the United States. Organization is under no obligation to host or attend these training sessions.
9. The Foundation will notify the SRP Liaison via Written or Electronic communications in the event of new or updated materials available on the Website.

10. The Foundation will maintain a record of all Written or Electronic communication with the Organization.

**Updates to SRP:** The Foundation may update its SRPs and its Terms of Art from time to time and will notify Organization of any such updates. The Organization agrees to implement any such changes in a reasonable time frame.

**Term/Termination:** This MOU is effective as of the date it is signed by the Organization and shall continue in effect for two (2) years ("Term"). Organization and Foundation may agree to extend the upon mutual written agreement. Organization may terminate this MOU via Written or Electronic notification at any time. Upon termination, Organization will cease using any Standard Response Protocol materials provided by The Foundation. The Foundation may terminate this MOU upon notice if it determines that Organization is not performing its obligations under this MOU, including using the Terms of Art as they may change from time to time.

**Notices:** All notices and other communications required or permitted under this MOU shall either be sent by certified mail, return receipt requested, by reputable overnight courier service with confirmation of delivery and addressed to the Parties at their addresses first set forth below or to the email addresses set forth below. The parties shall notify each other if such contact information changes.

**No Partnership.** Nothing contained in this MOU shall create or be deemed to create a partnership or agency between the Organization and The Foundation.

**Counterparts/Electronic Execution.** This MOU may be executed in counterparts and digital copies, each of which shall be deemed an original and all of which shall constitute a single instrument.

\*\*\*\*\*

**Name of Organization:** Northland Community Schools

Address/City/State/ZIP:316 Main St E, Remer, MN 56672

Authorized Representative Name: Pat Rendle

---

Signature

Title: Superintendent

Date: 10/28/2021

Email Address: prendle@isd118.org

Phone: (218) 566-2351

**The I Love U Guys Foundation** Authorized Representative:

Signature:

Title:

Date:

Email to: MOU@iloveguys.org

or Mail to: The "I Love U Guys" Foundation, PO Box 919, Conifer, CO 80433



*Where School Boards Learn to Lead*



**2022  
Leadership  
Conference  
In Person!**

**January 13-14, 2022**  
**Minneapolis Convention Center**

- Learning to Lead – School Board Basics: Phase I, January 11, Hilton Hotel Minneapolis
- Leadership Foundations – School Finance and Management: Phase II, January 12, Hilton Hotel Minneapolis
- Charter School Board Member Training, January 12, Hilton Hotel Minneapolis
- Evening Early Birds, January 12, Minneapolis Convention Center

# Conference at a Glance

## Tuesday, January 11

6:30 p.m. – 9:30 p.m. Learning to Lead – School Board Basics: Phase I (Hilton Hotel Minneapolis)

## Wednesday, January 12

8:30 a.m. – 4:00 p.m. Leadership Foundations – School Finance and Management: Phase II (Hilton Hotel Minneapolis)

8:30 a.m. – 3:30 p.m. Charter School Board Member Workshop (Hilton Hotel Minneapolis)

7:00 p.m. – 9:30 p.m. Early Bird Sessions (Minneapolis Convention Center)

- Inclusive School Board Leadership, Kinect Education
- When Board Meetings Go Sideways, MSBA staff

## Thursday, January 13

7:30 a.m. Registration

8:00 a.m. Exhibit Hall opens

8:00 a.m. Board Skills Sessions, MSBA staff

8:00 a.m. Board Chair Q & A with MSBA Executive Director

9:00 a.m. Opening Session (doors open)

- Keynote: John Miller: “Personal Accountability and the Question Behind the Question”

11:00 a.m. Exhibit Hall time

11:00 a.m. School Board and Superintendent Support Staff Networking Opportunity

11:00 a.m. School Excellence Showcase

11:30 a.m. Recognition Luncheon

12:50 p.m. Director District Discussions

1:30 p.m. Round Tables

2:30 p.m. Workshops

3:45 p.m. Workshops

5:00 p.m. Governor Tim Walz invited

Minnesota School Board Directors of Color and Indigenous Fellowship Awards and Celebration (after Governor)

## Friday, January 14

7:30 a.m. Registration & Exhibit Hall opens

8:00 a.m. Round Tables

9:15 a.m. Workshops

10:15 a.m. Closing Session (doors open)

- Keynote: Cindra Kamphoff: “Shifting Your Mindset: Developing Resilience and Grit in Uncertain Times”

Noon Adjourn

Visit <https://mnmsba.org/workshops-events/msba-leadership-conference> for more details.

Visit [www.mnmsba.org/LeadershipConferenceHousing](http://www.mnmsba.org/LeadershipConferenceHousing) to register for housing online or call 888-947-2233 between 9:00 a.m. and 3:00 p.m.

**Thank you to Ratwik, Roszak and Maloney, P.A.,  
for supporting the printing and mailing of this conference brochure.**

# Featured Speakers



**Thursday, January 13**

**John G. Miller**

**“Personal Accountability and The Question Behind the Question”**

In this last year, more than ever, board members have seen the all-too common traps of complaining, victim thinking, entitlement, finger-pointing, and blame from our communities and others in school districts. How do we practice personal accountability while bringing our communities and school districts back together for the common purpose of student achievement of all students?

Are you asking yourself:

- How can I provide leadership in this changing world?
- What can I do to develop myself?
- What can I do to understand other people’s challenges and frustration?
- How can I become part of the solution?

Explore a practical method for putting personal accountability into daily action for yourself and those around you. An invaluable resource for anyone seeking to learn, grow, and change in their leadership role and everyday life.

## **Biography**

John Miller was born in 1958 in Ithaca, N.Y. At 18, John asked 16-year-old Karen on a date and they married in June 1980. They finally settled in Minneapolis. In early 1986, John began a new career providing leadership and sales management training to Twin Cities’ corporations from all industries.

This is how and when John created *QBQ! The Question Behind the Question*. Throughout a decade of selling and facilitating training for executives and managers, he discovered the incredible need for personal accountability. In 1995, he chose to become a keynote speaker, titling his sessions “Personal Accountability and the QBQ!”—even though some people told him that “personal accountability isn’t a topic.” John’s speaking career took off and he began writing books, gaining the new title of “author.”



**Friday, January 14**

**Cindra Kamphoff**

**“Shifting Your Mindset: Developing Resilience and Grit in Uncertain Times”**

In uncertain times, we need to master our mindset and emotions every day to handle the challenges we experience in our lives and as school board members. Join Dr. Cindra Kamphoff, a consultant to the World’s Best, to learn how to lead yourself and your team with resilience and grit to embrace today’s challenges.

## **Biography**

Dr. Kamphoff is recognized nationally for her work and contributions to the field of performance psychology. As a leader, high performance coach, author, professor, and speaker, Dr. Kamphoff brings passion, energy, and authenticity to her work with athletes, performers, and business people. She believes we perform each day, and the strategies and skills used to enhance performance in sport are similar strategies and skills used to enhance life.

She received her M.S. and Ph.D. degrees in Sport and Performance Psychology from the University of North Carolina at Greensboro, and her B.S. from the University of Northern Iowa. She is the CEO of Mentally Strong Consulting, a consulting company that provides mental training for individuals, teams, and groups. She has over 20 years of work with elite, Olympic, college, and high school athletes.

# Pre-Conference Extras

Registration begins 30 minutes before each workshop.  
All workshops are held at the Hilton Hotel Minneapolis.

## **Learning to Lead – School Board Basics: Phase I**

6:30 p.m. – 9:30 p.m. Tuesday, January 11

Tuition is \$125. Walk-ins add \$10.

Help new board members hit the ground running with this session. *Learning to Lead – School Board Basics: Phase I* covers the role of the school board, the role of the superintendent, the leadership team relationship, and common scenarios facing new board members.

Visit <https://mnmsba.org/workshops-events/learning-to-lead-school-board-basics-phase-i> for more information and to register.

## **Leadership Foundations – School Finance and Management: Phase II**

8:30 a.m. – 4:00 p.m. Wednesday, January 12

Tuition is \$210. Walk-ins add \$20.

Presented by MSBA staff and state experts. *Leadership Foundations – School Finance and Management: Phase II* includes the training school boards are required to have by state law. The session covers core topics such as the budget, school finance, local levies, policies, significant laws affecting school boards, collective bargaining, and personnel issues.

Visit <https://mnmsba.org/workshops-events/leadership-foundations-school-finance-and-management-phase-ii> for more information and to register.

## **Charter School Board Member Workshop**

8:30 a.m. – 3:30 p.m. Wednesday, January 12

Tuition is \$210 for MSBA Charter Associates; \$270 for Non-Associates. Walk-ins add \$20.

Presented by MSBA staff. This workshop covers the three state-mandated areas for charter school board members: governance, employment, and finance. Charter school board members are required to start these workshops within six months of election to a charter school board and complete the workshops within one year.

Visit <https://mnmsba.org/workshops-events/charter-school-board-training> to register.

# Pre-Conference Extras: Evening Early Birds

Registration begins 30 minutes before each workshop.  
All workshops are held at the **Minneapolis Convention Center**.

## **Inclusive School Board Leadership**

7:00 p.m. – 9:30 p.m. Wednesday, January 12

Tuition: \$125; walk-ins add \$10

*Presenters: Staff, Kinect Education*

Inclusive School Board Leadership engages school board members to consider their role in creating equitable and inclusive learning environments. Ensuring a district-wide sense of value and belonging requires that all school board members have the tools they need to provide inclusive recommendations, make inclusive decisions, and achieve equitable success in academic outcomes. Join the partners of Kinect Education Group for an immersive and engaging session with tangible takeaways and tools for success as an inclusive school board member.

## **When Board Meetings Go Sideways**

7:00 p.m. – 9:30 p.m. Wednesday, January 12

Tuition: \$125; walk-ins add \$10

*Presenters: Staff, Minnesota School Boards Association*

Public school boards are facing more instances of public incivility, interruptions of meetings, and problems when citizens don't follow courtesies for open forum. Learn some strategies for keeping your board meetings on point and walk through some small group scenarios on handling difficult situations at board meetings. This workshop will be interactive and will involve table-top exercises.

## **Health & Safety**

MSBA will monitor the impact of the COVID-19 pandemic on in-person events. We are working closely with our hotels and the Minneapolis Convention Center to help mitigate and prevent the spread of COVID-19 to provide a safe conference experience. We are also following CDC (Centers for Disease Control) guidance, as well as local, state, and federal guidelines.

No matter our safety protocols, there is an inherent risk of exposure to COVID-19 with any public gathering. The best way to have a safe event is for everyone to be diligent about their own personal safety both inside and outside of the conference. With many school districts having implemented masking requirements, we anticipate that our conference safety guidelines will align with those policies. As our guidelines are finalized, we will continue to inform attendees through emails as well as on the MSBA website.

# Workshop Topics & Special Features

**Workshop topics:** In December, view a complete list of workshops with descriptions at <https://mnmsba.org/workshops-events/msba-leadership-conference>.

Workshop topics will include: School-Based Mental Health, Engineering in the Classroom, Board Meeting Management, Board-Superintendent Relationships, Contracts, Nutrition, Creative Collaboration, MSHSL, PELSB, Law Updates, Data Practices, Crisis Management, Finance, and much more.

## SPECIAL FEATURES

### Skills Sessions

Join us Thursday morning for special sessions on the nitty-gritty aspects of school boarding: The Open Meeting Law, superintendent contracts, and legislative advocacy. Board chairs can attend a special session to talk to MSBA Executive Director Kirk Schneidawind about what districts need from MSBA.

### School Excellence Showcase

Visit with proud Minnesota students and staff who are showcasing unique programs from their schools.

### Recognition Luncheon

Celebrate the accomplishments of Minnesota's school leaders at Thursday's luncheon. Registration is required.

### Director District Discussions and Elections

Your MSBA Director District representatives will be setting aside time to meet with board members from their region. Director Districts with openings on the MSBA Board of Directors will also have presentations from board members running for those positions. Bring any issues you'd like to discuss to add to the conversation.

### Round Tables

Join us for two 20-minute sessions 1:30 p.m. Thursday, and three rounds of 20-minute sessions 8:00 a.m. Friday in the Exhibit Hall. These informal sessions provide a great opportunity to converse with an expert in a small-group setting.

### Minnesota School Board Directors of Color and Indigenous (MSBDOCI) Fellowship Awards and Celebration

The Minnesota School Board Directors of Color and Indigenous Fellowship will present the 2022 Annual Lighthouse and Xiong Awards. All are welcome to attend.

### School Board and Superintendent Support Staff Networking Opportunity

Get to know other school district staff with similar positions and job duties. Share tips and tricks to become the most effective in your position. Connect and check-in with your colleagues.

# Join Us in Person

## Reserve Your Hotel Room Today

Housing is open for the 2022 MSBA Leadership Conference. MSBA encourages you to **make your hotel reservation early** at one of our long-time conference hotels (the Hilton Minneapolis, the Millennium Hotel, and Hyatt Regency Minneapolis).

Please visit <https://mnmsba.org/workshops-events/leadership-conference-housing> to make your housing reservations as early as possible.



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# Update Board Members' Information As Soon As Election Results are Canvassed

## How Do I Update My Board Members' Information?

After Election Day, a district administrator needs to log into [www.mnmsba.org](http://www.mnmsba.org) and click on the Member Admin link (located toward the top right of the screen) to let us know who your new board member(s) are and who will be leaving your board. You will be asked to enter contact information (address, e-mail address, phone number, etc.) for the new board member(s).

## Why?

Registration for all MSBA events is online only. The MSBA database must be updated before event registration for any new board member(s) can occur.

## Registration

The Leadership Conference registration/tuition is FREE as a benefit to your district for being a member of MSBA. Even though the conference is free, please go online to register your attendees.

Other pre-conference and conference-related opportunities to register for include:

- Learning to Lead – School Board Basics: Phase I (\$125) – January 11, 2022
- Leadership Foundations – School Finance and Management: Phase II (\$210) – January 12, 2022
- Early Bird Workshops (\$125) – January 12, 2022
- The Recognition Luncheon (\$38) – January 13, 2022

To register for the above-mentioned opportunities, please visit <https://mnmsba.org>. After logging in, click on the "Member Admin" link at the top of the webpage and then click on "Event Registration." All registrations should go through your district office.

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**Watch for the MSBA Leadership Conference App!**

## Minnesota School Boards Association

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St. Peter, MN 56082

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

Phone: 507-934-2450

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