



Independent School District #146
Regular School Board Meeting
7:00 PM on June 20, 2023
Barnesville High School
302 3rd Street South
Barnesville, MN 56514

1. Call to Order

The meeting was called to order by Chair Bredman at 7:01 PM

2. Roll Call

Board Members present: Marla Field, Ryan Lindbom, Crystal Henderson, Dion Bredman, Jacob Thompson, Andrew Maier, Dave Herbranson and Superintendent Ellerbusch

Guests present: Laura Lempe, Tammy Maesse, Michael Stein, Erin Ellingson, Jodi Samuelson and Brooke Fradet

3. Pledge of Allegiance

4. Approval of Agenda

5. Approval of Minutes

1. Call to Order

The meeting was called to order by Chair Bredman at 7:00 PM.

2. Roll Call

Members present: Marla Field, Ryan Lindbom, Crystal Henderson, Dion Bredman, David Herbranson. Jacob Thompson arrived late, at 7:55 PM.

Guests present: Shari Grabow, Heather Winkler, Megan Hoyer, Ben Del Greco, Chris Messer, Greg Berg, Sarah Poepping, Bryan Strand, Todd Henrickson, Aaron Schindler, Michael Stein, Jodi Samuelson, Brooke Fradet, Alex Coke.

3. Pledge of Allegiance

4. Approval of Agenda

Vote to approve the agenda as presented/amended. This motion, made by David Herbranson and seconded by Crystal Henderson, Passed.

5. Approval of Minutes

Vote to approve the minutes of the regular school board meeting on April 17, 2023 as presented/amended. This motion, made by Ryan Lindbom and seconded by Marla Field, Passed.

6. Claims, Accounts and Financial

Vote to approve claims, wires and all other financial reports as presented. This motion, made by Marla Field and seconded by David Herbranson, Passed.

7. Appreciation, Recognition and Presentations

7.A. Washington, D.C. Student Trip in June 2025

Motion to approve the Washington D.C. trip in June 2025. This motion, made by Ryan Lindbom and seconded by Crystal Henderson, Passed.

7.B. Spain Student Trip in June 2024

Motion to approve the Spain Trip June 2024. This motion, made by Ryan Lindbom and seconded by Crystal Henderson, Passed.

8. Recognition of Citizens for Input Purposes

9. Reports/News

9.A. High School Principal's Report

9.B. Elementary Principal's Report

9.C. Director of Student Activities and Community Education Coordinator's Report

9.D. Superintendent's Report

9.E. Board Committee Reports

10. Removal of Consent Items for Discussion

11. Approval of Consent Items

Vote to approve the consent agenda items as presented/amended items 11.A. 1-47, 11.B.1-32, Addendum items 13.A-F, and 12.O. from new business. This motion, made by Ryan Lindbom and seconded by Marla Field, Passed.

11.A. Personnel

11.A.1) Lane Change for Sarah Poepping from MA to MA +10

11.A.2) Sadie Windego as HS FACS Teacher

11.A.3) Brandi Holleman's Resignation as a 5th Grade Teacher

11.A.4) Sam Olson's Resignation as an English Teacher

- 11.A.5) Hope Olson's Resignation as a Paraprofessional
- 11.A.6) Taylor Karger's Resignation as JV Volleyball Coach
- 11.A.7) Madison Haman's Resignation as C-Team Volleyball Coach
- 11.A.8) Casey Braton as a Volunteer Junior High Baseball Coach
- 11.A.9) Trinity Gregg as Volunteer Softball Coach for 2023 Season
- 11.A.10) Cassie Blomberg as Kids Club Program Assistant Leader for Summer 2023
- 11.A.11) Annabelle Ellerbusch as Kids Club Program Assistant Leader for Summer 2023
- 11.A.12) Mathea Jablonsky as Kids Club Program Assistant Leader for Summer 2023
- 11.A.13) Emily Olson as Kids Club Program Assistant Leader for Summer 2023
- 11.A.14) Kayla Snow as Kids Club Program Assistant Leader for Summer 2023
- 11.A.15) Brooke Sossa as Kids Club Program Assistant Leader for Summer 2023
- 11.A.16) Lindsey Rotz as Kids Club Program Student Assistant for Summer 2023
- 11.A.17) Brynn Sossa as Kids Club Program Student Assistant for Summer 2023
- 11.A.18) Ava Schilling as Kids Club Program Student Assistant for Summer 2023
- 11.A.19) Aaron Schindler as BHS Speed & Strength; Quickness & Agility for Summer 2023
- 11.A.20) Shane Sigler as BHS Speed & Strength; Quickness & Agility for Summer 2023
- 11.A.21) Jayla Amundson as Youth Softball/T-ball for Summer 2023
- 11.A.22) Macie Blilie as Youth Softball/T-ball for Summer 2023
- 11.A.23) Erica Field as Youth Softball/T-ball for Summer 2023
- 11.A.24) Rylee Bauer as Youth Softball for Summer 2023
- 11.A.25) Ava Huesman as Youth Softball for Summer 2023
- 11.A.26) Emma Schiling as Youth Softball for Summer 2023
- 11.A.27) Mya Stuvland as Youth Softball for Summer 2023
- 11.A.28) Lillian Trowbridge as Youth Softball for Summer 2023
- 11.A.29) Jaxon Berg as Youth Baseball for Summer 2023
- 11.A.30) Benjamin Braton as Youth Baseball for Summer 2023
- 11.A.31) Logan Ehlert as Youth Baseball for Summer 2023
- 11.A.32) Dovante Russell as Youth Baseball for Summer 2023
- 11.A.33) Jacob Strand as Youth Baseball for Summer 2023
- 11.A.34) Bryan Strand as Varsity Football Camp for Summer 2023
- 11.A.35) Nate Strand as Elementary Football Camp for Summer 2023
- 11.A.36) Elora Passa as Volleyball Camp for Summer 2023
- 11.A.37) Samantha Passa as Volleyball Camp for Summer 2023
- 11.A.38) Ryan Bomstad as Girls Basketball Camp for Summer 2023
- 11.A.39) Matt Askegaard as Boys Basketball Camp for Summer 2023
- 11.A.40) Tracy Hinsz as Basketball Shooting & Competitive Camps for Summer 2023
- 11.A.41) Kyle Ness as Babe Ruth Volunteer for Summer 2023
- 11.A.42) Craig Samuelson as Babe Ruth Volunteer for Summer 2023
- 11.A.43) Kailee Olson as 18U Softball Volunteer for Summer 2023
- 11.A.44) Lisa Gilbertson as Youth Camps for Summer 2023
- 11.A.45) Carrie Jenkins as Youth Camps for Summer 2023
- 11.A.46) Chris Messer as Youth Camps for Summer 2023
- 11.A.47) Sandy Meyer as Youth Camps for Summer 2023
- 11.B. Donations

- 11.B.1) \$2,000 Donation from Barnesville Lions Club for 2023 Summer Field Trips for Elementary Students
- 11.B.2) \$500 Donation from Barnesville Thursday Nite Lions Club for 2023 Summer Field Trips for Elementary Students
- 11.B.3) \$300 Donation from Klassy Kuts by Katie Jo Selfridge for 2023 Summer Field Trips for Elementary Students
- 11.B.4) \$200 Donation from Anonymous for 2023 Summer Field Trips for Elementary Students
- 11.B.5) \$150 Donation from CK Accounting (Calyn Kenyon) for 2023 Summer Field Trips for Elementary Students
- 11.B.6) \$100 Donation from Briana Chezum for 2023 Summer Field Trips for Elementary Students
- 11.B.7) \$100 Donation from Ron & Florence Johnson for 2023 Summer Field Trips for Elementary Students
- 11.B.8) \$100 Donation from Nadia Fronning for 2023 Summer Field Trips for Elementary Students
- 11.B.9) \$100 Donation from Gleave Family for 2023 Summer Field Trips for Elementary Students
- 11.B.10) \$100 Donation from Kendra Julsrud for 2023 Summer Field Trips for Elementary Students
- 11.B.11) \$100 Donation from Amber LaBelle for 2023 Summer Field Trips for Elementary Students
- 11.B.12) \$100 Donation from Charlene Messer for 2023 Summer Field Trips for Elementary Students
- 11.B.13) \$100 Donation from Susie Winkler for 2023 Summer Field Trips for Elementary Students
- 11.B.14) \$50 Donation from Leah Wright for 2023 Summer Field Trips for Elementary Students
- 11.B.15) \$40 Donation from Jaden & Carissa Cuypers for 2023 Summer Field Trips for Elementary Students
- 11.B.16) \$30 Donation from Brandon & Julia Gerner for 2023 Summer Field Trips for Elementary Students
- 11.B.17) \$30 Donation from Brandy Jeffries for 2023 Summer Field Trips for Elementary Students
- 11.B.18) \$20 Donation from Kris Haycraft for 2023 Summer Field Trips for Elementary Students
- 11.B.19) \$20 Donation from Erik Kuik for 2023 Summer Field Trips for Elementary Students
- 11.B.20) \$100 Donation from Barnesville Bus Company for Golf Team
- 11.B.21) \$100 Donation from Farmers Co-Operative Oil for Golf Team
- 11.B.22) \$100 Donation from Orthopedic and Sports Medicine Specialists of Fargo for Golf Team
- 11.B.23) \$50 Donation from Barnesville Drug & Hardware for Golf Team
- 11.B.24) \$50 Donation from Dean's Bulk Service for Golf Team
- 11.B.25) \$900 Donation from Microsoft-Benevity Fund for Softball Team
- 11.B.26) \$1,250 Donation from Barnesville Rod N Gun for Trap Team

- 11.B.27) \$1,000 Donation from Country Classic Cabinets for Trap Team
- 11.B.28) \$100 Donation from Barnesville Bus Company for Summer Rec T-shirts
- 11.B.29) \$100 Donation from Barnesville Chiropractic for Summer Rec T-shirts
- 11.B.30) \$100 Donation from Barnesville Drug & Hardware for Summer Rec T-shirts
- 11.B.31) \$100 Donation from Barnesville Record Review for Summer Rec T-shirts
- 11.B.32) \$70 Donation from Barnesville Literary League for HS Library

12. New Business

12.A. Transportation Service Agreement with Barnesville Bus Company

Vote to approve agreement with Barnesville Bus Company for transportation services in 2023-2025. This motion, made by Jacob Thompson and seconded by Ryan Lindbom, Passed.

12.B. Health and Safety Service Agreement with Lakes Country Service Cooperative

Vote to approve the Health and Safety Service Agreement with Lakes Country Service Cooperative from July 1, 2023 through June 30, 2026. This motion, made by Marla Field and seconded by Ryan Lindbom, Passed.

12.C. Additional Service Agreement with Lake Agassiz Education Cooperative

Vote to approve the Agreement with Lake Agassiz Education Cooperative for additional speech-language pathologist and school social worker services for SY2023-24. This motion, made by Marla Field and seconded by Jacob Thompson, Passed.

12.D. Delta Dental Renewal through National Insurance Services

Vote to approve Delta Dental renewals through National Insurance Services from July 1, 2023 through June 30, 2024. This motion, made by Jacob Thompson and seconded by David Herbranson, Passed.

12.E. Health Insurance Renewal with Lakes Country Service Cooperative and Medica

Vote to approve health insurance renewal with Lakes Country Service Cooperative and Medica from July 1, 2023 through June 30, 2025. This motion, made by Marla Field and seconded by Dion Bredman, Passed.

12.F. HVAC in HS Math Classrooms

Vote to approve scope of work and budget for HVAC work in HS Math Classrooms. This motion, made by Jacob Thompson and seconded by Marla Field, Passed.

12.G. Items for Remaining Voter Approved Authority

Vote to approve presented list of items using dollars made available by remaining voter approved authority. This motion, made by Ryan Lindbom and seconded by Crystal Henderson, Passed.

12.H. Naming of Strategic Partners Representatives

Vote to approve as strategic partners representatives as Ryan Lindbom and Andrew Maier. This motion, made by Jacob Thompson and seconded by Dion Bredman, Passed.

12.I. Membership in the Minnesota State High School League (MSHSL)

Vote to approve 2023-2024 Resolution for membership in the MSHSL. This motion, made by Jacob Thompson and seconded by David Herbranson, Passed.

Those in favor: Marla Field, Ryan Lindbom, Crystal Henderson, Dion Bredman, David Herbranson and Jacob Thompson

Those against: None

12.J. Salary for Summer Softball Coordinator/Head Coach

Vote to increase the salary for the summer softball coordinator/head coach to \$3,000. This motion, made by Jacob Thompson and seconded by David Herbranson, Passed.

12.K. Hourly Wage for Summer Rec Coaches

Vote to pay summer rec coaches on the A-1-1 schedule for school employees. This motion, made by David Herbranson and seconded by Jacob Thompson, Passed.

12.L. 6 Wage Steps for Babe Ruth 14/15 and Softball 14U & 18U Coaches

Vote to approve the 6 wage steps for Babe Ruth 14/15 and Softball 14U & 18U coaches Step 1 - \$1,250 Step 2 - \$1,275 Step 3 - \$1,300 Step 4 - \$1,325 Step 5 - \$1,350 Step 6 - \$1,375. This motion, made by Ryan Lindbom and seconded by Crystal Henderson, Passed.

12.M. 6 Wage Steps for Babe Ruth 13 Coaches

Vote to approve the 6 wage steps for Babe Ruth 13 coaches Step 1 - \$1,000 Step 2 - \$1,025 Step 3 - \$1,050 Step 4 - \$1,075 Step 5 - \$1,100 Step 6 - \$1,125. This motion, made by Ryan Lindbom and seconded by Crystal Henderson, Passed.

12.N. Rates for Kids Club SY2023-24

Vote to approve the SY2023-2024 Kids Club rates to \$5/daily for morning hours and \$9/daily for afternoon hours. This motion, made by Jacob Thompson and seconded by Ryan Lindbom, Passed.

12.O. Sara Hough on Community Education Advisory Board

13. Addendum

13.A. Sara Larson as HS English Teacher

13.B. Carolin Rotz as Volunteer Head Boys and Girls Cross Country Coach

13.C. Elizabeth Schindler as Volunteer Assistant Boys and Girls Cross Country Coach

13.D. Lexi Bolgrean as JV/JH Softball Coach

13.E. Nycole Mouritsen's Resignation as JV/JH Softball Coach and 9th Grade Basketball Coach

13.F. \$3,089.82 Donation from Barnesville Area Community Fund for School Projects

14. Discussion/Information

15. Enrollment Update

16. Dates to Remember

16.A. Regular School Board Meeting

A Special School Board Meeting scheduled for June 1st at 7:00 PM to discuss option from teachers for cost savings.

16.A.1) Tuesday, June 20, 2023, 7:00 PM, Barnesville High School

17. Adjournment

Vote to adjourn the meeting at 8:46 PM. This motion, made by Ryan Lindbom and seconded by Marla Field, Passed.

Special School Board Meeting
Thursday, June 1, 2023 7:00 PM Central

1. Call to Order

Clerk Ryan Lindbom called the Special Meeting to order at 7:01 PM.

2. Roll Call

Board Members Present: Ryan Lindbom, Jacob Thompson (arrived at 7:02), Dave Herbranson, Andy Maier, Marla Field, Crystal Henderson (arrived at 7:05) and Superintendent Ellerbusch
Guests present: Bryan Strand, Todd Henrickson, Jodi Samuelson, Carrie Jenkins, Michael Stein, Jim Joy, Heather Winkler, Lindsey Held, Mariah Dant, Mariah Dant, Chris Messer, Karie Martinson, Lynn Thorkildson, Greg Berg.

3. Pledge of Allegiance

4. Approval of Agenda

Vote to approve the agenda as presented/amended. This motion, made by Ryan Lindbom and seconded by Andrew Maier, Passed.

5. Recognition of Citizens for Input Purposes

6. Appreciation, Recognition and Presentations

6.A. State Representative Jim Joy

7. New Business

7.A. Recommendations for FY24 Budget Savings

Vote to approve recommendations for FY24 budget savings minus the \$7000 for Title Teacher prep for non-certified employees. This motion, made by Marla Field, Unseconded. 2nd Vote to approve recommendations for FY24 budget savings with all recommendations. This motion, made by Ryan Lindbom and seconded by Andrew Maier, Passed.

7.B. Casework in 16 Elementary Classrooms

Vote to approve Christianson's materials and labor bid of \$197,932.48 for casework in 16 Elementary classrooms and \$98,966.24 to be immediately paid as a deposit. This motion, made by Marla Field and seconded by David Herbranson, Passed.

7.C. Playground Equipment at Elementary School

Vote to approve playground equipment at Elementary School priced at State bid. This motion, made by David Herbranson and seconded by Crystal Henderson, Passed.

7.D. Wood Chips and Border for Elementary Playgrounds

Vote to approve proposal from My Turn Playsystems for wood chips and border for Elementary Playgrounds. This motion, made by Ryan Lindbom and seconded by David Herbranson, Passed.

7.E. Concrete at Elementary and High School

Vote to approve Santana Concrete LLC's materials and labor bid for concrete work at the Elementary and High School. This motion, made by Jacob Thompson and seconded by Andrew Maier, Passed.

7.F. Items for Remaining Voter Approved Authority

Vote to approve presented list of items using dollars made available by remaining voter approved authority. This motion, made by Marla Field and seconded by Andrew Maier, Passed.

7.G. Storage Shed

Information discussed

8. Adjournment

Vote to adjourn the meeting at 8:32 PM. This motion, made by Ryan Lindbom and seconded by Andrew Maier, Passed.

TREASURER'S REPORT

		<u>2022-23</u>	<u>2021-22</u>
Book Balance 5/1/23		\$759,697.99	\$1,476,900.42
Receipts			
5/1/2023	17,194.29		
5/2/2023	6,061.22		
5/3/2023	3,878.82		
5/4/2023	2,865.63		
5/5/2023	4,123.61		
5/8/2023	5,408.24		
5/9/2023	25,619.98		
5/10/2023	1,394.04		
5/11/2023	3,065.00		
5/12/2023	1,014.40		
5/15/2023	404,835.69		
5/16/2023	20,070.74		
5/17/2023	3,209.64		
5/18/2023	1,307.03		
5/19/2023	3,559.13		
5/22/2023	2,817.90		
5/23/2023	1,881.89		
5/24/2023	2,059.19		
5/25/2023	11,547.79		
5/26/2023	80,108.69		
5/30/2023	492,737.90		
5/31/2023	162,507.12		
Net In Transit	(7,485.43)	<u>\$1,249,782.51</u>	<u>\$1,347,205.49</u>
		<u>\$2,009,480.50</u>	<u>\$2,824,105.91</u>
Disbursements		<u>\$1,449,526.77</u>	<u>\$1,641,031.93</u>
Book Balance	5/31/2023	\$559,953.73	\$1,183,073.98
Student Activities		\$150,413.33	\$173,119.81
MSDLAF Investment		\$2,962,822.24	\$2,161,088.06
Bond 2019A Investments		\$260,011.84	\$1,268,427.17
2023 Bond Investments		\$2,488,898.54	\$0.00
Midwest Money Market		<u>\$643,253.42</u>	<u>\$930,109.38</u>
Actual Balance		<u><u>\$7,065,353.10</u></u>	<u><u>\$5,715,818.40</u></u>

FUND	BEGINNING BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE	BALANCE
General	\$3,586,435.34	\$2,254,318.27	\$2,336,522.61	\$3,504,231.00 *	\$3,250,509.68 ^
Student Activities	\$196,264.62	\$23,840.49	\$69,691.78	\$150,413.33	\$173,119.81
Food Service	\$262,623.55	\$49,511.16	\$99,338.07	\$212,796.64	\$277,587.24
Community Service	(\$44,006.51)	\$60,326.77	\$30,061.11	(\$13,740.85)	(\$10,193.67)
Building Construction	\$158,736.21	\$2,550,466.06	\$134,398.86	\$2,574,803.41	\$1,640,185.55
Debt Service	\$232,920.23	\$403,929.34	\$0.00	\$636,849.57	\$384,609.79
Total	<u>\$4,392,973.44</u>	<u>\$5,342,392.09</u>	<u>\$2,670,012.43</u>	<u>\$7,065,353.10</u>	<u>\$5,715,818.40</u>

* Balance includes \$2,502,602 of restricted/committed funds.

^ Balance includes \$12,300,567 of restricted/committed fund, including \$10,255,316 for the building project.

Minnesota School District Liquid Asset Fund Plus
May 2023

Max Account	\$2,232,717.73
Liquid Account	\$2,104.51
2023 Bond Proceeds Account	\$2,488,898.54
Certificate of Deposit	\$728,000.00

Investment Date	Institution	Maturity Date	Rate	Investment Amount	Value at Maturity	
6/23/2022	First Mid-Illinois Bank & Trust, Mattoon, IL	6/23/2023	2.85%	\$242,000.00	\$249,260.00	
1/17/2023	Financial Federal Savings Bank, Memphis, TN	7/17/2023	4.75%	\$150,000.00	\$153,644.79	
8/2/2022	First Bank of Ohio, Tiffin, OH	8/2/2023	3.10%	\$100,000.00	\$103,250.00	
4/4/2023	First Internet Bank of Indiana, Indianapolis, IN	4/4/2024	5.44%	\$236,000.00	\$249,192.40	
Total Minnesota School District Liquid Asset Fund Plus						\$5,451,720.78

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Midwest Bank
P.O. Box 703
Detroit Lakes, MN 56502



Independent School Dist 146
PO Box 189
Barnesville, MN 56514

Contact Us
218-847-4771
www.midwestbank.net



Account
Independent School Dist 146

Date
05/31/2023

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IntraFi Cash ServiceSM, or ICS[®], Monthly Statement

The following information is a summary of activity in your account(s) for the month of May 2023 and the list of FDIC-insured institution(s) that hold your deposits as of the date indicated. These deposits have been placed by us, as your agent and custodian, in deposit accounts through IntraFi Cash Service. Funds in your deposit accounts at the FDIC-insured institutions at which your funds have been placed will be "deposits," as defined by federal law.

If you have any questions regarding your ICS statement, please contact your local Midwest Bank office.

Summary of Accounts

Account ID	Deposit Option	Interest Rate	Opening Balance	Ending Balance
*****648	Savings	2.52%	\$259,455.97	\$260,011.84
TOTAL			\$259,455.97	\$260,011.84

Date
05/31/2023

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DETAILED ACCOUNT OVERVIEW

Account ID: *****648
Account Title: Independent School Dist 146

Account Summary - Savings

Statement Period	5/1-5/31/2023	Average Daily Balance	\$259,473.90
Previous Period Ending Balance	\$259,455.97	Interest Rate at End of Statement Period	2.52%
Total Program Deposits	0.00	Statement Period Yield	2.55%
Total Program Withdrawals	(0.00)	YTD Interest Paid	2,889.88
Interest Capitalized	555.87		
Current Period Ending Balance			
	\$260,011.84		

Account Transaction Detail

Date	Activity Type	Amount	Balance
05/31/2023	Interest Capitalization	\$555.87	\$260,011.84

Summary of Balances as of May 31, 2023

FDIC-Insured Institution	City/State	FDIC Cert No.	Balance
First-Citizens Bank & Trust Company	Raleigh, NC	11063	\$11,129.76
Western Alliance Bank	Phoenix, AZ	57512	248,882.08

Barnesville Public Schools #146
Revenue Guideline by Source
Period Ending May 31, 2023

Sequence: Fd, O/S

		B23					% YTD	Remaining
Description		Annual Budget	Period 202311	Year To Date	% YTD	Encumbrances	+ Enc	Balance
01	General Fund							
001	Levies	(1,160,480.00)	(222,511.07)	(1,230,281.50)	106%	0.00	106%	69,801.50
004	Tax Increment Finance Revenue	(10,850.00)	0.00	(10,851.82)	100%	0.00	100%	1.82
010	County Apport	(23,260.00)	(40.63)	(21,545.46)	93%	0.00	93%	(1,714.54)
019	Misc Local	(20,810.00)	(217.49)	(20,136.84)	97%	0.00	97%	(673.16)
021	Revenue from MN Dist	(119,130.00)	0.00	0.00	0%	0.00	0%	(119,130.00)
050	Fees from Patrons	(49,900.00)	(1,671.00)	(38,388.00)	77%	0.00	77%	(11,512.00)
060	Student Activity	(114,300.00)	(26,533.95)	(115,291.08)	101%	0.00	101%	991.08
061	Entry Fee	(9,500.00)	(1,840.00)	(4,890.00)	51%	0.00	51%	(4,610.00)
071	Med Assist Fr Dept of HS	(65,000.00)	(18,718.13)	(94,362.10)	145%	0.00	145%	29,362.10
092	Interest	(85,000.00)	(9,822.76)	(94,593.89)	111%	0.00	111%	9,593.89
093	Rent Facilities	(10,000.00)	(3,192.50)	(6,762.37)	68%	0.00	68%	(3,237.63)
096	Gifts/Bequests	(95,620.00)	(11,065.32)	(101,575.54)	106%	0.00	106%	5,955.54
099	Misc Revene	(79,480.00)	(3,232.42)	(80,929.93)	102%	0.00	102%	1,449.93
201	Endowment Fund Appr	(41,100.00)	0.00	(43,247.63)	105%	0.00	105%	2,147.63
211	Foundation Aid	(7,639,500.00)	(819,507.88)	(6,609,223.01)	87%	0.00	87%	(1,030,276.99)
212	Literacy Incentive Aid	(63,420.00)	0.00	(57,073.60)	90%	0.00	90%	(6,346.40)
227	Abatement	(1,430.00)	0.00	0.00	0%	0.00	0%	(1,430.00)
229	Disparity Reduction	(50.00)	0.00	(43.66)	87%	0.00	87%	(6.34)
234	Hmstd/Ag Market Value Credit	(5,820.00)	0.00	(5,239.22)	90%	0.00	90%	(580.78)
317	LTFM State Aid	(67,900.00)	0.00	(60,195.05)	89%	0.00	89%	(7,704.95)
360	Spec Ed General	(878,200.00)	0.00	(534,814.69)	61%	0.00	61%	(343,385.31)
400	Federal Funds and Grants	(340,390.00)	(21,969.07)	(292,230.24)	86%	0.00	86%	(48,159.76)
401	Federal Funds & Grants	(83,900.00)	(9,167.67)	(73,631.23)	88%	0.00	88%	(10,268.77)
405	Fed.thru Fiscal Agnt	0.00	0.00	(628.00)	0%	0.00	0%	628.00
619	COM Rev Producing Act (Contra)	40,000.00	1,582.35	43,190.63	108%	0.00	108%	(3,190.63)
620	Sale Mat-Rev Producing Act	(80,000.00)	(2,656.07)	(89,133.46)	111%	0.00	111%	9,133.46
621	Sale Mat-Resale Mat	(9,050.00)	(2,166.46)	(7,908.89)	87%	0.00	87%	(1,141.11)
624	Sale of Equipment	(5,000.00)	(253.00)	(353.00)	7%	0.00	7%	(4,647.00)

Barnesville Public Schools #146
Revenue Guideline by Source
Period Ending May 31, 2023

Sequence: Fd, O/S

		B23					% YTD		
Description		Annual Budget	Period 202311	Year To Date	% YTD	Encumbrances	+ Enc	Remaining	Balance
01	General Fund								
625	Insurance Recovery	(5,000.00)	0.00	(2,314.18)	46%	0.00	46%	(2,685.82)	
01	General Fund	(11,024,090.00)	(1,152,983.07)	(9,552,453.76)	87%	0.00	87%	(1,471,636.24)	
02	Food Service								
092	Interest	(250.00)	0.00	0.00	0%	0.00	0%	(250.00)	
099	Misc Revene	(1,000.00)	0.00	(310.00)	31%	0.00	31%	(690.00)	
300	State & Grants	(22,360.00)	(2,859.79)	(24,533.24)	110%	0.00	110%	2,173.24	
400	Federal Funds and Grants	(6,000.00)	0.00	(5,204.17)	87%	0.00	87%	(795.83)	
471	School Lunch Fed	(103,970.00)	(8,821.30)	(122,440.98)	118%	0.00	118%	18,470.98	
472	Free & Reduced Meals	(70,000.00)	(8,866.12)	(67,666.64)	97%	0.00	97%	(2,333.36)	
473	Commodity Cash Program	(200.00)	0.00	(207.90)	104%	0.00	104%	7.90	
474	Commodities	(35,000.00)	0.00	0.00	0%	0.00	0%	(35,000.00)	
476	Breakfast Revenue	(20,000.00)	(2,793.68)	(23,211.96)	116%	0.00	116%	3,211.96	
477	Cash In Lieu Commod	(170.00)	0.00	(173.10)	102%	0.00	102%	3.10	
601	Type A Pupil	(323,000.00)	(25,883.90)	(321,608.01)	100%	0.00	100%	(1,391.99)	
606	Type A Adult	(3,530.00)	(88.40)	(3,686.90)	104%	0.00	104%	156.90	
02	Food Service	(585,480.00)	(49,313.19)	(569,042.90)	97%	0.00	97%	(16,437.10)	
04	Community Service								
001	Levies	(58,850.00)	(20,249.56)	(60,752.75)	103%	0.00	103%	1,902.75	
019	Misc Local	(50.00)	0.00	(46.30)	93%	0.00	93%	(3.70)	
021	Revenue from MN Dist	(15,000.00)	(21,619.71)	(21,619.71)	144%	0.00	144%	6,619.71	
050	Fees from Patrons	(289,150.00)	(33,679.75)	(272,212.70)	94%	0.00	94%	(16,937.30)	
092	Interest	(180.00)	0.00	0.00	0%	0.00	0%	(180.00)	
096	Gifts/Bequests	(24,500.00)	(6,200.00)	(28,442.42)	116%	0.00	116%	3,942.42	
227	Abatement	(10.00)	0.00	0.00	0%	0.00	0%	(10.00)	
229	Disparity Reduction	(130.00)	0.00	(5.65)	4%	0.00	4%	(124.35)	
234	Hmstd/Ag Market Value Credit	(1,570.00)	0.00	(678.11)	43%	0.00	43%	(891.89)	
258	Wetland & Native	(20.00)	0.00	0.00	0%	0.00	0%	(20.00)	
300	State & Grants	(41,190.00)	0.00	(36,883.47)	90%	0.00	90%	(4,306.53)	

**Barnesville Public Schools #146
Revenue Guideline by Source
Period Ending May 31, 2023**

Sequence: Fd, O/S

		B23					% YTD		
Description		Annual Budget	Period 202311	Year To Date	% YTD	Encumbrances	+ Enc	Remaining Balance	
04	Community Service								
	301 Non-Public Aid	(370.00)	(5.24)	(358.45)	97%	0.00	97%	(11.55)	
04	Community Service	(431,020.00)	(81,754.26)	(420,999.56)	98%	0.00	98%	(10,020.44)	
06	Building Construction								
	092 Interest	(8,160.00)	(7,732.01)	(14,931.63)	183%	0.00	183%	6,771.63	
	631 Sale Of Bonds	(2,265,000.00)	(2,542,734.05)	(2,542,734.05)	112%	0.00	112%	277,734.05	
06	Building Construction	(2,273,160.00)	(2,550,466.06)	(2,557,665.68)	113%	0.00	113%	284,505.68	
07	Debt Redemption								
	001 Levies	(1,526,740.00)	(403,929.34)	(1,350,108.83)	88%	0.00	88%	(176,631.17)	
	019 Misc Local	(1,500.00)	0.00	(1,662.01)	111%	0.00	111%	162.01	
	092 Interest	(500.00)	0.00	0.00	0%	0.00	0%	(500.00)	
	229 Disparity Reduction	(200.00)	0.00	(204.49)	102%	0.00	102%	4.49	
	234 Hmstd/Ag Market Value Credit	(26,400.00)	0.00	(24,539.44)	93%	0.00	93%	(1,860.56)	
	258 Wetland & Native	(584,820.00)	0.00	(614,330.34)	105%	0.00	105%	29,510.34	
	317 LTFM State Aid	(76,400.00)	0.00	(68,568.36)	90%	0.00	90%	(7,831.64)	
07	Debt Redemption	(2,216,560.00)	(403,929.34)	(2,059,413.47)	93%	0.00	93%	(157,146.53)	
21	Student Activities Fund								
	099 Misc Revene	(200,000.00)	0.00	0.00	0%	0.00	0%	(200,000.00)	
21	Student Activities Fund	(200,000.00)	0.00	0.00	0%	0.00	0%	(200,000.00)	
	Report Totals:	(16,730,310.00)	(4,238,445.92)	(15,159,575.37)	91%	0.00	91%	(1,570,734.63)	

Barnesville Public Schools #146
Exp Summary - Fd, Pro
Period Ending May 31, 2023

Sequence: Fd, Pro

		B23					%	%	%
Description		Annual Budget	Period 202311	Year To Date	% YTD	Encumbrances	+ Enc	Remaining Balance	
01	General Fund								
010	Board-Education	50,130.00	2,119.60	35,958.23	72%	0.00	72%	14,171.77	
020	Office/Supt	270,070.00	25,303.03	248,636.49	92%	0.00	92%	21,433.51	
050	School Admin	472,950.00	38,731.26	414,531.96	88%	0.00	88%	58,418.04	
105	General Adm. Support	10,360.00	124.74	8,812.57	85%	0.00	85%	1,547.43	
108	Administrative Tech Services	15,000.00	0.00	13,758.62	92%	0.00	92%	1,241.38	
110	Business Services	254,900.00	16,733.60	242,381.90	95%	6,979.64	98%	5,538.46	
200	Class Size Reduction	23,000.00	1,617.16	15,733.22	68%	0.00	68%	7,266.78	
201	Kindergarten	331,780.00	49,466.65	272,585.56	82%	15.98	82%	59,178.46	
203	Elem Ed	298,250.00	20,111.23	289,311.29	97%	14,678.84	102%	(5,740.13)	
204	First Grade	381,410.00	30,734.18	284,235.42	75%	0.00	75%	97,174.58	
205	Second Grade	376,250.00	81,916.93	332,486.06	88%	167.00	88%	43,596.94	
206	Third Grade	274,580.00	45,249.46	226,919.95	83%	181.79	83%	47,478.26	
207	Fourth Grade	265,790.00	49,143.20	209,367.43	79%	150.00	79%	56,272.57	
208	Fifth Grade	287,880.00	61,735.82	267,857.74	93%	0.00	93%	20,022.26	
209	Sixth Grade	230,190.00	19,067.86	173,309.56	75%	0.00	75%	56,880.44	
211	Secondary Ed-Gen	160,150.00	14,423.61	137,402.45	86%	16,234.15	96%	6,513.40	
212	Art	144,430.00	13,139.37	110,896.32	77%	1,533.06	78%	32,000.62	
213	Agriculture - Non Vocational	12,860.00	707.27	7,842.04	61%	0.00	61%	5,017.96	
215	Business	800.00	0.00	67.85	8%	0.00	8%	732.15	
216	Educ. Disadvantaged	93,160.00	8,618.83	71,878.24	77%	0.00	77%	21,281.76	
217	Assurance of Mastery	0.00	3,024.17	27,309.35	0%	0.00	0%	(27,309.35)	
218	Gifted And Talented	6,220.00	0.00	7,492.49	120%	0.00	120%	(1,272.49)	
220	English	231,590.00	60,647.32	210,869.95	91%	0.00	91%	20,720.05	
230	Foreign Language	41,750.00	4,240.73	28,675.02	69%	0.00	69%	13,074.98	
240	Health/Phys Ed	248,820.00	20,143.04	184,315.59	74%	0.00	74%	64,504.41	
249	Dr Trg/behind Wheel	16,430.00	0.00	2,879.71	18%	0.00	18%	13,550.29	
250	FACS	49,960.00	9,013.97	44,721.09	90%	0.00	90%	5,238.91	
254	Barnesville Branderz	3,000.00	0.00	373.25	12%	0.00	12%	2,626.75	
255	Industrial Educ	109,210.00	19,672.92	107,550.40	98%	54.56	99%	1,605.04	

Barnesville Public Schools #146
Exp Summary - Fd, Pro
Period Ending May 31, 2023

Sequence: Fd, Pro

		B23						% YTD	Remaining
Description		Annual Budget	Period 202311	Year To Date	% YTD	Encumbrances	+ Enc	Balance	
01	General Fund								
256	Mathematics	279,870.00	70,731.81	343,335.67	123%	0.00	123%	(63,465.67)	
258	Inst Music	85,210.00	23,305.27	86,984.17	102%	59.38	102%	(1,833.55)	
259	Vocal Music	147,910.00	19,434.00	127,246.68	86%	0.00	86%	20,663.32	
260	Science	299,720.00	51,201.77	249,512.51	83%	156.77	83%	50,050.72	
261	Science - River Watch	3,800.00	0.00	0.00	0%	0.00	0%	3,800.00	
270	Social-Scienc/Study	262,040.00	21,433.29	196,860.32	75%	0.00	75%	65,179.68	
271	Remedial Reading/Lang Arts	38,230.00	17,816.81	47,622.57	125%	0.00	125%	(9,392.57)	
277	Secondary Individualized Instr	29,970.00	0.00	0.00	0%	0.00	0%	29,970.00	
288	Flow Thru/Sales	87,510.00	1,732.09	87,533.29	100%	6.52	100%	(29.81)	
289	Flo Thru/Sales	27,200.00	20,001.95	39,324.70	145%	5,697.29	166%	(17,821.99)	
292	Boys/Girls Athletic	45,550.00	23,471.36	37,030.74	81%	23.25	81%	8,496.01	
294	Boys Athletics	182,220.00	25,970.59	174,617.46	96%	505.00	96%	7,097.54	
295	Speech/Debate	2,380.00	0.00	1,827.06	77%	0.00	77%	552.94	
296	Girls Athletics	130,410.00	20,162.08	118,147.73	91%	95.95	91%	12,166.32	
298	Extra-Curricular	145,060.00	14,617.14	128,379.36	89%	280.00	89%	16,400.64	
299	Concessions	46,710.00	3,450.31	50,098.46	107%	0.00	107%	(3,388.46)	
301	Agriculture	60,040.00	3,298.86	39,179.34	65%	20.00	65%	20,840.66	
331	Consumer Homemaking	49,250.00	9,113.84	47,285.34	96%	0.00	96%	1,964.66	
341	Business and Office Education	100,720.00	8,244.20	74,032.06	74%	0.00	74%	26,687.94	
400	General Special Education	300.00	0.00	239.00	80%	0.00	80%	61.00	
401	Speech/Lang.impaired	135,540.00	14,158.61	104,023.63	77%	0.00	77%	31,516.37	
402	M.I.-Mild-Moderate	100,640.00	8,230.43	74,681.77	74%	0.00	74%	25,958.23	
403	M.I.-Moderate-Severe	167,930.00	14,001.30	128,128.18	76%	0.00	76%	39,801.82	
404	Physically Impaired	26,780.00	8,587.09	26,241.84	98%	0.00	98%	538.16	
405	Deaf-Hard of Hearing	14,370.00	1,031.96	9,729.39	68%	0.00	68%	4,640.61	
406	Visually Impaired	5,700.00	0.00	0.00	0%	0.00	0%	5,700.00	
407	Spec Learning Disabl	192,370.00	16,958.22	143,757.42	75%	12.99	75%	48,599.59	
408	Emot/Behavior Disord	113,880.00	8,213.91	82,631.96	73%	77.08	73%	31,170.96	
410	Other Health Impair	243,380.00	45,117.84	212,917.01	87%	0.00	87%	30,462.99	

Barnesville Public Schools #146
Exp Summary - Fd, Pro
Period Ending May 31, 2023

Sequence: Fd, Pro

		B23					%	%	%
Description		Annual Budget	Period 202311	Year To Date	% YTD	Encumbrances	+ Enc	Remaining Balance	
01	General Fund								
411	Autistic	231,350.00	33,848.39	194,098.40	84%	130.23	84%	37,121.37	
412	Develop Delayed	13,670.00	1,031.92	9,729.29	71%	0.00	71%	3,940.71	
416	Multiple Handicap	55,370.00	4,411.24	41,524.20	75%	0.00	75%	13,845.80	
420	Special Ed General	98,390.00	17,245.62	78,082.93	79%	100.00	79%	20,207.07	
422	Early Intervening Services	139,460.00	10,374.88	106,347.78	76%	0.00	76%	33,112.22	
430	Homebound	1,260.00	0.00	0.00	0%	0.00	0%	1,260.00	
612	Technology	140,070.00	13,378.36	134,619.34	96%	0.00	96%	5,450.66	
620	Educ.media/Library	76,010.00	6,159.58	58,443.03	77%	604.27	78%	16,962.70	
625	Audio/Visual Dept.	280.00	45.00	114.20	41%	0.00	41%	165.80	
630	Instruc-Related Technology	60,310.00	7,155.00	60,342.00	100%	0.00	100%	(32.00)	
640	Staff Development	105,430.00	8,618.22	58,313.78	55%	240.00	56%	46,876.22	
690	Other Inst Support	11,020.00	0.00	7,216.00	65%	0.00	65%	3,804.00	
710	Counseling/Guidance	84,670.00	6,813.24	64,061.27	76%	0.00	76%	20,608.73	
715	School Security	3,000.00	1,178.00	4,807.47	160%	0.00	160%	(1,807.47)	
716	Drug Abuse Prevention	1,000.00	1,378.04	2,128.89	213%	0.00	213%	(1,128.89)	
718	Other School Safety	1,500.00	0.00	2,011.76	134%	0.00	134%	(511.76)	
720	Health Services	92,600.00	9,465.88	76,808.03	83%	624.92	84%	15,167.05	
740	Social Work Services	50,930.00	9,431.20	42,440.40	83%	0.00	83%	8,489.60	
760	Pupil Transport	657,640.00	69,638.69	637,026.59	97%	2,531.00	97%	18,082.41	
790	Other Pupil Services	131,500.00	648.09	109,685.52	83%	312.32	84%	21,502.16	
810	Oper/Maintenance	1,078,880.00	87,231.90	1,009,149.47	94%	1,244.48	94%	68,486.05	
811	Grounds Maint	24,000.00	845.14	23,822.71	99%	0.00	99%	177.29	
812	Buildings Maint	68,000.00	2,526.03	69,462.21	102%	0.00	102%	(1,462.21)	
813	Equip Maint	8,990.00	523.90	6,812.61	76%	310.00	79%	1,867.39	
850	Facilities	163,160.00	0.00	161,882.15	99%	0.00	99%	1,277.85	
865	LTFM Excl'd Costs -Pro 866,867	34,950.00	0.00	34,114.01	98%	37,895.48	206%	(37,059.49)	
940	Prop/Other Ins	82,370.00	0.00	82,623.92	100%	0.00	100%	(253.92)	
960	Other Non-Recurring Items	19,880.00	0.00	19,874.91	100%	0.00	100%	5.09	
01	General Fund	11,121,300.00	1,337,919.00	9,705,070.28	87%	90,921.95	88%	1,325,307.77	

Barnesville Public Schools #146
Exp Summary - Fd, Pro
Period Ending May 31, 2023

Sequence: Fd, Pro

Description		B23 Annual Budget	Period 202311	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
02	Food Service							
770	Food Service	714,970.00	99,007.50	606,805.06	85%	0.00	85%	108,164.94
02	Food Service	714,970.00	99,007.50	606,805.06	85%	0.00	85%	108,164.94
04	Community Service							
505	Community Ed	103,750.00	8,031.89	91,228.47	88%	0.00	88%	12,521.53
506	Summer Recreation	67,980.00	3,580.62	49,091.19	72%	0.00	72%	18,888.81
509	Kids Club	120,660.00	8,474.79	93,642.32	78%	0.00	78%	27,017.68
580	Early Childhood	40,350.00	0.00	30,002.67	74%	0.00	74%	10,347.33
582	School Readiness	126,480.00	3,129.04	102,703.11	81%	0.00	81%	23,776.89
583	Preschool Screening	3,790.00	1,101.36	1,395.86	37%	0.00	37%	2,394.14
585	Youth Dev/Youth Serv	5,610.00	5,551.19	15,798.14	282%	0.00	282%	(10,188.14)
590	Other Community Programs	600.00	0.00	406.55	68%	0.00	68%	193.45
04	Community Service	469,220.00	29,868.89	384,268.31	82%	0.00	82%	84,951.69
06	Building Construction							
870	Bldg/Capital Improv.	1,233,630.00	134,398.86	359,869.28	29%	364,293.47	59%	509,467.25
06	Building Construction	1,233,630.00	134,398.86	359,869.28	29%	364,293.47	59%	509,467.25
07	Debt Redemption							
910	Debt Redemption	2,108,950.00	0.00	2,108,950.00	100%	0.00	100%	0.00
07	Debt Redemption	2,108,950.00	0.00	2,108,950.00	100%	0.00	100%	0.00
21	Student Activities Fund							
298	Extra-Curricular	200,000.00	0.00	0.00	0%	0.00	0%	200,000.00
21	Student Activities Fund	200,000.00	0.00	0.00	0%	0.00	0%	200,000.00
Report Totals:		15,848,070.00	1,601,194.25	13,164,962.93	83%	455,215.42	86%	2,227,891.65

**FOOD SERVICE REPORT
2022-23**

2022-23	September	October	November	December	January	February	March	April	May	SSO 2021-22 Average
Beginning Balance	270,057.64	271,387.50	268,985.51	251,853.35	265,211.78	265,731.19	251,383.48	269,306.32	262,623.55	246,537
Receipts	48,731.88	61,774.25	50,944.06	76,824.93	56,083.72	58,526.44	73,064.25	58,481.96	49,511.16	69,399
Disbursements	47,402.02	64,176.24	68,076.22	63,466.50	55,564.31	72,874.15	55,141.41	65,164.73	99,338.07	61,315
Subtotal	271,387.50	268,985.51	251,853.35	265,211.78	265,731.19	251,383.48	269,306.32	262,623.55	212,796.64	254,621
Est. Federal/State Funding Due	23,169.70	24,128.07	22,948.11	18,074.06	19,710.72	24,582.29	26,566.88	20,818.58	26,867.74	66,030
Ending Balance	294,557.20	293,113.58	274,801.46	283,285.84	285,441.91	275,965.77	295,873.20	283,442.13	239,664.38	320,651
Average Daily Participation										
Breakfast										
Elementary	85	93	84	74	85	97	100	100	98	
High School	44	53	46	47	52	56	57	57	53	
Total	129	146	130	121	137	153	157	157	151	242
Lunch										
Elementary	398	402	415	413	399	403	400	415	400	
High School	247	246	240	245	243	243	233	233	233	
Total	645	648	655	658	642	646	633	649	633	662

CLAIMS PRESENTED TO THE BOARD OF EDUCATION

Tuesday, June 20, 2023

Ackerson, Heidi				\$398.75
		Substitute Para	\$398.75	
Amundson, Scott				\$588.22
		Staff Development	\$542.22	
		Activity Worker	\$46.00	
Anderson, Laura				\$489.76
		Activity Worker	\$25.00	
		Substitute Teacher	\$464.76	
Askegaard, Matthew				\$300.00
		Staff Development	\$300.00	
Askegaard, Megan				\$603.00
		Staff Development	\$300.00	
		Activity Worker	\$3.00	
		Student Teacher	\$300.00	
Biewer, Joyce				\$601.75
		Substitute Para	\$601.75	
Blilie, Amber				\$46.00
		Ticket Taker	\$46.00	
Blomberg, Cassandra				\$1,232.92
		Preschool Para	\$532.51	
		Kids Club	\$700.41	
Bolgrean, Alexis				\$315.00
		Activity Worker	\$315.00	
Bolgrean, Shirley				\$1,812.51
		Substitute Para	\$1,812.51	
Bomstad, Kimberly				\$25.00
		Activity Worker	\$25.00	
Bowen, Susan				\$47.13
		Food Service Expense	\$47.13	
Buck, Chandra				\$265.02
		Kids Club	\$265.02	
Caruso, Amy				\$2,037.58
		Preschool Para	\$491.15	
		Elem. Paraprofessional	\$1,499.30	
		Substitute Para	\$47.13	
Chezum, Briana				\$25.00
		Activity Worker	\$25.00	
Connelly, Lesley				\$94.65
		Transportation	\$94.65	
Dant, Mariah				\$526.71
		Staff Development	\$526.71	
Davis, Bruce				\$198.55
		Custodial Expense	\$198.55	

Del Greco, Benjamin				\$192.00
		Substitute Teacher	\$192.00	
Dosch-Erlandson, Patricia				\$300.00
		Staff Development	\$300.00	
Duval, Duane				\$165.83
		Custodial Expense	\$165.83	
Duval, Susan				\$46.00
		Ticket Taker	\$46.00	
Ehlert, Casey				\$184.00
		Activity Worker	\$184.00	
Ellerbusch, Annabelle				\$378.60
		Kids Club	\$378.60	
Ellerbusch, Jon				\$708.72
		Cell Phone	\$708.72	
Ellingson, Erin				\$564.00
		Staff Development	\$500.00	
		Substitute Teacher	\$64.00	
Erickson, Desiree				\$5,888.93
		Kids Club	\$1,192.71	
		Substitute Teacher	\$4,409.66	
		Staff Development	\$286.56	
Ernst, Laurie				\$112.00
		Custodial Expense	\$112.00	
Fenner, Juanita				\$775.17
		Food Service Expense	\$775.17	
Field, Michelle				\$300.00
		Staff Development	\$300.00	
Fradet, Brooke				\$65.00
		School Board Expense	\$65.00	
Gilbertson, Lisa				\$1,198.82
		Staff Development	\$1,198.82	
Goering, John				\$256.00
		Substitute Teacher	\$256.00	
Gross, Anna				\$50.00
		Activity Worker	\$50.00	
Gylland, Jennifer				\$96.00
		Substitute Teacher	\$96.00	
Gylland, Kyle				\$86.25
		Transportation	\$86.25	
Haapala, Laurie				\$48.42
		Custodial Expense	\$48.42	
Halverson-Wolters, Chrissa				\$17.53
		Staff Development	\$17.53	
Hamman, Angela				\$771.78
		Food Service Expense	\$771.78	

Hauck, Brea					\$10.34
		Paraprofessional		\$10.34	
Henrickson, Todd					\$900.00
		Cell Phone		\$900.00	
Herbranson, Joanne					\$586.77
		Kids Club		\$231.90	
		Paraprofessional		\$354.87	
Hermes, Anthony					\$492.00
		Substitute Teacher		\$192.00	
		Staff Development		\$300.00	
Hinsz, Tracy					\$1,420.00
		Community Ed		\$1,420.00	
Hoyer, Megan					\$64.00
		Substitute Teacher		\$64.00	
Inniger, Holly					\$50.00
		Activity Worker		\$50.00	
Jablonsky, Mathea					\$567.90
		Kids Club		\$567.90	
Jenkins, Carrie					\$300.00
		Student Teacher		\$300.00	
Johnson, James					\$0.00
		Activity Worker		\$0.00	
Johnson, Jedidiah					\$128.00
		Substitute Teacher		\$128.00	
Johnson, Ruth					\$1,000.50
		Food Service		\$1,000.50	
Jordahl, Lowell					\$343.88
		Custodial Expense		\$343.88	
Julsrud, Wanda					\$2,727.75
		Transportation		\$2,727.75	
Kara, Roxanne					\$112.00
		Custodial Expense		\$112.00	
Kern, Brittnei					\$2,032.24
		Paraprofessional		\$2,032.24	
Kluck, Melissa					\$2,852.78
		Transportation		\$2,852.78	
Knudson, Eric					\$521.01
		Substitute Teacher		\$32.00	
		Staff Development		\$489.01	
Kuik, Julie					\$247.11
		Food Service Expense		\$247.11	
Leach, Sarah					\$500.00
		Accompaniment		\$500.00	
Lien, Christian					\$323.28
		Custodial Expense		\$323.28	

Manning, Lynn					\$257.38
		Food Service Expense		\$257.38	
Martz, Stacy					\$332.00
		Staff Development		\$300.00	
		Substitute Teacher		\$32.00	
Meyer, Sandra					\$103.28
		Community Ed		\$103.28	
Mouritsen, Nycole					\$50.00
		Activity Worker		\$50.00	
Nibbe, Alissa					\$2,552.90
		Summer Rec		\$2,552.90	
Nord, Brooke					\$55.00
		Activity Worker		\$55.00	
Odden, Scott					\$112.98
		Custodial Expense		\$112.98	
Olson, Emily					\$369.14
		Kids Club		\$369.14	
Olson, Hope					\$325.71
		Paraprofessional		\$325.71	
Olson, Sam					\$185.00
		Substitute Teacher		\$160.00	
		Activity Worker		\$25.00	
Paur, Nicholas					\$89.00
		Substitute Teacher		\$64.00	
		Activity Worker		\$25.00	
Peloubet-Messer, Christine					\$430.00
		Staff Development		\$300.00	
		Student Teacher		\$130.00	
Peterson, Monica					\$396.00
		Substitute Teacher		\$96.00	
		Student Teacher		\$300.00	
Poach, Sharon					\$581.88
		Food Service Expense		\$581.88	
Redding, LaVonne					\$553.88
		Food Service Expense		\$553.88	
Reep, Richard					\$112.00
		Custodial Expense		\$112.00	
Rotz, Lindsey					\$71.09
		Kids Club		\$71.09	
Rotz, Stacey					\$79.80
		Preschool Para		\$79.80	
Samuelson, Craig					\$175.00
		Activity Worker		\$175.00	

Samuelson, Jodi				\$382.85
		School Board Expense	\$65.00	
		Staff Development	\$317.85	
Schaub, Jack				\$25.00
		Activity Worker	\$25.00	
Schaub, Michael				\$766.00
		Student Teacher	\$250.00	
		Activity Worker	\$300.00	
		Substitute Teacher	\$96.00	
		Staff Development	\$120.00	
Schilling, Ava				\$798.87
		Kids Club	\$798.87	
Schindler, Aaron				\$150.00
		Activity Worker	\$150.00	
Schmitt Jr, Thomas				\$228.00
		Substitute Teacher	\$128.00	
		Accompaniment	\$100.00	
Skogen, Alissa				\$25.00
		Activity Worker	\$25.00	
Smith, Heidi				\$64.00
		Substitute Teacher	\$64.00	
Snobl, Scott				\$128.00
		Substitute Teacher	\$128.00	
Snow, Kayla				\$1,235.19
		Kids Club	\$1,235.19	
Solum, Karen				\$300.00
		Staff Development	\$300.00	
Sorenson, Cora				\$15.00
		Activity Worker	\$15.00	
Sossa, Brooke				\$808.24
		Kids Club	\$808.24	
Sossa, Brynn				\$649.93
		Kids Club	\$649.93	
Sossa, Melissa				\$46.00
		Ticket Taker	\$46.00	
Spillum, Mary				\$1,106.29
		Kids Club	\$1,026.29	
		Staff Development	\$80.00	
Stengrim, Bryan				\$112.00
		Custodial Expense	\$112.00	
Strand, Bryan				\$92.00
		Activity Worker	\$92.00	
Strand, Kailee				\$25.00
		Activity Worker	\$25.00	

Strand, Nathan					\$128.00
		Substitute Teacher		\$128.00	
Stuvland, Mya					\$95.00
		Activity Worker		\$95.00	
Suter, Chad					\$160.00
		Substitute Teacher		\$160.00	
Sylliaasen, Tyler					\$89.00
		Substitute Teacher		\$64.00	
		Activity Worker		\$25.00	
Teeples, Britta					\$32.00
		Substitute Teacher		\$32.00	
Trowbridge, Philip					\$482.00
		Substitute Teacher		\$160.00	
		Staff Development		\$0.00	
		Activity Worker		\$322.00	
Wacker, Torie					\$15.00
		Activity Worker		\$15.00	
Wierschke, Amy					\$96.00
		Substitute Teacher		\$96.00	
Wilson, Kari					\$39.17
		Clerical Expense		\$39.17	
Wirth, Barbara					\$771.78
		Food Service Expense		\$771.78	
Yeske, Susan					\$25.00
		Activity Worker		\$25.00	
Zajac, Michelle					\$23.27
		Paraprofessional		\$23.27	
Zander, Cindy					\$25.00
		Activity Worker		\$25.00	
Zepper, Cary					\$568.50
		Ticket Taker		\$138.00	
		Paraprofessional		\$430.50	
		SUBTOTAL		\$53,331.29	
			TOTAL		\$53,331.29
MSDLAF TRANSFERS TO MIDWEST BANK					
5/26/2023		TRANSFER		\$75,000	
					\$75,000

MIDWEST BANK CREDIT CARD EXPENDITURES						
Jon Ellerbusch						\$257.17
		Zoom subscription		\$17.17		
		Staff Development & Travel		\$240.00		
Todd Henrickson						\$17.17
		Zoom subscription		\$17.17		
Bryan Strand						\$0.00
Jodi Samuelson						\$679.58
		Staff Development Expense		\$679.58		
Aaron Schindler						\$3,986.84
		Auxiliary Account Exp.		\$1,558.76		
		Brighthweel Subscription		\$150.00		
		State FFA Expense		\$2,278.08		
Total Credit Card Expense						\$4,940.76

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$63.61	
	PO#:	Voucher #:	102222	Invoice	Invoice No:	051523	5/23/2023	Paid Amt:	\$63.61
								Check Amount:	\$63.61
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$134.61	
	PO#:	Voucher #:	102223	Invoice	Invoice No:	051823	5/23/2023	Paid Amt:	\$134.61
								Check Amount:	\$134.61
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$2,396.31	
	PO#:	Voucher #:	102224	Invoice	Invoice No:	052223	5/23/2023	Paid Amt:	\$2,396.31
								Check Amount:	\$2,396.31
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$132.72	
	PO#:	Voucher #:	102241	Invoice	Invoice No:	052323	5/30/2023	Paid Amt:	\$132.72
								Check Amount:	\$132.72
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$73.68	
	PO#:	Voucher #:	102242	Invoice	Invoice No:	052423	5/30/2023	Paid Amt:	\$73.68
								Check Amount:	\$73.68
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$395.60	
	PO#:	Voucher #:	102243	Invoice	Invoice No:	052523	5/30/2023	Paid Amt:	\$395.60
								Check Amount:	\$395.60
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$26.00	
	PO#:	Voucher #:	102244	Invoice	Invoice No:	052723	5/30/2023	Paid Amt:	\$26.00
								Check Amount:	\$26.00
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$60.00	
	PO#:	Voucher #:	102245	Invoice	Invoice No:	052823	5/30/2023	Paid Amt:	\$60.00
								Check Amount:	\$60.00
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 033	Health Savings Account		\$3,129.11	
	PO#:	Voucher #:	102255	Invoice	Invoice No:	S202321EY0	5/26/2023	Paid Amt:	\$3,129.11
								Check Amount:	\$3,129.11

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	12851	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$4,833.05	
PO#:	Voucher #:	102254	Invoice	Invoice No:	S202321EY0	5/26/2023	Paid Amt:	\$4,833.05	
							Check Amount:	\$4,833.05	
0146	MB	12860	REMIT		MINNESOTA TEACHERS RETIREMENT		Wire		
			B 01	215 018	TRA			\$51,736.80	
PO#:	Voucher #:	102253	Invoice	Invoice No:	S202321EY0	5/26/2023	Paid Amt:	\$51,736.80	
							Check Amount:	\$51,736.80	
0146	MB	12862	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$1,521.69	
PO#:	Voucher #:	102249	Invoice	Invoice No:	S202321EY0	5/26/2023	Paid Amt:	\$1,521.69	
							Check Amount:	\$1,521.69	
0146	MB	14128	REMIT		INTERNAL REVENUE SERVICE		Wire		
			B 01	215 010	FICA Payable			\$45,991.86	
			B 01	215 011	Federal Tax			\$22,214.83	
PO#:	Voucher #:	102247	Invoice	Invoice No:	S202321EY0	5/26/2023	Paid Amt:	\$68,206.69	
							Check Amount:	\$68,206.69	
0146	MB	14129	REMIT		MINN DEPT OF REVENUE		Wire		
			B 01	215 013	State Tax			\$10,211.71	
PO#:	Voucher #:	102250	Invoice	Invoice No:	S202321EY0	5/26/2023	Paid Amt:	\$10,211.71	
							Check Amount:	\$10,211.71	
0146	MB	14968	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$6,021.00	
PO#:	Voucher #:	102252	Invoice	Invoice No:	S202321EY0	5/26/2023	Paid Amt:	\$6,021.00	
							Check Amount:	\$6,021.00	
0146	MB	16936	REMIT		EDUCATORS BENEFITS CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$5,157.88	
PO#:	Voucher #:	102248	Invoice	Invoice No:	S202321EY0	5/26/2023	Paid Amt:	\$5,157.88	
							Check Amount:	\$5,157.88	
0146	MB	17576	REMIT		WEX HEALTH INC		Wire		
			B 01	215 033	Health Savings Account			\$1,128.88	
PO#:	Voucher #:	102268	Invoice	Invoice No:	S2023220	5/31/2023	Paid Amt:	\$1,128.88	
							Check Amount:	\$1,128.88	
0146	MB	12851	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$1,878.74	
PO#:	Voucher #:	102267	Invoice	Invoice No:	S2023220	30 5/31/2023	Paid Amt:	\$1,878.74	
							Check Amount:	\$1,878.74	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	12860			MINNESOTA TEACHERS RETIREMENT		Wire		
			B 01	215 018	TRA			\$22,211.01	
	PO#:	Voucher #:	102266	Invoice	Invoice No: S2023220	5/31/2023		Paid Amt:	\$22,211.01
								Check Amount:	\$22,211.01
0146	MB	12861			PUBLIC EMPLOYEES RETIREMENT		Wire		
			B 01	215 017	PERA			\$11,152.90	
	PO#:	Voucher #:	102265	Invoice	Invoice No: S2023220	5/31/2023		Paid Amt:	\$11,152.90
								Check Amount:	\$11,152.90
0146	MB	12862	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$628.05	
	PO#:	Voucher #:	102260	Invoice	Invoice No: S2023220	5/31/2023		Paid Amt:	\$628.05
								Check Amount:	\$628.05
0146	MB	14128			INTERNAL REVENUE SERVICE		Wire		
			B 01	215 010	FICA Payable			\$31,794.92	
			B 01	215 011	Federal Tax			\$13,825.13	
	PO#:	Voucher #:	102258	Invoice	Invoice No: S2023220	5/31/2023		Paid Amt:	\$45,620.05
								Check Amount:	\$45,620.05
0146	MB	14129			MINN DEPT OF REVENUE		Wire		
			B 01	215 013	State Tax			\$7,113.67	
	PO#:	Voucher #:	102261	Invoice	Invoice No: S2023220	5/31/2023		Paid Amt:	\$7,113.67
								Check Amount:	\$7,113.67
0146	MB	14968	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$2,652.04	
	PO#:	Voucher #:	102264	Invoice	Invoice No: S2023220	5/31/2023		Paid Amt:	\$2,652.04
								Check Amount:	\$2,652.04
0146	MB	16537	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$933.36	
	PO#:	Voucher #:	102256	Invoice	Invoice No: S2023220	5/31/2023		Paid Amt:	\$933.36
								Check Amount:	\$933.36
0146	MB	16936	REMIT		EDUCATORS BENEFITS CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$3,278.23	
	PO#:	Voucher #:	102259	Invoice	Invoice No: S2023220	5/31/2023		Paid Amt:	\$3,278.23
								Check Amount:	\$3,278.23
0146	MB	17576			WEX HEALTH INC		Wire		
			B 01	215 024	Flex Plan Medical & Dependent Care			\$1,064.50	
	PO#:	Voucher #:	102282	Invoice	Invoice No: 053023	31 5/31/2023		Paid Amt:	\$1,064.50
								Check Amount:	\$1,064.50

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	12860			MINNESOTA TEACHERS RETIREMENT		Wire		
			B 01	215 018	TRA			\$6,191.12	
	PO#:	Voucher #:	102285	Invoice	Invoice No: S202322C0	5/31/2023		Paid Amt:	\$6,191.12
								Check Amount:	\$6,191.12
0146	MB	14128			INTERNAL REVENUE SERVICE		Wire		
			B 01	215 010	FICA Payable			\$7,352.90	
			B 01	215 011	Federal Tax			\$3,600.05	
	PO#:	Voucher #:	102283	Invoice	Invoice No: S202322C0	5/31/2023		Paid Amt:	\$10,952.95
								Check Amount:	\$10,952.95
0146	MB	14129			MINN DEPT OF REVENUE		Wire		
			B 01	215 013	State Tax			\$1,620.16	
	PO#:	Voucher #:	102284	Invoice	Invoice No: S202322C0	5/31/2023		Paid Amt:	\$1,620.16
								Check Amount:	\$1,620.16
0146	MB	12942			MIDWEST BANK		Wire		
			E 01	005 110 000 305 000	Payroll ACH Fee			\$85.25	
	PO#:	Voucher #:	102309	Invoice	Invoice No: 053123	5/31/2023		Paid Amt:	\$85.25
								Check Amount:	\$85.25
0146	MB	17576			WEX HEALTH INC		Wire		
			B 01	215 024	Flex Plan Medical & Dependent Care			\$45.00	
	PO#:	Voucher #:	102311	Invoice	Invoice No: 052023	5/31/2023		Paid Amt:	\$45.00
								Check Amount:	\$45.00
0146	MB	17591			NELNET PAYMENT SERVICES		Wire		
			E 01	005 110 000 305 000	ACH Fee			\$86.19	
	PO#:	Voucher #:	102312	Invoice	Invoice No: CI-000227669	5/31/2023		Paid Amt:	\$86.19
								Check Amount:	\$86.19
0146	MB	17576			WEX HEALTH INC		Wire		
			E 01	005 110 000 305 000	Benefits Fees			\$115.50	
	PO#:	Voucher #:	102313	Invoice	Invoice No: 0001732365-IN	5/31/2023		Paid Amt:	\$115.50
								Check Amount:	\$115.50
0146	MB	17576			WEX HEALTH INC		Wire		
			B 01	215 024	Flex Plan Medical & Dependent Care			\$354.17	
	PO#:	Voucher #:	102315	Invoice	Invoice No: 060223	6/12/2023		Paid Amt:	\$354.17
								Check Amount:	\$354.17
0146	MB	17576			WEX HEALTH INC		Wire		
			B 01	215 024	Flex Plan Medical & Dependent Care			\$60.00	
	PO#:	Voucher #:	102316	Invoice	Invoice No: 060723	32 6/12/2023		Paid Amt:	\$60.00
								Check Amount:	\$60.00

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	17576			WEX HEALTH INC		Wire		
			B 01	215 024	Flex Plan Medical & Dependent Care			\$11.37	
PO#:	Voucher #:	102317	Invoice	Invoice No:	060923	6/12/2023	Paid Amt:	\$11.37	
							Check Amount:	\$11.37	
0146	MB	17576			WEX HEALTH INC		Wire		
			B 01	215 024	Flex Plan Medical & Dependent Care			\$122.06	
PO#:	Voucher #:	102318	Invoice	Invoice No:	061023	6/12/2023	Paid Amt:	\$122.06	
							Check Amount:	\$122.06	
0146	MB	17576			WEX HEALTH INC		Wire		
			B 01	215 024	Flex Plan Medical & Dependent Care			\$198.00	
PO#:	Voucher #:	102319	Invoice	Invoice No:	061123	6/12/2023	Paid Amt:	\$198.00	
							Check Amount:	\$198.00	
0146	MB	17576			WEX HEALTH INC		Wire		
			B 01	215 033	Health Savings Account			\$1,128.88	
PO#:	Voucher #:	102340	Invoice	Invoice No:	S2023230	6/15/2023	Paid Amt:	\$1,128.88	
							Check Amount:	\$1,128.88	
0146	MB	12851	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$1,878.74	
PO#:	Voucher #:	102339	Invoice	Invoice No:	S2023230	6/15/2023	Paid Amt:	\$1,878.74	
							Check Amount:	\$1,878.74	
0146	MB	12860			MINNESOTA TEACHERS RETIREMENT		Wire		
			B 01	215 018	TRA			\$24,366.51	
PO#:	Voucher #:	102338	Invoice	Invoice No:	S2023230	6/15/2023	Paid Amt:	\$24,366.51	
							Check Amount:	\$24,366.51	
0146	MB	12861			PUBLIC EMPLOYEES RETIREMENT		Wire		
			B 01	215 017	PERA			\$10,995.53	
PO#:	Voucher #:	102337	Invoice	Invoice No:	S2023230	6/15/2023	Paid Amt:	\$10,995.53	
							Check Amount:	\$10,995.53	
0146	MB	12862	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$628.05	
PO#:	Voucher #:	102332	Invoice	Invoice No:	S2023230	6/15/2023	Paid Amt:	\$628.05	
							Check Amount:	\$628.05	
0146	MB	14128			INTERNAL REVENUE SERVICE		Wire		
			B 01	215 010	FICA Payable			\$34,454.38	
			B 01	215 011	Federal Tax			\$15,518.79	
PO#:	Voucher #:	102330	Invoice	Invoice No:	S2023230	33 6/15/2023	Paid Amt:	\$49,973.17	
							Check Amount:	\$49,973.17	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	14129			MINN DEPT OF REVENUE		Wire		
			B 01	215 013	State Tax			\$8,010.96	
PO#:	Voucher #:	102333	Invoice	Invoice No:	S2023230	6/15/2023	Paid Amt:	\$8,010.96	
							Check Amount:	\$8,010.96	
0146	MB	14968	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$2,585.45	
PO#:	Voucher #:	102336	Invoice	Invoice No:	S2023230	6/15/2023	Paid Amt:	\$2,585.45	
							Check Amount:	\$2,585.45	
0146	MB	16537	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$933.36	
PO#:	Voucher #:	102328	Invoice	Invoice No:	S2023230	6/15/2023	Paid Amt:	\$933.36	
							Check Amount:	\$933.36	
0146	MB	16936	REMIT		EDUCATORS BENEFITS CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$3,278.23	
PO#:	Voucher #:	102331	Invoice	Invoice No:	S2023230	6/15/2023	Paid Amt:	\$3,278.23	
							Check Amount:	\$3,278.23	
0146	MB	11760			LAKES COUNTRY SERVICE COOP.		Wire		
			B 01	215 026	Health Ins Premium			\$90,983.85	
PO#:	Voucher #:	102513	Invoice	Invoice No:	060123	6/16/2023	Paid Amt:	\$90,983.85	
							Check Amount:	\$90,983.85	
0146	MB	17576			WEX HEALTH INC		Wire		
			B 01	215 024	Flex Plan Medical & Dependent Care			\$135.60	
PO#:	Voucher #:	102512	Invoice	Invoice No:	061323	6/16/2023	Paid Amt:	\$135.60	
							Check Amount:	\$135.60	
0146	MB	17576			WEX HEALTH INC		Wire		
			B 01	215 024	Flex Plan Medical & Dependent Care			\$97.50	
PO#:	Voucher #:	102514	Invoice	Invoice No:	061223	6/16/2023	Paid Amt:	\$97.50	
							Check Amount:	\$97.50	
0146	MB	12942			MIDWEST BANK		Wire		
			E 01	005 110 000 305 000	RDC Monthly fee			\$75.00	
PO#:	Voucher #:	102516	Invoice	Invoice No:	060123	6/16/2023	Paid Amt:	\$75.00	
							Check Amount:	\$75.00	
0146	MB	15035			MIDWEST BANK DEBIT CARD		Wire		
			E 01	005 760 733 442 000	Gasoline			\$43.78	
PO#:	Voucher #:	102515	Invoice	Invoice No:	061223	6/16/2023	Paid Amt:	\$43.78	
							Check Amount:	\$43.78	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	17591			NELNET PAYMENT SERVICES		Wire		
			E 01	005 110 000 305 000	ACH Fee			\$64.97	
PO#:	Voucher #:	102517	Invoice	Invoice No:	CI-000237607	6/16/2023	Paid Amt:	\$64.97	
							Check Amount:	\$64.97	
0146	MB	85213	14911	REMIT	AMAZON CAPITAL SERVICES		Check		
			E 01	100 408 740 401 000	#10 Security Tinted Self-Seal Envelopes - No			\$8.89	
			E 01	100 408 740 433 000	Amazon Basics Hardboard Office Clipboard -			\$12.80	
			E 01	100 408 740 433 000	Crayola Crayons Bulk, 12 Packs of 24 Count			\$25.97	
			E 01	100 408 740 433 000	IRIS USA 5.9 Qt. Plastic Storage Container B			\$28.99	
			E 01	100 408 740 433 000	Oun Nana Dough Tools Play Dough Cutters, V			\$13.99	
			E 01	100 408 740 433 000	Oun Nana Play Dough Tools Kit with Dough E			\$16.99	
			E 01	100 408 740 433 000	Play-Doh Modeling Compound 10-Pack Case			\$7.99	
			E 01	100 408 740 433 000	KTRIO Pocket Folders with Prongs, 5 Pack 2			\$27.84	
			E 01	100 408 740 433 000	Sheet Protectors, PANDRI 500 Pack Clear He			\$26.95	
			E 01	100 408 740 433 000	Mead Wide Ruled Spiral Notebooks, Bulk Pac			\$24.85	
			E 01	100 408 740 433 000	WELSTIK Spot Markers Carpet Markers for C			\$8.99	
			E 01	100 408 740 433 000	Ziploc Sandwich and Snack Bags for On the C			\$3.74	
			E 01	100 408 740 433 000	Sensory Ring and Fidget Toy 3 Pack Soft, Fl			\$11.90	
			E 01	100 408 740 433 000	Sensory Chew Necklace by GNAWRISHING,			\$10.98	
			E 01	100 408 740 433 000	BUNMO Sensory Toys Super Stretchy Strings			\$9.99	
			E 01	100 408 740 433 000	Magnetic Blocks Picasso Cubes 108 Piece Ma			\$35.00	
			E 01	100 408 740 433 000	New Larger Size! The Original Table Spots fo			\$16.99	
			E 01	100 408 740 433 000	SEQUENCE Letters by Jax - SEQUENCE Fur			\$13.96	
			E 01	100 408 740 433 000	Math-U-See Manipulatives Integer Block Kit			\$103.00	
PO#:	49102	Voucher #:	102203	Invoice	Invoice No:	1V7T-YKTC-PC31	5/17/2023	Paid Amt:	\$409.81
							Check Amount:	\$409.81	
0146	MB	85214	16966		ELECTRO-NUMERICS		Check		
			E 06	005 870 000 401 885	TXS-8 Time Machine with 8 wired grip switche			\$1,395.00	
			E 06	005 870 000 401 885	CA44-50 Cable Assembly 50' (RC to TM) LM			\$90.00	
PO#:	48926	Voucher #:	102194	Invoice	Invoice No:	23400136	5/17/2023	Paid Amt:	\$1,485.00
							Check Amount:	\$1,485.00	
0146	MB	85215	17657		GREYSTONE GOLF COURSE		Check		
			E 01	300 296 000 369 514	Girls Golf Meet Fee			\$150.00	
PO#:	Voucher #:	102197	Invoice	Invoice No:	051623	5/17/2023	Paid Amt:	\$150.00	
							Check Amount:	\$150.00	
0146	MB	85216	17355		HILLYARD/HUTCHINSON		Check		
			E 01	005 810 000 410 000	invoice#605110986 hand soap			\$471.12	
			E 01	005 810 000 410 000	toilet tissue			\$138.68	



Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85216	17355		HILLYARD/HUTCHINSON		Check		
				E 01	005 810 000 410 000	paper towel		\$475.56	
	PO#: 49150	Voucher #: 102207	Invoice		Invoice No: 605110986	5/17/2023			
							Paid Amt:	\$1,085.36	
							Check Amount:	\$1,085.36	
0146	MB	85217	10788		INDEPENDENT SCHOOL DIST 150		Check		
				E 01	300 292 000 369 505	Entry Fees/Student Travel		\$110.00	
	PO#:	Voucher #: 102196	Invoice		Invoice No: 051623	5/17/2023			
							Paid Amt:	\$110.00	
							Check Amount:	\$110.00	
0146	MB	85218	10508		INDEPENDENT SCHOOL DIST 846		Check		
				E 01	300 292 000 369 505	Entry Fees/Student Travel		\$220.00	
	PO#:	Voucher #: 102195	Invoice		Invoice No: 051623	5/17/2023			
							Paid Amt:	\$220.00	
							Check Amount:	\$220.00	
0146	MB	85219	17671		KOSTOHRYZ, SCOTT		Check		
				E 01	300 294 000 305 507	Fees For Services		\$210.00	
	PO#:	Voucher #: 102201	Invoice		Invoice No: 051123	5/17/2023			
							Paid Amt:	\$210.00	
							Check Amount:	\$210.00	
0146	MB	85220	14269		LAKES COUNTRY SERVICE COOP		Check		
				E 01	998 790 000 390 000	YES - Session 4		\$523.09	
	PO#:	Voucher #: 102206	Invoice		Invoice No: 97386	5/17/2023			
							Paid Amt:	\$523.09	
							Check Amount:	\$523.09	
0146	MB	85221	11345		LAKESHORE		Check		
				E 01	100 288 000 430 000	TT759 TT759 - Building Brick STEM Challeng		\$94.98	
				E 01	100 288 000 430 000	LM280X LM280X - Meet the Standards Hands		\$170.05	
				E 01	100 288 000 430 000	LM270X LM270X - Meet the Standards Hands		\$170.05	
				E 01	100 288 000 401 000	LC511BU LC511BU - Flex-Space Wobble Cus		\$94.96	
				E 01	100 288 000 401 000	LC511GR LC511GR - Flex-Space Wobble Cus		\$47.48	
				E 01	100 288 000 401 000	LC511RG LC511RG - Flex-Space Wobble Cus		\$47.48	
	PO#: 49128	Voucher #: 102204	Invoice		Invoice No: 673008050823	5/17/2023			
							Paid Amt:	\$625.00	
							Check Amount:	\$625.00	
0146	MB	85222	13597		MARCO TECHNOLOGIES LLC		Check		
				E 01	100 203 000 401 000	shipping		\$8.71	
				E 01	100 203 000 401 000	staples		\$98.04	
	PO#: 49165	Voucher #: 102202	Invoice		Invoice No: INV11191462	5/17/2023			
							Paid Amt:	\$106.75	
							Check Amount:	\$106.75	
0146	MB	85223	12942		MIDWEST BANK		Check		
				E 01	300 292 000 369 505	Meal Money for State True Team		\$1,440.00	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85223	12942		MIDWEST BANK		Check		
				E 01	300 292 000 366 505			Meal Money for Coaches for State True Team	\$270.00
PO#:	Voucher #:	102193	Invoice		Invoice No: 051623	5/17/2023	Paid Amt:	\$1,710.00	
							Check Amount:	\$1,710.00	
0146	MB	85224	16822		MOATS, KENNETH A		Check		
				E 01	300 294 000 305 507			Fees For Services	\$210.00
PO#:	Voucher #:	102200	Invoice		Invoice No: 051123	5/17/2023	Paid Amt:	\$210.00	
							Check Amount:	\$210.00	
0146	MB	85225	16745		MORRIS AREA HIGH SCHOOL		Check		
				E 01	300 296 000 369 517			Entry Fees/Student Travel	\$75.00
PO#:	Voucher #:	102198	Invoice		Invoice No: 051623	5/17/2023	Paid Amt:	\$75.00	
							Check Amount:	\$75.00	
0146	MB	85226	16017		REMIT PURCHASE POWER		Check		
				E 01	005 110 000 329 000			postage	\$500.00
PO#:	Voucher #:	102192	Invoice		Invoice No: 050823	5/17/2023	Paid Amt:	\$500.00	
							Check Amount:	\$500.00	
0146	MB	85227	11254		BASEB, RAIDER BASEBALL		Check		
				E 01	300 294 000 369 507			Entry Fees/Student Travel	\$150.00
PO#:	Voucher #:	102199	Invoice		Invoice No: 051623	5/17/2023	Paid Amt:	\$150.00	
							Check Amount:	\$150.00	
0146	MB	85228	15043		SCHATZ, TAYLOR		Check		
				E 04	005 505 321 305 000			TKD	\$1,024.00
				E 04	005 505 321 305 000			Adult Self Defense	\$320.00
PO#:	Voucher #:	102205	Invoice		Invoice No: 051523	5/17/2023	Paid Amt:	\$1,344.00	
							Check Amount:	\$1,344.00	
0146	MB	85229	17583		A-OX WELDING SUPPLY INC		Check		
				E 01	300 213 000 350 000			Cylinder Cart-- Torch	\$226.79
PO#: 48994	Voucher #:	101967	Invoice		Invoice No: 0001301530	5/19/2023	Paid Amt:	\$226.79	
				E 06	005 870 000 401 894			Welding Jackets--Large	\$118.02
				E 06	005 870 000 401 894			Welding Jackets--XL	\$19.67
PO#: 48979	Voucher #:	101968	Invoice		Invoice No: 0001299054	5/19/2023	Paid Amt:	\$137.69	
				E 06	005 870 000 401 894			Tank Lease	\$400.00
PO#: 49167	Voucher #:	102208	Invoice		Invoice No: 0001297269	5/19/2023	Paid Amt:	\$400.00	
							Check Amount:	\$764.48	
0146	MB	85230	10001	EDA	BARNESVILLE EDA		Check		
				E 01	005 010 000 380 000			Advertising	\$250.00
PO#:	Voucher #:	102209	Invoice		Invoice No: 042523	5/19/2023	Paid Amt:	\$250.00	
							Check Amount:	\$250.00	



Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85231	16088		FUHS, TAYLOR		Check		
				E 01	300 294 000 305 507	Fees For Services		\$230.00	
	PO#:	Voucher #:	102210	Invoice	Invoice No: 051823	5/19/2023	Paid Amt:	\$230.00	
							Check Amount:	\$230.00	
0146	MB	85232	10825		HUGHES, TRAVIS		Check		
				E 01	300 294 000 305 507	Fees For Services		\$90.00	
	PO#:	Voucher #:	102211	Invoice	Invoice No: 051823	5/19/2023	Paid Amt:	\$90.00	
							Check Amount:	\$90.00	
0146	MB	85233	16822		MOATS, KENNETH A		Check		
				E 01	300 294 000 305 507	Fees For Services		\$190.00	
	PO#:	Voucher #:	102212	Invoice	Invoice No: 051823	5/19/2023	Paid Amt:	\$190.00	
							Check Amount:	\$190.00	
0146	MB	85234	12145		WILDFLOWER GOLF COURSE		Check		
				E 01	300 296 000 369 514	Entry Fees/Student Travel		\$162.00	
				E 01	300 294 000 369 504	Entry Fees/Student Travel		\$162.00	
	PO#:	Voucher #:	102213	Invoice	Invoice No: 051923	5/19/2023	Paid Amt:	\$324.00	
							Check Amount:	\$324.00	
0146	MB	85235	17673		DAVIDSON, TAD		Check		
				E 01	300 294 000 305 507	Fees For Services		\$45.00	
	PO#:	Voucher #:	102220	Invoice	Invoice No: 051223	5/24/2023	Paid Amt:	\$45.00	
							Check Amount:	\$45.00	
0146	MB	85236	14762	softball	FERGUS FALLS OTTER SOFTBALL		Check		
				E 01	300 296 000 369 517	Entry Fees/Student Travel		\$150.00	
	PO#:	Voucher #:	102221	Invoice	Invoice No: 051923	5/24/2023	Paid Amt:	\$150.00	
							Check Amount:	\$150.00	
0146	MB	85237	15413	remit	FIDELITY SECURITY LIFE		Check		
				B 01	215 031	Vision Premium		\$584.20	
	PO#:	Voucher #:	102214	Invoice	Invoice No: 2980305	5/24/2023	Paid Amt:	\$584.20	
							Check Amount:	\$584.20	
0146	MB	85238	15229		PENNICK, KOBY A.		Check		
				E 01	300 296 000 305 517	Fees For Services		\$200.00	
	PO#:	Voucher #:	102217	Invoice	Invoice No: 051923	5/24/2023	Paid Amt:	\$200.00	
							Check Amount:	\$200.00	
0146	MB	85239	12141		REGION 6A, MSHSL		Check		
				R 01	300 289 000 060 000	Section Softball		\$670.00	
	PO#:	Voucher #:	102227	Invoice	Invoice No: 8AASB	38 5/24/2023	Paid Amt:	\$670.00	
							Check Amount:	\$670.00	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85240	12788		REMIT2 SCHOLASTIC INC BOOK CLUB		Check		
				E 01	100 205 000 460 000	Judy Moody and Not a Bummer Summer Chap		\$180.00	
	PO#: 49004	Voucher #:	102215	Invoice	Invoice No: 73076289	5/24/2023	Paid Amt:		\$180.00
				E 01	100 288 000 430 000	Yasmin the Builder		\$12.00	
				E 01	100 288 000 430 000	Not so ordinary Science		\$26.00	
				E 01	100 288 000 430 000	DK Smithsonian: Maker Lab outdoors		\$26.00	
	PO#: 49131	Voucher #:	102216	Invoice	Invoice No: 73399285	5/24/2023	Paid Amt:		\$64.00
							Check Amount:		\$244.00
0146	MB	85241	14824	remit	SUMMIT FIRE PROTECTION		Check		
				E 01	005 810 000 350 000	invoice # 192022949 fix pull station in element		\$391.00	
	PO#: 49178	Voucher #:	102226	Invoice	Invoice No: 192022949	5/24/2023	Paid Amt:		\$391.00
							Check Amount:		\$391.00
0146	MB	85242	10141		SUPREME SCHOOL SUPPLY CO.		Check		
				E 01	100 203 000 401 000	Class Record Book 910-8L		\$54.00	
				E 01	100 203 000 401 000	Freight		\$10.68	
	PO#: 49166	Voucher #:	102225	Invoice	Invoice No: 159393	5/24/2023	Paid Amt:		\$64.68
							Check Amount:		\$64.68
0146	MB	85243	17317		TERVOLA, MELINDA		Check		
				E 01	300 296 000 305 517	Fees For Services		\$200.00	
	PO#:	Voucher #:	102218	Invoice	Invoice No: 051923	5/24/2023	Paid Amt:		\$200.00
							Check Amount:		\$200.00
0146	MB	85244	16572		THELEN, MARK		Check		
				E 01	300 296 000 305 517	Fees For Services		\$140.00	
	PO#:	Voucher #:	102219	Invoice	Invoice No: 051923	5/24/2023	Paid Amt:		\$140.00
							Check Amount:		\$140.00
0146	MB	85245	16224		HEADWATERS GOLF CLUB		Check		
				E 01	300 296 000 369 514	Sub-section meet (girls)		\$180.00	
				E 01	300 294 000 369 504	Sub-section meet (boys)		\$180.00	
	PO#:	Voucher #:	102228	Invoice	Invoice No: 052423	5/25/2023	Paid Amt:		\$360.00
							Check Amount:		\$360.00
0146	MB	85246	14911	REMIT	AMAZON CAPITAL SERVICES		Check		
				E 06	005 870 000 401 892	Tool Combo		\$566.68	
	PO#: 49156	Voucher #:	102231	Invoice	Invoice No: 1C3C-9GNX-CMN3	5/30/2023	Paid Amt:		\$566.68
							Check Amount:		\$566.68
0146	MB	85247	16086	remit	COLONIAL LIFE INSURANCE COMPANY		Check		
				B 01	215 029	Supplemental Insurance-Voluntary		\$204.94	
	PO#:	Voucher #:	102236	Invoice	Invoice No: 41790570513212	5/30/2023	Paid Amt:		\$204.94
							Check Amount:		\$204.94



Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0146	MB	85248	15977	REMIT	ELAN FINANCIAL SERVICES		Check
				E 01	005 020 000 401 000	Zoom subscription (District)	\$17.17
				E 01	005 020 000 401 000	HS aux. acct reimb.	\$3,836.84
				E 01	100 050 000 401 000	Zoom subscription (Elem)	\$17.17
				E 04	005 509 321 401 000	Brightwheel subscription	\$150.00
				E 01	005 640 316 366 000	Staff Development (District/Preschol)	\$919.58
				E 01	005 020 000 401 000	HS aux. acct reimb.	(\$3,836.84)
				E 01	300 289 000 401 000	HS aux. acct reimb.	\$3,836.84
PO#:	Voucher #:	102239	Invoice	Invoice No:	May 2023	5/30/2023	Paid Amt: \$4,940.76
							Check Amount: \$4,940.76
0146	MB	85249	16088		FUHS, TAYLOR		Check
				E 01	300 294 000 305 507	Fees For Services	\$115.00
PO#:	Voucher #:	102235	Invoice	Invoice No:	052323	5/30/2023	Paid Amt: \$115.00
							Check Amount: \$115.00
0146	MB	85250	17538		HARDING, GRANT		Check
				E 01	300 294 000 305 507	Fees For Services	\$115.00
PO#:	Voucher #:	102234	Invoice	Invoice No:	052323	5/30/2023	Paid Amt: \$115.00
							Check Amount: \$115.00
0146	MB	85251	10825		HUGHES, TRAVIS		Check
				E 01	300 294 000 305 507	Fees For Services	\$90.00
PO#:	Voucher #:	102232	Invoice	Invoice No:	052523	5/30/2023	Paid Amt: \$90.00
				E 01	300 294 000 305 507	Fees For Services	\$45.00
PO#:	Voucher #:	102233	Invoice	Invoice No:	052323	5/30/2023	Paid Amt: \$45.00
							Check Amount: \$135.00
0146	MB	85252	15395		MADISON NATIONAL LIFE		Check
				B 01	215 027	Life & LTD	\$1,180.83
PO#:	Voucher #:	102230	Invoice	Invoice No:	June 2023	5/30/2023	Paid Amt: \$1,180.83
							Check Amount: \$1,180.83
0146	MB	85253	15415		NCPERS GROUP LIFE INS.		Check
				B 01	215 028	PERA Life Insurance	\$128.00
PO#:	Voucher #:	102229	Invoice	Invoice No:	108802062023	5/30/2023	Paid Amt: \$128.00
							Check Amount: \$128.00
0146	MB	85254	11670	REMIT	SAM'S CLUB DIRECT		Check
				R 01	300 299 000 619 000	Concessions Cost of Sales	\$98.66
PO#:	Voucher #:	102240	Invoice	Invoice No:	008000	5/30/2023	Paid Amt: \$98.66
							Check Amount: \$98.66
0146	MB	85255	15651	remit	TEACHERS ON CALL		Check
				E 01	100 203 000 305 000	Elem substitutes	\$2,117.10

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85255	15651	remit	TEACHERS ON CALL		Check		
				E 01	300 211 000 305 000	HS substitutes		\$3,020.10	
	PO#:	Voucher #:	102237	Invoice	Invoice No: 146907	5/30/2023	Paid Amt:	\$5,137.20	
				E 01	100 203 000 305 000	Elem substitutes		\$2,117.10	
				E 01	300 211 000 305 000	HS substitutes		\$1,264.20	
	PO#:	Voucher #:	102238	Invoice	Invoice No: 147153	5/30/2023	Paid Amt:	\$3,381.30	
							Check Amount:	\$8,518.50	
0146	MB	85256	14911	REMIT	AMAZON CAPITAL SERVICES		Check		
				E 01	100 402 740 401 000	Pilot Pen 14447 Frixion		\$23.96	
	PO#: 49101	Voucher #:	102304	Invoice	Invoice No: 1P17-YJND-3P3F	6/2/2023	Paid Amt:	\$23.96	
				E 01	100 402 740 433 000	Amazon Basics Plastic clipboards		\$14.68	
				E 01	100 402 740 433 000	200 Pcs Positive Affirmation Chips		\$8.99	
				E 01	100 402 740 401 000	Labuk 29pcs Zipper Pencil		\$15.99	
				E 01	300 402 740 433 000	Evan-Moor Daily Reading Comprehension Gr.		\$16.99	
				E 01	100 402 740 433 000	Scribble Do dry erase pockets		\$7.94	
				E 01	100 402 740 401 000	file folder tabs 60+120 sets		\$7.99	
				E 01	100 402 740 401 000	sticky clips		\$7.52	
				E 01	100 402 740 401 000	amazon basic hanging files		\$15.29	
				E 01	100 402 740 433 000	EO OUT 24 pack kraft notebook		\$20.99	
				E 01	100 402 740 433 000	Doodle Dances and Ditties book		\$39.95	
				E 01	100 402 740 401 000	methdic address labels		\$19.35	
				E 01	100 402 740 401 000	Affirmations coloring book		\$6.97	
	PO#: 49101	Voucher #:	102305	Invoice	Invoice No: 1P4G-GH46-6KGV	6/2/2023	Paid Amt:	\$182.65	
				E 01	005 110 000 401 000	White Out Tape		\$18.86	
				E 01	005 110 000 401 000	Staples		\$10.64	
				E 01	005 110 000 401 000	Sharpies		\$5.74	
				E 01	005 110 000 401 000	Post It Notes		\$14.73	
	PO#: 49170	Voucher #:	102306	Invoice	Invoice No: 13M1-6QYK-7L76	6/2/2023	Paid Amt:	\$49.97	
				E 06	005 870 000 401 892	Bit Set		\$65.76	
	PO#: 49173	Voucher #:	102307	Invoice	Invoice No: 1R6F-W9MJ-9XWW	6/2/2023	Paid Amt:	\$65.76	
							Check Amount:	\$322.34	✓
0146	MB	85257	12945		BARNESVILLE CHIROPRACTIC CLINIC		Check		
				E 01	005 760 733 305 000	DOT Physical		\$120.00	
	PO#:	Voucher #:	102278	Invoice	Invoice No: 052423	6/2/2023	Paid Amt:	\$120.00	
							Check Amount:	\$120.00	
0146	MB	85258	16637		BEMIDJI TOWN & COUNTRY CLUB		Check		
				E 01	300 294 000 369 504	Boys Golf Section Meet		\$240.00	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85258	16637		BEMIDJI TOWN & COUNTRY CLUB		Check		
				E 01	300 296 000 369 514	Girls Golf Section Meet Fee		\$240.00	
PO#:	Voucher #:	102271	Invoice		Invoice No: 060123	6/2/2023	Paid Amt:	\$480.00	
							Check Amount:	\$480.00	
0146	MB	85259	15289		BROOKLYN PUBLISHERS LLC		Check		
				E 01	300 295 000 401 519	Order #59373 One-Act Scripts and Royalties		\$160.50	
PO#: 48756	Voucher #:	102279	Invoice		Invoice No: 59373	6/2/2023	Paid Amt:	\$160.50	
							Check Amount:	\$160.50	
0146	MB	85260	12054	remit	CARROT-TOP INDUSTRIES INC		Check		
				E 01	005 810 000 410 000	invoice # 118280 flags		\$482.05	
PO#: 49158	Voucher #:	102277	Invoice		Invoice No: #INV118280	6/2/2023	Paid Amt:	\$482.05	
							Check Amount:	\$482.05	
0146	MB	85261	17395		CHRISTIANSO'S BUSINESS FURNITURE		Check		
				E 06	005 870 000 530 898	Classroom Cabinets		\$98,966.24	
PO#: 49194	Voucher #:	102286	Invoice		Invoice No: 35072.001	6/2/2023	Paid Amt:	\$98,966.24	
							Check Amount:	\$98,966.24	
0146	MB	85262	10041	REMIT	DEMCO INC		Check		
				E 01	100 620 000 401 000	Paperfold Adjustab Book Jacket Cover 12"x 30"		\$75.84	
				E 01	100 620 000 401 000	Paperfold Adjustab Book Jacket Cover 9"x300"		\$71.84	
				E 01	100 620 000 401 000	Demco Plastic Princeton File Felt Base Royal		\$26.82	
				E 01	100 620 000 401 000	Demco Economy Book Tape 1-1/2" x 60" yards		\$26.38	
				E 01	100 620 000 401 000	Demco Economy Book Tape 2" x 60" yards		\$33.18	
				E 01	100 620 000 401 000	Color Tinted label Protectors 1-1/4" x 3-1/8" Or		\$19.79	
				E 01	100 620 000 401 000	Color Tinted label Protectors 1-1/4" x 3-1/8" Bl		\$19.79	
				E 01	100 620 000 401 000	Color Tinted label Protectors 1-1/4" x 3-1/8" Re		\$19.79	
				E 01	100 620 000 401 000	Nonglare Label Protectors 1-1/2" H x 4-1/4"W		\$26.39	
				E 01	100 620 000 401 000	Color Tinted label Protectors 1-1/4" x 3-1/8" Pt		\$19.79	
				E 01	100 620 000 401 000	Color Tinted label Protectors 1-1/4" x 3-1/8" Gr		\$19.79	
				E 01	100 620 000 401 000	X-Acto XLR Silver Sharpener		\$43.04	
				E 01	100 620 000 401 000	Freight		\$44.27	
PO#: 49076	Voucher #:	102276	Invoice		Invoice No: 7312174	6/2/2023	Paid Amt:	\$446.71	
							Check Amount:	\$446.71	
0146	MB	85263	12853		EA - BARNESVILLE		Check		
				B 01	215 025	Nea-Mea-Bea Dues Payable		\$2,713.20	
PO#:	Voucher #:	102178	Invoice		Invoice No: S2023210	6/2/2023	Paid Amt:	\$2,713.20	
				B 01	215 025	Nea-Mea-Bea Dues Payable		\$2,284.16	
PO#:	Voucher #:	102246	Invoice		Invoice No: S202321EY0	6/2/2023	Paid Amt:	\$2,284.16	



Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85263	12853		EA - BARNESVILLE		Check		
				B 01	215 025			\$1,951.60	
					Nea-Mea-Bea Dues Payable				
		PO#:	Voucher #:	102257	Invoice	Invoice No: S2023220	6/2/2023	Paid Amt:	\$1,951.60
								Check Amount:	\$6,948.96
0146	MB	85264	15344		EDUCATORS BENEFIT CONSULTANTS		Check		
				E 01	005 110 000 305 000			\$66.72	
					Fees For Services				
		PO#:	Voucher #:	102287	Invoice	Invoice No: 28337	6/2/2023	Paid Amt:	\$66.72
								Check Amount:	\$66.72
0146	MB	85265	15730		ESSENTIA HEALTH		Check		
				E 01	300 790 000 305 000			\$125.00	
					monthly sports medicine agreement				
		PO#:	Voucher #:	102275	Invoice	Invoice No: 1223.3010.1707.01	6/2/2023	Paid Amt:	\$125.00
								Check Amount:	\$125.00
0146	MB	85266	15413	remit	FIDELITY SECURITY LIFE		Check		
				B 01	215 031			\$584.20	
					Vision Premium				
		PO#:	Voucher #:	102280	Invoice	Invoice No: 2998423	6/2/2023	Paid Amt:	\$584.20
								Check Amount:	\$584.20
0146	MB	85267	14885	remit	HERFF JONES		Check		
				E 01	300 211 000 432 000			\$16.15	
				E 01	300 211 000 432 000			\$11.95	
					Salutatorian Medal - 153063				
					Freight				
		PO#: 49095	Voucher #:	102273	Invoice	Invoice No: 456301	6/2/2023	Paid Amt:	\$28.10
				E 01	300 211 000 432 000			\$32.30	
				E 01	300 211 000 432 000			\$11.95	
					Valedictorian Medal - 153064				
					Freight				
		PO#: 49095	Voucher #:	102274	Invoice	Invoice No: 456143	6/2/2023	Paid Amt:	\$44.25
								Check Amount:	\$72.35
0146	MB	85268	12685	REMIT	JW PEPPER & SON INC.		Check		
				E 01	300 259 000 430 000			\$72.50	
				E 01	300 259 000 430 000			\$51.25	
				E 01	300 259 000 430 000			\$56.25	
				E 01	300 259 000 430 000			\$53.75	
				E 01	300 259 000 430 000			\$75.00	
				E 01	300 259 000 430 000			\$22.99	
					Muusika #10593348 SATB				
					Famine Song SATB #3303263				
					The Road Home SATB #8069226				
					Didn't My Lord Deliver Daniel SATB #3180163				
					Modimo SATB				
					Shipping and Handling				
		PO#: 49169	Voucher #:	102289	Invoice	Invoice No: 365361529	6/2/2023	Paid Amt:	\$331.74
				E 01	200 212 000 430 000			\$29.99	
				E 01	200 212 000 430 000			\$29.95	
				E 01	200 212 000 430 000			\$17.99	
					Harry T. Burleigh High Solo Collection #49112				
					Harry T. Burleigh Low Solo Collection #48156				
					Freight				
		PO#: 49175	Voucher #:	102290	Invoice	Invoice No: 365364217	6/2/2023	Paid Amt:	\$77.93
				E 01	300 259 000 430 000			\$66.25	
					Winter With You SAB #11190948				

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85268	12685	REMIT	JW PEPPER & SON INC.		Check		
				E 01	300 259 000 430 000	Love Has Broken Down the Wall SATB #1045t		\$58.50	
	PO#: 49169	Voucher #: 102291		Invoice	Invoice No: 365361676	6/2/2023	Paid Amt:		\$124.75
				E 01	200 212 000 430 000	Katharin Rundus Vocal Solo Collection & Onlir		\$49.98	
				E 01	200 212 000 430 000	shipping and handling		\$0.00	
	PO#: 49175	Voucher #: 102292		Invoice	Invoice No: 365364725	6/2/2023	Paid Amt:		\$49.98
							Check Amount:		\$584.40
0146	MB	85269	14486		MINNESOTA DEPARTMENT OF HEALTH		Check		
				E 02	005 770 701 820 000	Statewide hospitality fee		\$40.00	
	PO#:	Voucher #: 102298		Invoice	Invoice No: 1001382	6/2/2023	Paid Amt:		\$40.00
							Check Amount:		\$40.00
0146	MB	85270	14486		MINNESOTA DEPARTMENT OF HEALTH		Check		
				E 02	005 770 701 820 000	Statewide hospitality fee		\$40.00	
	PO#:	Voucher #: 102299		Invoice	Invoice No: 1001379	6/2/2023	Paid Amt:		\$40.00
							Check Amount:		\$40.00
0146	MB	85271	16818		MN SCHOOL EMPLOYEES ASSOCIATION		Check		
				B 01	215 025	Nea-Mea-Bea Dues Payable		\$503.12	
	PO#:	Voucher #: 102262		Invoice	Invoice No: S2023220	6/2/2023	Paid Amt:		\$503.12
							Check Amount:		\$503.12
0146	MB	85272	14433		PLAINS ART MUSEUM		Check		
				E 01	100 203 000 369 000	For Gallery + Ceramics experience on June 8,		\$1,200.00	
	PO#: 49190	Voucher #: 102297		Invoice	Invoice No: 042823	6/2/2023	Paid Amt:		\$1,200.00
							Check Amount:		\$1,200.00
0146	MB	85273	12141		REGION 6A, MSHSL		Check		
				R 01	300 289 000 060 000	Subsection Track Gate		\$4,395.00	
	PO#:	Voucher #: 102269		Invoice	Invoice No: 6ATrack	6/2/2023	Paid Amt:		\$4,395.00
							Check Amount:		\$4,395.00
0146	MB	85274	12141		REGION 6A, MSHSL		Check		
				R 01	300 289 000 060 000	Section Baseball		\$770.00	
	PO#:	Voucher #: 102270		Invoice	Invoice No: 8AABaseball	6/2/2023	Paid Amt:		\$770.00
							Check Amount:		\$770.00
0146	MB	85275	10166	remit	REGION I		Check		
				E 01	005 110 000 401 000	General Supplies		\$113.68	
	PO#:	Voucher #: 102281		Invoice	Invoice No: 12970	6/2/2023	Paid Amt:		\$113.68
							Check Amount:		\$113.68
0146	MB	85276	14553	REMIT	ROCHESTER TELECOM SYSTEMS	44	Check		
				E 01	005 810 000 320 000	Communication		\$92.28	

Barnesville Public Schools #146

Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0146	MB	85276	14553	REMIT	ROCHESTER TELECOM SYSTEMS		Check
				E 04	005 505 321 320 000	Communication	\$0.31
	PO#:	Voucher #:	102296	Invoice	Invoice No: 26248	6/2/2023	Paid Amt: \$92.59
							Check Amount: \$92.59
0146	MB	85277	11245	REMIT	SCHOOL SPECIALTY LLC		Check
				E 01	100 201 000 430 000	1506461 Prang Medium Weight Construction I	\$5.92
				E 01	100 201 000 430 000	1506467 Prang Medium Weight Construction I	\$9.93
				E 01	100 201 000 430 000	054078 Tru-Ray Sulphite Construction Paper,	\$9.86
				E 01	100 201 000 430 000	054069 Tru-Ray Sulphite Construction Paper,	\$4.93
				E 01	100 201 000 430 000	054063 Tru-Ray Sulphite Construction Paper,	\$9.86
				E 01	100 201 000 430 000	054129 Tru-Ray Sulphite Construction Paper,	\$9.86
				E 01	100 201 000 430 000	054057 Tru-Ray Sulphite Construction Paper,	\$9.86
				E 01	100 201 000 430 000	216778 Tru-Ray Sulphite Construction Paper,	\$9.86
				E 01	100 201 000 430 000	1506485 Prang Medium Weight Construction I	\$4.11
				E 01	100 201 000 430 000	054108 Tru-Ray Sulphite Construction Paper,	\$24.65
				E 01	100 201 000 430 000	054141 Tru-Ray Sulphite Construction Paper,	\$29.58
				E 01	100 201 000 430 000	054405 Tru-Ray Sulphite Construction Paper,	\$4.93
				E 01	100 201 000 401 000	075830 Astrobrights Premium Color Paper, 8-1	\$21.64
				E 01	100 201 000 401 000	087298 Exact Color Copy Paper, 8-1/2 x 11 In	\$19.95
				E 01	100 201 000 401 000	1060769 Hammermill Copy Paper, 8-1/2 x 11 I	\$0.00
				E 01	100 201 000 401 000	1109935 Hammermill Copy Paper, 8-1/2 x 11 I	\$15.98
				E 01	100 201 000 401 000	220344 Crayola Marker Replacement Pack, Bi	\$5.32
				E 01	100 201 000 401 000	220338 Crayola Marker Replacement Pack, Bi	\$5.32
				E 01	100 201 000 401 000	220335 Crayola Marker Replacement Pack, Bi	\$4.01
				E 01	100 201 000 401 000	1442095 Avery See-Through Color Dots, 3/4 Ir	\$15.32
				E 01	100 201 000 401 000	1599657 Business Source Sheet Protectors, F	\$23.12
				E 01	100 201 000 401 000	1301559 Neenah Bright White Cardstock, 8-1/	\$12.86
				E 01	100 201 000 401 000	090052 Dowling Magnets Adhesive Extra Thin	\$8.64
				E 01	100 201 000 401 000	224439 Hygloss Compoz-A-Puzzle, 16 Pieces	\$14.75
				E 01	100 201 000 401 000	2040982 Junior Learning Rainbow Ten Frames	\$38.97
				E 01	100 201 000 401 000	090332 Fiskars That's Amore Squeeze	\$25.99
				E 01	100 201 000 401 000	1588929 Play-Doh, Primary Colors, 4 Ounce, :	\$16.35
				E 01	100 201 000 401 000	1597425 Trend Enterprises Fun Friends Scrat	\$18.18
	PO#: 49051	Voucher #:	102293	Invoice	Invoice No: 208132140715	6/2/2023	Paid Amt: \$379.75
				E 01	300 256 000 401 000	008220 Crayola Colored Pencils, Assorted Col	\$5.96
				E 01	300 256 000 401 000	1371172 Crayola Markers, Fine Line, Assorted	\$10.95
	PO#: 49143	Voucher #:	102294	Invoice	Invoice No: 208132291168	45 6/2/2023	Paid Amt: \$16.91
				E 01	200 212 000 401 000	085113 School Smart Hanging File Folder, Let	\$30.40
				E 01	200 212 000 401 000	085110 School Smart Hanging File Folder, Let	\$30.40

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85277	11245	REMIT	SCHOOL SPECIALTY LLC		Check		
				E 01	200 212 000 401 000	085012 School Smart Hanging File Folder, Let		\$30.40	
				E 01	200 212 000 401 000	085112 School Smart Hanging File Folder, Let		\$30.40	
				E 01	200 212 000 401 000	085109 School Smart Hanging File Folder, Let		\$30.40	
	PO#: 49177	Voucher #: 102295		Invoice	Invoice No: 208132352995	6/2/2023	Paid Amt:	\$152.00	
							Check Amount:	\$548.66	
0146	MB	85278	11878		SCHRITZ PLUMBING & HEATING		Check		
				E 01	005 812 000 350 000	invoice # 219855 locker room toilet		\$331.02	
	PO#: 49162	Voucher #: 102272		Invoice	Invoice No: 219855	6/2/2023	Paid Amt:	\$331.02	
							Check Amount:	\$331.02	
0146	MB	85279	17630		STAR AUTISM SUPPORT INC		Check		
				E 01	100 411 740 433 000	STAR Program Level 3 kit. 2nd edition		\$423.00	
				E 01	100 411 740 433 000	S/H		\$42.30	
	PO#: 48983	Voucher #: 102300		Invoice	Invoice No: 27745	6/2/2023	Paid Amt:	\$465.30	
							Check Amount:	\$465.30	
0146	MB	85280	10140		STEIN'S INC		Check		
				E 01	005 813 000 350 000	order # 919036 repair auto scrubber		\$2,168.39	
	PO#: 49152	Voucher #: 102301		Invoice	Invoice No: 919036	6/2/2023	Paid Amt:	\$2,168.39	
				E 01	005 810 000 410 000	order # 919199 roll towels		\$107.76	
				E 01	005 810 000 410 000	freight		\$5.00	
	PO#: 49163	Voucher #: 102302		Invoice	Invoice No: 919199	6/2/2023	Paid Amt:	\$112.76	
				E 01	005 810 000 410 000	order # 919184 skirt kit		\$76.85	
				E 01	005 810 000 410 000	freight		\$5.00	
	PO#: 49163	Voucher #: 102303		Invoice	Invoice No: 919184	6/2/2023	Paid Amt:	\$81.85	
							Check Amount:	\$2,363.00	
0146	MB	85281	15651	remit	TEACHERS ON CALL		Check		
				E 01	100 203 000 305 000	Elem substitutes		\$1,820.10	
				E 01	300 211 000 305 000	HS substitutes		\$1,109.70	
	PO#:	Voucher #: 102288		Invoice	Invoice No: 147399	6/2/2023	Paid Amt:	\$2,929.80	
							Check Amount:	\$2,929.80	
0146	MB	85282	16653		VERIFIED FIRST		Check		
				E 01	005 105 000 305 000	Background Checks		\$249.48	
	PO#:	Voucher #: 102308		Invoice	Invoice No: INV-000421350	6/2/2023	Paid Amt:	\$249.48	
							Check Amount:	\$249.48	
0146	MB	85283	15411		DELTA DENTAL OF MINNESOTA		Check		
				B 01	215 032	premiums		\$3,298.67	
	PO#:	Voucher #: 102310		Invoice	Invoice No: CNS0001256435	6/2/2023	Paid Amt:	\$3,298.67	
							Check Amount:	\$3,298.67	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85284	12942		MIDWEST BANK		Check		
				E 01	300 292 000 369 505	State Track Athlete Meals		\$225.00	
				E 01	300 292 000 366 505	State Track Coach Meals		\$225.00	
	PO#:	Voucher #:	102314	Invoice	Invoice No: 06052023	6/5/2023	Paid Amt:	\$450.00	
							Check Amount:	\$450.00	
0146	MB	85285	14973		BOOM, CHAD		Check		
				E 04	005 506 321 305 000	Softball Ump		\$90.00	
	PO#:	Voucher #:	102327	Invoice	Invoice No: 060623	6/14/2023	Paid Amt:	\$90.00	
							Check Amount:	\$90.00	
0146	MB	85286	13904		BOY'S BASKETBALL		Check		
				E 01	300 289 000 401 000	Booster Club		\$1,500.00	
	PO#:	Voucher #:	102326	Invoice	Invoice No: 061223	6/14/2023	Paid Amt:	\$1,500.00	
							Check Amount:	\$1,500.00	
0146	MB	85287	15925		BOYS GOLF		Check		
				E 01	300 289 000 401 000	Booster Club donation		\$400.00	
	PO#:	Voucher #:	102321	Invoice	Invoice No: 061223	6/14/2023	Paid Amt:	\$400.00	
							Check Amount:	\$400.00	
0146	MB	85288	10001		CITY OF BARNESVILLE		Check		
				E 01	005 810 000 332 000	Electricity		\$13,364.83	
				E 01	005 810 000 331 000	Water-Sewage		\$2,174.30	
				E 01	005 810 000 330 000	Garbage		\$23.78	
				E 04	005 505 321 320 000	Communication		\$32.61	
				E 01	005 810 000 320 000	Communication		\$674.70	
	PO#:	Voucher #:	102320	Invoice	Invoice No: 10099932	6/14/2023	Paid Amt:	\$16,270.22	
							Check Amount:	\$16,270.22	
0146	MB	85289	14291		FOOTBALL		Check		
				E 01	300 289 000 401 000	Booster Club donation		\$1,279.50	
	PO#:	Voucher #:	102322	Invoice	Invoice No: 121922	6/14/2023	Paid Amt:	\$1,279.50	
							Check Amount:	\$1,279.50	
0146	MB	85290	13917		GIRLS BASKETBALL		Check		
				E 01	300 289 000 401 000	Booster Club Donation		\$680.00	
	PO#:	Voucher #:	102323	Invoice	Invoice No: 032123	6/14/2023	Paid Amt:	\$680.00	
							Check Amount:	\$680.00	
0146	MB	85291	17639		TRAP TEAM ISD 146 AUXILIARY ACCOUNT		Check		
				E 01	300 289 000 401 000	Booster Club donations		\$2,500.00	
	PO#:	Voucher #:	102324	Invoice	Invoice No: 061223	47 6/14/2023	Paid Amt:	\$2,500.00	
							Check Amount:	\$2,500.00	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85292	13938		VOLLEYBALL		Check		
				E 01	300 289 000 401 000	General Supplies		\$507.50	
	PO#:	Voucher #:	102325	Invoice	Invoice No: 061223	6/14/2023		Paid Amt:	\$507.50
								Check Amount:	\$507.50
0146	MB	85293	16124		A-1 SEWER & DRAIN INC		Check		
				E 01	005 812 000 350 000	invoice #45951 locate sewer at football field		\$0.00	
				E 01	005 812 000 350 000	invoice # 45997 locate sewer line in elementar		\$660.00	
	PO#: 49204	Voucher #:	102341	Invoice	Invoice No: 45997	6/16/2023		Paid Amt:	\$660.00
				E 01	005 812 000 350 000	invoice #45951 locate sewer at football field		\$382.00	
	PO#: 49204	Voucher #:	102342	Invoice	Invoice No: 45951	6/16/2023		Paid Amt:	\$382.00
								Check Amount:	\$1,042.00
0146	MB	85294	11239	REMIT	ACME TOOLS		Check		
				E 01	300 255 000 350 000	#6294501 - Rubber Plate for Powermatic Sar		\$38.91	
	PO#: 48747	Voucher #:	102416	Invoice	Invoice No: 11093255	6/16/2023		Paid Amt:	\$38.91
				E 01	300 255 000 401 000	credit		\$8.18	
	PO#:	Voucher #:	102417	Credit	Invoice No: 94380661	6/16/2023		Paid Amt:	(\$8.18)
								Check Amount:	\$30.73
0146	MB	85295	14911	REMIT	AMAZON CAPITAL SERVICES		Check		
				E 01	100 620 000 470 000	Books		\$0.00	
				E 01	100 288 000 470 000	Books		\$2.28	
				E 01	100 620 000 470 000	Books		\$15.71	
	PO#: 48940	Voucher #:	102343	Invoice	Invoice No: 1WJC-PWR7-NJNY	6/16/2023		Paid Amt:	\$17.99
				E 01	100 620 000 470 000	Credit		(\$1.64)	
	PO#:	Voucher #:	102344	Invoice	Invoice No: 14TH-KLCK-1LQ3	6/16/2023		Paid Amt:	(\$1.64)
				E 01	300 260 000 430 000	MiscSeed Studio XIAO SAMD21 The Smalle:		\$47.90	
				E 01	300 260 000 430 000	HiLetgo 2pcs HC-05 Wireless Bluetooth RF Tr		\$31.96	
				E 01	300 260 000 430 000	360 Pieces Multicolored Breadboard Jumper V		\$19.50	
				E 01	300 260 000 401 000	Ammonium Hydroxide 28% NSF Certified Gall		\$30.28	
				E 01	300 260 000 401 000	EXPO 80661 Low-Odor Dry Erase Markers, Cl		\$14.64	
				E 01	300 260 000 401 000	Shipping		\$4.50	
	PO#: 49189	Voucher #:	102345	Invoice	Invoice No: 1VDJ-PMYW-FX4M	6/16/2023		Paid Amt:	\$148.78
				E 01	300 296 000 401 514	Girls Golf Awards		\$23.99	
				E 01	300 296 000 401 514	4 1/2" Golf Laser Cut Crystal Award, Custom E		\$71.96	
				E 01	300 296 000 401 514	Freight		\$23.62	
	PO#: 49184	Voucher #:	102346	Invoice	Invoice No: 1VDJ-PMYW-DJ63	6/16/2023		Paid Amt:	\$119.57
				E 06	005 870 000 401 892	Air Compressor Kit		\$347.95	
				E 06	005 870 000 401 892	Jig Saw	48	\$143.00	
				E 06	005 870 000 401 892	Leaf Blower		\$196.99	
				E 06	005 870 000 401 892	Hammer Drill		\$169.00	



Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85295	14911	REMIT	AMAZON CAPITAL SERVICES		Check		
				E 06	005 870 000 401 892	Dewalt Batteries		\$142.00	
				E 06	005 870 000 401 892	Mitre Saw		\$603.99	
				E 06	005 870 000 401 892	Mitre Stand		\$120.00	
				E 06	005 870 000 401 892	Table Saw		\$599.00	✓
				E 06	005 870 000 401 892	Band Saw		\$333.79	
				E 06	005 870 000 401 892	Freight		\$6.00	
	PO#: 49156	Voucher #: 102347		Invoice	Invoice No: 1JDG-JHGP-M6TW	6/16/2023	Paid Amt:	\$2,661.72	
							Check Amount:	\$2,946.42	
0146	MB	85296	15900		ANDERSON ELECTRIC LLC		Check		
				E 01	005 813 000 350 000	invoice # 7547 work done on shop cnc machin		\$310.00	
	PO#: 49157	Voucher #: 102348		Invoice	Invoice No: 7547	6/16/2023	Paid Amt:	\$310.00	
				E 06	005 870 000 305 895	invoice # 7558 install new led lights on new st		\$5,480.00	✓
	PO#: 49193	Voucher #: 102349		Invoice	Invoice No: 7558	6/16/2023	Paid Amt:	\$5,480.00	
							Check Amount:	\$5,790.00	
0146	MB	85297	10002	remit	ARAMARK		Check		
				E 02	005 770 701 382 000	Laundry/Dry Cleaning		\$149.35	
	PO#:	Voucher #: 102350		Invoice	Invoice No: 2520191717	6/16/2023	Paid Amt:	\$149.35	
				E 02	005 770 701 382 000	Laundry/Dry Cleaning		\$149.35	
	PO#:	Voucher #: 102351		Invoice	Invoice No: 2520191718	6/16/2023	Paid Amt:	\$149.35	
				E 02	005 770 701 382 000	Laundry/Dry Cleaning		\$149.35	
	PO#:	Voucher #: 102352		Invoice	Invoice No: 2520199044	6/16/2023	Paid Amt:	\$149.35	
				E 02	005 770 701 382 000	Laundry/Dry Cleaning		\$149.35	
	PO#:	Voucher #: 102353		Invoice	Invoice No: 2520199042	6/16/2023	Paid Amt:	\$149.35	
							Check Amount:	\$597.40	
0146	MB	85298	10685		BARNESVILLE BUS COMPANY, INC.		Check		
				E 01	005 105 000 305 000	Drug/Alcohol Tests		\$70.00	
	PO#:	Voucher #: 102359		Invoice	Invoice No: 97349	6/16/2023	Paid Amt:	\$70.00	
				E 01	300 294 733 360 507	Baseball		\$4,430.25	
				E 01	100 288 733 360 000	Field Trip Flow Thru		\$3,276.00	
				E 01	300 298 733 360 000	Student Council/PaY		\$594.00	
				E 01	300 296 733 360 517	Softball		\$3,168.00	
				E 01	300 292 733 360 505	Track		\$3,465.00	
	PO#:	Voucher #: 102354		Invoice	Invoice No: May 23 Extra	6/16/2023	Paid Amt:	\$14,933.25	
				E 01	005 760 713 360 000	Open Enrollment Transportation		\$7,752.00	
	PO#:	Voucher #: 102355		Invoice	Invoice No: May 23 OE	6/16/2023	Paid Amt:	\$7,752.00	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85298	10685		BARNESVILLE BUS COMPANY, INC.		Check		
				E 01	005 760 720 442 000 Gasoline			\$2,418.50	
	PO#:	Voucher #:	102356	Invoice	Invoice No: May 23 Fuel	6/16/2023	Paid Amt:	\$2,418.50	
								Check Amount:	\$25,173.75
0146	MB	85299	12156		BARNESVILLE C-STORE		Check		
				E 01	005 760 733 442 000 Gasoline			\$31.04	
	PO#:	Voucher #:	102362	Invoice	Invoice No: 3471-2	6/16/2023	Paid Amt:	\$31.04	
				E 01	005 760 733 442 000 Gasoline			\$58.45	
	PO#:	Voucher #:	102363	Invoice	Invoice No: 3475-2	6/16/2023	Paid Amt:	\$58.45	
				E 01	005 760 733 442 000 Gasoline			\$75.50	
	PO#:	Voucher #:	102364	Invoice	Invoice No: 5206-1	6/16/2023	Paid Amt:	\$75.50	
				E 01	005 760 733 401 000 Car Wash			\$8.00	
	PO#:	Voucher #:	102365	Invoice	Invoice No: 5207-1	6/16/2023	Paid Amt:	\$8.00	
				E 01	005 760 733 442 000 Gasoline			\$33.52	
	PO#:	Voucher #:	102366	Invoice	Invoice No: 5280-1	6/16/2023	Paid Amt:	\$33.52	
				E 01	005 760 733 442 000 Gasoline			\$52.75	
	PO#:	Voucher #:	102367	Invoice	Invoice No: 3634-2	6/16/2023	Paid Amt:	\$52.75	
				E 01	005 760 733 442 000 Gasoline			\$69.00	
	PO#:	Voucher #:	102368	Invoice	Invoice No: 5527-1	6/16/2023	Paid Amt:	\$69.00	
				E 01	005 760 733 442 000 Gasoline			\$50.63	
	PO#:	Voucher #:	102369	Invoice	Invoice No: 3889-2	6/16/2023	Paid Amt:	\$50.63	
				E 01	005 760 733 442 000 Gasoline			\$54.04	
	PO#:	Voucher #:	102370	Invoice	Invoice No: 3925-2	6/16/2023	Paid Amt:	\$54.04	
				E 01	005 760 733 442 000 Gasoline			\$68.10	
	PO#:	Voucher #:	102371	Invoice	Invoice No: 4236-2	6/16/2023	Paid Amt:	\$68.10	
				E 01	005 760 733 442 000 Gasoline			\$55.21	
	PO#:	Voucher #:	102372	Invoice	Invoice No: 4766-2	6/16/2023	Paid Amt:	\$55.21	
				E 01	005 760 733 442 000 Gasoline			\$66.01	
	PO#:	Voucher #:	102373	Invoice	Invoice No: 5060-2	6/16/2023	Paid Amt:	\$66.01	
				E 01	005 760 733 442 000 Gasoline			\$26.82	
	PO#:	Voucher #:	102374	Invoice	Invoice No: 5062-2	6/16/2023	Paid Amt:	\$26.82	
				E 01	005 760 733 442 000 Gasoline			\$61.16	
	PO#:	Voucher #:	102375	Invoice	Invoice No: 5077-2	6/16/2023	Paid Amt:	\$61.16	
				E 01	005 760 733 442 000 Gasoline			\$59.90	
	PO#:	Voucher #:	102376	Invoice	Invoice No: 6974-1	6/16/2023	Paid Amt:	\$59.90	
				E 01	005 760 733 442 000 Gasoline			\$45.97	
	PO#:	Voucher #:	102377	Invoice	Invoice No: 7103-1	50 6/16/2023	Paid Amt:	\$45.97	
				E 01	005 760 733 442 000 Gasoline			\$61.01	
	PO#:	Voucher #:	102378	Invoice	Invoice No: 5416-2	6/16/2023	Paid Amt:	\$61.01	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0146	MB	85299	12156		BARNESVILLE C-STORE		Check
				E 01	005 760 733 442 000 Gasoline		\$44.10
PO#:	Voucher #:	102379	Invoice	Invoice No:	7455-1	6/16/2023	Paid Amt: \$44.10
				E 01	005 760 733 442 000 Gasoline		\$39.70
PO#:	Voucher #:	102380	Invoice	Invoice No:	050223	6/16/2023	Paid Amt: \$39.70
				E 01	005 760 733 442 000 Gasoline		\$27.81
PO#:	Voucher #:	102381	Invoice	Invoice No:	7511-1	6/16/2023	Paid Amt: \$27.81
				E 01	005 760 733 442 000 Gasoline		\$53.34
PO#:	Voucher #:	102382	Invoice	Invoice No:	7538-1	6/16/2023	Paid Amt: \$53.34
				E 01	005 760 733 442 000 Gasoline		\$70.20
PO#:	Voucher #:	102383	Invoice	Invoice No:	7905-1	6/16/2023	Paid Amt: \$70.20
				E 01	005 760 733 442 000 Gasoline		\$55.85
PO#:	Voucher #:	102384	Invoice	Invoice No:	8675-1	6/16/2023	Paid Amt: \$55.85
				E 01	005 760 733 442 000 Gasoline		\$13.28
PO#:	Voucher #:	102385	Invoice	Invoice No:	6655-2	6/16/2023	Paid Amt: \$13.28
				E 01	005 760 733 442 000 Gasoline		\$63.01
				E 01	005 760 733 401 000 General Supplies		\$7.00
PO#:	Voucher #:	102386	Invoice	Invoice No:	8955-1	6/16/2023	Paid Amt: \$70.01
				E 01	005 760 733 442 000 Gasoline		\$27.97
PO#:	Voucher #:	102387	Invoice	Invoice No:	8997-1	6/16/2023	Paid Amt: \$27.97
				E 01	005 760 733 442 000 Gasoline		\$43.01
PO#:	Voucher #:	102388	Invoice	Invoice No:	6822-2	6/16/2023	Paid Amt: \$43.01
				E 01	005 760 733 442 000 Gasoline		\$50.07
PO#:	Voucher #:	102389	Invoice	Invoice No:	9214-1	6/16/2023	Paid Amt: \$50.07
				E 01	005 760 733 442 000 Gasoline		\$64.00
PO#:	Voucher #:	102390	Invoice	Invoice No:	9337-1	6/16/2023	Paid Amt: \$64.00
				E 01	005 760 733 442 000 Gasoline		\$34.82
PO#:	Voucher #:	102391	Invoice	Invoice No:	9418-1	6/16/2023	Paid Amt: \$34.82
				E 01	005 760 733 442 000 Gasoline		\$51.46
				E 01	005 760 733 401 000 Car Wash		\$8.00
PO#:	Voucher #:	102392	Invoice	Invoice No:	9500-1	6/16/2023	Paid Amt: \$59.46
				E 01	005 760 733 442 000 Gasoline		\$68.00
PO#:	Voucher #:	102393	Invoice	Invoice No:	7447-2	6/16/2023	Paid Amt: \$68.00
				E 01	005 760 733 442 000 Gasoline		\$44.26
PO#:	Voucher #:	102394	Invoice	Invoice No:	9716-1	6/16/2023	Paid Amt: \$44.26
				E 01	005 760 733 442 000 Gasoline		\$46.05
PO#:	Voucher #:	102395	Invoice	Invoice No:	664-1	51 6/16/2023	Paid Amt: \$46.05
				E 01	005 760 733 442 000 Gasoline		\$58.30
PO#:	Voucher #:	102396	Invoice	Invoice No:	802-1	6/16/2023	Paid Amt: \$58.30

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0146	MB	85299	12156		BARNESVILLE C-STORE		Check
				E 01	005 760 733 442 000 Gasoline		\$40.44
PO#:	Voucher #:	102397	Invoice	Invoice No:	8042-2	6/16/2023	Paid Amt: \$40.44
				E 01	005 760 733 442 000 Gasoline		\$71.01
PO#:	Voucher #:	102398	Invoice	Invoice No:	1081-1	6/16/2023	Paid Amt: \$71.01
				E 01	005 760 733 442 000 Gasoline		\$56.31
PO#:	Voucher #:	102399	Invoice	Invoice No:	8726-2	6/16/2023	Paid Amt: \$56.31
				E 01	005 760 733 442 000 Gasoline		\$67.00
PO#:	Voucher #:	102400	Invoice	Invoice No:	1506-1	6/16/2023	Paid Amt: \$67.00
				E 01	005 760 733 442 000 Gasoline		\$49.55
PO#:	Voucher #:	102401	Invoice	Invoice No:	1746-1	6/16/2023	Paid Amt: \$49.55
				E 01	005 760 733 442 000 Gasoline		\$14.45
PO#:	Voucher #:	102402	Invoice	Invoice No:	650-2	6/16/2023	Paid Amt: \$14.45
				E 01	005 760 733 442 000 Gasoline		\$47.30
PO#:	Voucher #:	102403	Invoice	Invoice No:	3354-1	6/16/2023	Paid Amt: \$47.30
				E 01	005 811 000 442 000 Gasoline		\$16.76
PO#:	Voucher #:	102404	Invoice	Invoice No:	9502-12	6/16/2023	Paid Amt: \$16.76
				E 01	005 811 000 442 000 Gasoline		\$30.04
PO#:	Voucher #:	102405	Invoice	Invoice No:	8690-1	6/16/2023	Paid Amt: \$30.04
				E 01	005 811 000 442 000 Gasoline		\$37.81
PO#:	Voucher #:	102406	Invoice	Invoice No:	3685-2	6/16/2023	Paid Amt: \$37.81
				E 01	005 811 000 442 000 Gasoline		\$16.94
PO#:	Voucher #:	102407	Invoice	Invoice No:	987-1	6/16/2023	Paid Amt: \$16.94
				E 01	005 811 000 442 000 Gasoline		\$20.37
PO#:	Voucher #:	102408	Invoice	Invoice No:	9018-2	6/16/2023	Paid Amt: \$20.37
				E 01	005 811 000 442 000 Gasoline		\$16.26
PO#:	Voucher #:	102409	Invoice	Invoice No:	616-2	6/16/2023	Paid Amt: \$16.26
				E 01	005 811 000 442 000 Gasoline		\$28.72
PO#:	Voucher #:	102410	Invoice	Invoice No:	3306-1	6/16/2023	Paid Amt: \$28.72
				E 01	005 760 733 401 000 General Supplies		\$8.00
PO#:	Voucher #:	102411	Credit	Invoice No:	85121	6/16/2023	Paid Amt: (\$8.00)
Check Amount:							\$2,252.30
0146	MB	85300	16618		BARNESVILLE DRUG & HARDWARE		Check
				E 01	005 810 000 410 000 Custodial Supplies		\$23.97
PO#:	Voucher #:	102361	Invoice	Invoice No:	121099	6/16/2023	Paid Amt: \$23.97
Check Amount:							\$23.97
0146	MB	85301	10013		BARNESVILLE GROCERY	52	Check
				E 01	300 250 000 430 000 Instructional Sup		\$173.91

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85301	10013		BARNESVILLE GROCERY		Check		
				E 01	300 331 830 433 000	Indiv Instruct Mat'l		\$306.29	
PO#:	Voucher #:	102357	Invoice		Invoice No: May 23 FACS	6/16/2023	Paid Amt:	\$480.20	
				E 01	300 403 740 433 000	Indiv Instruct Mat'l		\$9.44	
				E 01	300 403 740 433 000	Indiv Instruct Mat'l		\$4.04	
PO#:	Voucher #:	102358	Invoice		Invoice No: May 23 Sped	6/16/2023	Paid Amt:	\$13.48	
				E 01	005 810 000 410 000	Custodial Supplies		\$7.16	
PO#:	Voucher #:	102360	Invoice		Invoice No: May 23 Maint	6/16/2023	Paid Amt:	\$7.16	
							Check Amount:	\$500.84	
0146	MB	85302	17497		BARNESVILLE PTO		Check		
				E 01	300 299 000 305 000	Concessions		\$533.13	
PO#:	Voucher #:	102470	Invoice		Invoice No: 052323	6/16/2023	Paid Amt:	\$533.13	
							Check Amount:	\$533.13	
0146	MB	85303	10025		BARNESVILLE RECORD-REVIEW		Check		
				E 01	005 010 000 380 000	Minutes		\$2,333.10	
				E 01	005 010 000 380 000	Subscriptions		\$210.00	
				E 01	005 010 000 380 000	Advertising/Bids		\$454.00	
				E 01	005 105 000 380 000	Employment Ads		\$156.00	
				E 06	005 870 000 380 000	Cabinet Quotes		\$216.00	
PO#:	Voucher #:	102415	Invoice		Invoice No: 053123	6/16/2023	Paid Amt:	\$3,369.10	
							Check Amount:	\$3,369.10	
0146	MB	85304	10671		CLAY COUNTY FAIR		Check		
				E 01	005 850 302 370 000	Football Practice Field - 2023		\$1,000.00	
PO#:	Voucher #:	102412	Invoice		Invoice No: 2023-008	6/16/2023	Paid Amt:	\$1,000.00	
							Check Amount:	\$1,000.00	
0146	MB	85305	16568		COCA-COLA BOTTLING COMPANY HIGH COUNTRY		Check		
				E 02	005 770 707 490 000	Food		\$237.00	
PO#:	Voucher #:	102413	Invoice		Invoice No: 4399229	6/16/2023	Paid Amt:	\$237.00	
				E 02	005 770 707 490 000	credit		\$38.00	
PO#:	Voucher #:	102414	Credit		Invoice No: 4399230	6/16/2023	Paid Amt:	(\$38.00)	
							Check Amount:	\$199.00	
0146	MB	85306	10007		DACOTAH PAPER CO		Check		
				E 01	005 810 000 410 000	invoice # 68484 wax liners		\$67.24	
				E 01	005 865 347 401 000	nitrile gloves		\$27.49	
				E 01	005 810 000 410 000	foamy q&a		\$64.23	
				E 01	005 810 000 410 000	dial hand soap		\$108.18	
PO#: 49188	Voucher #:	102418	Invoice		Invoice No: 68484	6/16/2023	Paid Amt:	\$267.14	
				E 01	005 810 000 410 000	invoice # 61461 brooms		\$29.20	



Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85306	10007		DACOTAH PAPER CO		Check		
				E 01	005 810 000 410 000	mr clean erasers		\$125.28	
				E 01	005 810 000 410 000	26x42 can liners		\$47.96	
				E 01	005 810 000 410 000	23x33 black can liners		\$145.12	
				E 01	005 810 000 410 000	38x58 can liners		\$141.32	
				E 01	005 810 000 410 000	33x40 can liners		\$124.68	
				E 01	005 810 000 410 000	disinfecting wipes		\$31.27	
	PO#: 49159	Voucher #: 102419	Invoice	Invoice No: 61461		6/16/2023		Paid Amt: \$644.83	
								Check Amount: \$911.97	
0146	MB	85307	13220		EARTHGRAINS BAKING CO. INC.		Check		
				E 02	005 770 469 490 000	Food		\$8.38	
	PO#:	Voucher #: 102420	Invoice	Invoice No: 52155690001448		6/16/2023		Paid Amt: \$8.38	
				E 02	005 770 701 490 000	Food		\$51.85	
	PO#:	Voucher #: 102421	Invoice	Invoice No: 52155690001372		6/16/2023		Paid Amt: \$51.85	
				E 02	005 770 701 490 000	Food		\$36.99	
	PO#:	Voucher #: 102422	Invoice	Invoice No: 52155690001402		6/16/2023		Paid Amt: \$36.99	
				E 02	005 770 701 490 000	Food		\$108.87	
	PO#:	Voucher #: 102423	Invoice	Invoice No: 52155690001403		6/16/2023		Paid Amt: \$108.87	
				E 02	005 770 701 490 000	Food		\$67.48	
	PO#:	Voucher #: 102424	Invoice	Invoice No: 52155690001371		6/16/2023		Paid Amt: \$67.48	
				E 02	005 770 701 490 000	Food		\$115.50	
	PO#:	Voucher #: 102425	Invoice	Invoice No: 52155690001339		6/16/2023		Paid Amt: \$115.50	
				E 02	005 770 701 490 000	Food		\$85.46	
	PO#:	Voucher #: 102426	Invoice	Invoice No: 52155690001338		6/16/2023		Paid Amt: \$85.46	
				E 02	005 770 701 490 000	Food		\$75.42	
	PO#:	Voucher #: 102427	Invoice	Invoice No: 52155690001303		6/16/2023		Paid Amt: \$75.42	
				E 02	005 770 701 490 000	Food		\$40.05	
	PO#:	Voucher #: 102428	Invoice	Invoice No: 52155690001302		6/16/2023		Paid Amt: \$40.05	
								Check Amount: \$590.00	
0146	MB	85308	10052		FARMERS COOPERATIVE OIL CO		Check		
				E 01	005 760 733 442 000	Gasoline		\$49.19	
	PO#:	Voucher #: 102432	Invoice	Invoice No: 6530-1		6/16/2023		Paid Amt: \$49.19	
				E 01	005 811 000 442 000	Gasoline		\$40.62	
	PO#:	Voucher #: 102433	Invoice	Invoice No: 9625-2		6/16/2023		Paid Amt: \$40.62	
				E 01	005 811 000 442 000	Gasoline		\$35.80	
	PO#:	Voucher #: 102434	Invoice	Invoice No: 3031-1		6/16/2023		Paid Amt: \$35.80	
				E 01	005 810 000 442 000	Gasoline	54	\$70.00	
	PO#:	Voucher #: 102435	Invoice	Invoice No: 1957-2		6/16/2023		Paid Amt: \$70.00	
								Check Amount: \$195.61	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85309	10212		FORUM COMMUNICATIONS COMPANY		Check		
				E 01	005 105 000 380 000	Employment Ads		\$336.09	
	PO#:	Voucher #:	102429	Invoice	Invoice No: 221504-0506-1011	6/16/2023	Paid Amt:	\$336.09	
							Check Amount:	\$336.09	
0146	MB	85310	10060		FUCHS SANITATION, INC		Check		
				E 02	005 770 701 330 000	Garbage		\$2,976.87	
				E 02	005 770 701 330 000	Garbage		\$506.07	
	PO#:	Voucher #:	102430	Invoice	Invoice No: 103727	6/16/2023	Paid Amt:	\$3,482.94	
				E 01	005 810 000 330 000	Garbage		\$1,205.83	
	PO#:	Voucher #:	102431	Invoice	Invoice No: 103781	6/16/2023	Paid Amt:	\$1,205.83	
							Check Amount:	\$4,688.77	
0146	MB	85311	17355		HILLYARD/HUTCHINSON		Check		
				E 01	005 810 000 410 000	invoice # 605139216 toilet tissue		\$346.70	
				E 01	005 810 000 410 000	paper towel		\$396.30	
	PO#: 49208	Voucher #:	102436	Invoice	Invoice No: 605139216	6/16/2023	Paid Amt:	\$743.00	
							Check Amount:	\$743.00	
0146	MB	85312	10825		HUGHES, TRAVIS		Check		
				E 04	005 506 321 305 000	Fees For Services		\$270.00	
	PO#:	Voucher #:	102508	Invoice	Invoice No: 061223	6/16/2023	Paid Amt:	\$270.00	
							Check Amount:	\$270.00	
0146	MB	85313	15388	remit	INNOVATIVE OFFICE SOLUTIONS LLC		Check		
				E 01	200 212 000 401 000	BLS100149 PLANNER,MAH CYO,AST		\$15.76	
				E 01	200 212 000 401 000	Freight		\$3.00	
	PO#: 49183	Voucher #:	102437	Invoice	Invoice No: IN4217226	6/16/2023	Paid Amt:	\$18.76	
				E 01	200 212 000 401 000	SAN1921061 MARKER,EXPO,LOWCHISEL,A		\$43.99	
				E 01	200 212 000 401 000	HOD262002 PLANNER,2YR,MONTHLY,BK		\$0.00	
	PO#: 49174	Voucher #:	102438	Invoice	Invoice No: IN4207027	6/16/2023	Paid Amt:	\$43.99	
				E 01	100 203 000 401 000	UNV18103 FILE,FOLDER,LTR,250CT,MLA		\$23.42	
				E 01	100 203 000 401 000	PFX1524EAM POCKET,FILE,ANTIMCRBA,RI		\$25.81	
	PO#: 49164	Voucher #:	102439	Invoice	Invoice No: IN4202818	6/16/2023	Paid Amt:	\$49.23	
				E 01	100 203 000 401 000	CLMPAPERORCHID PAPER,8.5X11-20#,ORC		\$7.50	
	PO#: 49164	Voucher #:	102440	Invoice	Invoice No: IN4215762	6/16/2023	Paid Amt:	\$7.50	
				E 01	100 203 000 401 000	UNV14115 FOLDER,HANG,1/5CUT,LTR,25		\$11.61	
				E 01	100 203 000 401 000	UNV14143 FOLDER,HANG,BX3"EXP,LTRGN		\$31.53	
				E 01	100 203 000 401 000	UNV80011 LABEL,DT,FILE FLD,750,WH		\$28.66	
				E 01	100 203 000 401 000	UNV35210 ENVELOPE,#10,WE,WOVE,24#		\$16.43	
				E 01	100 203 000 401 000	MMM684SHOPBLA FLAG,POST-IT,SIGN HEF		\$0.00	
				E 01	100 203 000 401 000	PAP2096296 PENCIL,WB,MP,0.9MM,AST		\$0.00	
				E 01	100 203 000 401 000	BICMPLP241 PENCIL,24-PK 0.7MM,BK		\$17.44	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85313	15388	remit	INNOVATIVE OFFICE SOLUTIONS LLC		Check		
				E 01	100 203 000 401 000 ALL24325 RUBBERBANDS,SIZE#32,NTTN			\$7.96	
				E 01	100 203 000 401 000 UNV35264 ENVELOPE,CLSP,9X12,28#,BN			\$22.70	
				E 01	100 203 000 401 000 UNV07071 MARKER,PERMNT FINE,BK			\$2.84	
	PO#: 49164	Voucher #: 102441		Invoice	Invoice No: IN4202304	6/16/2023		Paid Amt:	\$139.17
								Check Amount:	\$258.65
0146	MB	85314	16615		JIFFY JONS INC		Check		
				E 01	005 811 000 350 000 Jiffy Jon Rent (Softball)			\$392.00	
	PO#:	Voucher #: 102442		Invoice	Invoice No: 72397	6/16/2023		Paid Amt:	\$392.00
								Check Amount:	\$392.00
0146	MB	85315	16348	remit	KEMPS LLC dba CASS CLAY CREAMERY		Check		
				E 02	005 770 710 495 000 Milk (Supply Chain Assistance Funds)			\$100.45	
				E 02	005 770 701 490 000 Food			\$21.84	
	PO#:	Voucher #: 102443		Invoice	Invoice No: 4619703	6/16/2023		Paid Amt:	\$122.29
				E 02	005 770 710 495 000 Milk (Supply Chain Assistance Funds)			\$706.55	
	PO#:	Voucher #: 102444		Invoice	Invoice No: 4620308	6/16/2023		Paid Amt:	\$706.55
				E 02	005 770 710 495 000 Milk (Supply Chain Assistance Funds)			\$282.40	
				E 02	005 770 701 490 000 Food			\$21.84	
	PO#:	Voucher #: 102445		Invoice	Invoice No: 4609229	6/16/2023		Paid Amt:	\$304.24
				E 02	005 770 710 495 000 Milk (Supply Chain Assistance Funds)			\$197.45	
	PO#:	Voucher #: 102446		Invoice	Invoice No: 4607479	6/16/2023		Paid Amt:	\$197.45
				E 02	005 770 710 495 000 Milk (Supply Chain Assistance Funds)			\$180.80	
	PO#:	Voucher #: 102447		Invoice	Invoice No: 4612744	6/16/2023		Paid Amt:	\$180.80
				E 02	005 770 710 495 000 Milk (Supply Chain Assistance Funds)			\$334.05	
	PO#:	Voucher #: 102448		Invoice	Invoice No: 4613651	6/16/2023		Paid Amt:	\$334.05
				E 02	005 770 710 495 000 Milk (Supply Chain Assistance Funds)			\$181.95	
				E 02	005 770 701 490 000 Food			\$21.84	
	PO#:	Voucher #: 102449		Invoice	Invoice No: 4594935	6/16/2023		Paid Amt:	\$203.79
				E 02	005 770 710 495 000 Milk (Supply Chain Assistance Funds)			\$13.20	
				E 02	005 770 701 490 000 Food			\$21.84	
	PO#:	Voucher #: 102450		Invoice	Invoice No: 4595561	6/16/2023		Paid Amt:	\$35.04
				E 02	005 770 710 495 000 Milk (Supply Chain Assistance Funds)			\$168.75	
	PO#:	Voucher #: 102451		Invoice	Invoice No: 4600465	6/16/2023		Paid Amt:	\$168.75
				E 02	005 770 710 495 000 Milk (Supply Chain Assistance Funds)			\$557.02	
	PO#:	Voucher #: 102452		Invoice	Invoice No: 4601205	6/16/2023		Paid Amt:	\$557.02
				E 02	005 770 710 495 000 Milk (Supply Chain Assistance Funds)			\$281.25	
				E 02	005 770 701 490 000 Food	56		\$21.84	
	PO#:	Voucher #: 102453		Invoice	Invoice No: 4581885	6/16/2023		Paid Amt:	\$303.09

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85315	16348	remit	KEMPS LLC dba CASS CLAY CREAMERY		Check		
				E 02	005 770 710 495 000 Milk (Supply Chain Assistance Funds)			\$197.45	
PO#:	Voucher #:	102454	Invoice	Invoice No:	4582098	6/16/2023	Paid Amt:	\$197.45	
				E 02	005 770 710 495 000 Milk (Supply Chain Assistance Funds)			\$1,164.00	
PO#:	Voucher #:	102455	Invoice	Invoice No:	4587930	6/16/2023	Paid Amt:	\$1,164.00	
				E 02	005 770 710 495 000 Milk (Supply Chain Assistance Funds)			\$140.05	
PO#:	Voucher #:	102456	Invoice	Invoice No:	4587754	6/16/2023	Paid Amt:	\$140.05	
								Check Amount:	\$4,614.57
0146	MB	85316	10190	remit	LAKE AGASSIZ EDUCATION COOPERATIVE		Check		
				E 01	200 420 740 396 000 Sp Ed Sal Pur F Other D			\$8,315.09	
				E 01	200 401 740 396 000 Sp Ed Sal Pur F Other D			\$2,562.41	
				E 01	200 404 740 396 000 Sp Ed Sal Pur F Other D			\$98.44	
				E 01	200 420 740 396 000 Sp Ed Sal Pur F Other D			\$307.64	
				E 01	100 740 160 377 012 Licensed Social Worker			\$12,508.18	
				E 01	200 401 740 397 000 Ben Purchased Fr Another Dist			\$7,354.69	
				E 01	200 420 740 397 000 Ben Purchased Fr Another Dist			\$5,521.37	
PO#:	Voucher #:	102461	Invoice	Invoice No:	June 2023	6/16/2023	Paid Amt:	\$36,667.82	
								Check Amount:	\$36,667.82
0146	MB	85317	14269		LAKES COUNTRY SERVICE COOP		Check		
				E 01	998 790 000 390 000 YES - Session 5			\$2,972.49	
PO#:	Voucher #:	102460	Invoice	Invoice No:	97448	6/16/2023	Paid Amt:	\$2,972.49	
								Check Amount:	\$2,972.49
0146	MB	85318	17332	remit	LIFE FITNESS		Check		
				E 01	300 289 000 530 000 HDLDPR HD ELITE, DUAL PULLDOWN/ROV			\$2,000.00	
				E 01	300 211 302 530 000 HDLDPR HD ELITE, DUAL PULLDOWN/ROV			\$2,474.15	
PO#: 48884	Voucher #:	102458	Invoice	Invoice No:	7383018	6/16/2023	Paid Amt:	\$4,474.15	
								Check Amount:	\$4,474.15
0146	MB	85319	15172		LONG WEEKEND SPORTSWEAR, LLC		Check		
				E 04	005 506 321 401 000 Gilden Youth VB Shirts			\$873.00	
				E 04	005 506 321 401 000 Gilden SS Volleyball Camp Shirts-Adult			\$297.00	
				E 04	005 506 321 401 000 Shipping			\$16.50	
PO#: 49201	Voucher #:	102459	Invoice	Invoice No:	26896	6/16/2023	Paid Amt:	\$1,186.50	
				E 04	005 506 321 401 000 AM- Summer Rec Softball/Baseball Shirts			\$72.00	
				E 04	005 506 321 401 000 AS-Summer Rec Softball/Baseball Shirts			\$99.00	
				E 04	005 506 321 401 000 YL-Summer Rec Softball/Baseball Shirts			\$261.00	
				E 04	005 506 321 401 000 YM-Summer Rec Softball/Baseball Shirts			\$468.00	
				E 04	005 506 321 401 000 YS-Summer Rec Softball/Baseball Tshirts			\$549.00	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85319	15172		LONG WEEKEND SPORTSWEAR, LLC		Check		
				E 04	005 506 321 401 000	Shipping		\$17.50	
	PO#: 49200	Voucher #: 102457		Invoice	Invoice No: 27036	6/16/2023			
							Paid Amt:	\$1,466.50	
							Check Amount:	\$2,653.00	
0146	MB	85320	13597	remit	MARCO TECHNOLOGIES LLC		Check		
				E 01	005 110 000 401 000	Konica SK-704 Staples Kit Pk of 5		\$258.64	
				E 01	005 110 000 401 000	Freight		\$14.86	
	PO#: 49171	Voucher #: 102464		Invoice	Invoice No: INV11223535	6/16/2023			
							Paid Amt:	\$273.50	
							Check Amount:	\$273.50	
0146	MB	85321	17638		MBN ENGINEERING INC		Check		
				E 06	005 870 000 305 890	Electrical Engineering Fee for storage building		\$1,140.00	
				E 06	005 870 000 305 890	Mechanical Engineering Fee for storage buildi		\$900.00	
	PO#: 48942	Voucher #: 102463		Invoice	Invoice No: 139246	6/16/2023			
							Paid Amt:	\$2,040.00	
							Check Amount:	\$2,040.00	
0146	MB	85322	17563		MINNESOTA SCHOOL NUTRITION ASSOCIATION		Check		
				E 01	005 640 316 366 000	2023 MSNA Annual Conference		\$240.00	
	PO#: 49172	Voucher #: 102462		Invoice	Invoice No: 2854	6/16/2023			
							Paid Amt:	\$240.00	
							Check Amount:	\$240.00	
0146	MB	85323	16818		MN SCHOOL EMPLOYEES ASSOCIATION		Check		
				B 01	215 025	Nea-Mea-Bea Dues Payable		\$527.39	
	PO#:	Voucher #: 102334		Invoice	Invoice No: S2023230	6/16/2023			
							Paid Amt:	\$527.39	
							Check Amount:	\$527.39	
0146	MB	85324	13784		NOVA FIRE PROTECTION, INC.		Check		
				E 01	005 865 363 305 000	aANNUAL BACKFLOW ASSEMBLY TEST		\$700.00	
	PO#: 48574	Voucher #: 102466		Invoice	Invoice No: 52183	6/16/2023			
							Paid Amt:	\$700.00	
				E 01	005 865 363 305 000	ANNUAL BACKFLOW ASSEMBLY TEST (ELI		\$350.00	
	PO#: 48574	Voucher #: 102467		Invoice	Invoice No: 52180	6/16/2023			
							Paid Amt:	\$350.00	
				E 01	005 865 363 305 000	ANNUAL SPRINKLER INSP		\$159.94	
				E 01	005 865 363 305 000	ANNUAL SPRINKLER INSP		\$140.06	
	PO#: 48574	Voucher #: 102468		Invoice	Invoice No: 52181	6/16/2023			
							Paid Amt:	\$300.00	
							Check Amount:	\$1,350.00	
0146	MB	85325	10166	remit	REGION I		Check		
				E 01	005 110 000 401 000	General Supplies		\$6.64	
	PO#:	Voucher #: 102471		Invoice	Invoice No: 12970	6/16/2023			
							Paid Amt:	\$6.64	
							Check Amount:	\$6.64	
0146	MB	85326	17471		REINHART FOODSERVICE LLC	58	Check		
				E 02	005 770 701 490 000	Commodities		\$51.00	
	PO#:	Voucher #: 102472		Invoice	Invoice No: 579913	6/16/2023			
							Paid Amt:	\$51.00	



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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85326	17471		REINHART FOODSERVICE LLC		Check		
				E 02	005 770 701 490 000	Food		\$2,039.02	
				E 02	005 770 710 490 000	Food (Supply Chain Assistance Funds)		\$713.05	
				E 02	005 770 705 490 000	Breakfast Food		\$298.08	
				E 02	005 770 707 490 000	Food		\$57.19	
				E 02	005 770 701 401 000	General Supplies		\$149.98	
PO#:	Voucher #:	102473	Invoice	Invoice No:	584541	6/16/2023	Paid Amt:	\$3,257.32	
			E 02	005 770 701 490 000	Food		\$1,818.25		
			E 02	005 770 710 490 000	Food (Supply Chain Assistance Funds)		\$362.72		
			E 02	005 770 705 490 000	Breakfast Food		\$131.24		
PO#:	Voucher #:	102474	Invoice	Invoice No:	584821	6/16/2023	Paid Amt:	\$2,312.21	
			E 02	005 770 701 490 000	Food		\$928.50		
			E 02	005 770 710 490 000	Food (Supply Chain Assistance Funds)		\$183.76		
			E 02	005 770 705 490 000	Breakfast Food		\$19.69		
			E 04	005 509 321 490 000	Food		\$42.69		
			E 02	005 770 701 401 000	General Supplies		\$140.69		
PO#:	Voucher #:	102475	Invoice	Invoice No:	593760	6/16/2023	Paid Amt:	\$1,315.33	
			E 02	005 770 469 490 000	Food		\$1,260.77		
			E 02	005 770 469 401 000	General Supplies		\$60.78		
PO#:	Voucher #:	102476	Invoice	Invoice No:	617592	6/16/2023	Paid Amt:	\$1,321.55	
			E 02	005 770 701 490 000	Food		\$679.72		
			E 02	005 770 710 490 000	Food (Supply Chain Assistance Funds)		\$162.87		
			E 02	005 770 705 490 000	Breakfast Food		\$43.39		
PO#:	Voucher #:	102477	Invoice	Invoice No:	594067	6/16/2023	Paid Amt:	\$885.98	
			E 02	005 770 469 490 000	Credit		\$29.79		
PO#:	Voucher #:	102478	Credit	Invoice No:	624236	6/16/2023	Paid Amt:	(\$29.79)	
			E 02	005 770 469 490 000	Food		\$944.74		
			E 02	005 770 469 401 000	General Supplies		\$120.26		
PO#:	Voucher #:	102479	Invoice	Invoice No:	610774	6/16/2023	Paid Amt:	\$1,065.00	
			E 02	005 770 469 490 000	Food		\$993.82		
PO#:	Voucher #:	102480	Invoice	Invoice No:	602051	6/16/2023	Paid Amt:	\$993.82	
			E 04	005 509 321 490 000	credit		\$63.36		
PO#:	Voucher #:	102481	Credit	Invoice No:	619203	6/16/2023	Paid Amt:	(\$63.36)	
			E 02	005 770 701 490 000	Food		\$231.95		
PO#:	Voucher #:	102482	Invoice	Invoice No:	562785	6/16/2023	Paid Amt:	\$231.95	
								Check Amount:	\$11,341.01
0146	MB	85327	14314	remit	RICK'S TIRE & TOWING	59	Check		
				E 01	005 760 723 350 000	invoice # 9415 tire repair		\$35.00	
PO#:	49161	Voucher #:	102483	Invoice	Invoice No:	9415	6/16/2023	Paid Amt:	\$35.00

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85327	14314	remit	RICK'S TIRE & TOWING		Check		
				E 01	005 760 723 350 000	invoice 9431 foam fill mower tires		\$330.00	
	PO#: 49161	Voucher #: 102484		Invoice	Invoice No: 9431	6/16/2023	Paid Amt:	\$330.00	
				E 01	005 760 723 350 000	invoice # 9427 front cv sh		\$296.00	
				E 01	005 760 723 350 000	front struts		\$696.00	
				E 01	005 760 723 350 000	rear shocks		\$116.00	
				E 01	005 760 723 350 000	oil& filter		\$45.00	
				E 01	005 760 723 350 000	wiper fluid		\$4.00	
				E 01	005 760 723 350 000	labor		\$790.00	
	PO#: 49161	Voucher #: 102485		Invoice	Invoice No: 9427	6/16/2023	Paid Amt:	\$1,947.00	
				E 01	005 760 723 350 000	invoice # 9440 oil&filter		\$45.00	
				E 01	005 760 723 350 000	wiper fluid		\$5.00	
				E 01	005 760 723 350 000	labor		\$25.00	
	PO#: 49161	Voucher #: 102486		Invoice	Invoice No: 9440	6/16/2023	Paid Amt:	\$75.00	
				E 01	005 760 723 350 000	invoice # 9441 oil&filter wiper fluid		\$75.00	
	PO#: 49161	Voucher #: 102487		Invoice	Invoice No: 9441	6/16/2023	Paid Amt:	\$75.00	
				E 01	005 760 723 350 000	invoice # 9438 oil&filter wiper fluid		\$69.00	
	PO#: 49161	Voucher #: 102488		Invoice	Invoice No: 9438	6/16/2023	Paid Amt:	\$69.00	
								Check Amount:	\$2,531.00
0146	MB	85328	15043		SCHATZ, TAYLOR		Check		
				E 04	005 505 321 305 000	TKD		\$704.00	
				E 04	005 505 321 305 000	Adult Self Defense		\$164.00	
	PO#:	Voucher #: 102489		Invoice	Invoice No: 061523	6/16/2023	Paid Amt:	\$868.00	
								Check Amount:	\$868.00
0146	MB	85329	11878		SCHRITZ PLUMBING & HEATING		Check		
				E 01	005 865 381 350 000	invoice #219888 work in old lobby boys bathro		\$1,192.49	
	PO#: 49203	Voucher #: 102493		Invoice	Invoice No: 219888	6/16/2023	Paid Amt:	\$1,192.49	
								Check Amount:	\$1,192.49
0146	MB	85330	16892		SOLID TECHNOLOGY SYSTEMS, INC.		Check		
				E 01	005 812 000 350 000	Reset HS Door #22		\$150.00	
	PO#:	Voucher #: 102492		Invoice	Invoice No: 5012385	6/16/2023	Paid Amt:	\$150.00	
								Check Amount:	\$150.00
0146	MB	85331	16244	REMIT	STATE INDUSTRIAL PRODUCTS		Check		
				E 01	005 810 000 410 000	invoice # 902933322 pile driver		\$303.25	
	PO#: 49209	Voucher #: 102491		Invoice	Invoice No: 902933322	6/16/2023	Paid Amt:	\$303.25	
								Check Amount:	\$303.25
0146	MB	85332	10140		STEIN'S INC		Check		
				E 01	005 810 000 410 000	invoice # 920659 20" black stripper pads		\$72.96	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85332	10140		STEIN'S INC		Check		
				E 01	005 810 000 410 000	juggernaut5gal.		\$732.88	
				E 01	005 810 000 410 000	doodlebug pads brown		\$32.84	
				E 01	005 810 000 410 000	doodlebug high pro pads		\$51.07	
		PO#: 49205	Voucher #: 102490	Invoice	Invoice No: 920659		6/16/2023	Paid Amt:	\$889.75
								Check Amount:	\$889.75
0146	MB	85333	11035		THE FEED MILL INC		Check		
				E 01	005 810 000 334 000	Hydrated Lime		\$14.00	
		PO#:	Voucher #: 102494	Invoice	Invoice No: 17741		6/16/2023	Paid Amt:	\$14.00
								Check Amount:	\$14.00
0146	MB	85334	11606		U.S. POSTAL SERVICE		Check		
				E 01	005 110 000 329 000	PO BOX RENT		\$406.00	
		PO#:	Voucher #: 102469	Invoice	Invoice No: 060123		6/16/2023	Paid Amt:	\$406.00
								Check Amount:	\$406.00
0146	MB	85335	10295		US FOODS		Check		
				E 02	005 770 701 490 000	Food		\$52.96	
				E 02	005 770 710 490 000	Food (Supply Chain Assistance Funds)		\$172.65	
				E 02	005 770 701 401 000	supplies		\$571.46	
		PO#:	Voucher #: 102495	Invoice	Invoice No: 4413999		6/16/2023	Paid Amt:	\$797.07
				E 02	005 770 701 490 000	Food		\$164.89	
				E 02	005 770 710 490 000	Food (Supply Chain Assistance Funds)		\$499.29	
				E 02	005 770 701 401 000	supplies		\$260.06	
		PO#:	Voucher #: 102496	Invoice	Invoice No: 4239227		6/16/2023	Paid Amt:	\$924.24
				E 02	005 770 701 490 000	Food		\$254.68	
				E 02	005 770 707 490 000	Food		\$36.16	
				E 02	005 770 705 490 000	Breakfast Food		\$188.90	
				E 02	005 770 710 490 000	Food (Supply Chain Assistance Funds)		\$336.95	
		PO#:	Voucher #: 102497	Invoice	Invoice No: 4065528		6/16/2023	Paid Amt:	\$816.69
				E 02	005 770 701 401 000	supplies		\$212.44	
		PO#:	Voucher #: 102498	Invoice	Invoice No: 4065529		6/16/2023	Paid Amt:	\$212.44
				E 02	005 770 701 490 000	Food		\$132.78	
				E 02	005 770 701 401 000	supplies		\$205.66	
				E 02	005 770 705 490 000	Breakfast Food		\$61.16	
				E 02	005 770 710 490 000	Food (Supply Chain Assistance Funds)		\$756.18	
		PO#:	Voucher #: 102499	Invoice	Invoice No: 3880266		6/16/2023	Paid Amt:	\$1,155.78
								Check Amount:	\$3,906.22
0146	MB	85336	17611		VALLEY BUS COACHES LLC		Check		
				E 01	300 289 733 360 000	Auxiliary portion		\$483.00	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85336	17611		VALLEY BUS COACHES LLC		Check		
				E 01	300 292 733 360 505	Contract-Public Carr		\$567.00	
PO#:	Voucher #:	102500	Invoice		Invoice No: 8109	6/16/2023	Paid Amt:	\$1,050.00	
				E 01	300 289 733 360 000	Auxiliary portion		\$703.00	
				E 01	300 292 733 360 505	Contract-Public Carr		\$1,647.00	
PO#:	Voucher #:	102501	Invoice		Invoice No: 8145	6/16/2023	Paid Amt:	\$2,350.00	
							Check Amount:	\$3,400.00	
0146	MB	85337	13590		WE TRAVEL PC LLC		Check		
				E 06	005 870 000 401 887	WiFi BaseStation XG (Auditorium, BSA)		\$3,723.10	
				E 01	100 612 000 401 000	Dell 1260 Toner		\$79.98	
				E 01	300 612 000 401 000	RCA to HDMI Converter - Snoble		\$19.99	
				E 06	005 870 000 401 887	Switch XG 6 poe, 10GB		\$799.00	
PO#: 49206	Voucher #:	102502	Invoice		Invoice No: 12754	6/16/2023	Paid Amt:	\$4,622.07	
				E 01	005 612 000 319 000	PC and Mac Management		\$750.00	
PO#: 49206	Voucher #:	102503	Invoice		Invoice No: 12789	6/16/2023	Paid Amt:	\$750.00	
				E 01	005 612 000 405 000	Avanan Email Security		\$568.80	
				E 01	005 612 000 405 000	Google Workspace Backup		\$420.00	
				E 01	005 612 000 405 000	Server Protection		\$250.00	
				E 01	005 612 000 405 000	Endpoint Security		\$680.00	
				E 01	005 612 000 405 000	Server Security		\$16.50	
				E 01	005 612 000 405 000	Security Mac		\$350.00	
PO#: 49206	Voucher #:	102504	Invoice		Invoice No: 12795	6/16/2023	Paid Amt:	\$2,285.30	
				E 01	005 630 302 305 000	Technology Coordinator		\$4,023.00	
PO#:	Voucher #:	102505	Invoice		Invoice No: 1074	6/16/2023	Paid Amt:	\$4,023.00	
							Check Amount:	\$11,680.37	
0146	MB	85338	16972		XCEL ENERGY		Check		
				E 01	005 810 000 333 000	Natural Gas		\$1,424.58	
PO#:	Voucher #:	102506	Invoice		Invoice No: 830330431	6/16/2023	Paid Amt:	\$1,424.58	
							Check Amount:	\$1,424.58	
0146	MB	85339	16972		XCEL ENERGY		Check		
				E 01	005 810 000 333 000	Natural Gas		\$3,007.44	
PO#:	Voucher #:	102507	Invoice		Invoice No: 830274094	6/16/2023	Paid Amt:	\$3,007.44	
							Check Amount:	\$3,007.44	
0146	MB	85340	17283		LVC COMPANIES INC		Check		
				E 06	005 870 000 520 821	Fire Protection		\$27,941.50	
PO#:	Voucher #:	102509	Invoice		Invoice No: Draw #37	6/16/2023	Paid Amt:	\$27,941.50	
							Check Amount:	\$27,941.50	



Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85341	17233		MANNING MECHANICAL INC		Check		
				E 06	005 870 000 520 822	Plumbing & HVAC		\$6,764.50	
	PO#:	Voucher #:	102510	Invoice	Invoice No:	Draw #37	6/16/2023	Paid Amt:	\$6,764.50
								Check Amount:	\$6,764.50
0146	MB	85342	17254		VINCO INC		Check		
				E 06	005 870 000 520 826	Electrical Communications, Safety & Security		\$14,685.00	
	PO#:	Voucher #:	102511	Invoice	Invoice No:	Draw #37	6/16/2023	Paid Amt:	\$14,685.00
								Check Amount:	\$14,685.00
0146	MB	85343	10440	remit	BARNES & NOBLE INC.		Check		
				E 01	300 620 000 470 000	books		\$492.55	
	PO#:	Voucher #:	102534	Invoice	Invoice No:	4437364	6/20/2023	Paid Amt:	\$492.55
								Check Amount:	\$492.55
0146	MB	85344	17543		BARNESVILLE BASEBALL CLUB		Check		
				E 01	005 810 000 335 000	Reed Field User Fee		\$2,000.00	
	PO#:	Voucher #:	102518	Invoice	Invoice No:	61523	6/20/2023	Paid Amt:	\$2,000.00
								Check Amount:	\$2,000.00
0146	MB	85345	10685		BARNESVILLE BUS COMPANY, INC.		Check		
				E 01	100 203 150 360 012	Contract-Public Carr		\$238.50	
	PO#:	Voucher #:	102535	Invoice	Invoice No:	061523	6/20/2023	Paid Amt:	\$238.50
				E 01	005 105 000 305 000	Drug/Alcohol Tests		\$180.00	
	PO#:	Voucher #:	102536	Invoice	Invoice No:	7950	6/20/2023	Paid Amt:	\$180.00
								Check Amount:	\$418.50
0146	MB	85346	13450		CROWN TROPHY		Check		
				E 01	300 289 000 401 000	Track & Field Awards		\$18.50	
				E 01	300 292 000 401 505	Track & Field Awards		\$300.00	
	PO#:	Voucher #:	102519	Invoice	Invoice No:	63351	6/20/2023	Paid Amt:	\$318.50
								Check Amount:	\$318.50
0146	MB	85347	14279		FM REDHAWKS		Check		
				E 01	100 288 000 369 000	Summer Field Trip- RedHawks Baseball Game		\$558.14	
				E 01	100 288 000 369 000	Summer Field Trip- RedHawks Baseball Game		\$249.30	
	PO#:	Voucher #:	102531	Invoice	Invoice No:	32267	6/20/2023	Paid Amt:	\$807.44
								Check Amount:	\$807.44
0146	MB	85348	14517		GATEWAY TO THE LAKES		Check		
				E 01	005 010 000 380 000	Advertising		\$1,100.00	
	PO#:	Voucher #:	102521	Invoice	Invoice No:	053123	6/20/2023	Paid Amt:	\$1,100.00
								Check Amount:	\$1,100.00

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	85349	16487		GRIPPERS SPORTS TROPHIES		Check		
				E 04	005 506 321 401 000	Camp Awards		\$30.00	
	PO#: 49211	Voucher #: 102520		Invoice	Invoice No: 1544	6/20/2023	Paid Amt:	\$30.00	
							Check Amount:	\$30.00	
0146	MB	85350	17355		HILLYARD/HUTCHINSON		Check		
				E 01	005 810 000 410 000	Custodial Supplies		\$53.76	
	PO#:	Voucher #: 102522		Credit	Invoice No: 800616694	6/20/2023	Paid Amt:	(\$53.76)	
				E 01	005 810 000 410 000	Custodial Supplies		\$35.00	
	PO#:	Voucher #: 102523		Credit	Invoice No: 800614346	6/20/2023	Paid Amt:	(\$35.00)	
				E 02	005 770 701 401 000	General Supplies		\$196.68	
	PO#:	Voucher #: 102524		Invoice	Invoice No: 605091408	6/20/2023	Paid Amt:	\$196.68	
				E 02	005 770 701 401 000	General Supplies		\$43.02	
	PO#:	Voucher #: 102525		Invoice	Invoice No: 605098857	6/20/2023	Paid Amt:	\$43.02	
				E 02	005 770 701 401 000	General Supplies		\$531.14	
	PO#:	Voucher #: 102526		Invoice	Invoice No: 605092794	6/20/2023	Paid Amt:	\$531.14	
							Check Amount:	\$682.08	
0146	MB	85351	12076	remit	PREMIUM WATERS, INC.		Check		
				E 01	005 720 000 401 000	General Supplies		\$123.58	
	PO#:	Voucher #: 102533		Invoice	Invoice No: 502958-05-23	6/20/2023	Paid Amt:	\$123.58	
							Check Amount:	\$123.58	
0146	MB	85352	16017	REMIT	PURCHASE POWER		Check		
				E 01	005 110 000 329 000	postage		\$1,005.00	
	PO#:	Voucher #: 102532		Invoice	Invoice No: 060823	6/20/2023	Paid Amt:	\$1,005.00	
							Check Amount:	\$1,005.00	
0146	MB	85353	17667		SOLIEN & LARSON ENGINEERING INC		Check		
				E 06	005 870 000 305 890	Structural Revisions to original plan		\$720.00	
	PO#: 49212	Voucher #: 102528		Invoice	Invoice No: 2304206	6/20/2023	Paid Amt:	\$720.00	
							Check Amount:	\$720.00	
0146	MB	85354	13919		SPANISH		Check		
				E 01	300 299 000 305 000	Fees For Services		\$696.34	
	PO#:	Voucher #: 102527		Invoice	Invoice No: 052523	6/20/2023	Paid Amt:	\$696.34	
							Check Amount:	\$696.34	
0146	MB	85355	17254		VINCO INC		Check		
				E 06	005 870 000 305 895	Vestibule 1522 Auto Door Operation		\$3,135.00	
				E 06	005 870 000 305 895	Exterior Trojan Sign Wiring		\$4,065.00	
	PO#: 49213	Voucher #: 102529		Invoice	Invoice No: 56298	64 6/20/2023	Paid Amt:	\$7,200.00	
							Check Amount:	\$7,200.00	



Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0146	MB	85356	13920		YEARBOOK		Check	
				E 01	300 289 000 401 000	General Supplies	\$2,567.00	
		PO#:	Voucher #:	102530	Invoice	Invoice No: 062023	6/20/2023	
							Paid Amt:	\$2,567.00
							Check Amount:	\$2,567.00
							Report Total:	\$863,305.38

Barnesville Public Schools #146
Detail Payment Register By Check
Fund Summary

Fund	Description	Total
01	General Fund	\$658,433.29
02	Food Service	\$25,602.65
04	Community Service	\$5,417.25
06	Building Construction	\$173,852.19
Report Total		\$863,305.38

Student Activity Account Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
1146	MN	18141	1315		HAWLEY HIGH SCHOOL		Check		
				E 01	300 298 000 401 540	Summer Volleyball League- 4 teams		\$400.00	
		PO#:	Voucher #:	4967	Invoice	Invoice No: 05192023		5/19/2023	
							Paid Amt:	\$400.00	
							Check Amount:	\$400.00	
1146	MN	18142	1434		AMAZON CAPITAL SERVICES		Check		
				E 01	300 298 000 401 440	Booke for Book Club		\$155.04	
		PO#: 1434	Voucher #:	4979	Invoice	Invoice No: 1FCH-6JF6-V3Q3		5/24/2023	
							Paid Amt:	\$155.04	
							Check Amount:	\$155.04	
1146	MN	18143	1016		BARNESVILLE GROCERY		Check		
				E 01	300 298 000 401 315	Ice Cream & Toppings		\$78.53	
		PO#:	Voucher #:	4974	Invoice	Invoice No: 8621		5/24/2023	
				E 01	300 298 000 401 223	Sr Class Lunch		\$41.85	
		PO#:	Voucher #:	4980	Invoice	Invoice No: 05232023		5/24/2023	
							Paid Amt:	\$41.85	
							Check Amount:	\$120.38	
1146	MN	18144	1267		CLAY COUNTY FAIR		Check		
				E 01	300 298 000 401 410	Fair Food Stand		\$100.00	
		PO#:	Voucher #:	4972	Invoice	Invoice No: 05232023		5/24/2023	
							Paid Amt:	\$100.00	
							Check Amount:	\$100.00	
1146	MN	18145	1265		CLAY COUNTY PUBLIC HEALTH		Check		
				E 01	300 298 000 401 410	Fair Food Stand		\$50.00	
		PO#:	Voucher #:	4971	Invoice	Invoice No: 05232023		5/24/2023	
							Paid Amt:	\$50.00	
							Check Amount:	\$50.00	
1146	MN	18146	1328		ELEVATED PRINT SHOP		Check		
				E 01	300 298 000 401 561	Game Day Shirts		\$351.00	
		PO#:	Voucher #:	4968	Invoice	Invoice No: 1361		5/24/2023	
							Paid Amt:	\$351.00	
							Check Amount:	\$351.00	
1146	MN	18148	1754		HEART O'LAKES FISHING LEAGUE		Check		
				E 01	100 298 000 401 395	HOL 2023 League Dues		\$600.00	
		PO#:	Voucher #:	4969	Invoice	Invoice No: 2023-5		5/24/2023	
							Paid Amt:	\$600.00	
							Check Amount:	\$600.00	
1146	MN	18149	1266		INNIGER, HOLLY		Check		
				E 01	300 298 000 401 550	Highlight Video		\$400.00	
				E 01	300 298 000 401 550	BB Banquet		\$26.46	
		PO#:	Voucher #:	4973	Invoice	Invoice No: 05012023		5/24/2023	
							Paid Amt:	\$426.46	
							Check Amount:	\$426.46	

Student Activity Account Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
1146	MN	18150	1026		ISD #146		Check
				E 01	300 298 000 401 223		\$1,130.33
					Sr. Class Lunch- Schindler CC		
		PO#:	Voucher #:	4981	Invoice Invoice No: 05232023	5/24/2023	Paid Amt: \$1,130.33
							Check Amount: \$1,130.33
1146	MN	18151	1797		LAKE AGASSIZ HABITAT FOR HUMANITY, INC		Check
				E 01	300 298 000 401 106		\$295.00
					Habitat House		
		PO#:	Voucher #:	4975	Invoice Invoice No: 05232023	5/24/2023	Paid Amt: \$295.00
				E 01	300 298 000 401 104		\$384.00
					Habitat House		
		PO#:	Voucher #:	4976	Invoice Invoice No: 05252023	5/24/2023	Paid Amt: \$384.00
							Check Amount: \$679.00
1146	MN	18152	1061		LONG WEEKEND SPORTSWEAR		Check
				E 01	300 298 000 401 500		\$714.00
					Track Shirts		
		PO#:	Voucher #:	4977	Invoice Invoice No: 26897	5/24/2023	Paid Amt: \$714.00
							Check Amount: \$714.00
1146	MN	18153	1549		SIDELINE POWER, LLC		Check
				E 01	300 298 000 401 580		\$8,095.00
					Endzone Camera System		
		PO#: 1433	Voucher #:	4982	Invoice Invoice No: 9695	5/24/2023	Paid Amt: \$8,095.00
							Check Amount: \$8,095.00
1146	MN	18154	1755		THE BASS FEDERATION		Check
				E 01	100 298 000 401 395		\$800.00
					Bass Federation Membership		
		PO#:	Voucher #:	4970	Invoice Invoice No: 2305932	5/24/2023	Paid Amt: \$800.00
							Check Amount: \$800.00
1146	MN	18155	1481		MINNESOTA HISTORICAL SOCIETY		Check
				E 01	100 298 000 401 105		\$504.00
					Fort Snelling		
		PO#:	Voucher #:	4983	Invoice Invoice No: 28677	5/24/2023	Paid Amt: \$504.00
							Check Amount: \$504.00
1146	MN	18156	1119		AMUNDSON, SCOTT		Check
				E 01	300 298 000 401 345		\$40.00
					Europe Trip Refund		
		PO#:	Voucher #:	4984	Invoice Invoice No: 05312023	5/31/2023	Paid Amt: \$40.00
							Check Amount: \$40.00
1146	MN	18157	1012		ANDERSON, LAURA		Check
				E 01	100 298 000 401 107		\$163.52
					AR Treats		
		PO#:	Voucher #:	4985	Invoice Invoice No: 05312023	5/31/2023	Paid Amt: \$163.52
							Check Amount: \$163.52
1146	MN	18158	1348		ASKEGAARD, MATT		Check
				E 01	300 298 000 401 521		\$106.62
					Team Meal 68		
		PO#:	Voucher #:	4990	Invoice Invoice No: 05312023	5/31/2023	Paid Amt: \$106.62
							Check Amount: \$106.62

Student Activity Account Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
1146	MN	18159	1165		BREAKDOWN SPORTS USA		Check
				E 01	300 298 000 401 530 Summer Camp		\$1,125.00
	PO#:	Voucher #:		4987 Invoice	Invoice No: 05312023	5/31/2023	
							Paid Amt: \$1,125.00
							Check Amount: \$1,125.00
1146	MN	18160	1165		BREAKDOWN SPORTS USA		Check
				E 01	300 298 000 401 550 Men's Basketball Camps		\$490.00
	PO#:	Voucher #:		4989 Invoice	Invoice No: Boys05312023	5/31/2023	
							Paid Amt: \$490.00
							Check Amount: \$490.00
1146	MN	18161	1509		CONCORDIA COLLEGE		Check
				E 01	300 298 000 401 550 Men's Basketball Team Camp		\$280.00
	PO#:	Voucher #:		4988 Invoice	Invoice No: 05312023	5/31/2023	
							Paid Amt: \$280.00
							Check Amount: \$280.00
1146	MN	18162	1108		EF EDUCATIONAL TOURS		Check
				E 01	300 298 000 401 345 Europe Trip		\$4,846.15
	PO#:	Voucher #:		4995 Invoice	Invoice No: 05312023	5/31/2023	
							Paid Amt: \$4,846.15
							Check Amount: \$4,846.15
1146	MN	18163	1026		ISD #146		Check
				E 01	100 298 000 401 110 School Patrol Party		\$327.90
	PO#:	Voucher #:		4986 Invoice	Invoice No: 05312023	5/31/2023	
				E 01	300 298 000 401 500 Charter Bus to State True Team		\$703.00
	PO#:	Voucher #:		4994 Invoice	Invoice No: 8145	5/31/2023	
							Paid Amt: \$703.00
							Check Amount: \$1,030.90
1146	MN	18165	1372		MSUM BASKETBALL CAMP		Check
				E 01	300 298 000 401 550 Men's Basketball Team Camp		\$200.00
	PO#:	Voucher #:		4991 Invoice	Invoice No: 05312023	5/31/2023	
							Paid Amt: \$200.00
							Check Amount: \$200.00
1146	MN	18166	1654		THE SHOOTING PARK- HORACE		Check
				E 01	300 298 000 401 390 Trap Shoot Tourney		\$912.00
	PO#:	Voucher #:		4992 Invoice	Invoice No: 06032023	5/31/2023	
							Paid Amt: \$912.00
							Check Amount: \$912.00
1146	MN	18167	1601		WE TRAVEL PC		Check
				E 01	100 298 000 401 107 AR Year End		\$1,114.00
	PO#:	Voucher #:		4996 Invoice	Invoice No: 12758	5/31/2023	
							Paid Amt: \$1,114.00
							Check Amount: \$1,114.00
1146	MN	18168	1118		DESIGNS BY BECKY		Check
				E 01	300 298 000 401 223 Flowers Graduation		\$496.00
	PO#:	Voucher #:		4998 Invoice	Invoice No: 9624	6/15/2023	
							Paid Amt: \$496.00
							Check Amount: \$496.00

Student Activity Account Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
1146	MN	18169	1805		GRAY, MARTY		Check		
				E 01	300 298 000 401 510	Track Highlight Video		\$150.00	
	PO#:	Voucher #:	4999	Invoice	Invoice No: 05302023	6/15/2023	Paid Amt:	\$150.00	
				E 01	300 298 000 401 500	Track Highlight Video		\$150.00	
	PO#:	Voucher #:	5000	Invoice	Invoice No: 06012023	6/15/2023	Paid Amt:	\$150.00	
								Check Amount:	\$300.00
1146	MN	18170	1471		HAJ, GEORGE		Check		
				E 01	300 298 000 401 520	Section Golf Team Meal		\$27.31	
				E 01	300 298 000 401 521	Section Golf Team Meal		\$115.83	
	PO#:	Voucher #:	4997	Invoice	Invoice No: 06152023	6/15/2023	Paid Amt:	\$143.14	
								Check Amount:	\$143.14
1146	MN	18171	1026		ISD #146		Check		
				E 01	100 298 000 401 110	2nd Grade Field trip		\$567.00	
	PO#:	Voucher #:	5001	Invoice	Invoice No: 2ndBus	6/15/2023	Paid Amt:	\$567.00	
				E 01	100 298 000 401 110	1st Field Trip		\$580.50	
	PO#:	Voucher #:	5002	Invoice	Invoice No: 1stFieldTrip	6/15/2023	Paid Amt:	\$580.50	
				E 01	300 298 000 401 106	Renaissance/Stud Co		\$292.50	
	PO#:	Voucher #:	5003	Invoice	Invoice No: Ren/Stud	6/15/2023	Paid Amt:	\$292.50	
				E 01	100 298 000 401 110	3rd Grade Field Trip		\$694.00	
	PO#:	Voucher #:	5004	Invoice	Invoice No: 3rd Field	6/15/2023	Paid Amt:	\$694.00	
				E 01	100 298 000 401 110	Kind. Field Trip		\$549.00	
	PO#:	Voucher #:	5005	Invoice	Invoice No: Kind.FieldTrip	6/15/2023	Paid Amt:	\$549.00	
				E 01	100 298 000 401 110	4 & 5 Field Trip		\$891.00	
	PO#:	Voucher #:	5006	Invoice	Invoice No: RedHawksBux	6/15/2023	Paid Amt:	\$891.00	
								Check Amount:	\$3,574.00
1146	MN	18172	1016		BARNESVILLE GROCERY		Check		
				E 01	300 298 000 401 390	Trap Shoot		\$321.18	
	PO#:	Voucher #:	5011	Invoice	Invoice No: 7548	6/20/2023	Paid Amt:	\$321.18	
								Check Amount:	\$321.18
1146	MN	18173	1043		GAME ONE		Check		
				E 01	300 298 000 401 580	Practice Jerseys		\$796.95	
	PO#: 1436	Voucher #:	5012	Invoice	Invoice No: 1685748	6/20/2023	Paid Amt:	\$796.95	
								Check Amount:	\$796.95
1146	MN	18174	1471		HAJ, GEORGE		Check		
				E 01	300 298 000 401 520	Team Meals Section		\$110.82	
	PO#:	Voucher #:	5008	Invoice	Invoice No: 06202023	6/20/2023	Paid Amt:	\$110.82	
								Check Amount:	\$110.82

Student Activity Account Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
1146	MN	18175	1026		ISD #146		Check		
				E 01	300 298 000 401 500	Track Awards		\$18.50	
	PO#:	Voucher #:		5009	Invoice	Invoice No: Crown	6/20/2023	Paid Amt:	\$18.50
				E 01	300 298 000 401 520	Section Golf Girls Team		\$32.85	
	PO#:	Voucher #:		5013	Invoice	Invoice No: 060423	6/20/2023	Paid Amt:	\$32.85
								Check Amount:	\$51.35
1146	MN	18176	1057		JOSTENS, INC		Check		
				E 01	300 298 000 401 330	Yearbook Payment		\$5,616.68	
	PO#:	Voucher #:		5007	Invoice	Invoice No: 1329661	6/20/2023	Paid Amt:	\$5,616.68
								Check Amount:	\$5,616.68
1146	MN	18177	1605		PURPLE GOOSE, THE		Check		
				E 01	300 298 000 401 370	Team Meal		\$41.90	
	PO#:	Voucher #:		5010	Invoice	Invoice No: May25	6/20/2023	Paid Amt:	\$41.90
								Check Amount:	\$41.90
								Report Total:	\$35,885.42

7. Appreciation, Recognition and Presentations

A. Preschool Program

Laura Lempe

73



BARNESVILLE
Public Schools | Community Education

Early Learning Programs

Early Learning Programs

- Early Childhood Family Education (ECFE)
- School Readiness | Trojan Preschool
- Early Childhood Screening
- Early Learning Advisory Council



Early Childhood Family Education

2020-2021

No classes
COVID

2021-2022

5 classes
Class size limit 10

2022-2023

8 classes
2 events

Class size limit
12-15 children (plus
parent)

Event size limit
15 children
(plus parents and
older siblings)

2023-2024

Addition of
Parent
education

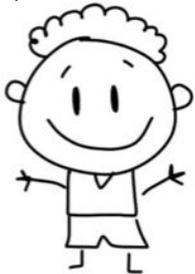


School Readiness | Trojan Preschool

2020-2021

1- teacher

4 - half day
Senior PreK
classes (**32**)



2021-2022

2 - teachers

1- all day
Senior PreK
class (**16**)

2 - half day
Senior PreK
Classes (**31**)

1 - half day
Junior class
(**15**)

2022-2023

2 - teachers

1- all day
Senior PreK
class (**16**)

1 - half day
Senior PreK
classes (**16**)

2 - half day
Junior classes
(**30**)

76

2023-2024

2 - teachers

3 - half day
Senior PreK
classes (**54**)

2 - half day
Junior PreK
classes (**31**)

*Added Midday
busing

Early Childhood Screening

- 2019-2020 - 0 (Covid)
- 2020-2021 - 94
- 2021-2022 - 55
- 2022-2023 - 70

Biggest obstacle - communication & lack of families reporting children to us for the 0-4 Census

2023-2024 Screening will be offered every 90 days to all children in the district beginning at age 3

Early Learning Advisory Council

Sarah Paur

Annabelle Aguliar

Katie Hutton

Danielle Hansen

Robin Burnside

Amanda Langseth

Katie Selfridge

Calley Rosado

Teri Kava

Michelle Cassady



Trojan Preschool Class Information | 2023-2024

Senior Preschool 1 (SP1)

- 125 Class Days (September 11, 2023 - May 9, 2024)
- Monday, Tuesday, Wednesday, Thursday 8:10-11:10
- Rates

	<u>Month</u>	<u>Year</u>
○ SP1	\$208	\$1837
○ SP1 Bus	\$263	\$2337
○ SP1-R1	\$146	\$1314
○ SP1-R1 Bus	\$185	\$1665
○ SP1-R2	\$83	\$747
○ SP1-R2 Bus	\$105	\$945

Senior Preschool 2 (SP2)

- 90 Class Days (September 11, 2023 - May 10, 2024)
- Monday, Wednesday, Friday 8:10-11:10
- Rates

○ SP2	\$150	\$1350
○ SP2 Bus	\$190	\$1710
○ SP2-R1	\$105	\$945
○ SP2-R1 Bus	\$133	\$1197
○ SP2-R2	\$60	\$540
○ SP2-R2 Bus	\$72	\$648

Senior Preschool 3 (SP3)

- 90 Class Days (September 11, 2023 - May 10, 2024)
- Monday, Wednesday, Friday 12:10-3:10
- Rates

○ SP3	\$150	\$1350
○ SP3 Bus	\$190	\$1710
○ SP3-R1	\$105	\$945
○ SP3-R1 Bus	\$133	\$1197
○ SP3-R2	\$60	\$540
○ SP3-R2 Bus	\$72	\$648

Junior Preschool 1 (JP1)

- 64 Class Days (September 12, 2023 - May 9, 2024)
- Tuesday, Thursday 8:10-11:10
- Rates

○ JP1	\$107	\$960
○ JP1 Bus	\$135	\$1215
○ JP1-R1	\$75	\$675
○ JP1-R1 Bus	\$95	\$855
○ JP1-R2	\$43	\$387
○ JP1-R2 Bus	\$55	\$495

Junior Preschool 2 (JP2)

- 64 Class Days (September 12, 2023 - May 9, 2024)
- Tuesday, Thursday 12:10-3:10
- Rates
 - JP2 \$107 \$960
 - JP2 Bus \$135 \$1215

 - JP2-R1 \$75 \$675
 - JP2-R1 Bus \$95 \$855

 - JP2-R2 \$43 \$387
 - JP2-R2 Bus \$55 \$495

LL- 4/19/2023

When children pretend,
they're using their
imaginations to move
beyond the boundaries of
reality. A stick can be a
magic wand, a sock can be
a puppet. A small child can
be a superhero.
- Fred Rogers -



EARLY LEARNING PROGRAMS INFORMATION

Barnesville Early Learning Programs are a part of
Barnesville public schools and community
education.

LOCATION

Barnesville Elementary
310 5th Street SE
218-354-2300

EARLY LEARNING STAFF

Elementary School Principal
Todd Henrickson

Early Learning Coordinator
Early Childhood Screening Coordinator
Laura Lempe
llempe@barnesville.k12.mn.us

Elementary/Early Learning Secretary
Tammy Maesse
tmaesse@barnesville.k12.mn.us

Preschool Teachers
Laura Lempe
Breanna Chuinard

Community Education Coordinator
Aaron Schindler

Community Education Secretary
Chris Ellefson

QUESTIONS?

Preschool program, Screening, ECFE Classes
Laura Lempe llempe@barnesville.k12.mn.us

Preschool billing, Update Census
Tammy Maesse at 218-354-2300 or
tmaesse@barnesville.k12.mn.us

ECFE registration
Chris Ellefson 81
cellefson@barnesville.k12.mn.us

BARNESVILLE
PUBLIC SCHOOLS | COMMUNITY EDUCATION

EARLY LEARNING PROGRAMS

TROJAN PRESCHOOL
EARLY CHILDHOOD FAMILY EDUCATION (ECFE)
EARLY CHILDHOOD SCREENING
0-4 CENSUS



0-4 Census

Barnesville Early Learning Programs maintains the 0-4 Census for Barnesville Public Schools. The state of Minnesota requires us to gather this information to accurately reflect resident information in our District. Early Learning programs in the state of Minnesota are funded based on each districts 0-4 Census Information.

Why Is this Information Needed?

Accurate numbers are needed to know how many children to plan for in Kindergarten, contact information for preschool screening, preschool registration information, ECFE program offerings, and more.

Please Contact Us If...

- You are a new resident to Barnesville
- You have a new addition to your family
- Your address or phone number has changed-

To update or add your information:

Please complete the form here:
<https://forms.gle/EwNsmUr4hHagDoSx8>
Elementary School Office (during the school year)
218-354-2300,
Laura Lempe llempe@barnesville.k12.mn.us

Early Childhood Family Education (ECFE)

Early Childhood Family Education (ECFE) is based on the idea that parents provide their child's first and most significant learning environment and parents are children's first and most enduring teachers. ECFE works to support you as a parent/caregiver and to strengthen and empower families. The goal is to enhance the ability of all parents and other family members to provide the best possible environments for their child's learning and development.

ECFE classes are offered throughout the school year from October - May. Specific classes and events can be found in the Community Education Brochure.

Early Childhood Screening

The early childhood years from birth to the start of kindergarten are an important time of rapid learning and growth. Early childhood screening is a requirement for entrance into MN schools. Screening must take place between age 3 and kindergarten, or within the first 30 days of kindergarten or first grade. Screening between the ages of 3 and 4 provides the best opportunity for any health or developmental concerns to be found early.

What is Early Childhood Screening?

Screening is a brief, simple procedure used to identify potential health or developmental problems in infants and young children who may need a health assessment, diagnostic assessment or educational evaluation. Screening in early childhood supports children's readiness for kindergarten and promotes health and development.

Screening includes:

- Vision and hearing,
- Height and weight,
- Immunization review
- Large and small muscle evaluation
- Developmental activities

Early Childhood Screening is offered several times a school year. Specific dates can be found in the *Community Education Brochure* in the Fall and Winter

Questions regarding Early Childhood Screening?
Laura Lempe at llempe@barnesville.k12.mn.us



Trojan Preschool

School Readiness-Trojan Preschool is a program of Barnesville Public Schools and Community Education for children ages 3-5. The goal of our program is to provide high quality preschool experience for all children. We provide developmentally appropriate learning opportunities through play and teacher guidance to support social/emotional, physical, creative, and academic growth needed to start kindergarten. We offer both Junior and Senior preschool options.

Preschool Requirements

- Must be 3 years old (JR) or 4 years old (SR) by September 1st, 2023
- Attend kindergarten fall 2025 (JR) or 2024 (SR)
- Current residents of Barnesville Public School District
- Toilet trained by the first day of class
- Complete Early Childhood Screening



Additional Information

- Reduced rates are available for all classes.
- Transportation- Busing is available to all children attending Trojan Preschool.
- Class sizes Junior Preschool 15 Senior Preschool 18

For **registration information** please contact Laura Lempe at llempe@barnesville.k12.mn.us

Early Childhood Indicators of Progress

Minnesota's Early
Learning Standards:
Birth to Kindergarten

January 2017



651-431-3809

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ملاحظة: إذا أردت مساعدة مجانية لترجمة هذه الوثيقة، اتصل على الرقم أعلاه.

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Thov ua twb zoo nyeem. Yog hais tias koj xav tau kev pab txhais lus rau tsab ntaub ntawv no pub dawb, ces hu rau tus najnpawb xov tooj saum toj no.

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Hubachiisa. Dokumentiin kun bilisa akka siif hiikamu gargaarsa hoo feete, lakkoobsa gubbatti kenname bibili.

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LB2 (8-16)



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Early Childhood Indicators of Progress

Minnesota's Early Learning Standards



Introduction

The early childhood years (from birth to the start of kindergarten) are an important time of rapid growth and learning. Children's brains are developing more quickly at this time than at any other. They are exploring what they can do with their bodies and creating relationships with loved ones. They are investigating how the world works and their place in that world. Because of this complex and rapid development in young children, a shared set of expectations of what young children can know and do is necessary to build successful early childhood education programs and supports. In Minnesota, this set of shared expectations is called the *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* (ECIPs). The areas of learning or domains covered by the ECIPs include physical and movement development; language, literacy and communications; cognitive; mathematics; science; social systems; approaches to learning; the arts; and social and emotional development.

The first years of life are critical for later outcomes. Young children have an innate desire to learn. That desire can be supported or undermined by early experiences. High-quality early childhood education can promote intellectual, language, physical, social, and emotional development, creating school readiness and building a foundation for later academic and social competence. By defining the desired content and outcomes of young children's education, early learning standards can lead to greater opportunities for positive development and learning in these early years (NAEYC & NAECS/SDE 2002, 2).

How children learn in the early years

Every moment for a young child is a learning moment. Every interaction and experience gives them information, increases their understanding, and provides them with foundational skills that they will use for the rest of their lives.

“We now know that rich and engaging early learning experiences and nurturing, responsive relationships with parents and caregivers are as important to a young child's developing mind as nutritious meals and good health care are to their developing bodies.” (Council of Chief State School Officers 2010, 3)

When nurtured and guided, children flourish. They thrive in supportive relationships and grow in confidence. Through hands-on interactions with objects and people, they begin to figure out how the world works.

“We must ensure that all students enter school physically healthy, with key language and literacy skills as well as the social and emotional capacity to approach learning - and life - with confidence, curiosity and enthusiasm.” (Council of Chief State School Officers 2010, 1)

Play, Exploration and Active Learning

The most effective curricular approaches in early childhood are based on young children as active learners emphasizing play, exploration, and constructive learning more so than didactic, teacher-led, passive learning experiences. The ECIPs support play, exploration, and active learning for children from birth through kindergarten entry.

“...a preponderance of research has shown that there is a false dichotomy between more rigorous academic learning and play...Students are more likely to learn important academic skills and content through play than by having teacher-directed instruction outside of a playful context, as with, for instance, the filling out of a worksheet.” (Lieberman and Cook 2016, 9)

For infants and toddlers, play and exploration are rooted in strong attachments to family members as well as teachers and providers. The young, non-mobile infant observes and explores the adults who care for him, touching, listening, looking, and taking in all that is around him. He also explores his own body, figuring out what he can do with his hands, his arms, his torso, and his toes. As older infants begin to crawl and walk, they are able to interact more with the physical environment and explore their surroundings, still needing the base of support provided by familiar and trusted adults. Toddlers are even more active as they play and explore with a greater range of motion and physical capabilities. Their increasing communication skills and growing independence allow them to be more adventurous and always more able to explore with a solid base of adult support. Effective teachers and providers

structure the environment with safety in mind and offer intriguing objects appropriate for the age group. They interact with children as they play and explore, giving descriptions that increase vocabulary, engaging in longer conversations as children’s language usage increases, and encouraging curiosity and problem solving. Carefully planned experiences and toys increase the opportunity for children to learn.

Effective teachers and providers of infants and toddlers use the ECIPs to plan appropriate play experiences. They observe children at play and during routines, and refer back to the standards to identify what skills and knowledge the child is demonstrating and what he or she is ready to do next. Based on their observations and reflections related to the ECIPs, they offer more play experiences and observe again. The ongoing planning/observation/reflection cycle is at the heart of best practices.

For preschoolers, play and exploration are the most meaningful ways for children to acquire skills and knowledge as well as to practice skills and refine understanding of new concepts. Rather than view play as nonacademic, effective teachers and providers of preschoolers recognize that high quality play experiences present many learning opportunities that have long-lasting effects for children. Research has found greater academic achievement in the primary grades for children who engaged in child-initiated, productive play in the preschool years (Copple and Bredekamp 2009). Links have been made between play and the development of basic literacy skills, creative problem-solving, prosocial behavior, self-regulation, and executive function. Young children’s



Children are such curious creatures. They explore, question and wonder, and by doing so, learn...For too many children, curiosity fades. Curiosity dimmed is a future denied. Our potential — emotional, social, and cognitive — is expressed through the quantity and quality of our experiences. And the less-curious child will make fewer new friends, join fewer social groups, read fewer books, and take fewer hikes. The less-curious child is harder to teach because he is harder to inspire, enthuse, and motivate. (Perry 2001, 1)

engagement in high quality play supports their curiosity as they experiment and hypothesize. Play provides strong motivation for learning and multiple opportunities for practice and skill development.

Teachers and providers who work with preschoolers plan for play experiences with learning in mind. Using the indicators in the ECIPs to plan, they can scaffold learning by individualizing play activities and carefully choosing materials, offering ideas, and interacting with children.

Purposes for Early Learning Standards

The ECIPs were developed and revised so that Minnesota’s children are served by teachers and providers with a shared set of expectations. The ECIPs are based on the most recent research and demonstrate a continuum of learning that includes expectations for all children. They are a framework that fulfills multiple purposes:

1. **Provide a resource** for early childhood professionals as they work with young children and their families across the state.
2. **Support** quality improvement initiatives in early childhood care and education.
3. **Align** across the full educational spectrum from birth through secondary levels.

The ECIPs as a Resource

The ECIPs offer research-based information about expectations for children’s capabilities at different ages and across varying domains of development. They provide a progression of learning so that teachers and providers in Minnesota have a common framework and vocabulary by which they can plan curriculum that is developmentally appropriate for children of different ages, that is attentive to the individual needs of children, and that is culturally relevant for children’s varying life experiences. The continuum of learning in the ECIPs and the alignment to kindergarten standards helps teachers talk with parents and families about generally accepted expectations, their child’s progress, and individualized planning for next steps.

The ECIPs as a Support to Quality Improvement Initiatives

As a framework for accountability, the ECIPs are designed to inform curricula design and assessment selection. While not an assessment tool, the ECIPs serve as the foundation for the authentic assessment processes.

The Alignment of the ECIPs

The ECIPs align with the Minnesota K-12 Academic Standards and with the Common Core State Standards Initiative for Kindergarten through Twelfth Grade (CCSS) for English Language Arts. They reflect the child development knowledge that defines the foundational skills necessary to build toward the Minnesota K-12 Academic Standards and the CCSS expectations.





Background of the ECIPs Revision

The preschool version of the ECIPs was initially developed in 2000, and revised in 2005; the infant and toddler version was developed in 2007. These were revised and expanded into a single continuum of expectations in the 2016 version of the ECIPs.

The revision process of the ECIPs used committees composed of professionals from school districts, Head Start and child care, including diverse content specialists, teachers, providers, coaches, faculty, trainers and administrators, convened to address specific domains. Proposed indicators were reviewed by additional content experts. Finally, the standards were reviewed for plain language to ensure the standards are as clear as possible.

The 2016 revision includes the following changes:

- The infant and toddler and preschool versions are combined into one set of standards for birth to kindergarten entrance.
- The display of the standards was revised.
- The age ranges were increased to make the ECIPs more helpful in planning.
- The primary audience was clarified to be teachers and providers in early childhood programs.

Guiding Principles for ECIPs Development

The ECIPs revision is based on the following guiding principles. The ECIPs:

□Recognize that young children are:

- Competent and capable of positive developmental outcomes and deserve high expectations.
- Individuals who develop at different rates and will vary in their progress within learning domains.
- Best understood and supported within the context of their family, culture and community.
- In a rapid period of brain development and need nurturing environments with appropriate interaction and encouragement to take full advantage of this growth period.
- Active learners who learn best in environments where they can construct their knowledge and practice their skills in a variety of ways, with teachers and providers who respect and respond to their needs.

“For optimal development and learning of all children, individuals who work with children must respect, value, and support the culture, values, beliefs, and languages of each home and promote the meaningful, relevant, and active participation of families.” (Division for Early Childhood 2010, 1)

□Support equity and excellence for all children in the state of Minnesota.

High-quality early childhood education supports the optimal development of each and every child regardless of income, ability, race, culture, or special needs. The ECIP promote equity and excellence so that every child has access to teachers and providers whose expectations are the same for each and every child. These expectations are the foundation on which teachers and providers build the supports for individual children while working toward generally accepted expectations for all. The ECIP are written in a way so that teachers and providers can plan experiences that reflect the families’ cultures, interests and perspectives. This is necessary so that children are then better able to focus, interact, play and learn.

□Describe observable behaviors.

The ECIP are written in language that allows for consistent understanding and implementation by teachers and providers. Because the indicators are formatted across a continuum of age groups, the standards make it possible for children to demonstrate an outcome through a variety of culturally appropriate ways and with a variety of materials. This helps teachers and providers use authentic assessment practices based on ongoing observation and documentation. In addition, the language of the ECIP allows for flexibility as teachers and providers work closely with a child’s family to learn more about how the child is developing in his or her family, neighborhood, religious sect or ethnic group.

□Demonstrate a continuum of learning from birth to kindergarten entrance.

Whenever appropriate, they have consistent domains across ages and components. In this way, teachers and providers can refer to the continuum in the ECIPs as they observe what the child can do, have a general idea of what to expect next, and identify ways to support each child’s learning and development.

While young children’s development follows a predictable sequence, development is not uniform. Each child’s pattern and pace of development varies. There may be strengths in certain domains and opportunities in others. Sometimes children have an identified delay or disability that requires adaptations and accommodations. The continuum in the ECIPs helps teachers and providers address individual differences among children in their program.

□ **Demonstrate a continuum of learning from birth to kindergarten entrance.**

Learning is strongest when integrated across domains or broad areas of growth and development. Development in one domain influences development in other domains. For example, children with a strong self-concept and expanding oral language skills may engage in more successful social interactions with peers and adults. The ECIPs address this interrelatedness in the inclusion of some similar indicators across different domains. As teachers and providers observe children’s performance related to the ECIPs, they recognize children’s strengths, build upon them, and maximize connections across domains.

What the ECIPs Are and What they Are Not

The ECIPs demonstrate a **continuum of increasingly complex learning** for children from birth to kindergarten entrance. They address the development and learning of ALL children, including typically developing children, dual language learners, children with disabilities, and children with high needs.

They are not an all-inclusive resource about children’s development. The standards reflect a selection of **important developmental expectations** that highlight the learning and skills children need in order to be prepared for kindergarten and to continue as life-long learners.

There are appropriate and inappropriate uses of the ECIPs. They are not intended to be used as a curriculum or an assessment tool. However, they should be used to **inform curricular decisions** and to correlate with authentic assessment procedures and content.

The ECIP are not to be used to determine children’s eligibility for various programs or services or to deny children access to programs or services.



Opportunities for Children

- Children and families will experience consistent expectations for the child’s development regardless of the early childhood program the child attends.
- All children will have access to challenging content and the supports they need to learn that content.
- Children will experience a coherent progression of learning expectations throughout early childhood, aligned to those in kindergarten and the primary grades.

How to Read the New ECIPs

The organization of the domains is designed to be easy-to-understand and aid in planning for individuals and small groups of children. The ECIP are now displayed as an age continuum within each domain and include the following elements:

- **DOMAINS** are major areas of development.
- **COMPONENTS** are specific areas of learning within each domain.
- **SUBCOMPONENTS** are consistent strands within a component across the full age-range continuum.
- **INDICATORS** are expectations for observable outcomes for the child at specific ages. For quick reference, indicators are now numbered within the domain and subcomponent.
- **INDICATOR NUMBERS** identify the location of an indicator within the domain, component and subcomponent.

The learning domains included in the ECIP are:

1. Social and Emotional Development
2. Approaches to Learning
3. Language, Literacy and Communications
4. Creativity and the Arts
5. Cognitive Development: Mathematics, Science and Social Systems
6. Physical and Movement Development

There are five age ranges identified, one for each year of a child's life from birth to kindergarten entry. The age ranges in the new ECIPs are:

- 0-1 year
- 1-2 years
- 2-3 years
- 3-4 years
- 4-5, K-readiness

Note: In the Language, Literacy and Communications domain, the first two age ranges are slightly different than in the other domains. This is because of the large amount of research that highlighted these age ranges as important in language development.

Remember, children's development is highly variable. Children will not always demonstrate indicators identified for their chronological age. They may show some behaviors identified for younger children or may demonstrate some skills and knowledge beyond their present age. The ECIPs are formatted in a continuum across different age ranges so that teachers and providers can identify where each child is performing and easily see what the next expectation is in the continuum. They can also see the indicator(s) in a previous age range, which can guide teachers to plan for missed or needed experiences and adapt curricula accordingly.



How Different Groups Can Use the Standards

The primary audience of The Minnesota Early Childhood Indicators of Progress (ECIP) is teachers and providers in early childhood care and education programs that serve children from birth to kindergarten entrance. The settings for these programs may include school districts, child care, community preschools and Head Starts. Administrators, directors, principals, educational leaders, policy makers, community members, and other stakeholders will use the ECIPs when planning for or assessing the effectiveness of current policies and resources related to the optimal development of young children.

Communication with families should include discussion of the ECIP so parents have the information they need to support their children's learning and development. Potential uses of the ECIP by different groups are described more fully below.

Families

Family engagement is an essential component of successful implementation of the early learning standards. Families of young children in Minnesota better understand their children's development and communicate more fully when teachers and providers share this framework with them. The standards create a common vocabulary for the families and the staff so that communication flows easily. As they work in partnership with teachers and providers, families see high quality early childhood practices in action.

Teachers and Providers

The ECIPs should be used frequently as a tool to assist in meeting the individual needs of all children. Teachers and providers will use the ECIPs in three primary ways:

1. To guide planning for learning experiences and effective caregiving and teaching strategies.
2. To provide direction for authentic assessment of young children.
3. To support family engagement.

In addition, teachers and providers will be impacted by the ways that the ECIPs influence program standards and evaluation. Plans for staff training and development sessions, as well as higher education coursework in Minnesota will integrate the ECIPs into all areas of best practices for those working with young children.

Curriculum Planning

When planning for curricular approaches for infants, toddlers, and preschoolers, teachers and providers can turn to the ECIPs to identify the concepts, knowledge, and skills appropriate for children at different ages. Teachers and providers use the broad developmental trajectories identified in the ECIPs to plan for individual children and determine the best ways to support each child's continued growth. In addition, by considering the diverse cultural backgrounds of the children and their families, teachers ensure that the curricular approaches are culturally inclusive as they plan activities and experiences.

The ECIPs support strong communication among all professionals within and across early childhood programs when everyone uses the common vocabulary of the ECIPs.

Authentic Assessment

The ECIPs provide direction for teachers and providers when using authentic assessment procedures to monitor young children's progress. Assessment tools aligned with the ECIPs should be selected to ensure standards, curricula, assessments and teaching strategies create a coherent experience for the children and enable teachers and providers to impact children's learning and growth. Teachers and providers can engage in criterion-referenced, observational assessment that is authentic, grounded in the everyday practice of observation, documentation, and collection of work samples.

Staff Training and Development

Higher education coursework and ongoing staff training and development are important ways to further the professionalism of teachers and providers in early childhood education programs. The ECIPs will be integrated into these learning experiences for teachers and providers, offering a framework of child development expectations and developmentally appropriate practices. Higher education coursework and staff development sessions increase familiarity with the ECIPs as well as address the implications of the standards for curriculum and assessment.

How the ECIPs Relate to Program Standards and Program Evaluation

Program standards and the ECIPs share the same goal: to improve outcomes for young children. The ECIPs are a framework that supports high quality programming for young children, within any set of program standards. Programs may be accountable to the Head Start Program Performance Standards or to accreditation processes such as those established by the National Association for the Education of Young Children (NAEYC) and the National Association of Family Child Care (NAFCC). In fact, these program standards create the conditions for successful implementation of the ECIP by creating high quality learning environments for young children.



Conclusion

The ECIPs are a solid foundation for the Minnesota early childhood care and education programs that offer services for young children and their families. The indicators in the ECIPs clarify expectations for all children's development while supporting teachers and providers in offering the highest quality services for young children and their families. Improved programs, teacher interactions and individualized planning result in better outcomes for young children.

The ECIPs are the basis for pedagogy, curriculum, child assessment, teacher preparation curricula, and evaluation in Minnesota. We hope that teachers and providers use the standards to communicate with parents and family members so that, together, they make a difference in the lives of children. In addition, community members and policymakers will use the standards to make neighborhoods and cities robust places for children and families to thrive. The goal of these united efforts to implement the Minnesota Early Indicators of Progress fully is to support each child to grow, develop and learn while reaching his or her full potential.

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards

Introduction to Approaches to Learning Domain



"My friends and I decided to build a house on the floor at our preschool. We had some small wooden blocks, some magnetic blocks, and some Legos that we stacked up to make walls. Lydia said, "We need a roof." I said, "Good idea, Lydia! We could make it out of magnet blocks." She agreed and together with our friend, Kylee, we started laying the magnet blocks across the walls we had built. But the roof kept falling down. Kylee said, "I think our walls are too far apart." We all helped to move them closer and rebuild the roof for our house. It worked! We continued to build more rooms and put roofs on them for the next twenty minutes."

In the early years, children are learning so many things. Their brains are rapidly developing and multitudes of cognitive connections are being created. They're learning to use their bodies. They're learning the ins and outs of relationships and to express their feelings. Communicating with others and processing language is a big step. Skills and concepts are acquired rapidly during early childhood if children are given the opportunity to explore.

But most importantly, young children are learning how to learn and manage their learning. The domain of Approaches to Learning focuses on the very traits that children must develop so that they can be successful as learners in later schooling and throughout their lives:

- Curiosity
- Engagement
- Persistence
- Inventiveness
- Organizing information

There is research to support the importance of children's approaches to learning and success in school. One study found that children with higher levels of attentiveness, task persistence, eagerness to learn, learning independence, flexibility, and organization, generally did better in literacy and math at the end of the kindergarten school year and the beginning of their first-grade year. In addition, children who approach learning tasks or novel situations with these positive approaches to learning are better able to regulate their learning experiences, and more quickly acquire general knowledge and cognitive skills. (Conn-Power 2006, 2)



The expectations that are set out in the Approaches to Learning domain of the Minnesota Early Childhood Indicators of Progress (ECIPs) show the ways that children demonstrate these approaches at different ages. There is no alignment with the indicators in this domain with the Minnesota Academic Standards for Kindergarten because there is no similar domain in K-12 Standards. Instead, early childhood professionals can turn to other resources for kindergarten expectations.

The Approaches to Learning Domain includes four components:

- AL 1-2 Initiative and Curiosity - Showing an active interest in surroundings, people, and objects. Demonstrating an eagerness to learn.
- AL 3-6 Attentiveness, Engagement and Persistence - Focusing and maintaining attention, makes constructive choices, plans to achieve a goal.
- AL 7-9 Creativity - Demonstrating originality and inventiveness in a variety of ways. Appropriately expressing one's unique ideas.
- AL 10-13 Processing and Utilizing Information – Gathering, storing, and organizing information that is perceived through the senses in order to use or apply in new situations. Constructing and using knowledge.

The sub-components and indicators identified for the ages of birth through kindergarten entry address the specific expectations across the developmental spectrum.

- For infants, indicators focus on the ways that infants show interest in their environment, interact with others and objects for short periods of time, begin to manage frustration, begin to generalize experiences, and recognize cause and effect relationships.
- The indicators for toddlers include how they are beginning to examine the characteristics of objects, make some independent choices, handle transitions, seek out others to play and carry out play plans, pretend, and identify and communicate about problems.
- The indicators for preschoolers focus on how children show their eagerness to investigate new things, engage in play with peers for extended periods of time, persist, experiment with new ways to combine materials, and contribute relevant information to discussions.

The skills and concepts in the Approaches to Learning Domain are highly interrelated to children's development in other domains. Teachers and providers of young children must remain attentive to this important area so they build practice in these skills throughout the curriculum and children develop this important foundation.

Children's ability to stay focused, interested, and engaged in activities supports a range of positive outcomes, including cognitive, language, and social and emotional development. It allows children to acquire new knowledge, learn new skills, and set and achieve goals for themselves. Many early learning experts view approaches to learning as one of the most important domains of early childhood development. (Head Start 2015)

Resources:

Conn-Powers, Michael. 2006. All Children Ready for School: Approaches to Learning. Early Childhood Briefing Paper Series. Bloomington: Indiana Institute on Disability and Community.

Head Start. 2015. Approaches to Learning. https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof/a2_learning.html

Domain: Approaches to Learning

Components AL1-2: Initiative and Curiosity

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness
<p>AL1 Inquisitiveness Child explores the environment and seeks interaction with people and objects; willingly tries new things</p>	<p>AL1.1 Shows interest in the environment primarily through looking and listening</p> <p>AL1.2 Responds to people by looking kicking legs, vocalizing, reaching</p> <p>AL1.3 Demonstrates readiness for new experiences</p>	<p>AL1.4 Uses senses to explore their environment</p> <p>AL1.5 Seeks and taking pleasure in new skills</p>	<p>AL1.6 Approaches new materials in the environment with interest</p>	<p>AL1.7 Investigates and experiments with materials with enthusiasm</p> <p>AL1.8 Tries different ways of combining materials</p> <p>AL 1.9 Asks questions</p>	<p>AL1.10 Scans environment and notices new objects, materials and activities right away. Asks about them</p> <p>AL1.11 Eager to investigate new things and have new experiences</p>
<p>AL2 Wonderment Child expresses interest in novelty</p>	<p>AL2.1 Vocalizes in response to a new person, toy or experience</p>	<p>AL2.2 Bangs, moves, throws and dumps materials with pleasure</p>	<p>AL2.3 Turns objects around, upside down and inside out to examine characteristics</p>	<p>AL2.4 Verbally expresses interest when encountering novel objects or events</p>	<p>AL2.5 Independently seeks out new experiences, objects, or materials for own enjoyment</p>

Components AL3-6: Attentiveness, Engagement and Persistence

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness
AL3 Attending Child focuses visual and auditory attention on relevant aspects of the environment	AL3.1 Recognizes primary caregiver and familiar objects by touch, sight, sound, smell	AL3.2 Stays focused on activities for a short period of time	AL3.3 Maintains attention for longer periods of time	AL3.4 Returns to an activity after an interruption AL3.5 Engages in play with peers for extended period of time AL3.6 Attends in a large group for short periods	AL3.7 Attends in large group activities led by teacher for sustained periods AL3.8 Participates in large group activities and discussions AL3.9 Listens to others
AL4 Self-direction Child makes choices based upon own interests	AL4.1 Shows preference for people, objects, and food	AL4.2 Makes choices seeking occasional assistance from adult	AL4.3 Makes choices independently	AL4.4 Engages in self-initiated activities for sustained periods of time	AL4.5 Creates a plan to achieve a goal and follows through to completion
AL5 Diligence Child is focused and productive	AL5.1 Repeats actions intentionally to achieve goals	AL5.2 Interacts with others, objects or activities for short periods of time	AL5.3 Seeks assistance then persists to complete task	AL5.4 Works at a task despite distractions	AL5.6 Conscientiously attempts to complete assigned tasks
AL6 Resilience Child responds to challenge by adapting	AL6.1 Calms self when frustrated	AL6.2 When upset, can recover in a reasonable amount of time	AL6.3 Handles transitions comfortably	AL6.4 Copes with change, persists and moves ahead AL6.5 Approaches new tasks with confidence	AL6.6 Maintains a positive outlook in spite of challenges AL6.7 Demonstrates ability to adjust to changes

Components AL7-9: Creativity

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness
AL7 Immersion Child becomes absorbed in the process of exploration	AL7.1 Looks and listens with intensity	AL7.2 Explores environment with purpose	AL7.3 Shows preference for certain activities, objects and materials through sustained involvement	AL7.4 Repeatedly becomes engrossed in activities of own choosing. AL7.5 Rarely shows boredom when engaged in preferred activities	AL7.6 When interested in a topic seeks opportunities to learn more and satisfy own curiosity
AL8 Playfulness Child demonstrates a sense of humor and imagination in their play	AL8.1 Smile, coos and laughs AL8.2 Begins to be playful with familiar people and objects	AL8.3 Explores and uses materials in new and unconventional ways AL8.4 Observes others when they are laughing and smiles or laughs too	AL8.5 Shows interest in other's play and seeks out others to play AL8.6 Uses a variety of voice inflections and facial expressions in play; laughs	AL8.7 Tries out various pretend roles AL8.8 Experiments with new ways to combine materials when playing	AL8.9 Approaches tasks with imagination and inventiveness
AL9 Production Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant	AL9.1 Shows excitement and pleasure at making something happen (activates mobile by kicking foot, drops toy and hears a "bang")	AL9.2 Wants to do things by self and has own way of doing thing AL9.3 Begins to play with toys, objects and materials in new, ways.	AL9.4 Begins to organize play and carry out own plans	AL9.5 Engages in inventive social play AL9.6 Engages in inventive play with materials AL9.7 Tries out different ways to accomplish a task	AL9.8 Becomes absorbed in the process of creating AL9.9 Purposefully works to create unique products of own choosing

Components AL10-13: Processing and Utilizing Information

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness
<p>AL10 Working Memory Child stores and retrieves information in order to use it purposefully</p>	<p>AL10.1 Demonstrates understanding of object permanence</p>	<p>AL10.2 Uses some prior experiences to build new knowledge and solve problems</p> <p>AL10.3 Anticipates familiar, daily events</p>	<p>AL10.4 Able to remember and pretend a sequence of events</p> <p>AL10.5 Recites simple songs, rhymes, a short sequence of letters, numbers, etc.</p>	<p>AL10.6 Recalls and follows multi step directions of increasing complexity</p> <p>AL10.7 Recites complete songs or rhymes</p>	<p>AL10.8 Independently carries out all of the steps in daily routines such as putting toys away, preparing for lunch, etc</p> <p>AL10.9 Participates in discussions about familiar topics and contributes relevant information</p>
<p>AL11 Symbolic Representation Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections</p>	<p>AL11.1 Imitates actions or makes a sound to represent or stand for an object or event (“Arf” for dog)</p>	<p>AL11.2 Acts out a sequence of related actions to recreate personal experiences (feeding teddy bear with a spoon, etc)</p>	<p>AL11.3 Begins to use one object to stand for another in play (block as a telephone)</p> <p>AL11.4 After exploring and experimenting with materials, labels their creation</p>	<p>AL11.5 Begins to intentionally plan how to use materials to express an idea(may have a story in mind when pretending</p> <p>AL11.6 Notices written words represent objects, people or events and begins to use in play</p>	<p>AL11.7 Plans and creates elaborate play plots, stories, block structures and art projects</p> <p>AL11.8 Begins to use print as a tool to express thoughts, ideas and to intentionally communicate</p>

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness
<p>AL12 Cognitive Flexibility/ Reasoning Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing</p>	<p>AL12.1 Recognizes their actions can cause a specific response</p>	<p>AL12.2 Notices similarities and differences</p> <p>AL12.3 Anticipates what will happen next</p>	<p>AL12.4 Makes inferences based on what is seen, heard, smelled, etc.</p> <p>AL12.5 Considers possibilities for why something happened</p>	<p>AL12.6 Predicts and hypothesizes what will happen next</p> <p>AL12.7 Forms theories about why things happen</p>	<p>AL12.8 Draws conclusions and can explain their thinking</p> <p>AL12.9 Considers another point of view and will change opinion or idea when faced with new information</p> <p>AL12.10 Collaborates with others to investigate a situation or problem</p>
<p>AL13 Problem Solving Child seeks and finds solutions to problems</p>	<p>AL13.1 Notices and pays attention to things that seem amiss</p>	<p>AL13.2 Examines objects that don't respond as usual; attempts to make object work as expected</p>	<p>AL13.3 Communicates to others that there is a problem and request that they solve it</p>	<p>AL13.4 Makes guesses about how a problem might be solved and with support is willing to follow through to a solution</p>	<p>AL13.5 Independently attempts to solve problems</p> <p>AL13.6 Explains the possible solution and the outcome</p> <p>AL13.7 Evaluates the outcome of attempted solutions and makes revisions if necessary</p>

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards

Introduction to The Arts Domain



"I am four-years-old and I like to make things. I make towers and buildings with blocks. I make snakes and balls with modeling dough. I make sounds and rhythms when I pound on a drum. I make up stories and act them out when I put on dress-up clothes or play with puppets. I really like to look at the pictures in books, to sing songs, to dance and move to music, and to paint and draw with different kinds of materials. Sometime I want to sing because I'm happy and sometimes I like to paint people that I'm thinking about. Sometimes I feel better when I'm I've pretended with my friend. At my preschool program, I have time to do these things and my teachers help me, encourage me, give me new ideas and things to work with, and join me in joyfully experiencing creativity in many ways."

"Every child is an artist. The problem is how to remain an artist when he grows up." -Pablo Picasso

Children's development related to creative expression in the arts begins in their very first days. They interact with their family members in loving care that may include the soothing sounds of lullabies and the rhythmic movements of being rocked and patted. As their visual capabilities develop, they see the colors and shapes in their home environment and in nature. As their mobility increases, they move their bodies and experiment with what their muscles can do to get places and to express themselves. And, as children are able to make use of various tools, they make marks on paper, engage their senses with finger paint and modeling dough, and explore and create with various toys and objects. Books, photographs, music and media surround young children and expose them to the creativity of others. The arts for the young child are an integral part of living in the world and figuring out one's own capabilities for self-expression.

The expectations that are set out in the Early Indicators of Childhood of Progress (ECIPs): Minnesota's Early Learning Standards recognize that in the early years, children are developing skills in the arts that allow them to explore a variety of ways to be creative and to express themselves. For this domain, the term "arts" is used to include all types of artistic expression that can be used in an early childhood classroom (painting, drawing, making to music, dancing, pretend play, photography, building, etc. In addition, exposure to a variety of experiences help children further their appreciation of the arts and set life-long patterns for enjoying the arts. The indicators in this domain are aligned with the Minnesota Kindergarten Academic Standards. The ECIPs provide guidance so that teachers and providers can know appropriate expectations for young learners and understand how best to support children in their development in the arts.



The Arts Domain includes three components:

- A1-2: Exploring the Arts
- A3-4: Using the Arts to Express Ideas and Emotions
- A5: Self-Expression in the Arts

The subcomponents and indicators identified for the ages of birth through kindergarten entry address the specific expectations across the developmental spectrum.

- For infants, indicators focus is on the ways that children begin to explore their senses, and their own preferences
- The indicators for toddlers include how they begin to explore art materials including finger paint, crayons, music, dancing and clay.
- The indicators for preschoolers focus on how children intentionally use the arts, develop the vocabulary to describe their own creations and begin to combine artistic elements.

Creative thinking and innovation are skills that are promoted in educational standards that lead to workforce readiness and academic success. Skills in the arts are seen as highly interrelated with development across domains. Teachers and providers can infuse arts experiences into all parts of their curricular planning for young children and bring about meaningful engagement. Arts experiences are motivating and allow children to learn in fun and interesting ways.

When students experience learning through creativity, they will be better prepared for meeting the challenges of society and participating in the workforce (NEA 2012). Embracing creativity as a 21st century skill by addressing academic and arts standards in one lesson can inspire, motivate, and engage children in the learning process and move them forward in their learning and in their future careers. (Hunter-Doniger 2016, 35)

The indicators in the ECIPs help teachers and providers, along with children’s family members, understand the expectations for arts development that are appropriate for the youngest learners.

Resources:

Hunter-Doniger, Tracey. 2016. “Snapdragons and Math Using Creativity to Inspire, Motivate, and Engage.” Young Children. 71, no. 3: 30-35.

Domain: The Arts

Components A1-2: Exploring the Arts

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
A1 Interest in Art: Child shows an interest in learning about different artistic experiences	A1.1 Actively explores their environment (through song, music, movement etc) to enrich their senses	A1.2 Begins to choose senses to explore	A1.3 Investigates different art experiences	A1.4 Select their own art experience during play	A1.5 Integrates a variety of art experiences during play	
A2 Understanding Differences: Child can distinguish differences within each area of artistic expression	A2.1 Notices differences	A2.2 Show a preference for toys, people, experiences	A2.3 Chooses a artistic expression of their choice	A2.4 Uses art-related vocabulary when discussing different media (stage, easel, brush, etc.	A2.5 Discuss differences among artistic expression	K1.1.1.1 – K1.1.5.1 Identify the elements of dance, media arts, music, theater, visual arts K1.2.5.1 Identify the tools, materials and techniques from a variety of two- and three-dimensional media such as drawing, printmaking, ceramics or sculpture

Components A3-4: Using the Arts to Express Ideas and Emotions

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
A3 Using Art: Child demonstrates interest and emotions in artistic expression	A3.1 Responds to music by vocalizing, moving body, smiling or frowning at pictures, colors, shapes, etc.	A3.2 Shows emotion when engages in artistic expression	A3.3 Chooses to spend time in artistic expression with available materials (paint, crayons, dramatic play, music etc.) and shares ideas	A3.4 Demonstrates their preference by combining artistic elements (color, sound, media etc.)	A3.5 Elects to spend time in artistic expression with purpose and analyzes their work	K2.1.2.2 Revise creative work based on feedback of others
A4 Patterns: Child understands patterns in artistic media	A4.1 Imitates sounds, motions and gestures	A4.2 Shows preference for familiar sounds, motions and gestures	A4.3 Begins to duplicate artistic patterns	A4.4 Extends their artistic patterns with sounds, music, motions, gestures and materials	A4.5 Creates their own artistic patterns	K1.1.3.1 Identify the elements of music including melody, rhythm, dynamics, tone color, texture, form and their related forms (and other standards in the strand Artistic Foundations)

Component A5: Self-Expression in the Arts

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
A5 Self-Expression: Child uses art for self-expression	A5.1 Expresses emotions when exposed to the arts	A5.2 Shows preference in a variety of the arts to express oneself	A5.3 Shares feelings and ideas through the arts	A5.4 Describes own feelings through artistic expression	A5.5 Intentionally uses art for self-expression	K3.1.2.1 Share and describe a personal media work

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards

Introduction to Language, Literacy and Communications Domain



“Amaani, my family child care provider, talks and sings with me and the other children in her care every day. I am three-and-one-half years old and go to her home with my little baby brother and several other children of differing ages. My family speaks English only but I love to listen to the lilt in Amaani’s voice when she talks with me in English and as she sings my baby brother to sleep with a song from her native Somalia. I hear different sounds and am learning some Somali words as well as some Spanish ones as my best friend, Gabriella, and her family speak that language. Amaani makes sure that we can all communicate with each other. My favorite times of the day are book times. Amaani has many different kinds of books and lets us look at them ourselves, reads them to us, and helps us understand the stories and learn new words. Sometimes we act stories out. Sometimes the story has a song that we sing or items that we can count. I really like the pictures in books about plants and animals and houses and big trucks. Amaani has markers and crayons that we can use to write and draw. I can make some of the letters in my name, Emily, but not perfectly. Amaani says that’s okay. That I’m learning just right for a three-, almost four-year-old. Gabriella can make her “G” but my little brother just makes marks on the paper. But Gabriella and me know which name cards belong to us and to the other children. We like to pass them out. When we do it right, Amaani claps and smiles.”

Language, literacy, and communication skills begin in the very first months of life and strong development of young children’s skills and abilities depends on interactions with families, teachers, caregivers and friends. The expectations that are set out in the Minnesota Early Indicators of Child Progress (ECIPs) recognize that young children are developing foundational knowledge and skills that will lead to more rigorous academic study in the English Language Arts domain in the elementary school years. The alignment of the ECIPs with the Minnesota Academic Standards for Kindergarten is included and, as the kindergarten standards are revised, this alignment will be updated. The ECIPs provide guidance so that teachers and providers know appropriate expectations for young learners.

The Language, Literacy, and Communications domain includes four components:

1. Listening and Understanding; Receptive Language LLC 1-2
2. Communicating and Speaking; Expressive Language LLC 3-4
3. Emergent Reading LLC 5-13
4. Writing LLC 14



The subcomponents and indicators identified for the ages of birth through kindergarten entry address the specific expectations across the developmental spectrum.

- For infants, indicators focus more on the children’s receptive language and beginning communication skills with loved ones and caregivers. Interactions with books and early phonological awareness are seen within the context of relationships with caregivers.
- As toddlers grow in their capabilities to express themselves in words and phrases, vocabulary in their home languages is emphasized, both from the receptive as well as the expressive mode. Phonological awareness is seen in the ways that children engage with word play, songs and rhymes. As caregivers provide opportunities to interact with books and story-reading experiences, they help build initial concepts of print and early comprehension. Toddlers make initial attempts at writing as they scribble and draw with various writing tools.
- Preschoolers show their rapidly expanding vocabulary in the ways they can respond to adult directions and engage in conversations. They express their wants and needs more clearly and in greater complexity as their understanding of grammar and syntax grows. They show enjoyment in being read to and may read the pictures or retell the stories in books they know well. They begin to make sense of letters and print as they play with reading and writing and engage in word play with the sounds of language as they develop phonological awareness.

The domain of Language, Literacy and Communications is foundational to children’s development in all domains. Their development of oral language and the ability to communicate with others helps children function socially and in their daily lives. Their growing vocabulary includes the language of other domains. They incorporate mathematical and scientific terminology as they learn more about the world around them. They grow in understanding of roles and responsibilities as they engage in dramatic play and imitate family life.

Certainly reading and writing are important long-term goals in school experiences. The indicators in the ECIPs are designed to work toward those goals with the foundational skills appropriate for the youngest learners. It’s important for teaches and providers to remember that literacy in the early years is built on the foundation of oral language.

“Early literacy is an emerging set of relationships between reading and writing. These relationships are situated in a broader communication network of speaking and listening, whose components work together to help the learner negotiate the world and make sense of experience (Thelen & Smith 1995; Lewis 2000; Siegler 2000). Young children need writing to help them learn about reading, they need reading to help them learn about writing; and they need oral language to help them learn about both.” (Roskos, Christie, and Richgels 2004, 1)

Resource:

Roskos, Kathleen A., James F. Christie, and Donald J. Richgels. 2003. Essentials of Early Literacy Instruction. Young Children, Vol. 58, No. 2: 52-60.

Domain: Language, Literacy and Communications: Cognitive

Component L1: Listening and Understanding; Receptive Language

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
<p>L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)</p>	<p>L1.1 Turns toward and focuses on nearby adult caregiver who is speaking</p> <p>L1.2 Watches caregiver actions and gestures</p>	<p>L1.3 Responds to nonverbal and verbal cues</p> <p>L1.4 Responds to conversation, questions, and requests</p> <p>L1.5 Responds to an object or action label such as ball or eat</p>	<p>L1.6 Responds to increasingly complex sentences</p> <p>L1.7 Responds to descriptive language about objects, actions, and concepts</p>	<p>L1.8 Shows understanding of questions and statements about people, objects, ideas, and feelings</p> <p>L1.9 Points to or places an object in/out, under/over and top/bottom when asked</p> <p>L1.10 Notices when adults use unusual or uncommon words</p>	<p>L1.11 Responds to direct questions and follows simple direction</p> <p>L1.12 Points to or places objects before, after, above, and below based on verbal cues</p>	<p>L1.13 Follows directions that involve two or more steps</p> <p>L1.14 Responds to increasingly complex prepositional directions, such as beside, around and next to</p>	<p>K 0.8.1.1.d Follows basic oral direction</p> <p>K 0.8.1.1.a Follows agreed upon rules for discussions</p> <p>K 0.8.1.1.d Follows basic oral direction</p>

Components L2-3: Communicating and Speaking; Expressive Language

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
<p>L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas</p>	<p>L2.1 Coos and gurgles, babbles, and imitates facial expressions to caregivers</p> <p>L2.2 Begins a conversation through body movements</p>	<p>L2.3 Uses sounds, gestures, or actions to communicate and express needs and wants</p> <p>L2.4 Makes different sounds in response to objects, people, or activities</p>	<p>L2.5 Uses real or made-up words or signs to express basic wants and needs</p> <p>L2.6 Adds to or extends conversations with others</p>	<p>L2.7 Uses sounds, signs, words, phrases for desires and interests</p> <p>L2.8 Begins to ask “why” questions</p> <p>L2.9 Starts conversations with others</p>	<p>L2.10 Continues conversations with comments or questions</p>	<p>L2.11 Negotiates, shares, plans, and solves problems with others</p> <p>L2.12 Asks and answers questions to seek help or get information</p>	<p>K 0.8.1.1.b Continue a conversation through multiple exchanges</p> <p>K 0.8.3.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p>

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
<p>L3 Vocabulary and syntax: Child understands word order and grammatical rules</p>	<p>L3.1 Imitates and repeats pitch and duration of caregiver sounds</p>	<p>L3.2 Uses a few words or word approximations to represent concepts</p> <p>L3.3 Names a few objects and people</p> <p>L3.4 Imitates animal and other environmental sounds</p>	<p>L3.5 Constructs simple two-word sentences (object and action)</p> <p>L3.6 Rapidly increases use and number of sounds and words</p>	<p>L3.7 Uses increasingly complex and varied vocabulary and language</p> <p>L3.8 Rapidly increases use of descriptive words such as giant, scary, silly</p> <p>L3.9 Uses verbs such as have, had, or will in everyday conversation</p>	<p>L3.10 Uses short sentences to shares information about experiences, people, places, and things</p> <p>L3.11 Uses increasingly precise adverbs such as quietly, loudly, quickly</p> <p>L3.12 Uses more new and precise words</p> <p>L3.13 Correctly uses some past tense and irregular verbs (go, went, gone)</p>	<p>L3.14 Uses sentences that express logical relationships between concepts</p> <p>L3.15 Uses increasingly specific words to name objects and their features and functions</p> <p>L3.16 Shares information about experiences, people, places, and things in sequence</p>	<p>K 0.8.4.4 Describes familiar people places, things, and events and, with prompting and support, provide additional detail</p> <p>K 0.10.4.4 Identifies new meanings for familiar words and apply them accurately</p> <p>K 0.8.6.6 Speaks audibly and express thoughts, feelings, and ideas clearly, and responds to poems, rhymes and songs</p>

Components L4-8: Emergent Reading

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
<p>L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts</p>	<p>L4.1 Likes to be read to and shown pictures</p>	<p>L4.2 Makes sounds while looking at text or images</p> <p>L4.3 Points to a few pictures in books and in response to adult questions</p> <p>L4.4 Demonstrates interest and involvement with books and other print materials</p>	<p>L4.5 Relates an object in a book or print to the real object</p> <p>L4.6 Imitates reading</p>	<p>L4.7 Shows interest in both pictures and text</p> <p>L4.8 Asks for or picks out favorite texts</p> <p>L4.9 Focuses on a book while listening to the reader</p>	<p>L4.10 Shows persistence with longer and more complex narratives and informational text</p> <p>L4.11 Offers a personal response to stories read aloud</p>	<p>L4.12 Actively participates in reading activities with enjoyment and purpose</p> <p>L4.13 Retells familiar stories using the book as a guide</p>	<p>K 0.1.10.10 Actively participates in group reading activities with purpose and understanding including the appropriate selection of text for personal enjoyment, interest and academic tasks</p>
<p>L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language</p>	<p>L5.1 Looks at caregiver’s lips and face when caregiver is speaking</p> <p>L5.2 Pays attention to sounds in the environment and the spoken language from caregivers</p>	<p>L5.3 Shows interest in songs, rhymes, chants, and stories</p> <p>L5.4 Recognizes sounds used by speakers of child’s home language</p>	<p>L5.5 Imitates sounds heard in the environment</p> <p>L5.6 Identifies sounds heard in the environment</p>	<p>L5.7 Repeats different sounds in rhymes and familiar words</p> <p>L5.8 Distinguishes between spoken language and environmental sounds</p> <p>L5.9 Recalls previously heard words, songs, and rhymes</p>	<p>L5.10 Shows interest in and associates sounds with words</p> <p>L5.11 Playfully explores sounds, words, and language, including rhyme and alliteration</p>	<p>L5.12 Identifies and continues sound patterns in words</p> <p>L5.13 Plays with the sounds in spoken language, independent of meaning</p>	<p>K 0.3.0. 0 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p>

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
<p>L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters</p>	<p>L6.1 Recognizes familiar faces</p>	<p>L6.2 Shows interest in familiar photos, pictures, and drawings</p>	<p>L6.3 Recognizes familiar photos, pictures, drawings</p>	<p>L6.4 Recognizes symbols, colors, and shapes</p>	<p>L6.5 Points to and names some letters (especially in their own name)</p>	<p>L6.6 Recognizes how features of a letter combine to make a specific letter</p> <p>L6.7 Differentiates between letters and other symbols</p>	<p>K 0.3.1.1.(d) Recognize and name all upper and lower case letters of the alphabet</p>
<p>L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print</p>	<p>L7.1 Explores books by grasping and bringing to mouth to suck and chew</p>	<p>L7.2 Attempts to hold board books with both hands</p> <p>L7.3 Turns pages of board books</p>	<p>L7.4 Turns book or text right side up</p>	<p>L7.5 Identifies front and back of book</p> <p>L7.6 Demonstrates understanding that print has meaning</p>	<p>L7.7 Looks at books or shares them from front to back</p>	<p>L7.8 Recognizes some parts of a book and conventions of print</p> <p>L7.9 Knows that English print is left to right and top to bottom</p> <p>L7.10 Points to words and attempts to read, or asks, "what does it say?"</p>	<p>K 0.3.1.1 (a-d) Demonstrates understanding of the organization and basic features of print</p>

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
<p>L8 Comprehension of narrative text: Child understands the events and order of events in a story</p>		<p>L8.1 Pays attention to stories read out loud</p> <p>L8.2 Points to or gestures toward characters during reading</p>	<p>L8.3 Understands stories read or told</p> <p>L8.4 Talks about, gestures, or points to characters and events during reading or storytelling</p> <p>L8.5 Relates objects in stories to objects in the real world</p> <p>L8.6 Talks about characters and events during reading</p>	<p>L8.7 Asks and answers questions during story reading</p> <p>L8.8 Acts out, draws, or describes parts of a story</p> <p>L8.9 Can identify and describe basic information from the text</p>	<p>L8.10 Retells important information from a story</p> <p>L8.11 Tells simple stories and experiences about own life</p> <p>L8.12 Responds to and uses vocabulary related to key concepts in the text</p>	<p>L8.13 Predicts what will happen next in a story using words or drawings</p> <p>L8.14 Retells a story using a variety of media, materials, and props</p> <p>L8.15 Restates and describes the concepts from the text</p>	<p>K 0.1.3.3 With prompting and support, identify characters, settings and major events in a story</p> <p>K (0.1.2.2, 0.2.1.1, 0.2.2.2, 0.2.3.3) With prompting and support, retell familiar stories, including key details</p> <p>K 0.1.1.1 With prompting and support ask and answer questions about key details in a text</p>

Component L9: Writing

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
<p>L9 Writing conventions: Child understands the forms and function of written language</p>	<p>L9.1 Grasps and squeezes a toy or object</p> <p>L9.2 Uses hands or feet to make a connection with objects or people</p>	<p>L9.3 Coordinates eye and hand movements and has control over grasp</p>	<p>L9.4 Uses small muscles to do simple tasks</p> <p>L9.5 Attempts to use a variety of writing tools such as crayons and markers</p>	<p>L9.6 Uses scribbles, shapes, or pictures to represent thoughts and ideas</p> <p>L9.7 Demonstrates interest in writing as a way of communicating</p>	<p>L9.8 Uses letter-like symbols to make letters or words</p> <p>L9.9 Uses drawing to represent writing</p>	<p>L9.10 Writes own name, and words about things that interest them</p> <p>L9.11 Understands there are different purposes for writing, such as stories, lists, signs, etc.</p> <p>L9.12 Uses invented spelling</p> <p>L9.13 Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or compose original stories</p>	<p>K 0.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p>

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards

Introduction to Mathematics - Cognitive Domain



"We do math all day long in my PreK classroom at Lakeview Elementary School. As we arrive, we move a photo of ourselves from the Home column to the At School column. Then, at circle time, we count how many children are in each row. I like to count! Both at circle time and investigation stations, we sing counting songs and read counting books. One time, I counted all the connecting cubes it took to go from one end of the table to the other. My teacher, Kevin, helped me when I got to nineteen. I couldn't remember what came next. It's fun to build things with the different shapes in the block area. I tried to build a rainbow with only the rounded ones but they kept falling down. I figured out that I needed to stack some rectangles on the bottom to make it stand. At the manipulatives table, we have baskets to sort different things into and pattern cards to help us create colorful, geometric patterns. I like when we have measuring cups and pitchers at the water and sand table. Kevin gives me a challenge: How many little cups of water will fill the pitcher? He writes it down on a clipboard so we won't forget!"

Children's development of mathematical understanding begins in the very first months of life and continues to grow and expand as they interact with others and with the world around them. Babies begin to see patterns in the world in familiar caregiving routines and attend to objects and sounds relative to themselves. Toddlers begin to understand the words "one" and "more" and maneuver through their world with growing spatial understanding. Preschoolers begin to make sense of numbers as they play with counting. Their math understanding is directly related to their playful explorations of blocks, water, sand, puzzles, and games.

The expectations that are set out in the Minnesota Early Indicators of Child Progress (ECIPs) recognize that young children are developing the foundational knowledge and skills that will lead to more rigorous academic study in the Mathematics domain in the elementary school years. The alignment of the ECIPs with the Minnesota Academic Standards for Kindergarten is included and, as the kindergarten standards are revised, this alignment will be updated.

The Mathematics domain includes five components:

- Component M1-6 Number Knowledge
- Component M7 Measurement
- Component M8 Patterns
- Component M9-11 Geometry and Spatial Thinking
- Component M12-13 Data Analysis



The subcomponents and indicators identified for the ages of birth through kindergarten entry address the specific expectations across the developmental spectrum.

- For infants, indicators focus on the children’s beginning understanding of patterns and predictability as they anticipate familiar routines, spatial awareness as they respond to objects and sounds relative to themselves, and recognition of similarities and differences among people and objects.
- Toddlers are growing in their mobility and independence in exploring the environment. Therefore, the indicators focus on the imitation of counting and early understanding of one-to-one correspondence, awareness of full and empty, following simple patterns, beginning awareness of shape and place in space, and matching and sorting.
- The growing language capabilities of preschoolers include their use of an ever-increasing vocabulary of mathematical terms to describe and make sense of their world. They recite numbers and count objects with one-to-one correspondence to higher quantities. Preschoolers identify geometric shapes and use the comparative language of measurement. Developing sorting strategies that grow in complexity and duplicating and creating patterns using various rules are skills best developed within the context of preschooler’s play

While the terminology and concepts in the domain of mathematics are unique and explicit, they are interrelated with children’s development in other domains as well. Mathematics is highly correlated with the domain of Language, Literacy, and Communications.

...research suggests there are rich connections between early literacy and early numeracy skill development that may help us think more broadly about children’s early academic learning. Ultimately, we can use this information to create rich environments that support both early literacy and numeracy skill development.” (Hojnoski 2014)

As children investigate mathematical concepts in hands-on experiences, they grow in their approaches to learning. They solve problems, think creatively, and apply concepts. Their social-emotional skills are enhanced as they develop greater confidence as learners and work collaboratively with others. Mathematics and science are linked easily in a rich, engaging early childhood environment where children experiment with water, sand, construction materials, and living things.

The indicators in the ECIPs are designed to work toward mathematics knowledge and skills; these goals are met most successfully as teachers and providers interact with children throughout each and every day. Children’s interest and understanding of mathematics is best supported by showing the importance of mathematics in daily life.

Resource:

Hojnoski, Robin. August 11, 2014. What do the connections between early literacy and numeracy mean in preschool?

http://www.schoolreadinessblog.com/author/robin_hojnoski/

Domain: Mathematics - Cognitive

Components M1-6: Number Knowledge

Subcomponent	0-1 years	1-2 years	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
<p>M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity</p>	<p>M1.1 Releases one item to reach for another</p> <p>M1.2 Uses body language to indicate a desire for more</p>	<p>M1.3 Imitates use of at least one number word</p> <p>M1.4 Imitates counting</p>	<p>M1.5 Recites number words but not necessarily in the correct order</p> <p>M1.6 Recites number words correctly, up to 3</p> <p>M1.7 Names familiar numerals</p>	<p>M1.8 Shows interest in counting or number oriented play, and notices numbers in the environment during free play</p> <p>M1.9 Orders a few objects by size with assistance</p> <p>M1.10 Recites number words in the correct sequence up to 10</p> <p>M1.11 Recognizes when others make errors in the number word sequence</p> <p>M1.12 Points to objects while reciting number word sequence</p> <p>M1.13 Begins to write number-like forms</p>	<p>M1.14 Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects</p> <p>M1.15 Recites number words aloud, backward, down from at least 10 without objects</p> <p>M1.16 Is able to name the next number word for numbers up to 9</p> <p>M1.17 Reads and writes numerals from 0 to 10, with some reversals possible</p>	<p>K.1.1.3 Count, with and without objects, forward and backward to at least 20</p> <p>K.1.1.2 Read, write, and represent whole numbers from 0 to at least 31</p>

Subcomponent	0-1 years	1-2 years	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
<p>M2 Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify “how many”</p>			<p>M2.1 Imitates one to one correspondence</p>	<p>M2.2 Correctly uses 1:1 correspondence up to 4 items</p>	<p>M2.3 Demonstrates and uses 1:1 correspondence with sets larger than four</p>	
<p>M3 Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set</p>		<p>M3.1 Responds to request to give a small quantity items (one, two)</p>	<p>M3.2 Gives 1 item correctly, upon request</p> <p>M3.3 Gives 2 items or more upon request for 2, inconsistently</p>	<p>M3.4 Gives exactly 4 consistently when asked</p>	<p>M3.5 Gives 5 or more items correctly and consistently when asked</p>	<p>K.1.2.1 Use objects and draw pictures to find the sums and differences of numbers between 0 and 10.</p> <p>K.1.2.2 Compose and decompose numbers up to 10 with objects and pictures</p>

Subcomponent	0-1 years	1-2 years	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
<p>M4 Ordinality: The child matches symbols (digits or numerals) to a position in a sequence</p>			<p>M4.1 Identifies first or second item in a sequence, upon request</p>	<p>M4.2 Uses terms like first; most; last; before, to refer to ordinal position</p>	<p>M4.3 Recognizes that a number can be used to represent a position in a sequence</p>	<p>K1.1.1 Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence</p>
<p>M5 Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have</p>	<p>M5.1 Grasps one object and reaches for another</p>	<p>M5.2 Demonstrates understanding of some descriptive words, such as responding to questions</p> <p>M5.3 Separates a few items into groups using own method such as color, size, etc.</p> <p>M5.4 Nests smaller objects inside larger objects</p>	<p>M5.5 Compares two sets of up to 4 objects accurately using terms like more/less; a little/a lot</p>	<p>M5.6 Uses terms like more/less; bigger/smaller; a little bit/a lot; to refer to approximate quantities</p>	<p>M5.7 Verbally estimates quantities without counting, although inconsistently and allowing for mistakes</p>	

Subcomponent	0-1 years	1-2 years	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
<p>M6 Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes</p>			<p>122</p>	<p>M6.1 Notices when the quantity of a set of up to 4 objects has increased or decreased</p>	<p>M6.2 States the number that comes next or before up to 5</p> <p>M6.3 Understands that a quantity changes (increases or decreases) when a set of objects is added to/ subtracted from (respectively)</p>	<p>M6.4 States the number that comes next or before up to 10</p> <p>M6.5 Understands that the quantity of a set of (more than 4) objects has been changed</p> <p>M6.6 Without recounting, can add one more to a set, even when the set isn't visible after counting</p> <p>M6.7 Demonstrates ability to combine and separate items within a small set without changing the total number in the set (up to 5)</p> <p>M6.8 Uses simple physical strategies to combine or separate sets</p>

Components M1-6: Number Knowledge

Subcomponent	0-1 years	1-2 years	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
<p>M7 Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)</p>		<p>M7.1 Experiments with “full” and “empty”</p> <p>M7.2 Orders a few objects by size with assistance</p>	<p>M7.3 Brings objects closer together to compare them</p> <p>M7.4 Imitates using an object to measure another object</p> <p>M7.5 Identifies which of two small sets (less than 4) is more upon request</p> <p>M7.6 Uses language to describe “full” and “empty”</p>	<p>M7.7 Shows understanding of measurement terms (longer/shorter, taller/shorter, fullest, farthest, closest)</p> <p>M7.8 Uses terms like more/less; a little bit; a lot; to refer to continuous properties like water, sand, height</p>	<p>M7.9 Compares and orders more than two items in some way</p> <p>M7.10 Uses comparison vocabulary (longer/shorter, taller/shorter, farthest/closest)</p>	<p>K.3.2.1 Use words to compare objects according to length, size, weight and position.</p> <p>K.3.2.2 Order 2 or 3 objects using measurable attributes, such as length and weight.</p>

Component M8: Patterns

Subcomponent	0-1 years	1-2 years	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
<p>M8 Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity</p>	<p>M8.1 Anticipates familiar routines</p>	<p>M8.2 Carries out familiar routines</p> <p>M8.3 Follows a familiar simple pattern (sound, body movement sequence like Patty Cake)</p>	<p>M8.4 Follows an unfamiliar simple pattern (sound, body, color, size, movement)</p>	<p>M8.5 Recognizes repeating patterns</p> <p>M8.6 Copies existing pattern with same materials</p> <p>M8.7 Extends a simple pattern with the same materials</p>	<p>M8.8 Uses words or pictures to describe a simple pattern</p> <p>M8.9 Applies a simple pattern rule to different materials or mode (sound, body, color, size, movement)</p> <p>M8.10 Copies complex patterns with same materials</p> <p>M8.11 Applies a complex pattern rule using different materials or mode (sound, body, color, size, movement)</p>	<p>K.2.1.1 Identify, create, complete, and extend simple patterns using shape, color, size, growing or shrinking such as ABB, ABB, ABB or number, sounds and movements</p>

Components M9-11: Geometry and Spatial Thinking

Subcomponent	0-1 years	1-2 years	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
<p>M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.</p>		<p>M9.1 Shows interest in shapes</p>	<p>M9.2 Begins to recognize 2 dimensional (2D) and 3 dimensional (3D) shapes such as circles, spheres, squares, and cubes, such as by sorting or puzzle pieces</p>	<p>M9.3 Points to familiar 2D and 3D shapes (circle, spheres, squares, cubes, triangles) when asked, thereby showing recognition of shape names</p> <p>M9.4 Recognizes geometric shapes in the environment</p>	<p>M9.5 Begins to describe the features (attributes) that define 2D and #D shapes, including sides and corners</p> <p>M9.6 Puts together (composes) and takes apart (decomposes) shapes</p> <p>M9.7 Composes and decomposes shapes/ constructions with increasing complexity</p>	<p>K.3.1.1 Recognize basic two- and spheres. and three-dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders and sphere</p>

Subcomponent	0-1 years	1-2 years	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
<p>M10 Transformations and symmetry: The child can locate and manipulate shapes in space</p>	<p>M10.1 Attends and responds to moving objects and sounds, relative to themselves</p>	<p>M10.2 Develops increasing ability to change positions and move body from place to place</p> <p>M10.3 Demonstrates awareness of relationship between over and under, up and down, in and out</p>	<p>M10.4 Adjusts position and movement of own body relative to objects</p> <p>M10.5 Explores how objects fit together in space</p> <p>M10.6 Rotates objects to fit through holes</p>	<p>M10.7 Rotates, flips, or turns an object to fit once they realize object doesn't fit a defined space</p>	<p>M10.8 Puts together (composes) and takes apart (decomposes) shapes to create new shapes</p> <p>M10.9 Recognizes and creates shapes that have symmetry</p> <p>M10.10 Shows awareness that an object needs to be rotated, flipped, or turned before trying to fit the object into a hole or puzzle</p>	<p>K.3.1.3 Use basic shapes and spatial reasoning to model objects in the real world</p>

Subcomponent	0-1 years	1-2 years	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
M11 Location, spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people or objects	M11.1 Shows preference for familiar toys	M11.2 Recognizes familiar objects from different vantage points	M11.3 With verbal cues, uses simple maps to relate to real-world	M11.4 Uses terms like near/far; under; below; front; middle; end M11.5 Uses a simple map of a visible area to locate placement	M11.6 Recognizes and describes position of objects in space with greater accuracy M11.7 Draws a simple map M11.8 Matches 2 dimensional (2D) map with surrounding 3 dimensional (3D) layout Include this: (involves transformation, scale, dimension, and orientation distance)	K.3.1.3 Use basic shapes and spatial reasoning to model objects in the real-world

Component M12: Data Analysis

Subcomponent	0-1 years	1-2 years	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
M12 Sorting: The child recognizes that objects can be sorted by attributes	M12.1 Recognizes differences among people and among different objects	M12.2 Matches items based on attributes meaningful to the child	M12.3 Explores sorting M12.4 Imitates sorting	M12.5 Sorts objects based on an observable attribute 12.6 Demonstrates understanding that attributes are measurable	M12.7 Describes the attribute used for sorting or comparing M12.8 While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute	K.3.1.2 Sort objects using characteristics such as shape, size, color and thickness

Components M13-14: Data Analysis

Subcomponent	0-1 years	1-2 years	2-3 years	3-4 year	4-5, K-Readiness	K Alignment
<p>M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics.</p>				<p>M13.1 Participates in simple data collection discussed by an adult or other child</p> <p>M13.2 Collects information by one or more attribute</p>	<p>M13.3 Participates as group member in the collection of data that is put on a chart or graph</p> <p>M13.4 Sorts information by one or more attribute</p> <p>M13.5 Independently collects data to put on a chart or graph</p>	
<p>M14 Describes data: The child can describe data by using data sets to solve problems or asking questions.</p>			<p>128</p>	<p>M14.1 Identifies patterns, differences, or similarities of information collected</p> <p>M14.2 Uses language to describe those patterns, differences or similarities of data</p>	<p>M14.3 Uses language to compare data</p> <p>M14.4 Uses data to answer questions and solve problems</p> <p>M14.5 Discusses, compares and makes sense of collected data</p>	

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards

Introduction to Physical and Movement Development Domain



"I'm eight-months-old and I'm pushing myself up on my hands and knees and rocking myself back and forth. My care provider, Ellen, knows that I need many opportunities for tummy time in a space that is safe and inviting so that I can feel motivated to propel myself forward until I am crawling. She stays nearby encouraging me as I figure out how to use my body to move. I'm excited and happy as she claps and smiles and enthusiastically urges me on. She's been letting me hold items while she changes my diaper and dresses and undresses me, too. I like grasping the fresh diaper or holding on to a sock that I know I'll be wearing shortly. I can pick up some of my own food off of my tray if I concentrate on using my thumb and fingers together. When I get the food to my mouth, I clap my hands together just like Ellen does. When she holds me in her lap to read a book, she lets me turn the pages and point to my favorite pictures. When I squirm to get down, she helps me to stand for a minute or two with her hands in mine. I can feel the strength growing in my legs as I support myself. I'm learning to do so many things with my body!"

Early childhood is a time for incredible changes in children's physical development. In gross motor development, infants begin as non-mobile beings, and in a matter of months, most creep, crawl, stand, and walk. Toddlers develop balance and coordination as they run and jump and climb. Preschoolers refine their movements and learn to use their large muscles to move with purpose and intent, to catch and throw, and to coordinate as they climb and gallop. Children's use of the muscles of their hands and fingers (fine motor development) continues to develop as they learn to feed and dress themselves and using drawing, writing, and other tools.

With widespread concerns about obesity among children and more sedentary lifestyles in general, there is agreement that rigorous physical development is essential for children's overall health. Researchers are finding direct links between how active babies are and how their brain development is affected.

"In infancy, you can see the relationship between a baby's motor development and the resultant learning. As a baby moves from a lying to a sitting to a creeping and finally to a standing position, his perspective changes, as do his perceptions of the world and its possibilities. The more mobile he becomes, the more he increases his knowledge about himself and the people and things around him, acquiring information through his tactile (touch), kinesthetic (muscular), proprioceptive (body awareness), and vestibular (motion awareness) senses. With each new experience, new neural connections are made." (Pica 2010, 48)



The expectations that are set out in the Physical and Movement Development Domain of the Early Childhood Indicators of Child Progress (ECIPs) show the ways that children demonstrate physical capabilities at different ages. The indicators in this domain are written in such a way that teachers and providers can know appropriate expectations for young learners and understand how best to support children in their development related to physical development. There is no alignment with the indicators in this domain with the Minnesota Academic Standards for Kindergarten because there is no similar domain in K-12 Standards.

The Physical and Movement Development Domain includes two components:

- Component P1-4 Gross Motor
- Component P5-6 Fine Motor

The subcomponents and indicators identified for the ages of birth through kindergarten entry address the specific expectations across the developmental spectrum.

- For infants, indicators focus on the ways that children that young infants move both involuntarily and with purpose, how they begin to move through space, and how they reach and grasp and use their hands and fingers.
- The indicators for toddlers include how they are beginning to walk, climb, run, and jump, to roll, push, and throw balls, to use their hands and fingers to manipulate books, crayons, blocks, and other items, and to participate in dressing and personal hygiene.
- The indicators for preschoolers focus on how children show their increasing coordination and balance as they walk, run, climb, hop, jump, and gallop, kick, throw, catch, and bounce balls, and use their hands and fingers to manipulate puzzle pieces, to draw and write, and to put on articles of clothing.

The skills and concepts in the Physical and Movement Development Domain are interrelated with children’s development in other domains. There are direct consequences to brain development for infants and ongoing connections to active movement and general health for all children. The physical health of a child is an important component for the optimal development of the whole child and impacts learning, social and emotional well-being, and realization of the child’s full potential.

Working closely with children and their families to advocate for an active, healthy lifestyle leads to supports for the development of children’s gross and fine motor skills in programs and at home.

“By showing children the natural connections between all areas of learning and development and the activities they do at school and at home, [early educators can help] young children see themselves as learners and movers. This requires mutual cooperation and support among teachers, families, and children. After all, it takes a whole village to raise a healthy child.” (Schilling and McOmber 2006, 2)

Resources:

Pica, Rae. 2010. “Babies on the Move.” Young Children. 65, no. 4: 48-50.

Schilling, Tammy and Kelly Anne McOmber. 2006. Beyond the Journal: Young Children on the Web. May. Washington, D.C.: NAEYC.

Domain: Physical and Movement Development

Components P1-4: Gross Motor

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness
<p>P1 Early infancy - reflexive movements: Child moves involuntarily: not purposefully initiating movement</p>	<p>P1.1 Laying on back, kicks legs and waves arms</p> <p>P1.2 Laying on tummy, holds head up</p>				
<p>P2 Early infancy movement In and out of position: Child moves voluntarily and purposefully</p>	<p>P2.1 Rolls over: tummy to back/back to tummy</p> <p>P2.2 Moves into/out of sitting</p>				

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness
<p>P3 Locomotion: Childs moves their body through space from one place to another</p>	<p>P3.1 Crawls by one of these methods:</p> <ul style="list-style-type: none"> • On tummy using arms/legs (tummy/commando) • Two straight arms and one bent leg (3-point), • Scoots instead of crawls: from a seated position by pushing forward with legs (bend & straighten)/arm assist <p>P3.2 Pulls to <i>stand</i> up against furniture</p> <p>P3.3 Cruises along surfaces (e.g., low tables, chairs, shelves)</p> <p>P3.4 Walks with assistance</p>	<p>P3.5 Crawls up a few stairs with adult observing</p> <p>P3.6 Walks independently</p> <p>P3.7 Runs freely</p>	<p>P3.8 Crawls up 3 to 5 stairs</p> <p>P3.9 Walks on some different surfaces</p> <p>P3.10 Walks up and down a few stairs with adult support or holding handrail (step up on stair, then brings next foot <i>to</i> same stair)</p> <p>P3.11 Runs in games and freely</p> <p>P3.12 Climbs onto/off furniture</p> <p>P3.13 Jumps with two feet <i>over</i> a line</p>	<p>P3.14 Crawls under and around 3 or more objects in an obstacle course</p> <p>P3.15 Walks along a wide (12" >) slightly raised straight pathway with assistance</p> <p>P3.16 Walks up and down a few stairs with adult support or holding handrail using alternating feet (step up on stair one foot, then use other foot to go to the next stair)</p> <p>P3.17 Climbs on play equipment</p> <p>P3.18 Hops on one foot a few times</p> <p>P3.19 Jumps <i>off</i> slightly elevated height with two feet</p> <p>P3.20 Jumps with two feet <i>over</i> and <i>out of</i> spaces or objects on floor ("river" w rope or tape markers/ hula hoops)</p>	<p>P3.21 Walks on a wide (12">) slightly raised pathway</p> <p>P3.22 Walks up and down stairs holding handrail</p> <p>P3.23 Jumps off variable heights using a one-foot lead or with two feet</p> <p>P3.24 Gallops freely or in a game (one foot and a step-hop, other foot and a step- hop)</p> <p>P3.25 Moves many times through an obstacle course: over, under and around</p>

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness
<p>P4 Object control: Child can manipulate objects to propel or receive</p>		<p>P4.1 Pushes and pulls toys while walking</p> <p>P4.2 Throws small balls</p>	<p>P4.3 Pushes medium size ball forward with foot</p> <p>P4.4 Rolls a small ball to close target</p> <p>P4.5 Throws a small ball close to target</p> <p>P4.6 Pushes with legs while sitting on a scooter or balance bike</p>	<p>P4.7 Kicks a medium-sized ball</p> <p>P4.8 Throws a large playground ball using two hands</p> <p>P4.9 Catches a large or medium ball by cradling in arms toward body</p> <p>P4.10 Peddles a tricycle or riding toys</p>	<p>P4.11 Kicks playground ball or small soccer ball to a close wide target</p> <p>P4.12 Throws a small ball with some accuracy to a target or person</p> <p>P4.13 Catches a large or medium-sized ball using two hands</p> <p>P4.14 Bounces and catches a playground ball a few times using two hands</p> <p>P4.15 Attempts to pump legs to swing on swing</p>

Components P5-6: Fine Motor

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness
<p>P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects</p>	<p>P5.1 Reaches for toy, grasps it and releases</p> <p>P5.2 Grasps small food objects using finger and thumb</p> <p>P5.3 Transfers object from one hand to other hand</p>	<p>P5.4 Grasps toys, objects to release into container</p> <p>P5.5 Dumps out toys and objects from a container</p> <p>P5.6 Turns pages of a board book</p> <p>P5.7 Begins to grasp crayon to scribble</p> <p>P5.8 Stacks a few blocks</p>	<p>P5.9 Turns pages of a book</p> <p>P5.10 Grasps a crayon to scribble</p> <p>P5.11 Stacks 4 blocks</p>	<p>P5.12 Grasps a simple puzzle piece and can place a few pieces in the puzzle</p> <p>P5.13 Draws freely on paper</p> <p>P5.14 Strings large beads</p>	<p>P5.15 Grasps puzzle piece and can place 5-7 pieces in the puzzle</p> <p>P5.16 Draws letters and/ or part of name with some reversals</p> <p>P5.17 Draws stick people and some objects</p>
<p>P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene</p>	<p>P6.1 Assists with dressing by lifting leg, arm, etc.</p> <p>P6.2 Feeds self with hands</p> <p>P6.3 Begins to drink from a cup</p>	<p>P6.4 When being dressed or undressed, assists with some clothes</p> <p>P6.5 Feeds self with hands and begins to use a child-size spoon</p> <p>P6.6 Drinks from a cup</p> <p>P6.7 Helps put away <i>a few</i> toys</p>	<p>P6.8 Attempts to dress self for indoors with support (help with buttons and zippers)</p> <p>P6.9 Helps put away toys</p> <p>P6.10 May use the bathroom with assistance</p>	<p>P6.11 Assists with putting shoes on and taking them off</p> <p>P6.12 Assists with putting boots on and taking off</p> <p>P6.13 Puts on coat and takes coat off with assistance</p>	<p>P6.14 Dresses with near independence</p> <p>P6.15 Puts shoes on the correct feet. May need help with ties and fasteners</p> <p>P6.16 Puts boots on correct feet and takes boots off. May need help with ties and fasteners</p> <p>P6.17 Puts coat on and takes off</p> <p>P6.18 Uses the bathroom independently</p>

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards

Introduction to Scientific Thinking - Cognitive Domain



"I am eleven months old and I am a scientist and an investigator. I use my senses to explore the world around me. Today, I want to get to those interesting and inviting toys on the shelf across the carpet so I crawl as fast as I can while my caregiver, Ernestine, sits nearby. I pull a basket from the bottom shelf and several different-sized balls and beanbags fall onto the floor. I sit and try to pick up the balls but every time I reach out for them, they roll away from me. I laugh and smile and bat at them, clapping as they roll even further away. Ernestine rolls them back towards me. I watch the motion of the colored plastic as it moves across the rug and try to predict where the ball will roll but I'm not always right. Then, I pick up a beanbag. The corduroy fabric is soft in my hand and I feel the bumpy texture of the beans inside. I shake the bag and hear the sound of the beans. Ernestine shakes a bag too, then, pulls down a drum from another shelf and shows me how to pound on it to make a sound. I pound on the drum with the beanbag still in my hand, alternating between pounding and shaking, and squeal with delight at the sounds I make."

From birth, children are scientists. They are driven by their innate curiosity. Babies use their senses to take in information about their world, whether it's the smell of their mother's skin, the pitch of their father's voice, the feel of a soft blanket, or the taste of breast milk. Children's development of scientific thinking and inquiry begins in the very first months of life and continues to grow and expand as they interact with others and with the world around them. The world of mobile infants and toddlers expands so that they can crawl and walk across fresh, green grass or splash in a puddle. They explore the properties of objects and materials as they manipulate toys to make sounds or put things together. Preschoolers take their investigations further. They notice differences and similarities in both the natural and physical world. They try to figure out how something works. And they begin to make predictions and give explanations.

The indicators in the Scientific Thinking domain that are set out in the Minnesota Early Indicators of Child Progress (EICPs) reflect the new thinking in the science education field: that for young learners, scientific inquiry is more beneficial than occasional and unconnected science activities. Therefore, the focus for this domain is on scientific processes more than specific science content with the idea that this approach will lay the foundation for developing ways of thinking that support more rigorous academic study in the Scientific Thinking domain in the elementary school years. The EICPs provide guidance so that teachers and providers can know appropriate expectations for young learners and understand how best to support children so that they have the necessary foundation for later learning.

The Scientific Thinking and Inquiry domain includes three components:

- Component STPS 1-2: Discover
- Component STPS 3-4: Act
- Component STPS 5-6: Integrate



The sub-components and indicators identified for the ages of birth through kindergarten entry address the specific expectations across the developmental spectrum.

- For infants, indicators focus on how children observe and respond to external stimuli, show interest in exploring, and begin to recognize familiar items, people, and situations.
- For toddlers, the indicators reflect that they seek out items of interest, begin to use objects as tools, use simple strategies to carry out ideas, and build on past experiences.
- For preschoolers, the indicators show the ways they seek to gain knowledge and formulate questions, making plans and predictions, and verbally expressing their ideas and thoughts.

This broad view of the Scientific Thinking domain allows for ease of integration with other domains in the ECIPs. As children follow their curiosity in exploration, they build on their approaches to learning. As they discover new things, they are delighted and motivated to continue trying new things and learning more. Using the language of scientific inquiry, children’s vocabulary is expanded. And, mathematical understanding of measurement and representation of quantity is often a part of scientific investigations.

Many in education are linking science and technology in what are called “STEM” initiatives. STEM stands for science, technology, engineering, and mathematics. Some researchers and public and private leaders relate the very future of our country to STEM:

“The nation’s capacity to innovate and thrive in the modern workforce depends on foundation of math and science learning. . . . A sustained, vibrant democracy is dependent upon this foundation in STEM.” (Sneiderman 2013, 1)

In early childhood education, STEM is a way to integrate other domains with scientific thinking. Teachers and providers can tap into the natural curiosity of young explorers so that science experiences are filled with learning opportunities that integrate skills from multiple domains.

Resource:

Sneiderman, Joshua M. 2013. “Engaging Children in STEM Education Early!” Natural Start Alliance, December. North American Association for Environmental Education. <http://naturalstart.org/feature-stories/engaging-children-stem-education-early>

Domain: Scientific Thinking - Cognitive

Components ST1-2: Discover

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>ST1 Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment</p>	<p>ST1.1 Observes and responds to external stimuli</p> <p>ST1.2 Indicates surprise, curiosity, or hesitancy when presented with unfamiliar items, people, situations</p>	<p>ST1.3 Indicates interest by looking, pointing or verbalizing</p>	<p>ST1.4 Asks questions readily</p>	<p>ST1.5 Notices differences or similarities among materials, objects and phenomena</p> <p>ST1.6 Uses experiences to stimulate questions</p>	<p>ST1.7 Verbally identifies obvious differences and similarities</p> <p>ST1.8 Expresses curiosity and/or formulates questions of complex concepts</p>	<p>K1.1.2.1 Use observation to develop an accurate description of natural phenomena and compare one's observational and descriptive with those of others</p> <p>K2.1.1.1 Sort objects in terms of color, size, shape and texture and communicate reasoning for the sorting system</p>

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>ST2 Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings</p>	<p>ST2.1 Explores people and objects using senses</p>	<p>ST2.2 Seeks out and explores objects and items with apparent interest</p> <p>ST2.3 Begins using objects as tools</p>	<p>ST2.4 Engages with objects of interest – whether familiar or new- for extended periods of time</p> <p>ST2.5 Explores properties of objects/ materials to gain understanding</p> <p>ST2.6 Identifies and uses some tools for their intended purpose</p>	<p>ST2.7 Seeks to gain additional knowledge in areas of interests</p> <p>ST2.8 Explores with the intention of finding out something specific</p> <p>ST2.9 Uses many tools as designed</p>	<p>ST2.10 Starts with a useful, general approach to investigation even if details may be lacking</p> <p>ST2.11 Uses discernment to inform exploration</p> <p>ST2.12 Uses tools in new and novel ways</p>	<p>K1.1.2.1 Use observation to develop an accurate description of natural phenomena and compare one’s observational and descriptive with those of others</p> <p>K4.1.1.1 Observed compare plants and animal</p>

Components ST3-4: Act

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>ST3 Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.</p>	<p>ST3.1 Demonstrates recognition of familiar items, people, and situations</p> <p>ST3.2 Persists in looking for missing object(s)</p>	<p>ST3.3 Demonstrates willingness to try new things</p> <p>ST3.4 Uses simple strategies to carry out ideas</p> <p>ST3.5 Demonstrates ability to focus on one element of a situation</p> <p>ST3.6 Persists in actions or attempts to affect environment or objects</p>	<p>ST3.7 Approaches situations with intent to achieve a simple outcome</p> <p>ST3.8 Uses a variety of strategies to carry out ideas</p> <p>ST3.9 Demonstrates ability to focus on multiple elements of a situation</p> <p>ST3.10 Demonstrates resilience in trial and error process</p>	<p>ST3.11 Makes a simple plan in advance to see what will happen</p> <p>ST3.12 Uses a greater variety of strategies to carry out ideas</p> <p>ST3.13 Attempts to make a prediction of an expected outcome</p>	<p>ST3.14 Makes a plan in advance with an intended outcome</p> <p>ST3.15 Demonstrates awareness that different circumstances, materials and variables impact strategies and outcomes</p> <p>ST3.16 Makes a prediction when prompted</p> <p>ST3.17 Changes a plan or refines actions when outcome is not as expected</p>	<p>K4.2.1.1 Observe a natural system or its model and identify living and nonliving components of the system</p>

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>ST4 Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions</p>	<p>ST4.1 Shows a preference for certain materials, people or situations</p> <p>ST4.2 Indicates surprise when outcome is not as expected</p>	<p>ST4.3 Associates objects that belong together</p> <p>ST4.4 Asks “what happened?” or “where did it go?” as a result of an experiment</p>	<p>ST4.5 Recognizes obvious differences among like objects</p> <p>ST4.6 Makes guesses at possible explanations or conclusions</p>	<p>ST4.7 Describes all parts of an outcome by comparing, sorting, classifying and/or organizing</p> <p>ST4.8 Open to more than one solution or answer to a problem</p> <p>ST4.9 Begins to rely on or expect evidence, things seen or experienced directly, as reasons for results obtained</p>	<p>ST4.10 Offers critique of an experience based on examination of outcomes</p> <p>ST4.11 Sees outcomes as the result of one’s behavior or actions</p> <p>ST4.12 Reflects upon evidence and draws reasonable conclusions using data gathered</p>	<p>K1.1.2.1 Use observations to develop accurate descriptions of a natural phenomena and compare one’s observations and descriptions with others</p> <p>K3.2.2.2 Identify the sun as a source of heat and light</p> <p>K3.2.2.1 Monitor daily and seasonal changes in weather and summarize changes</p>

Understanding Components ST5-6: Integrate

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>ST5 Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others</p>	<p>ST5.1 Vocalizes in response to stimuli or individual needs</p> <p>ST5.2 Seeks out/initiates interactions from others in service of own needs</p>	<p>ST5.3 Uses gestures, body language or a few words to express emotions related to an activity, person or experience</p> <p>ST5.4 Invites others to observe actions and results</p>	<p>ST5.5 Describes details associated with an experience such as materials, possible causes and effects</p> <p>ST5.6 Listens to others ideas and points of view</p> <p>ST5.7 Shares stories and related experiences with others unprompted</p> <p>ST5.8 Scribbles or draws to show and/or share ideas</p>	<p>ST5.9 Verbally expresses ideas/thought process</p> <p>ST5.10 Seeks input from others regarding an experience</p> <p>ST5.11 Verbalizes possible explanations for an outcome</p> <p>ST5.12 Uses drawing, writing, models, or other creative expressions to present ideas</p>	<p>ST5.13 Retells/describes own actions in process of experimenting</p> <p>ST5.14 Talks with others about questions, actions, ideas, observations or results</p> <p>ST5.15 Articulates and shares aloud explanations based on reasoning and evidence</p> <p>ST5.16 Uses more detailed drawing, writing, models, or creative expressions to present ideas</p>	<p>K1.1.2.1 Use observations to develop accurate descriptions of a natural phenomena and compare one’s observations and descriptions with others</p> <p>K2.1.1.1 Sort objects in terms of color, size, shape and texture and communicate reasoning for the sorting system</p>

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>ST6 Apply: Child leverages and uses knowledge unprompted or in a new situation.</p>	<p>ST6.1 Finds comfort in familiar people and objects</p>	<p>ST6.2 Revisits and builds on past experiences</p>	<p>ST6.3 Generalizes knowledge gained from one situation to another</p> <p>ST6.4 Recognizes relevant attributes to inform the development of a rule</p>	<p>ST6.5 Recalls and uses information in new/ different experiences</p> <p>ST6.6 Generates new and more complex questions</p> <p>ST6.7 Uses prior experience to identify details that may be relevant</p>	<p>ST6.8 Compares findings to predictions or expected results</p> <p>ST6.9 Identify what to look for, measure, or test to answer questions</p> <p>ST6.10 Develops and applies rules</p> <p>ST6.11 Determines approach to situation, problem or challenge based on previous experience</p>	<p>K1.2.1.1 Sort objects into two groups: those that are found in nature and those that are human made</p> <p>K2.1.1.1 Sort objects in terms of color, size, shape and texture and communicate reasoning for the sorting system</p>

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards

Introduction to Social and Emotional Domain



"I am two-and-one-quarter years old and I have strong feelings. Sometimes, I feel so overwhelmed with frustration that I throw things and strike out at others. Sometimes, I am frightened to try something new and want to hide in my mother's or caregiver's arms. Sometimes, I scream with delight and excitement. Sometimes, I don't want any help from anyone else. I want to do it myself. I'm so lucky that my teacher at my child care center is a calm influence and an understanding guide so I can get through some difficult moments. She talks quietly and kindly to me and describes what I'm feeling. She makes suggestions and helps me in just the right ways so I can be independent, express my emotions more appropriately, and learn to settle myself down. I like my friends and want to play with them."

The developmentally appropriate expectations of children described in the Social and Emotional domain are firmly based on a foundation of trust and attachment and are essential to a good experience in school and throughout life. As infants establish strong relationships with their primary caregivers, their skills grow and expand to include others in the world around them. When the care and routines of babies are consistent and predictable, they begin to express their needs and wants and learn to comfort themselves. Toddlers are ready to move away from caregivers and explore their world but also check in with caring adults to ensure that they have their support. As verbal skills develop, toddlers express needs, wants, and emotions. Preschoolers show greater independence, self-awareness, and interest in the feelings of others. They are learning ways to engage successfully and positively with their friends.

The expectations that are set out in the Minnesota Early Indicators of Child Progress (ECIPs) recognize that in the early years, children are developing social and emotional skills that will guide their behavior, affect their overall mental health, and impact their ability to succeed academically as they move on to later schooling. The indicators in this domain are not aligned with the Minnesota Academic Standards for Kindergarten. Instead, early childhood professionals can turn to other resources for kindergarten expectations. The ECIPs provide guidance so that teachers and providers can know appropriate expectations for young learners and understand how best to support children in social and emotional development.

The Social and Emotional Development Domain includes three components:

- Component SE 1-3: Self and Emotional Awareness
- Component SE 4-5: Self-Management
- Component SE 6-8: Social Understanding and Relationships



The sub-components and indicators identified for the ages of birth through kindergarten entry address the specific expectations across the developmental spectrum.

- For infants, indicators focus on the ways that children indicate their needs to their caregivers, respond to stimuli, learn to self-comfort, attend to the emotions of others and copy their actions, and show likes and dislikes.
- The indicators for toddlers include how they are beginning to attempt new challenges, use words to express needs and emotions, to follow simple routines, and to engage in parallel play with other children.
- The indicators for preschoolers focus on how children show confidence and self-direction, identify gender and self as part of a family, community, and culture, ability to make choices, verbal expression of needs and emotions, responses to changing behavioral expectations, and beginning to manage conflicts in social interactions.

Social and emotional skills are highly interrelated with children's development in other domains. In fact, all learning is based on the foundation of children's healthy social and emotional development. Perhaps one of the most important subcomponents in the early years is that of Self-Management, the regulation of both thoughts and feelings. Such management includes the ability to postpone acting on one's first impulse, which might be anger or aggression or not following the teacher's directions. For children to become successful learners in a classroom, they must begin to self-regulate.

"Children who cannot effectively regulate anxiety or discouragement tend to move away from, rather than engage in, challenging learning activities. Conversely, when children regulate uncomfortable emotions, they can relax and focus on learning cognitive skills. Similarly, children experience better emotional regulation when they replace thoughts like "I'm not good at this" with thoughts like "This is difficult, but I can do it if I keep trying." Regulating anxiety and thinking helps children persist in challenging activities, which increases their opportunities to practice the skills required for an activity." (Florez 2011, 47)

The indicators in the ECIPs help teachers and providers, along with children's family members, understand the expectations that are appropriate for the youngest learners. Since social and emotional development is so influential in a child's development in all areas, adults play an important role in shaping a child's future when they support the development of skills in this domain.

"When teachers deliberately teach self-regulation [and other social and emotional skills] as part of everyday experiences, they help children become actively engaged learners, laying the foundation for years of future success in school and life." (Florez 2011, 51)

Resource:

Florez, Ida Rose. 2011. "Developing Young Children's Self-Regulation through Everyday Experiences." Young Children: 66 (4). 47-51.

Domain: Social and Emotional Development

Components S1-3: Self and Emotional Awareness

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness
<p>S1 Confidence: Child demonstrates confidence “I am capable, I can experiment, I can make mistakes, and I can move on”</p>	<p>S1.1 Independently prompts caregiver to meet basic needs</p> <p>S1.2 Uses voice or body to show likes and dislikes</p>	<p>S1.3 Independently attempts new challenges or activities that may or may not be successful</p> <p>S1.4 Checks with and accepts support from adult or caregiver when necessary</p>	<p>S1.5 Demonstrates or describes personal skills, likes, or dislikes</p> <p>S1.6 Seeks help from adult to meet needs or solve problems</p> <p>S1.7 Seeks out available social-emotional resources such as adults, peers or things for support</p>	<p>S1.8 Demonstrates confidence in a range of abilities and expresses pride in accomplishments</p> <p>S1.9 Consistently and effectively uses social/emotional resources such as adults, peers or things for support</p>	<p>S1.10 Demonstrates increasing confidence and inclination to express opinions and ideas</p> <p>S1.11 Engages in increasingly independent and self-directed activities</p> <p>S1.12 Tolerates constructive criticism and manages setbacks, seeking adult support when needed</p>
<p>S2 Self Awareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world</p>	<p>S2.1 Explores the world and environment around self and how things work</p>	<p>S2.2 Demonstrates awareness of self as separate from others</p>	<p>S2.3 Identifies self as part of the family, culture, community, or group</p> <p>S2.4 Describes or labels self as a boy or girl</p>	<p>S2.5 Demonstrates knowledge of family celebrations, traditions, and expectations</p>	<p>S2.6 Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities</p>

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness
S3 Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors	S3.1 Expresses emotions through facial expressions, sounds, and gestures S3.2 Notices and responds to emotions displayed by others	S3.3 Expresses feelings, needs, and wants with nonverbal communication, vocalizations, and a few words S3.4 Associates emotions with words and expressions	S3.5 Recognizes and describes own emotions S3.6 Shows some understanding of others' emotional expressions	S3.7 Uses words to express emotions S3.8 Recognizes and responds to others' emotional expression	S3.9 Demonstrates or describes increasing understanding of cause and effect around own emotional reactions S3.10 Exhibits growing ability to understand and anticipate others' emotional reactions to situations or behaviors

Components S4-5: Self-Management

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness
S4 Managing thinking: Child manages attention and thoughts	S4.1 Briefly pays attention to environmental stimuli S4.2 Indicates a choice with physical or vocal response	S4.3 Focuses attention on preferred items and experiences S4.4 Expresses thoughts by responding to simple choices and limits verbally or nonverbally S4.5 Anticipates and follows simple routines	S4.6 Frequently pays attention to both familiar and new objects and experiences S4.7 Chooses from a variety of options within the environment S4.8 Responds to soothing or redirection when playing or learning does not go as expected	S4.9 Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities S4.10 Makes self-directed choices from a greater variety of options S4.11 Increasing ability to remember and follow simple two-step directions	S4.12 Sustains attention and persistence with a task of interest for at least 5 minutes S4.13 Talks through simple tasks and conflicts, seeking adult support as needed

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness
<p>S5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently</p>	<p>S5.1 Uses simple behaviors, objects, or movements to comfort and calm self with caregiver assistance</p> <p>S5.2 Communicates needs or wants to adults using simple gestures, sign language, or sounds</p> <p>S5.3 Uses sounds, sign language, or gestures to gain adult help to alleviate discomfort or distress</p> <p>S5.4 Responds to adult efforts to calm or soothe</p> <p>S5.5 Uses behaviors, objects, or movements to comfort self</p>	<p>S5.6 Expands use of sign language, gestures, and a few words or phrases to communicate needs, wants, preferences, and discomforts to adults</p> <p>S5.7 Actively seeks adult help using sounds, gestures, or some words when feeling strong emotions, either positive or negative</p> <p>S5.8 Anticipates and actively avoids or ignores situations that cause discomfort</p> <p>S5.9 Follows simple routines, expectations, and boundaries to help manage own emotions and behavior</p> <p>S5.10 Tolerates brief delays in getting needs met</p>	<p>S5.11 Uses a wide variety of self-comforting behaviors</p> <p>S5.12 Communicates specific needs, wants, and discomfort to adults</p> <p>S5.13 Anticipates the need for comfort and tries to prepare self for changes in routine</p> <p>S5.14 Follows simple expectations to manage emotions and behaviors, but may require reminders or assistance, particularly during more intense feelings or circumstances</p> <p>S5.15 Waits briefly to obtain something desired</p>	<p>S5.16 Consistently calms self when feeling strong emotions or discomfort with only occasional adult guidance and assistance</p> <p>S5.17 Independently expresses feelings, needs, opinions, and desires in appropriate ways</p> <p>S5.18 Follows expectations established to manage feelings and behaviors with necessary reminders or assistance</p> <p>S5.19 Demonstrates the ability to delay gratification for longer periods of time</p> <p>S5.20 Demonstrates understanding of rules, roles, jobs, and relationships in families and the community</p>	<p>5.21 Increasingly expresses feelings, needs, opinions and desires verbally</p> <p>5.22 Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, grocery store)</p> <p>5.23 Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance</p> <p>5.24 Shows increasing ability to stop and think before acting</p>

Components S6-8: Social Understanding and Relationships

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness
<p>S6 Social responsiveness: Child notices and responds to others and their emotions</p>	<p>S6.1 Shows interest or reacts to others' emotions</p> <p>S6.2 Responds to others' emotional tone and actions</p>	<p>S6.3 Imitates others' emotions and expressions</p> <p>S6.4 Shows some individual response to others' emotional tone</p>	<p>S6.5 Identifies others' basic emotional cues</p> <p>S6.6 Shows concern for others through efforts to help or comfort</p>	<p>S6.7 Shows understanding, empathy, and compassion for others through words or gestures</p> <p>S6.8 Labels others' emotions</p>	<p>S6.9 Appropriately labels increasingly complex emotions in others (e.g., pride, embarrassment, jealousy)</p> <p>S6.10 Responds appropriately to others' emotions</p> <p>S6.11 Shows increasing understanding and appreciation of the perspectives of peers</p>
<p>S7 Building relationships: Child establishes and sustains relationships with others</p>	<p>S7.1 Shows a preference for a trusted adult</p> <p>S7.2 Notices or responds to others</p>	<p>S7.3 Shows preferences for one or more adults or children</p> <p>S7.4 Shows some awareness or caution with unfamiliar adults</p> <p>S7.5 Uses trusted adult(s) as a base from which to explore</p>	<p>S7.6 Seeks out familiar adults and children for conversation and play</p> <p>S7.7 Manages routine separations with decreasing amount of distress</p>	<p>S7.8 Shares information and participates in activities with adults and peers</p>	<p>S7.9 Builds friendships through play, learning activities and conversation with peers</p> <p>S7.10 Uses trusted adults for support in diverse settings (e.g., classroom, outside) when in need of assistance</p>

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness
<p>S8 Social skills: Child responds to and interact with others in a meaningful way</p>	<p>S8.1 Notices others and chooses similar materials or copies actions</p>	<p>S8.2 Play with others in a parallel manner</p> <p>S8.3 Recognizes similarities and differences between self and others</p>	<p>S8.4 Enters play groups using various strategies</p> <p>S8.5 Seeks a preferred playmate</p> <p>S8.6 Shows flexibility in roles during play</p>	<p>S8.7 Initiates, joins, and sustains cooperative play and conversations with others</p> <p>S8.8 Shows concern, respect, care, and appreciation for others and the environment</p> <p>S8.9 Actively helps solve problems with others</p> <p>S8.10 Takes turns</p>	<p>S8.11 Shows increasing ability to initiate and engage in positive interactions with peers and adults</p> <p>S8.12 Solves problems with others most of the time, appropriately using support of adults and peers as needed</p>

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards

Introduction to Social Systems - Cognitive Domain



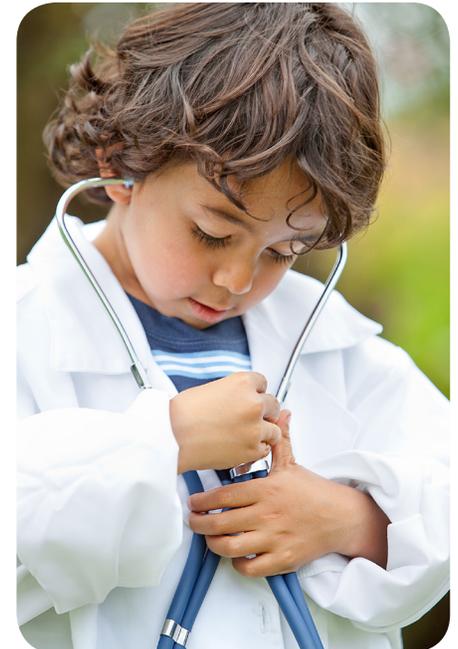
"I'm four years old and my friends and I love to play in the dramatic play area at our preschool program. This is where we try out various adult roles that we have observed people take on in our families, schools, and communities. We pretend to care for babies and raise children. We incorporate the cultural traditions and values of our own families as we pretend to interact with loved ones engaged in daily life. We also try out different jobs and careers in our pretend play. We may act as the cashier in the grocery store, the doctor or nurse in the hospital, the police officer or firefighter in the neighborhood or the server in the restaurant. This kind of play is lots of fun. And, as we play we're learning about our own identities, our families, our communities and our society. We're using different languages and ways of doing things that we see in our families' lives. We're learning more about economics and the environment and how people are similar and different. Sometimes, we take field trips and attend special events. Family members share information so we learn about different cultures and family experiences. We also work hard to learn to get along, solve problems, and celebrate our differences and commonalities. From all of these opportunities, we learn new vocabulary and form ideas about how we live and work together."

Children are surrounded and deeply influenced by the values of their family and first caregivers. From the very beginning of their lives, children are learning about themselves and how to relate to others. Their family members also live and work in a neighborhood, a broader community, and a national society. As children establish their identity, the choices they make and how they function in society are shaped. As they learn to share and take turns and care for each other and the environment, they participate in the foundational concepts of a democratic society. The expectations that are set out in the Social Systems domain of the Minnesota Early Childhood Indicators of Progress (ECIPs) are the building blocks for creating future neighbors, volunteers, workers, taxpayers, voters, and responsible citizens.

The indicators in this domain are written so that teachers can know appropriate expectations for young learners in their development related to Social Systems. They are aligned with the Minnesota Academic Standards in Social Science for Kindergarten.

The Social Systems Domain includes five components:

- Components SS1-2: Community, People and Relationships
- Components SS3-4: Change over Time
- Components SS 5-6: Environment
- Components SS6-7: Economics
- Component SS8: Technology



The sub-components and indicators identified for the ages of birth through kindergarten entry address the specific expectations across the developmental spectrum.

- For infants, indicators focus on the ways that children make their needs and wants known, relate to others, begin to notice the sequence of routines, and recognize familiar people, toys, and objects.
- The indicators for toddlers include how they are beginning to notice similarities and differences in people and themselves, show understanding of expectations and routines, participate in self care, engage in pretend play, and help put away toys.
- The indicators for preschoolers focus on their developing understanding of their identity and of belonging in different groups, are learning to follow rules and routines, to show interest in family culture and participate in turn-taking and negotiation.

The skills and concepts in the Social Systems domain are interrelated with children’s development in other domains and many overlap with those in social and emotional development. The understanding of past and future, of economic concepts, and of caring for the environment relate specifically to the cognitive domains in the ECIPs.

While young children are not suited to memorizing historical facts and learning about the ins and outs of governmental agencies, there are important ways develop understanding of social systems. The ECIPs guide teachers and providers in supporting this important domain in ways that are just right for young children and just right for the greater society.

“Social studies as content and process is a vibrant and vital part of early childhood curricula. Social studies at the center of early childhood curricula offers the hope that the focus of education will be on the development of effective, efficient, ethical children who will approach their world nonsimplistically and thoughtfully. (Mindes 2005, 7)

Resource:

Mindes, Gayle. 2005. “Social Studies in Today’s Early Childhood Curricula.” *Beyond the Journal. Young Children on the Web. Washington, D.C.:* NAEYC. <http://www.naeyc.org/files/yc/file/200509/MindesBTJ905.pdf>

Domain: Social Systems: Cognitive

Components SS1-2: Community, People and Relationships

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>SS1 Self-identity in the community: Understands the different ways people form their identity</p>	<p>SS1.1 Shows a preference for familiar adults</p> <p>SS1.2 Expresses feeling and emotions through gestures, facial expressions and sounds</p>	<p>SS1.3 Demonstrates preference for favorite toys, clothing and activities</p>	<p>SS1.4 Begins to explore the physical characteristics that make an individual unique</p> <p>SS1.5 Asks questions about similarities and differences in other people in the community</p>	<p>SS1.6 Describes their role(s) within the family and familiar environment</p> <p>SS1.7 Identifies similarities and differences in people</p>	<p>SS1.8 Identifies self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.</p> <p>SS1.9 Demonstrates an understanding that families vary</p> <p>SS1.10 Identifies some family traditions and customs</p>	

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>SS2 Civics: Child understands what it means to be a member of a community</p>	<p>SS2.1 Makes wants and needs known</p> <p>SS2.2 Shows interest in stories and songs</p>	<p>SS2.3 Develops an expectation and understanding of routines within a familiar environment</p> <p>SS2.4 Shows interest in other children and objects</p>	<p>SS2.5 Demonstrates an understanding of the expectations in a familiar environment</p>	<p>SS2.6 Describes different roles of people in the community</p> <p>SS2.7 With modeling and support, follows classroom rules and routines</p>	<p>SS2.8 Practices the ways groups make choices and decisions with support</p> <p>SS2.9 Demonstrates an understanding of rules and why they are important</p> <p>SS2.10 Participates in a variety of roles in the early childhood environment</p> <p>SS2.11 Demonstrates awareness of familiar jobs and what’s needed to perform them</p>	<p>K1.1.1 Demonstrate civic skills in a classroom that reflect an understanding of civic values</p> <p>K1.4.7.1 Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules</p>

Components SS3-4: Change over Time

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events</p>	<p>S3.1 Participates in physical care routines</p>	<p>S3.2 Notices sequence of a daily routine</p>	<p>S3.3 Begins to use language about time</p> <p>S3.4 Notices age and size differences between self and others</p> <p>S3.5 Notices change in a daily routine</p>	<p>S3.6 Uses language to recall events in time (“yesterday,” “today,” “tomorrow” “when I was a baby,” “last time”)</p> <p>S3.7 Begins to see self placed in time between older and younger family members and friends</p> <p>S3.8 Demonstrates an understanding of chronological order concepts in reference to a specific event</p> <p>S3.9 Talks about recent family or friend events and their impact on self</p>	<p>S3.10 Uses language to recall and anticipate events in time with increasing understanding and accuracy</p> <p>S3.11 Compares self to older and younger family members and friends with specific examples</p> <p>S3.12 Describes a chronological order in a series of familiar events</p> <p>S3.13 Reflects on the impact of past, present and some future events on self and family</p>	<p>K4.1.1.1 Use a variety of words to reference time in the past, present and the future; identify beginning, middle and end of historical stories</p>

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions</p>	<p>SS4.1 Recognizes familiar people and toys or objects</p>			<p>SS4.2 Demonstrates curiosity about family and culture</p> <p>SS4.3 Shares stories about family, culture and traditions</p>	<p>SS4.4 Asks more questions about families and culture to build deeper understanding</p> <p>SS4.5 Compares own cultural traditions with others to understand similarities and differences</p>	<p>K4.2.4.1 Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds</p>

Components SS5-6: Environment

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>SS5 Conservation: Understands that some environmental resources are limited</p>		<p>SS5.1 Helps to put away toys or throw out trash</p> <p>SS5.2 Participates in self-care routines</p>	<p>SS5.3 With modeling and support begins to explore conservation concepts such as reducing, reusing, and recycling</p>	<p>SS5.4 Begins to practice responsible consumption and conservation of natural and physical resources</p>	<p>SS5.5 With support, participates in community conservation activities (playground clean up, etc.)</p>	<p>K1.1.1 Demonstrate civic skills in a classroom that reflect an understanding of civic values</p>
<p>SS6 Physical characteristics of community: Child can identify important physical features in their environment</p>		<p>SS6.1 Begins pretend play with blocks, dolls and other toys</p>	<p>SS6.2 Explores physical environments where people live, work and play</p>	<p>SS6.3 Identifies and describes significant objects and places in familiar environments</p>	<p>SS6.4 Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.)</p> <p>SS6.5 Uses tools to represent immediate environment</p>	<p>K3.1.1.1 Describe spatial information depicted in simple drawings and pictures</p>

Components SS7: Economics

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>SS7 Economic reasoning: Child begins to understand basic economic principles</p>			<p>SS7.1 Participates in turn taking activities with support</p> <p>SS7.2 Asks for needs to be met</p> <p>SS7.3 Explores the exchange of goods</p>	<p>SS7.4 Participates in turn taking with increasing independence</p> <p>SS7.5 Describes basic needs for living things</p> <p>SS7.6 Begins to understand the use of trade or money to obtain goods and services</p>	<p>SS7.7 Negotiates and shares with other children during play</p> <p>SS7.8 Begins to label individual needs and wants with support</p> <p>SS7.9 Identifies goods and services that could meet a specific need or want</p>	<p>K1.1 Demonstrates civic skills in a classroom that reflect an understanding of civic values</p> <p>K2.1.1.1 Distinguishes between individual needs (conditions necessary to survive) and individual wants (conditions necessary to be happy)</p> <p>K2.1.1.2 Identify goods or services that could satisfy a specific need or want</p>

Components SS8: Technology

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	K Alignment
<p>SS8 Digital citizenship: The ability to choose and use some digital technology appropriately*</p> <p>*Follow all best practices and safety protocol for children using digital technology</p>				<p>SS8.1 With support, explores all tools, including digital tools, to enhance learning</p>	<p>SS8.2 Knows when, how and why to use a variety of tools to for learning, including digital technology</p> <p>SS8.3 With support, engages in responsible use of all tools including digital technology</p>	

Early Childhood Indicators of Progress References

Approaches to Learning

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Minnesota's Knowledge and Competency Framework for Early Childhood Professionals:

Working with Preschool- Aged Children in Center and School Programs

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We greatly appreciate the work and contributions of the following members of the advisory groups:

Preschool Advisory Group

- Sharon Bergen, Minnesota Association for the Education of Young Children
- Katy Chase, Minnesota Licensed Family Child Care Association
- Jeanne Dickhausen, Head Start Collaboration
- Diane Etling, Minnesota Department of Health
- Lora Kussman, Department of Human Services
- Kelly McKown, St Paul College/Access
- Nedra Robinson, St Paul College and Minnesota Association for Early Childhood Teacher Educators
- Cheryl Smoot, Minnesota Department of Health
- Sandra Williams, Minnesota Tribal Resources for Early Childhood Care
- Roz Zuest, Child Care Aware

Infant and Toddler Advisory Group

- Ada Alden, Minnesota Association for Family and Early Education
- Michele Dockter, Minnesota Department of Education
- Ann Edgerton, University of Minnesota Child Care Center
- Diane Etling, Minnesota Department of Health
- Michelle Fallon, Minnesota Association for Infant & Early Childhood Mental Health
- Vicki Hawley, Center for Early Education and Development
- Donna Henning, Head Start
- Lora Kussman, Department of Human Services
- Janice LaFloe, Bush Fellow
- Mary Ann Marchel, University of Minnesota, Duluth
- Sandy Masgai, Family Child Care
- Nedra Robinson, St Paul College and Minnesota Association for Early Childhood Teacher Educators
- Mary Santelman, Montessori Training Center
- Shelly Tollefson, Minnesota Association for Education of Young Children
- Cory Woosley, Child Care Aware

Family Child Care Advisory Group

- Deloris Friske, Family Child Care Provider
- Pat Gentz, Family Child Care Provider
- Jackie Harrington, Family Child Care Provider
- Mary Ksiazek, Family Child Care Provider
- Natalie Marose, Family Child Care Provider
- Sandy Masgai, Family Child Care Provider
- Misty McKinley, Family Child Care Provider
- Mary Muhs, Rasmussen College
- Tammy Oveson, Family Child Care Provider
- Wendy Prokosch, Family Child Care Provider
- Stephanie Reuss, Family Child Care Provider
- Linda Schesso, Family Child Care Provider
- Vicki Shofner, Minnesota Licensed Family Child Care Association
- Shirell Smith Kerney, Family Child Care Provider
- Dana Smith, Minnesota Licensed Family Child Care Association
- Michelle Thole, Family Child Care Provider
- Sheryl Warner, Family Child Care Provider

In addition, a list of dispositions was developed by identifying common themes found in conversations held by culturally, geographically and programmatically diverse Minnesota educators. Groups involved in the discussions of dispositions included: infant, toddler and preschool teachers, trainers, family child care providers, parent educators, mental health consultants, social workers and higher education faculty. A special thanks to the entire staff of the Head Start program from Community Action Partnership in Ramsey and Washington Counties for their participation.

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Introduction

Minnesota has a rich history of providing a continuum of services for young children and families. Recent state and national events have encouraged development of a comprehensive, well-coordinated system of programs and services with the goal that all children get the great start they need to succeed in school and in life.

One essential factor in providing young children with stimulating experiences that promote their development is ensuring that those who care for and educate children are well-prepared and informed. People who work with young children come to their positions through a variety of life circumstances, with differing levels of education and a range of experience. Minnesota's professional development system needs to be broad enough to serve this diverse group. Most importantly, it needs to provide educational experiences that improve a person's skills and keeps them up-to-date on advances in research and best practices.

Minnesota's professional development system is based on a national model that recognizes training and education beyond basic requirements are necessary to improve outcomes for young children. This model centers on five key elements: core knowledge; quality assurance; outreach and access; qualifications, credentials and pathways; and funding. One of the primary goals of the system is to ensure that educational opportunities for those working with young children are grounded in high ethical and quality standards.

The core knowledge element of the system emphasizes that early childhood educators need to be equipped with knowledge, competencies, tools and confidence to effectively work with children and families. People working with young children must be well grounded in child development and educational theories. They need to know not only the wisdom of theory but also the methods and strategies that have been validated by research. This foundation is enhanced when it is combined with the ability to demonstrate skills needed for work as articulated by the field. *Minnesota's Knowledge and Competency Framework for Early Childhood Professionals: Working with Preschool-Aged Children in Center and School Programs* clearly articulates both the expectations of what early childhood educators need to know and what they need to be able to do.

Three types of educational experiences make up Minnesota's Professional Development system: credit-based courses; not-for-credit training; and a continuum of professional development that is made up of relationship-based learning such as mentoring, coaching or consultation. The Knowledge and Competency Framework described here can be a common structure on which to base all types of educational experiences and instructional design.

The *Knowledge and Competency Framework for Early Childhood Professionals: Working with Preschool Age Children in Center and School Programs* outlines **standards**, or expectations, regarding what people educating and caring for young children need to know. It also describes **competencies** which define the demonstration of specific skills needed. Educators demonstrate competencies in a variety of ways.

The document is intended to be used in two primary ways:

1. By those developing learning objectives for educational opportunities including educational programs, technical assistance and training.
2. By people working with young children as they assess their own skills and work to improve them.

In addition, program administrators, supervisors of direct service staff, health consultants and licensors will find the document useful as they identify what skills are needed and help to educate those with whom they are working.

Regardless of a person's position or setting, people working with young children and families have many things in common which they need to know and be able to do. In developing the Knowledge and Competency Framework, thought has been given to these commonalities while at the same time recognizing the special skill sets needed for certain positions and settings.

For example, there are many skills and competencies related to working with families, such as establishing a cooperative, reciprocal partnership, needed by those working with preschool age children (three to five years of age) AND infants and toddlers (birth to three). There are also specialized skills needed by those working with preschool-aged children, such as the knowledge and competencies which help build the foundations for literacy and numeracy. Both skills need to be included in a version written for preschool educators.

It is possible that additional versions of the Knowledge and Competency Framework will be developed. As additional versions are created, an effort should be made to maintain these commonalities. Additional versions might include skill sets for those taking on roles and responsibilities that require more education or experience, such as a trainer or administrator.

The Preschool Version of the Knowledge and Competency Framework

People caring for and educating preschool-aged children need to be well-grounded in knowledge of child development as well as the competencies and vulnerabilities of preschoolers. They need to have knowledge of how families develop and be able to support healthy parent-child relationships. In addition, there are many unique aspects of this period in a child's development which require unique skills and competencies of the adults working with them:

- The preschool years represent a period of rapid growth and development. Development is cumulative and is a product of the interaction between genes and experiences, beginning before birth. From birth, children are active participants in their own development as they learn to select, engage and interpret even their earliest experiences.
- Development is sometimes described in terms of domains or areas of learning. These categories make it easier for adults to discuss its complexities but in reality, all domains are interrelated. Multiple abilities and skills are developing simultaneously during the preschool years. As these abilities and skills emerge, each affects the development of the others.

- Children develop in the context of their families, cultures and communities. While family members are the most important and influential, children’s relationships with others also impact their development. Nurturing and responsive care and education helps children develop secure and trusting relationships which, in turn, facilitate exploration and development.
- This time of robust development is also a time of profound vulnerability. Development can be seriously compromised not only by delay or disability, but also by chronic stress or trauma. Nurturing and responsive care and education for children whose development is at risk can help a child develop resilience and skills needed for success in school and in life.
- Working with young children and their families can bring up many emotions. Educators need to reflect on their own feelings, reactions, and behaviors as well as those of others in order to be most effective.

Integrating the Standards and Competencies

This framework demonstrates an alignment between Professional Educator Licensing and Standards Board (PELSB) standards and field-developed core competencies. Standards describe expectations held about what early childhood educators need to know and describe learning outcomes for those in professional development programs. These are set forth in [Minnesota Administrative Rule 8710.3000](#) and are reiterated here. The rule includes standards for infants and toddlers, pre-primary and primary. When referring to children birth to grade 3, the rule uses “young children.” Since the language of the rule is reiterated here, you will see this same terminology. The focus of the document will be working with children of preschool age.

Competencies describe the demonstration of skills and abilities needed to work effectively in the field. In this framework, competencies have been arranged to align vertically to PELSB standards. Health, Safety and Nutrition standards were added as PELSB standards for this area do not exist.

Standards and competencies are interrelated. In order to reduce redundancies, we decided to place the competency under a related standard. The competencies have also been aligned horizontally to indicate the progression of skill development as educators gain experience. Key competencies have been included; the document does not include every skill a person in the field might need.

Background

Minnesota first created core competencies in its 2004 publication *The Minnesota Core Competencies for Early Childhood Education and Care Practitioners who work with children birth through eight and their families*. Since then, much has been learned about brain development, effective teaching strategies, nutrition and obesity as well as serving children with special health and social emotional needs. There have also been changes in the demographic make-up of society and the early childhood field. This revision is needed to reflect these changes and advances.

To prepare for this revision, hundreds of individuals were surveyed and several groups who have used the document were interviewed. The feedback indicated a need for rigorous health competencies, better descriptions of skills needed to work with children from refugee, immigrant and new American communities, updated competencies based on the most current research, and contain fewer redundancies. The valuable feedback has been incorporated into this edition. Literature and competency documents of other states were reviewed to gather additional insights.

Several documents were key resources in the development of this framework, including: *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards*, *National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs*, and *National Health and Safety Performance Standards Guidelines for Early Care and Education Programs*. See the list of resources for additional helpful documents.

Guiding Principles

Several principles guide this document.

- A highly qualified, well prepared workforce is better equipped to work with young children and leads to better child outcomes.
- Educators need skills, knowledge and support to develop expertise.
- Skills, knowledge and support are acquired through a wide variety of experiences.
- Educational experiences include for-credit classes, not-for-credit learning experiences, a continuum of professional development and a variety of life experiences.
- Educators need opportunities to practice what has been learned as well as personal and guided reflection to improve their practice.
- Planned, intentional professional development is part of an individual's continuous growth and development.

Uses

This document can be used to:

- Promote early childhood as a profession with a recognized body of knowledge.
- Identify key concepts and skills for professional development.
- Plan learning objectives for professional development offerings which emphasize specific content knowledge and competencies.
- Coordinate and design professional development content to facilitate transfer and articulation agreements.
- Identify professional development needs and plan training for a group of people, region or state.
- Assess current offerings across all content areas and levels of competency.
- Self-assess professional development needs and develop an individual plan.
- Create job descriptions.

The framework is used by the Department of Human Service's non-credit training delivery system to organize, identify and advertise professional development events by content area and levels. Individual learning records located in the Develop application (<https://www.developoolmn.org>) will include KCF content areas and levels an individual has taken when they choose to create an account. The framework will also inform the revised Individual Training Needs Assessment (ITNA) that is currently used by child care providers to self-assess their knowledge and skills in the various competencies and plan their continuing professional development. Writers and approved trainers will use the framework to develop learning objectives and content as they design courses. Training developed by the Department of Human Services is based on the standards and competencies outlined in the framework. Institutes of Higher Education (IHE) are responsible for ensuring students are knowledgeable of PELSB standards included in the framework. Use of the Knowledge and Competency Framework is encouraged in the design of IHE courses and to introduce the document in their coursework.

Organization of the Framework

The ten content areas (the eight original plus two new content areas added in 2020) corresponding to PELSB standards are used to organize the framework. The content areas assist in describing and discussing standards and competencies; in practice, the content areas are interwoven and dependent on one another. Children benefit when adults who work with them learn more about:

- **Child Development and Learning:** An educator understands theories of development, research and best practices to help children acquire physical, social, emotional, language, cognitive and creative skills; understands individual differences and approaches to learning; understands the critical role of family, culture and community; and understands the interrelationships among culture, language, and thought.
- **Developmentally Appropriate Learning Experiences:** An educator establishes and maintains safe and healthy environments, and plans and implements a variety of developmentally appropriate learning experiences that promote cognitive, social and emotional, physical, and creative growth and development.
- **Relationships with Families:** An educator establishes and maintains positive collaborative relationships with families to meet the needs of children.
- **Assessment, Evaluation and Individualization:** An educator observes, records and assesses children's skills to identify strengths, needs and approaches to learning to plan appropriate activities, interactions and environments; and assesses and evaluates program quality in an effort to continually improve programming.
- **Historical and Contemporary Development of Early Childhood Education:** An educator understands how historical and contextual influences impact current practice and the effects of current issues on children, families and programs.
- **Professionalism:** An educator views learning and continuous improvement as a career-long effort and responsibility; serves children and families in a professional manner; collaborates with others.
- **Health, Safety and Nutrition:** An educator establishes and maintains an environment and curriculum that ensures the health, safety and nourishment of every child and offers experiences that promote optimal health, safety, nutrition, physical, and social emotional development that support life-long healthy behaviors and lifestyles.
- **Application through Clinical Experiences:** An educator applies effective education practices in a variety of experiences and program models.

 Trauma Informed Care and Practice.

 Working with Multilingual Children and Families.

Some content areas are further broken down into areas of learning. For example, the content area called Developmentally Appropriate Learning Experiences is further broken into areas of learning including: cognitive development, social and emotional development, physical development and creative development.

Each of the ten content areas contains three levels of competencies. Each level includes and builds on the competencies of the level before it. Levels describe a progression of skills rather than levels of education. Just as children develop at individual rates and are stronger in some areas of development, educators will find themselves at different levels of competency depending on their strengths, current education and experience. As educators assess their skills, they will find areas in which to improve. This reflection can be used to make professional development plans. The levels are:

Level 1: Explores - People at the exploring level are relatively new to the field of early childhood or new to an early childhood concept. At this level, people observe or learn from other adults as they work with and interact with children; they watch children in order to learn firsthand what children are like and what to expect of them; and they talk with family members to learn more about each child's family and culture. These educators are exploring concepts and beginning to recognize the indicators and elements of child development as well as the competencies they need to effectively care for and educate young children.

People at this level typically rely on prescribed procedures and routines much like a technician. They need support and direction as they learn to handle daily challenges, to reflect on what is being observed and to learn to connect their observations to current understandings and best practices.

Level 2: Implements - Educators at level two know what to expect of children at various stages of development and how to promote and engage children in learning. They are beginning to focus on the needs of individual children. They do more problem solving at this level than at the first level and with support and guidance, they reflect on their own experiences and performance in order to improve their practices. At this level educators share information with family members about assessment and how it is connected to materials and activities offered to promote growth. They recognize individual differences in children and respond appropriately; ensure children are safe, healthy, and enjoying mealtime experiences while being well-nourished; ensure a culturally and linguistically responsive setting; and participate in professional development activities.

Tara's Story: *Tara is working in a child care center following her freshman year of college. She says, "I'm having a great time getting to know the kids and playing with them. During free play when some of the kids don't know what to do, I get them started doing things I remember I liked to do. The educator I'm working with has lots of helpful routines in place. Not only do the kids know what to do between activities or to get ready for lunch but I feel like I know what to do to help. I watch the educator I work with kids having trouble getting along or saying goodbye to their parents and I'm learning lots from her. She is so calm and always helps the kids figure out a way to cope. I like watching the kids as they explore outside or in the science area. It's so great when they make a new discovery. You can see the excitement on their face!"*

Joelle's Story : *Joelle said, "Now that I'm beyond the basics, I can focus on each child more. I know more activities and can match them to what the child needs to learn. I find it easier to modify my plans for the day in order to explore something that a child shows interest in. Now I really think about my actions and the activities I do and whether they worked; I think about how the children react to me and the activities I offer; and I think about what I would do to modify it if I were to do something like it again. I feel like I have a room arrangement that really works for the activities I want to offer and so the children can interact with each other. I'm much more confident talking with, sharing information and problem solving with parents than when I first started. I love going to professional development class and now I choose those that fit specific things I'm working on. I've joined a professional organization and like going to their conferences too."*

Level 3: Designs and Leads - Educators at this level are highly involved in professional decision making. These educators design learning environments and experiences. They intuitively respond to children and adapt their plan. They model for, guide and teach other adults included in the early childhood setting. They take responsibility for keeping up-to-date on research, linking and aligning their reading and practice to best practices. Educators who design and lead continue to set goals for themselves in their professional development plan (CEU's, credential, certificates, etc.). Primary responsibilities for educators at this level may include: evaluating, choosing curriculum, leading and analyzing assessment and using this information to guide curriculum and instruction. They communicate and collaborate with families to gain input and knowledge of children. These educators are knowledgeable of community partners and how to coordinate services for children as needed. They use formal and informal means to assess and improve the program.

***Lisa's Story:** Lisa said, "Over the years, I've sampled a number of activities and ideas from various curriculums. I think about when I started I needed to follow step by step directions for activities. Now I can pull the best from what I've learned and do it or modify it on the spot. Because I've got an array of strategies and activity ideas, I can more flexibly and creatively meet the changing needs of individuals and my group. The same is true for observation and recording. I've become acquainted with a number of tools and now I've devised some that work for me. I remember how, at the beginning of my career, I learned so much from others and I feel like it's time for me to give back to the field. So I've started exploring principles of adult learning so I can share what I've learned by teaching others."*

Dispositions

In addition, to knowledge and skills needed, educators who are most effective hold certain dispositions. Dispositions have been described as the tendency or inclination to behave or act in certain ways. These dispositions influence how people interact with others. They are not included in the list of standards or competencies because they are considered "soft skills" that can be difficult (but not impossible) to teach and/or measure. These traits are important to recognize and can be strengthened. Several, but not all, are listed below for self-reflection.

The list was developed by identifying common themes found in conversations held by culturally, geographically, and programmatically diverse Minnesota educators. Groups involved in the discussions of dispositions included: infant, toddler and preschool teachers, trainers, family child care providers, parent educators, mental health consultants, social workers and higher education faculty. While culturally diverse groups used similar words to describe desired dispositions, they described diverse ways to demonstrate each one.

- Is compassionate, sensitive to the needs of others and emotionally available.
- Possesses a sense of humor and can be playful.
- Possesses childlike curiosity.
- Can be flexible, creative and resourceful.
- Questions, demonstrates an interest in learning and reflects on current practices as a way to improve practice.

- Likes children and believes in their ability to learn.
- Is optimistic when faced with challenges.
- Collaborative.
- Is passionate about working with young children.
- Shows respects for self and others.
- Values and appreciates differences; is non-judgmental.
- Demonstrates a high level of integrity.
- Is open to new ideas and concepts.

In addition, several general work habits help a person successfully work with young children:

- Is punctual and responsible.
- Cares for personal hygiene and dresses appropriately for the activity.
- Expects and responds flexibly to continuous change.
- Collaborates with co-workers and as a member of a team.
- Accepts constructive feedback and learns from mistakes.
- Listens and responds appropriately.

Knowledge and Competency Framework: Working with Preschool-age Children in Center and School Programs

This version focuses on the standards and competencies needed by educators working with children of preschool age in a variety of settings and may be used by a broad audience including: preparatory educational programs, continuing education providers, and staff in a variety of programs. Program types include school-based programs such as Early Childhood Family Education and Early Head Start, as well as child care centers and family child care homes. Regardless of the setting or job title, people who interact with children of preschool age provide care for and educate them. PELSB standards use the term “teacher” to indicate those who obtain a teaching license.

The term “educator” will be used in the description of competencies to include people working in a variety of settings and with varying levels of education. The term “families” includes parents, guardians, siblings, grandparents, foster family members and others involved in the care and education of a child. “Parents and guardians” will be used to refer to those who are legally responsible for a child.

Additional versions of the framework include: *Minnesota’s Knowledge and Competency Framework for Early Childhood Professionals: Working with Infants and Toddlers*; *Minnesota’s Knowledge and Competency Framework for Early Childhood Professionals: Working with Young Children in Family Child Care Homes*; and *Minnesota School Age Core Competencies for School-Age and Youth Care Practitioners who work with children ages 5 through 12 and their families*. [These can be found on the Minnesota Department of Education website’s Early Learning Resources page](#). Standards and competencies for administrators and trainers are outside the scope of this project.

All those who use this document must understand the needs of children coming from diverse cultural, linguistic, socio-economic and geographic backgrounds. After considerable discussion, it was determined that skills needed to include children from diverse backgrounds as well as those with disabilities and health care needs would be embedded throughout the document. These topics are essential in all aspects of work with children and families.

Resources

This document is one of many resources created for Minnesota's early educators. It is aligned with other materials developed by the Minnesota Departments of Education, Human Services and Health including Minnesota's early learning standards, virtual career guidance tool, career lattice and professional development registry. For additional information, resources and guidance, contact the Minnesota Center for Professional Development, Child Care Aware of Minnesota and Minnesota Department of Education's Licensing Division. Additional resources appear at the end of this document.

2020 Additions to the Knowledge and Competency Framework

Based on feedback from early care and education professionals from the field and changes in the State of Minnesota, three additional content areas have been added to enhance the Knowledge and Competency Framework document. These areas will guide and assist early care and education professionals in the knowledge and skills needed to provide quality education to children and families: Cultural Responsibility and Practice, Trauma Informed Care and Practice, and Working with Multilingual Children and Families.

Cultural Responsibility and Practice

Culture is the lens through which each human being understands and connects with the world. It affects one's understanding of time, communication, and how to approach the task at hand. As an early childhood professional it is essential and our responsibility to understand one's own cultural lens as well as the children and families who we encounter in our practice through daily interactions.

Family and Community Knowledge systems are the means through which culture is transmitted and affirmed. These systems include the ways children, and the families and communities in which they are embedded, learn and engage with the world. For example, character development, fairness and stewardship are important life-long assets within family and community knowledge systems and relate strongly to equity.

These concepts loom large in the lives of many children of color, and they notice when the values of equity are not reflected in experiences with early childhood professionals. Equity issues present themselves early in young lives through the experiences of parents, grandparents, older siblings other family, and friends. Knowledge and competency related to these family and community knowledge systems are at the core of this addition and are embedded throughout the content areas in the document.

Trauma Informed Care and Practice Content Area IX

All children and families who participate in early care and education and other early childhood services bring their experiences with them as do those of us who provide these services. These experiences shape our understanding and expectations of relationships, of whether the world is a safe place to explore and learn, of whether we are worthy of care and help, and how young children's brains develop. Unfortunately, trauma and high levels of stress are all too common and can negatively impact brain development, including our ability to regulate emotions and behavior, relationships and learning. According to the Adverse Childhood Experiences (ACE) research by the Minnesota Department of Health more than half of Minnesotans report experiencing at least one ACE (referring to ten childhood experiences that potentially meet the definition of trauma), and of those, more than half have experienced two or more ACEs. Young children are both the most vulnerable to the negative impacts of trauma AND the most resilient to these negative impacts in the presence of buffering relationships; this is because the young child's brain is developing at such a rapid rate.

Early childhood professionals interact with young children and their parents at a critical time, not only in children's development, but also in the development of parent-child relationships. Awareness of the impact of trauma on children's development and behavior can facilitate caregivers' capacity for interpreting behavior and responding in ways that promote resiliency and healing, not only in children and their parents, but for themselves as well.

The Trauma Informed Care and Practice Content Area is intended to outline standards and expectations regarding the knowledge and skills necessary for people working with infants, young children, their families and caregivers who may have experienced trauma. Best practices must be developmentally-informed, trauma-informed and relationship-based to promote the resilience of children, as well as the resilience of their families and caregivers. Awareness of the signs of trauma in children, families and ourselves promotes our ability to better meet the needs of those with whom we work through supportive relationships and referral to trauma-informed community resources.

Working with Multilingual Children and Families Content Area X

Like all young children, multilingual children arrive in our early care and education setting with a wealth of knowledge. They have already learned so much at home and in their communities. They are ready to continue learning in an environment that is caring and responsive. Educators understand that when working with all children, especially multilingual children, it is essential to

- Understand their unique learning needs
- Think about how one's own personal beliefs about culture and language may be similar to, or different from, those of the children and families we serve
- Advocate for strengths-based, language focused family engagement
- Promote equitable, culturally sensitive environments for all multilingual children
- Know how to connect WIDA or other Early Language Development Standards and Minnesota Early Childhood Indicators of Progress
- The Working with Multilingual Children and Families addition as a new content area helps early care and education professionals understand what they need to know and be able to do when they work with multilingual children and their families and uses the WIDA Early Years Essential Actions as an entry point for educators as they think their work.

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Contributors to 2020 additions:

Cultural Responsibility & Practice

- Betty Emerita, Development & Training, Inc
- Richard Chase, Wilder Research

Trauma Informed Care & Practice

- Jane Ellison, LMFT, IMH-E (IVC)
- Michelle Fallon, LICSW, IMH-E Mentor, Infant and Early Childhood Mental Health Consultant.

Working with Multilingual Children and Their Families

- Patricia Blanco, M. Ed. WIDA Professional Learning Specialist
- Lorena Mancilla, PhD Director of WIDA Early Years

Content Area I: Child Development and Learning

PELSB Standard

An educator of infant or toddler-aged, preprimary-aged and primary-aged children must understand child development and learning.

The educator must understand:

- the research base for and the best practices of early childhood education.
- the physical, social, emotional, language, cognitive, and creative development of young children from birth through age eight.
- how young children differ in their development and learning, and what approaches support these differences.
- the major theories of early childhood development and learning and their implications for practice with young children from birth through age eight and their families.
- the concepts of “belonging” and “family connectedness” as crucial to the development of young children.
- that children are best understood in the contexts of family, culture, and society.
- the interrelationships among culture, language, and thought and the function of the home language in the development of young children.

Competencies

A. Understanding Child Development Competencies

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
I.A.1	Recognizes all areas of development including physical, social and emotional, executive functioning (planning, organizing, and monitoring of goal oriented behaviors), cognitive, creative and language	Chooses and applies current best practice, research-based and appropriate cultural practices to encourage the foundation of development including physical, social and emotional, executive functioning, cognitive, creative and language	Critiques and explains to coworkers, families and community members major theories and research-based, best practices and appropriate cultural practices related to children's health and physical, language, literacy, cognitive, social and emotional, executive function and creative development
I.A.2	Describes how development in one area affects development in other areas	Gives examples of the relationship between children's health and physical, language, literacy, cognitive, social and emotional, and creative development	Explains to coworkers, families and community members major theories and research regarding the influence of one area of development on another as well as how variations in development are impacted by family, culture, language and environment
I.A.3	Recognizes development occurs in predictable patterns which are identified in the early learning standards	Gives examples of physical, social, emotional, cognitive and language milestones identified in early learning standards	Explains early learning standards to coworkers, families and community members
I.A.4	Recognizes learning taking place in play, interactions with others, and while a child explores surroundings	Gives examples of what children learn through play, interacting with others and by exploring their surroundings	Explains to coworkers, families and community members the rationale for intentional, evidence-based teaching methods that include safe, stable, nurturing relationships, play, small group interactions, problem-solving, and exploration

B. Understanding Influences on Child Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
I.B.1	Describes how the early experiences young children have effect their growth and development	Communicates the importance of early experiences and adult-child relationships to brain development and the foundation of executive function (planning, organizing, and monitoring of goal-oriented behaviors)	Analyzes and applies understanding of current theory and research on promoting children’s learning and development
I.B.2	Describes how children develop at their own rate and within the context of their culture and family	Gives examples of how cultural, language and familial strengths and challenges affect development of skills	Analyzes the influences of environmental factors, family dynamics, culture and linguistics, and diverse ways of learning on development and utilizes the information to make individualized goals for teaching
I.B.3	Recognizes children need a strong base in home language and culture	Illustrates the importance of home language and culture by providing learning opportunities in the home language to promote overall development	Reflects on and identifies the importance of home language and culture as a basis for learning and learning additional languages; develops learning activities that support and integrate home language and culture
I.B.4	Recognizes behavioral expressions of stress and trauma	Gives examples of the developmental consequences of stress and trauma; protective factors, resilience, and the development of mental health; and the importance of safe, stable and nurturing relationships with adults	Educates family and community members about the role of stress in the development of young children

C. Recognizing Individual Variances

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
I.C.1	Observes differences in development and ability	Describes stages of child development and explains the wide range of appropriate development	Explains to coworkers, families and community members there is a wide range of appropriate development and that individual rates are often influenced by family, culture, language and environment
I.C.2	Recognizes and accepts individual learning styles, cultural backgrounds and abilities of all children	Implements practices that are respectful and inclusive of a child's individual learning style, cultural background, and educational abilities	Analyzes, evaluates and plans based on individual learning styles, accurate information about the cultural backgrounds of children in the group and abilities of each child

2020 D. Cultural Responsibility and Practice

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
I.D.1	<p>Recognizes all areas of development including physical, social and emotional, executive functioning (planning, organizing and monitoring of goal oriented behaviors), cognitive, creative, and language are rooted in culture. See the film documentary, “Babies,” (http://www.focusfeatures.com/babies)</p> <p>a) Describes how a particular developmental expectation can vary significantly in different cultures</p> <p>b) Recognizes and names some culturally based developmental expectations that are more advanced than U.S. standards and are considered “normal” within that culture</p>	<p>Chooses and applies current best practice, research-based, and appropriate cultural practices to encourage the foundation of development including physical, social and emotional, executive functioning, cognitive, creative, and language</p> <p>Incorporates research-based effective practices developed or identified by culturally rooted researchers of color</p> <p>a) Prepares learning experiences that will enable children from different cultural communities to build upon strengths and developmental expectations identified by culturally rooted researchers</p> <p>b) Gives examples of ways that culturally based developmental expectations are embedded in both curricula and teaching strategies and modifies their approach appropriately to fit the needs of each child</p>	<p>Co-creates with coworkers, families and community members adaptations of major theories and research-based, best practices and appropriate cultural practices related to children’s health and physical, language, literacy, cognitive, social and emotional, executive function and creative development</p> <p>a) Explains asset-based research on development by researchers of color in meetings with parents and staff and asks for ideas about how to incorporate it into the program</p> <p>b) Designs, recommends, and advocates for professional development training on culturally based developmental expectations and how to recognize and build upon them</p>
I.D.2	<p>Encourages character development in each child, including values such as honesty, trustworthiness, respect, fairness, and stewardship</p> <p>Observes and can describe how specific values are demonstrated in different cultural contexts</p>	<p>Promotes and supports character development by reinforcing values of various children and families in the classroom setting</p> <p>Prepares learning activities that show how values are demonstrated in different cultural contexts</p>	<p>Models and coaches character development, by collaborating with families to adopt classroom and program policies that highlight these values</p>

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
I.D.3	<p>Identifies social skills that are valued by different cultural communities</p> <p>Encourages social skills children will need to interact well with their cultural and community networks</p>	<p>Promotes and supports social skills children will need to interact well with their cultural and community networks</p> <p>Prepares classroom activities that include illustrating and discussing particular social skills in different cultural settings</p>	<p>Prioritizes sharing information with staff and colleagues on ways to recognize and promote social skills children from different cultural communities will need to interact well with their cultural and community networks</p>
I.D.4	<p>Recognizes and names core values that are held by families from different cultural communities and the culturally different ways the same values can be expressed</p>	<p>Chooses a variety of strategies to support and encourage children as they express family or community values</p>	<p>Co-creates with staff, colleagues, and families a variety of strategies for incorporating values into the program and celebrating them</p>
I.D.5	<p>Describes the demographics of young children in their geographic area and distinguishing features of different cultural groups</p> <p>Practices cross-cultural knowledge and skills that work well with children from a broad range of cultures</p>	<p>Plans classroom activities that draw upon the experiences of children from the range of cultures represented in the classroom</p> <p>Models cultural knowledge and skills that work well with children from a broad range of cultures</p>	<p>Develops with parents and staff practical strategies for sharing information across cultural groups within the program and recognizing good ideas</p> <p>Coaches and trains staff on cross-cultural knowledge and skills that work well with children from a broad range of cultures</p>

Content Area II: Developmentally Appropriate Learning Experiences

PELSB Standard

An educator of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences.

A. Creating Positive Learning Experiences: General

The educator must understand:

- the cognitive, social and emotional, physical and creative development and how development and learning are integrated.
- the development of infants and toddlers and its effects on the learning and development of preprimary-aged children.
- how to establish and maintain physically and psychologically safe and healthy learning environments for preprimary-aged children that:
 - acknowledge the influence of the physical setting, schedule, routines and transitions on children and use these experiences to promote children's development and learning.
 - acknowledge the developmental consequences of stress and trauma, protective factors and resilience and the development of mental health and importance of supportive relationships.
 - acknowledge basic health, nutrition and safety management practices for young children, including procedures regarding childhood illness and communicable disease (See also Health, Safety and Nutrition).
 - use appropriate health appraisal procedures and how to recommend referrals to appropriate community health and social services when necessary (See also Health, Safety and Nutrition).
 - recognize signs of emotional distress, child abuse and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- how to plan and implement appropriate curriculum and instructional practices based on

developmental knowledge of individual preprimary-aged children, the community, and the curriculum goals and content including how to use:

- developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help children develop curiosity, solve problems, and make decisions.
- knowledge of the sequence of development to create and implement meaningful, integrated learning experiences using children's ideas, needs, interests, culture and home experiences.

Competencies

1. Creating a Positive Learning Environment (See also: Promoting Emotional Development)

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.A.1.1	Builds positive relationships with each child; demonstrates physical affection within appropriate professional boundaries	Establishes and maintains a positive caring relationship with each child	Explains to coworkers, family and community members the importance of forming warm and secure relationships with children
II.A.1.2	Demonstrates respect for and responsiveness to all children including those with disabilities, special health care needs and those from culturally and linguistically diverse backgrounds	Ensures inclusion, in all aspects of program, of children with disabilities, children with special health care needs and those from culturally and linguistically diverse backgrounds	Assesses, evaluates and continually improves the environment to ensure it is culturally and linguistically responsive and promotes the respect of differences
II.A.1.3	Follows daily routine while recognizing importance of each child's individual needs	Plans predictable routines that allow for indoor and outdoor activities	Assesses, evaluates and continually adapts routines to support children's needs for activity, sensory stimulation, and indoor and outdoor activities
II.A.1.4	Responds to each child's need for sleep, food and exercise	Identifies, plans for and responds to each child's eating and sleeping rhythm as well as their preference for comfort	Develops routines and activities that are flexible enough to meet each child's physical needs for rest, hygiene, toileting, and nourishment

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.A.1.5	Encourages children to interact with others individually and in small and large groups as they explore, experiment, and problem solve	Offers children meaningful, hands-on activities that support and practice newly acquired skills, encourages exploration and experimentation	Constructs learning environments that allow children to make choices, participate in individual, small group and large group experiences, and explore, experiment and problem-solve
II.A.1.6	Recognizes and follows a child's interests	Prepares culturally and developmentally appropriate learning experiences that build on child's interest	Invents developmentally appropriate learning experiences for individuals and the group using information about needs/interests, language and culture, and home experiences
II.A.1.7	Recognizes that each child within a group will be at an individual stage of development	Reflects on differences between a child's developmental stage and their chronological age and adapts expectations and plans accordingly	Explains to staff and families the many factors that influence a child's abilities, development and behavior
II.A.1.8	Asks questions and describes concerns about children's development with supervisor; maintains confidentiality of child and family	Identifies variations in ability and development that may indicate a need for special attention and suggests referral	Pinpoints atypical development related to physical, language, cognitive, personal and social and creative development and initiates appropriate referral
II.A.1.9	Follows current American Academy of Pediatric recommendations regarding screen time for children while in the early childhood program	Guides screen time for children over 24 months ensuring it is limited, active and alternatives are offered	Creates program policy regarding appropriate use of media, software and technology

B. Promoting Cognitive Development

The educator must understand strategies for assessing a preprimary-aged child’s emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that:

- facilitate the acquisition of skills to acquire, organize and use information in increasingly complex ways.
- create experiences that enable preprimary-aged children to use play as an organizer between the acquisition and use of information.
- extend children’s thinking and learning and move them to higher levels of functioning.
- assist children to play, evaluate, reflect on, revisit, and build on their own experiences.
- allow children to construct understanding or relationships among objects, people and events.
- encourage the use of construction and numeracy skills.
- encourage the development of language and communication skills.
- encourage the use and construction of literacy skills.
- allow children to construct knowledge of the physical world, manipulate objects for desired effects and understand cause-effect relationships.

1. Promoting Curiosity

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.B.1.1	Participates in active exploration of materials in order to encourage curiosity	Provides opportunities for children to ask questions, find answers and organize information through active exploration	Extends children’s thinking by helping them observe and collect information, ask questions and predict
II.B.1.2	Observes a child’s interest and curiosity in people, objects and their environment and builds on the interest	Encourages children to experiment, problem solve and learn about cause and effect	Constructs activities that allow children to understand their world through experimentation and problem solving
II.B.1.3	Helps children recognize cause and effect when they handle objects	Facilitates opportunities for children to learn about cause and effect while playing and experimenting with objects	Constructs activities that help children manipulate objects to learn cause and effect

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.B.1.4	Talks honestly and respectfully about similarities and differences that children recognize in people, families and communities	Provides opportunities for children to learn about themselves, their family, languages spoken by those in the program and community	Creates opportunities for children to learn about interests, traditions, languages, cultures, and countries of origin of other families in the program and community
II.B.1.5	Participates in everyday activities to promote learning about nature and science	Models a positive relationship with nature and provides opportunities for children to interact with natural materials and environments	Explains to coworkers, families and community partners the importance of fostering an connection to nature and the outdoors

2. Encouraging Communication

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.B.2.1	Recognizes and responds to children’s verbal and non-verbal communication	Facilitates children’s verbal and nonverbal communication with adults and other children, including opportunities for children to engage in home language conversations and experiences	Builds positive relationships among children with varying communication skills and encourages them to talk to adults and other children
II.B.2.2	Participates in back and forth conversations with children about their lives in and out of the early childhood program	Uses appropriate vocabulary, grammar and sentence structure when narrating actions for younger children and when talking with older children	Models the use of different kinds of words and sentence structures to expand the language skills of children using words to communicate
II.B.2.3	Recognizes that young Dual Language Learners (DLL) need to hear and be supported to communicate in both home-language development and English-language development	Intentionally responds to DLL by employing strategies that encourage DLL to feel confident in the acquisition of their home language and a new language	Applies current research and theories of language use, language acquisition and development of a second language including the use of home languages in domain-specific activities

3. Building Foundations for Literacy and Numeracy

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.B.3.1	Recognizes and builds on math play that naturally occurs among children	Plans learning experiences that give children opportunities to represent mathematical ideas and make connections	Analyzes, evaluates, and applies current research and best practices in mathematics teaching and learning
II.B.3.2	Encourages children to learn about early math including numbers and operations, shapes and spatial awareness, patterns, measurement and using math to make sense of information by providing materials and experiences	Provides a math-rich learning environment that encourages exploration of numbers and operations, shapes and spatial awareness, patterns, measurement and data analysis or using math to make sense of information	Designs and provides families with math resources and information
II.B.3.3	Is familiar with and uses math vocabulary, such as the words “more”, “less” “over”, “under”, ‘taller’, names of shapes and numbers	Models math language through the use of questions and math vocabulary	Explains to coworkers, families and community partners the importance of using communication to build mathematical knowledge and processing skills
II.B.3.4	Participates in word and sound play, singing, reading and storytelling	Utilizes a variety of strategies to introduce word play, singing, reading and storytelling in home and other languages	Invents literacy activities that engage children in learning about word and sound play, reading and storytelling using knowledge of first and second language acquisition processes
II.B.3.5	Points out written symbols and print in the environment	Prepares a language rich environment including materials written in languages represented in the community	Facilitates understanding of the relationship between spoken and printed words
II.B.3.6	Participates in emerging writing and drawing activities with children	Provides opportunities for emerging writing and drawing	Incorporates a wide variety of writing, drawing and art materials for children to choose from for open-ended expression
II.B.3.7	Carries out a range of planned emerging reading and literacy activities	Facilitates children’s interest in print, attention to sounds, conversation, letter knowledge and vocabulary and links literacy and language	Explains to coworkers, families and community members practices that strengthen and promote emerging reading and literacy development

C. Promoting Social and Emotional Development

The educator must understand strategies for assessing a preprimary-aged child’s emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences that:

- establish environments in which responsive and predictable interaction sequences occur.
- structure the classroom to promote positive, constructive interactions between and among children.
- promote healthy peer relationships.
- build in each child a sense of belonging, security, personal worth, and self-confidence toward learning.
- allow for the construction of social knowledge, such as cooperating, helping, negotiating, and talking with others to solve problems.
- facilitate the development of self-acceptance, self-control and social responsiveness in children through the use of positive guidance techniques.
- promote children’s understanding, acceptance and appreciation of human differences due to social, cultural, physical or developmental factors.

1. Establishing Safe, Stable, Nurturing Relationships that Promote Social and Emotional Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.1.1	Forms a trusting, responsive relationship and helps each child feel accepted	Establishes a sense of trust and belonging within the group of children	Analyzes, evaluates and improves practices, interactions and activities intended to promote relationship building
II.C.1.2	Demonstrates consistency, continuity and responsiveness when supporting children’s emotional development	Provides a learning environment that is predictable and responsive	Develops policies and procedures that help maintain consistency of caregiving and education
II.C.1.3	Recognizes safe, stable, nurturing relationship can provide a buffer against some effects of prolonged stress and/or trauma	Provides a safe, stable, nurturing relationship for children experiencing stress and/or trauma	Offers families support and information regarding community services when families experience stress and/or trauma
II.C.1.4	Helps children learn and use positive social skills and make appropriate choices	Offers experiences and activities as well as uses self-talk to promote social and emotional development	Analyzes, evaluates, and applies current best practice and research-based practices which promote social and emotional development

2. Supporting Self-Regulation

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.2.1	Recognizes and encourages children as they learn to manage their physical and emotional responses, maintain attention, and comfort themselves	Provides activities and organizes the environment to support a child's developing self-regulation	Explains to coworkers, families and community partners the importance of self-regulation in young children and the importance of external supports including support from others
II.C.2.2	Forms a safe, stable, nurturing relationship with each child to provide a secure base from which to explore	Facilitates increasing sense of autonomy and independence by consistently providing a secure base from which to explore	Develops policies and procedures which support the increasing sense of autonomy and independence

3. Facilitating Positive Separations, Reunions and Transitions

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.3.1	Assists child in settling into early childhood program	Identifies and mimics family routines to provide continuity from one setting to another and from one person to another	Develops policies and procedures to ease transitions and promote consistency across and within settings
II.C.3.2	Describes the emotional responses of child and parent during separations, reunions and transitions	Supports expression of emotions and suggests strategies for coping during separations, reunions and transitions	Identifies and addresses atypical emotional reactions to separations, reunions and transitions
II.C.3.3	Follows set routines for changing from one activity to another	Provides adequate time and support for smooth transitions from activity to activity	Collaborates with others to design smooth transitions from one age group to another
II.C.3.4	Recognizes routine activities and transitions as teachable moments	Utilizes routine activities and transitions to build relationship, expand on child's interest and build skills	Explains to coworkers, families and community members the importance of routines and transitions in learning

4. Encouraging Expression of Emotions

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.4.1	Recognizes the range of and variety of ways a child expresses emotions and needs; responds appropriately	Establishes an environment in which children feel safe to explore their emotions and receive support	Explains to coworkers, families and community partners the importance of an environment that supports the expression of emotions in developmentally and culturally appropriate ways
II.C.4.2	Helps children express feelings, needs and desires and understand those of others	Uses a variety of strategies to assist children in learning to express emotions in appropriate ways within the context of the family and/or culture	Develops learning activities in which children learn to control impulses, express a range of feelings, self-regulate, make choices and solve problems
II.C.4.3	Recognizes the effects of stress and trauma and supports a child within the program	Recognizes signs of emotional distress in a child/ family and takes necessary action, such as initiating discussion with family, providing information and resources to prevent child abuse; makes referrals for community support and/or reports to authorities	Explains to coworkers, families and communities the developmental consequences of stress and trauma related to adverse experiences such as transitions, loss, neglect and abuse

5. Supporting Healthy Peer Relationships and Interactions

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.5.1	Assists children in playing with others	Provides opportunities for children to interact with others with similar and different characteristics	Designs experiences to teach respect and appreciation of others
II.C.5.2	Acknowledges sharing, helping, cooperation and positive interactions among children	Facilitates positive peer interactions and helps children interact cooperatively	Designs and implements a variety of strategies to teach children to negotiate conflict and resolve challenging interactions

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.5.3	Calls attention to the gestures, sounds, and facial expressions of other children and talks about feelings, ideas and actions of others	Uses everyday moments to help children develop an understanding of the feelings, ideas and actions of others; recognizes people of various cultures express feelings in different ways	Creates activities and opportunities to help children understand the feelings, ideas and actions of others and to offer support

6. Providing Guidance

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.6.1	Describes realistic expectations of behavior for children at different developmental ages	Understands how a variety of factors can influence a child's behavior	Evaluates known and unknown factors which might be influencing a child's behavior; mitigates those over which there is some control
II.C.6.2	Assists children in following simple rules, routines and directions	Plans schedules, routines, and the program environment based on realistic expectations	Adapts schedules, routines and environment based on knowledge of child, child's age, temperament, language, communication skills, interests, cultures and abilities
II.C.6.3	Observes and attempts to identify emotions underlying challenging behaviors; recognizes cultural differences in expressing emotions	Teaches children a variety of ways to cope with and to express emotions	Reflects on personal reaction to expression of strong emotions and challenging behaviors; creates environment that supports each child's developing sense of self-esteem, autonomy and independence
II.C.6.4	Gathers information from families to gain a greater understanding of children's behavior	Partners with family members to promote consistent responses to challenging behavior	Develops a variety of positive strategies to address challenging behavior and collaborates with family to identify mutually agreed-upon strategies

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.6.5	Uses positive guidance strategies designed by staff, colleagues, and families to address a child's challenging behaviors	Anticipates and avoids challenging behaviors using positive guidance strategies	Evaluates and continuously improves guidance strategies
II.C.6.6	Visually scans and monitors the early childhood environment to anticipate and redirect potential misbehavior	Demonstrates appropriate responses when challenging behavior cannot be avoided; cares for children involved and notifies parent(s) if appropriate	Develops policies and procedures regarding challenging behavior that include proactive strategies to prevent it and appropriate responses when it cannot be avoided

D. Promoting Physical Development

The educator must understand strategies for assessing a preprimary-aged child's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that:

- foster a positive attitude toward physical activity.
- enhance preprimary-aged children's perceptual skills; balance and coordination; and flexibility, strength, and endurance.
- support age-appropriate risk-taking within safe boundaries.
- help children become competent in acquiring basic gross and fine motor skills.
- facilitate children's understanding of maintaining a desirable level of nutrition, health, fitness and physical safety.
- meet children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene and nourishment and elimination.

1. Promoting Physical Development (See also: Health, Safety and Nutrition)

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.D.1.1	Actively takes part in and assists children in practicing healthy habits	Provides meaningful experiences and activities related to health, safety and nutrition that help children develop lifelong healthy habits	Assesses, evaluates and continuously improves health, safety and nutrition practices based on current research

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.D.1.2	Encourages and participates in structured and unstructured play while actively supervising	Plans age-appropriate activities at least twice daily that encourage physical movement in open, safe areas; involves families in planning and participating in children's physical activity	Develops policies, practices and an environment that promotes lifelong physical activity habits in indoor and outdoor play spaces and limits screen time; informs families about the research-based recommendations for children's active play and screen time
II.D.1.3	Describes skills being developed in gross motor, balance and knowing where your body is in space and the development of eye-hand coordination	Plans indoor and outdoor activities, materials and space(s) that are appropriate for each child's development of gross motor skills, understanding of where the body is in space (proprioception) and balance (vestibular system)	Creates activities based on knowledge of progressive developmental milestones in physical/motor development, and the vestibular and proprioceptive systems, to promote the optimal development of each child
II.D.1.4	Actively takes part in and assists children in carrying out a variety of physical activities; describes what various equipment does to support development	Provides ample time and activities to encourage movement, physical development, gross and fine motor skills, and an understanding of where the body is in space (proprioception) and balance (vestibular)	Assesses analyzes, evaluates, and applies current best practice and research-based practices to promote physical development, large muscle strength and coordination, and the development of vestibular and proprioception systems
II.D.1.5	Assists children in activities that build vision and eye-to-hand coordination and fine motor skills	Plans and offers meaningful activities to promote the development of vision, eye-to-hand coordination, and brain development, which lead to fine motor skills	Analyzes, evaluates, and applies current best practice and research-based practices to promote eye-hand coordination, hand strength and dexterity; anticipates next stage to promote individual development
II.D.1.6	Recognizes that children need activities that allow the use of all their senses and actively takes part in these activities	Provides multi-sensory materials and experiences for exploration	Analyzes, plans, selects and/ or finds materials in nature to ensure rich experiences that enhance physical and sensory development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.D.1.7	Uses understanding of predictable patterns of development to support children as they learn to complete self-help activities as independently as possible	Provides opportunities and scaffolding techniques to support children who are interested and developmentally ready to develop self-help skills that include motor sequences such as dressing, toilet learning, and feeding	Engages coworkers and families in identifying signs of readiness to exercise appropriate self-help skills

E. Promoting Creative Development

1. Encouraging Self-Expression

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.E.1.1	Encourages children to use a variety of everyday materials to pretend, dance, make music and create	Provides time, materials and space to allow children to explore and experiment with self-expression and creativity through a wide variety of media	Explains to co-workers, families and communities how children represent their thoughts, feelings, and ideas through creative outlets
II.E.1.2	Recognizes that using materials in new ways is creative	Creates an environment in which self-expression and creativity are valued	Explains to co-workers, families and communities that creativity is important in problem solving, self-expression, development of self-esteem and divergent thinking
II.E.1.3	Encourages the creative process rather than creation of a product	Encourages children to respectfully express their likes and dislikes in music, art and drama	Introduces children to creative expression and aesthetic experiences in their community and from a variety of cultures
II.E.1.4	Uses self and parallel talk to describe a child's creative work	Asks open-ended questions to encourage use of materials in different ways, support creative development, and accept personal preferences	Assesses, evaluates and continuously improves art, music, and dramatic play experiences

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.E.1.5	Encourages children to use materials in more than one way	Provides materials that are open-ended and can be used in more than one way	Explains to co-workers, families and communities what children learn from opportunities to experiment with and use materials to problem solve in creative ways

2. Supporting Dramatic Play

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.E.2.1	Provides uninterrupted blocks of time to encourage pretend play	Plans ample indoor and outdoor time and materials for individual and group dramatic play	Explains to colleagues, families and community members the importance of play and the learning being demonstrated, including social skills, self-regulation and language development
II.E.2.2	Engages with children during play in a way that enhances learning	Uses a variety of strategies to encourage children's growth, development and learning during play	Evaluates daily schedule and curriculum to ensure an emphasis on play, exploration and social interaction

2020 F. Cultural Responsibility and Practice

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.F.1	Demonstrates respect for and responsiveness to all children including those with disabilities, special health care needs, historic trauma , and those from culturally and linguistically diverse backgrounds	Ensures inclusion, in all aspects of program, of children with disabilities, children with special health care needs, historic trauma, and those from culturally and linguistically diverse backgrounds	Assesses, evaluates, and continually improves the environment to ensure it is culturally and linguistically responsive and promotes the respect of differences

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.F.2	<p>Recognizes negative images and behaviors in the larger society toward child and their cultural, ethnic, social, gender, or language group</p> <p>Recognizes the negative impact of a lack of images that affirm the identities of children from a minority cultural, ethnic, social, gender, or language group</p>	<p>Modifies the classroom environment to counteract negative images and behaviors in the larger society toward child and their cultural, ethnic, social, gender, or language group and to promote positive ones. Chooses, discusses, and reinforces books, images, examples of languages, and activities to show a variety of seldom seen, positive images throughout the year, not just on special occasions</p> <p>Anticipates the impact of popular media images and messages that may have negative impacts on children from some cultural communities and researches effective ways to counter them in the classroom</p>	<p>Advocates for changes in the program environment and promotes shared learning among co-workers to counteract negative images and behaviors in the larger society toward child and their cultural, ethnic, social, gender, or language group and to promote positive ones</p> <p>Selects and promotes to staff and colleagues sources of books, images, music, and activities that show a variety of seldom seen, positive images of children and families from a variety of cultural, ethnic, social, gender, and language groups</p>
II.F.3	<p>Recognizes and gives examples of ways to show respect for the home language or dialect of children (including sign language) as they learn standard English</p> <p>Recognizes and gives examples of ways to support efforts by families to have their children reclaim and/or preserve their home language</p>	<p>Plans ways to demonstrate respect visually and in learning activities for the home languages and/or dialects (including sign language) of children and their families</p> <p>Anticipates interest and identifies classroom strategies that support efforts by families to have their children reclaim and/or preserve their home language</p>	<p>Organizes and promotes professional development training on ways to incorporate across the program respect for and preservation of the home language or dialect of children (including sign language) as they learn standard English</p>
II.F.4	<p>Talks honestly, knowledgeably, and respectfully about similarities and differences that children recognize in people, families, and communities</p>	<p>Provides practical opportunities for children to learn about themselves, their family, and languages spoken by those in the program and community</p>	<p>Creates practical opportunities for co-workers and children to learn about interests, traditions, languages, cultures, and countries of origin of other families in the program and community within the program environment</p>

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.F.5	<p>Recognizes cultural differences in styles of communication and approaches to problem solving with welcoming and affirming curiosity, rather than judgement</p> <p>Describes optimum forms of essential skills, such as courtesy and consideration, in different cultural traditions</p>	<p>Prepares exploratory activities that enable children to use a variety of approaches to learning, including communal skills, interdependence, and independence</p> <p>Shows and discusses ways that essential skills, such as courtesy and consideration, are expressed in different cultural traditions and establishes a classroom standard</p>	<p>Collaborates with staff, families, and colleagues to design ways to share information about cultural similarities and differences across the program and to establish program standards for character development, courtesy, and consideration</p>

Content Area III: Relationships with Families

PELSB Standard

An educator of young children establishes and maintains positive, collaborative relationships with families.

The educator must understand:

- the need to respect families' choices and goals for their children, and the need to communicate with families about curriculum and their children's progress
- the need to be sensitive to differences in family structures and social and cultural backgrounds.
- theories of families and dynamics, roles and relationships within families and between families and communities.
- how to support families in assessing education options and in making decisions related to child development and parenting.
- how to link families with a range of family-oriented services based on identified resources, priorities, and concerns.

Competencies

A. Understanding Families

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.A.1	Understands parenting as a lifelong process	Describes the connectedness, interrelation, interdependence and multigenerational aspects of family development	Recognizes and explains parenting issues, strategies and successes associated with each stage of development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.A.2	Recognizes the importance of children’s relationship with their family and supports parents emerging competencies	Supports and reinforces parent and family strengths, emerging competencies and positive parent-child interactions; suggests strategies to help family envelop child into busy lives and to find pleasure in parenting their child	Builds on strengths of parent(s) and family; reinforces positive adult-child interactions; promotes parental competence in facing challenges and solving problems

B. Engaging Families (See also: Assessment, Evaluation and Individualization)

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.B.1	Recognizes the importance of an orientation period, answers questions about the program and assists child in transitioning to the program	Offers an orientation period to assist child in transitioning to the program; learns about each child’s family, routines, background, languages spoken in the home and countries they consider most important to their identity	Designs an orientation period that supports a new child transitioning into the group as well as existing members; explains the importance of the orientation
III.B.2	Welcomes families daily by following program policies and practices for separations and reunions	Establishes and maintains a welcoming setting to facilitate positive separations and reunions	Uses information about each family to create an environment that is welcoming and reflects home culture, ethnicities and languages; models positive separations and reunions
III.B.3	Exchanges information with family members about the child’s activities; information is provided in their home language and through the use of the family’s preferred strategy whenever possible	Establishes an open, cooperative, reciprocal relationship with each child’s family; daily events are communicated using the home language and preferred strategy of the family whenever possible	Accesses and uses resources to facilitate communication with family members in their home language and through the use of the family’s preferred strategy whenever possible

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.B.4	Responds appropriately to family's questions about growth and development and/or refers them to the supervisor	Provides information and assistance to families to help them understand typical growth and development; what they can do to promote health, executive function (planning, organizing; monitoring goal-oriented behaviors), language, social emotional and cognitive development as well as family relationship building	Utilizes resources to expand the depth and breadth of information provided to families and co-workers, as well as to educate self
III.B.5	Carries out activities to meet agreed-upon goals families have for their children	Works with families to incorporate mutually agreed upon child-rearing practices; balances desires and goals of multiple families for their children when planning	Collaborates with the family to assess progress on goals for child's development; plans learning activities in response to joint planning and ensures that families have information to make informed decisions about their child's growth and development
III.B.6	Observes and describes child's progress toward agreed-upon goals to family members	Communicates the child's progress toward agreed-upon goals with families; conducts periodic parent conferences	Establishes policies and procedures for regular communication about progress toward agreed-upon goals
III.B.7	Recognizes that families pass their traditions and culture to children and encourages family members to share talents, skills and cultural practices in the early childhood program	Invites family members to share talents, skills and cultural practices and arranges opportunities for families to participate in learning activities with children at home	Considers the influence of cultural heritage on the values, decisions, and behavior of self and others
III.B.8	Describes cultural, economic and family values related to use of food	Promotes awareness of cultural, economic and family values related to the use of food	Creates a process that includes families in decisions regarding the use of food
III.B.9	Follows policies and procedures to work with families when concerns or conflicts are expressed	Engages in cooperative strategies to address conflict	Uses effective conflict resolution techniques with families when needed

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.B.10	Views families as partners in planning for changes in groups or educational programs	Provides families with information and establishes connections to future early childhood programs	Collaborates with families and community partners to coordinate services for children leaving the early childhood classroom or program
III.B.11	Helps child practice skills using strategies identified in their Individual Education Programs (IEPs), Individual Family Service Plans (IFSPs), and Interagency Individual Intervention Plans (IIIPs)	Engages with families and special education team to develop Individual Education Programs (IEPs), Individual Family Service Plans (IFSPs), and Interagency Individual Intervention Plans (IIIPs) that are clear and understandable	Explains to co-workers, families and communities the family's legal right to services within the special education and interagency service system; supports the family in advocating for services for their child

C. Linking Families to Resources

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.C.1	Follows established confidentiality policies regarding family information, child observations and assessment records and child's behavior	Implements confidentiality policies of family information, child observations, assessment records and child's behavior	Engages families in the development of confidentiality and other program policies
III.C.2	Describes community, health and social resources for families	Identifies community resources and provides families with information; refers parents and guardians to community agencies, health or social services when needed	Analyzes, evaluates, and applies current best practice and research-based practices to determine when a referral is needed

2020 D. Cultural Responsibility and Practice

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.D.1	Recognizes the importance of children’s relationship with their family and supports parent and family strengths and emerging competencies	Supports and reinforces parent and family strengths, emerging competencies, and positive parent-child interactions; suggests culturally congruent strategies to help family envelop child into busy lives and to find pleasure in parenting their child	Builds on strengths of parent(s) and family; reinforces positive adult-child interactions; promotes culturally specific child rearing competencies in maximizing opportunities, facing challenges and solving problems
III.D.2	Recognizes the socio-economic, legal, and judicial context in which families from different cultural communities exist Recognizes and employs positive cultural messages communicated about children from a range of backgrounds to strengthen connections with families and their communities	Relates positive cultural messages about children from a range of backgrounds to suggested learning activities that can also contribute to their families, households, and their communities, recognizing that every cultural group may have culturally rooted goals for their children Engages families in conversations to determine what types of learning activities can also contribute to families, households, and their communities, bridging the connection between home and school	Collaborates with colleagues to design ways to integrate a range of positive cultural messages communicated about children of varied cultural backgrounds into the program environment Organizes training and coaching sessions in which culturally specific child rearing techniques recommended by culturally rooted researchers of color are pointed out and explained
III.D.3	Recognizes that families pass their cultural perspectives, traditions, and culture to children; encourages family members to share talents, skills, and cultural practices in the early childhood program; and reflects on changes or adaptations that can be made in response	Invites family members to share their cultural perspective, talents, skills, and cultural practices and arranges opportunities for families to participate in learning activities with children at home, highlighting different cultural practices	Promotes and mentors co-workers to consider the influence of culture on programmatic values, decisions, and behavior of self and others

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.D.4	<p>Recognizes cultural perspectives and strengths exhibited by families, such as intergenerational and community cohesion and resiliency</p> <p>Recognizes need to change or adapt practices, methodologies, framework, and/or strategies in response to what she/he has learned from families and communities</p>	<p>Changes or adapts teaching practices, methodologies, and framework to build upon the cultural strengths and perspectives of families and communities</p> <p>Plans intergenerational activities with families that emphasize a variety of cultural values such as interdependence, problem solving, and stewardship</p>	<p>Designs and advocates for reflective sessions in which staff and colleagues can analyze and compare cultural assumptions that influence programmatic design, operational processes, and instructional framework</p> <p>Promotes programmatic changes and works with co-workers on adaptations that build upon the cultural perspectives and strengths of families and communities</p>
III.D.5	<p>Describes community, health, and social resources for families, including those that are culturally congruent</p>	<p>Identifies culturally congruent community resources that are trusted by community and provides families with information; refers parents and families to community agencies, health, or social services when needed</p>	<p>Analyzes, evaluates, and applies current promising practice and research-based practices that are culturally congruent to determine when a referral is needed</p>
III.D.6	<p>Recognizes and describes essential elements of organizations that are culturally congruent with specific cultural communities</p> <p>Recognizes and describes essential elements of organizations that provide excellent services to individuals from a wide range of cultures</p>	<p>Connects families to culturally or socially supportive organizations, advocates, and events in their communities</p> <p>Identifies a variety of resources that accommodate individual as well as cultural preferences</p> <p>Dismisses the assumption that individuals from particular cultural groups will always prefer services from their own cultural community</p>	<p>Builds relationships with culturally and socially supportive organizations and recommends to staff and families organizations, advocates, and events in communities reflective of the families of the children served</p> <p>Collaborates with staff to create ways to help families establish relationships with culturally or socially supportive organizations, advocates, and events in their own cultural communities as well as those within the dominant culture</p>

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.D.7	Lists and locates knowledgeable and trusted community-based organizations, institutions, and businesses reflective of the cultural communities of the families served	<p>Engages with knowledgeable and trusted community-based organizations or institutions to provide advice, services, and expertise</p> <p>Gives families the option to connect with community-based organizations and institutions or those in the dominant culture respecting each family's right to make informed choices</p>	<p>Advocates for and prioritizes engaging knowledgeable and trusted community-based organizations, institutions, and businesses to deliver services and expertise to the program</p> <p>Collaborates with staff to create ways to help families establish relationships outside the program setting with knowledgeable and trusted community-based organizations and institutions or those in the dominant culture</p>

Content Area IV: Assessment, Evaluation and Individualization

PELSB Standard

An educator of young children uses informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices.

The educator must understand:

- how to observe, record, and assess young children’s development and learning and engage children in self-assessment.
- how to use information gained by observation of family dynamics and relationships to support the child’s learning.
- how to use assessment results to identify needs and learning styles to plan appropriate programs, environments, and interactions.
- how to develop and use formative and summative program evaluation instruments to enhance and maintain comprehensive program quality for children, families, and the community.

Competencies

A. Observing, Recording and Assessing Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.A.1	Observes each child daily, using guidelines set by the program	Utilizes a variety of methods on multiple occasions to observe and assess strengths, needs, interests, preferences, and ways of responding to people and events	Explains to co-workers assessment theories, research methods and importance of sharing results with families

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.A.2	Follows procedures for gathering observations, recording and storing information	Collects and organizes information about each child, including photographs, observation notes, samples of work, reports from family members and anecdotal records to use in discussion and planning for each child	Establishes criteria, procedures and documentation methods for assessment of a child's progress in English and their home language; leads efforts in assessing each child's strengths and needs
IV.A.3	Describes the linguistic and cultural background of each child being observed	Assesses child in English and their home language whenever possible	Analyzes, evaluates, and applies current best practice and research-based practices related to the assessment of culturally and linguistically diverse children
IV.A.4	Describes to others on the assessment team a child's performance on tasks and activities	Summarizes and shares assessment findings with families; asks for their input	Analyzes assessment findings and uses information with families to develop mutually agreed upon child-rearing practices and goals for child's development
IV.A.5	Follows directions when doing ongoing assessment to make sure it is done correctly	Implements ongoing formative assessment procedures; uses ongoing observations to identify progress demonstrated both verbally and nonverbally	Evaluates and chooses appropriate assessment instruments to be used based on the needs of the child and the developmental appropriateness of the data collection method (if interpreter is used, understands the importance of fidelity of the assessment)
IV.A.6	Recognizes how physical setting, context and person assessing can influence the assessment process and results	Identifies and minimizes effects of physical setting, context or characteristics of the assessor on the assessment process and results	Models, orients and reviews assessment processes with co-workers that reduce and/or eliminate influences on assessment results; includes contextual influences when interpreting results

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.A.7	States rules and regulations for health and developmental screening; describes the difference between screening, assessment and evaluation	Provides families with information about screening and state requirements; identifies resources for children with risk factors; shares resources with parents and/or guardians; makes appropriate referrals	Explains local process for initiating referrals for young children with health and developmental concerns to co-workers, families and communities

B. Assessing and Using Information to Plan (See also: Relationships with Families)

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.B.1	Reports information from child's day to their family	Discusses child's daily activities with family to plan and promote consistency between home and early childhood program	Formulates and shares effective strategies with family to ensure child's needs are met; works with families to identify ways for learning to be extended at home
IV.B.2	Reflects on observations and responds quickly to support newly developing skills	Uses child observations to plan meaningful activities that promote growth and development and communicates this to family members	Analyzes findings from authentic, performance-based assessments of child's learning in English and home language; intentionally uses the information to plan for and guide curriculum, instruction and interactions with child; communicates with families
IV.B.3	Assists in adjusting activities for child using information from assessment	Facilitates child's learning based on multiple sources of information gathered over time (parent report, observations, screening, formative assessment)	Adapts learning environment and instructional strategies based on child's assessment results; communicates adaptations to co-workers and volunteers
IV.B.4	Observes family interactions and intentionally comments on strengths to family members	Gathers information to better understand the nature and strengths of each family in an effort to provide information, guidance and support for the family as the primary relationship within which learning occurs	Considers factors that contribute to resiliency and risk in development of healthy family relationships and integrates them into programming

C. Assessing and Using Information to Enhance and Maintain Program Quality

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.C.1	Participates in program evaluation including use of assessment tools to ensure continuous program improvement	Reflects on program effectiveness using data from assessments and evaluation results to ensure continuous improvement	Selects a variety of techniques, assessment tools and procedures to evaluate program effectiveness; modifies program as needed
IV.C.2	Participates in goal-setting for the program	Engages in strategic planning and goal-setting for the program based on evaluation	Collaborates in strategic planning and goal-setting for the program using current research and trends in programing models

2020 D. Cultural Responsibility and Practice

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.D.1	Encourages children to interact with others one on one and in small and large groups as they explore, experiment, and problem solve, affirming individual and cultural differences	Offers children meaningful, hands-on activities that support and practice newly acquired skills, encourages exploration and experimentation, building upon skills exhibited at home and at school	Constructs learning environments and teaching methods that allow children to make choices, participate in individual, small group and large group experiences, and explore, experiment and problem-solve, building upon skills exhibited at home and at school
IV.D.2	Recognizes advanced skills and abilities that children exhibit at home and are valued within their culture and by their families Encourages families to notice and talk about skills and abilities that children exhibit at home Dismisses assumptions that children of color are often developmentally behind, and is able to recognize advanced skills as well as boredom in children of color	Engages families in conversations about child's advanced skills and abilities exhibited at home that may not be easily observed/ defined at school Plans effective and affirming learning activities by asking questions of families and eliciting details that contribute to developing teaching strategies that work well for children from different cultural backgrounds	Using family input, collaborates with co-workers to accurately interpret and appropriately connect skills and abilities children are exhibiting at home and at school to the Minnesota Early Childhood Indicators of Progress and other standards and assessments used in the field

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.D.3	Observes each child daily, using guidelines set by the program and informed by parents/families	Utilizes a variety of methods, including some that are culturally specific , on multiple occasions to observe and assess strengths, needs, interests, preferences, and ways of responding to people and events	Explains to co-workers assessment theories and research methods, including some that are culturally specific, and the importance of sharing results with families
IV.D.4	Recognizes when classroom observations and assessments do not capture or reflect skills and abilities valued by families, some of which may be culturally specific	Chooses appropriate tools that are culturally specific and engages with families to help identify skills and abilities and to inform assessments of children	Advocates for and prioritizes culturally appropriate and culturally specific tools to be used in the program for child assessments Trains and coaches staff on ways to use supplemental information from families in child assessments

Content Area V: Historical and Contemporary Development of Early Childhood Education

PELSB Standard

An educator of young children understands historical and contemporary development of early childhood education.

The educator must understand:

- the multiple historical, philosophical, and social foundations of early childhood education and how these foundations influence current thought and practice.
- the effects of societal conditions on children and families, and current issues and trends, legal issues, legislation, and other public policies affecting children, families, and programs for young children and the early childhood profession.

Competencies

A. Understanding Foundations of Early Childhood Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
V.A.1	Recognizes historical practices may impact programming and interactions with children	Summarizes historical, social and political influences on current early childhood practices	Explains to co-workers, families and communities the early childhood profession and historical, social, and political influences on its current practices
V.A.2	Is aware that developmental theory and research represent particular perspectives and are not necessarily held by all	Discusses a variety of cultural developmental perspectives, theory and research	Reflects on cultural developmental theories and research and how it affects personal behavior and practices

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
V.A.3	Recognizes that current trends exist and may impact programming and interactions with children	Identifies current trends and evidence-based practices in the early childhood field and revises practice accordingly	Analyzes, evaluates, and applies current best practice and research-based practices to daily interaction and practice with children and families
V.A.4	Recognizes the value of quality in early care and education programs	Models continuous improvement efforts to build quality programming	Promotes local, state and national quality improvement efforts; educates consumers

B. Adhering to Policies

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
V.B.1	States program policies	Implements program policies	Contributes to development of state or program policies
V.B.2	Describes federal, state, tribal and local policies that impact early childhood programming, such as quality initiatives	Provides programming in accordance with standards set by federal, state, tribal and local early childhood policies	Contributes to the development of and/or explains to co-workers, families and community members federal, state, tribal and local policies related to early childhood programming

Content Area VI: Professionalism

PELSB Standard

The educator of young children demonstrates a view of professional development as a career-long effort and responsibility, including engaging in personal learning as a daily and as a career-long effort and responsibility to inform instructional practices and interactions with children.

The educator must understand:

- engaging in continuous learning is essential in providing effective care and education.
- how to apply effective practices.
- which behaviors demonstrate professional and ethical behavior.

Competencies

A. Engaging in Professional Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.A.1	Participates in ongoing professional development activities, asks questions, and reflects on learning	Plans, engages and reflects on ways to improve own competence through professional conferences, resources, further education and training opportunities	Prioritizes ongoing professional development activities for self and others, and aligns these with practices
VI.A.2	Understands professional growth is a continuous process; reflects on learning and incorporates it into practice(s) with the help of peers and supervisors	Promotes and models best practices at all times including when working with students, volunteers and families	Supervises co-workers, student teachers, practicum students and volunteers to support them in using best practice and meeting professional-development goals

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.A.3	Recognizes strengths and opportunities for growth and change; responds to helpful feedback by monitoring and changing behavior	Reflects on teaching and program practices, observations of children, outcomes, feedback and constructive criticism to further develop personal goals for teaching and improving practices	Evaluates individual differences, multiple perspectives and values observed in a variety of instructional practices
VI.A.4	Has or is gaining useful technological skills to support program goals	Utilizes technological skills to meet program goals	Creates program policy regarding appropriate content of media, software and technology and its use
VI.A.5	Recognizes websites have differing levels of credible information	Reviews website information to determine its level of credibility using standard criteria	Analyzes website information and consistently relies on credible sources; appropriately cites materials

B. Demonstrating Professionalism

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.B.1	States the mission and purpose of the program	Promotes the mission and purpose of the program	Explains the mission, purpose and standards of the program to colleagues, families, and others
VI.B.2	Recognizes own belief system regarding early care and education	Describes personal philosophy of early care and education	Evaluates early care and education program(s) and practices for consistency with personal philosophy
VI.B.3	Establishes professional boundaries with children, families and co-workers	Articulates and discusses issues and boundaries in relationships with families and co-workers	Develops policies and explains issues related to establishing professional relationships with families and co-workers
VI.B.4	Recognizes when ethical issues come up and shares concerns with co-workers	Adheres and refers to the National Association for the Education of Young Children (NAEYC) code of ethics for early care and education and models its use in decision making	Explains to co-workers and families how NAEYC code of ethics can be used for making professional decisions; contributes to group problem-solving of ethical dilemmas

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.B.5	Demonstrates self-awareness and takes care of oneself	Reflects on own emotional well-being, its impact on young children and peers and takes steps to be mentally healthy as well as to avoid burnout	Models for others ways to care for self in order to better care for others
VI.B.6	Names one professional activity, association, committee or networking group	Participates in one or more professional activity, association, committee or networking group	Serves in a leadership position in a professional activity, association, committee or networking group

2020 C. Cultural Responsibility and Practice

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.C.1	Recognizes strengths and opportunities for growth and change by seeking out situations in which one is a cultural, racial, or ethnic minority; responds to helpful feedback by monitoring and changing behavior	Reflects on teaching and program practices, observations of children, outcomes, feedback, and constructive criticism from peers of a different race, culture, or ethnicity to further develop personal goals for teaching and improving practices	Evaluates individual differences, multiple perspectives, and values observed in a variety of instructional practices, paying particular attention to unintended, culturally based assumptions
VI.C.2	Explores and reflects upon own cultural identity, assumptions, preferences, privileges, and biases, describing how they originated and are reinforced or mitigated	Identifies ways in which one's own culture and privilege influences practices, methodologies, and strategies Determines what changes must be made to effectively teach children from different cultural backgrounds	Promotes and collaborates with co-workers, student teachers and practicum students to institutionalize support for self-reflection on personal privilege, cultural awareness, and implicit bias for themselves and program staff

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.C.3	Recognizes the centrality of culture , race, and ethnic identity in healthy development	<p>Expresses and models curiosity and knowledge about the work of researchers of color regarding principles for healthy child development in specific cultural communities</p> <p>Implements key principles specific to healthy child development in specific cultural communities in own practice</p>	<p>Recommends researchers of color, promoting and collaborating with co-workers, student teachers and practicum students to embed their relevant work into program policies and practices</p> <p>Designs accountability measures with staff and co-workers for their roles in children’s healthy development</p>
VI.C.4	Observes and reflects upon own disciplinary practices to note if particular types of children are being adversely and disproportionately singled out, for example, children with darker skins, or children who are more proactive and assertive	<p>Chooses coaches and guides for recognizing own implicit biases and developing strategies for overcoming them</p> <p>Chooses coaches and guides for help with effective classroom management techniques for children from a broad range of cultures</p>	Promotes and organizes opportunities for staff and co-workers to receive information, practical training, mentoring, and coaching, emphasizing the role of implicit bias in sabotaging effective classroom management techniques for children from a broad range of cultures

Content Area VII: Health, Safety and Nutrition

PELSB Standard

An educator of young children understands the importance of establishing and maintaining an environment that ensures the health, safety and nourishment of each child.

The educator must understand:

- how to establish healthy practices.
- how to ensure safety.
- how to provide healthy nutrition.

Competencies

A. Establishing Healthy Practices

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.A.1	Gives examples of national and local resources for health and safety standards for early childhood programs; complies with licensing regulations for health, safety and nutrition	Establishes and regularly reviews health routines and learning environment to ensure compliance with licensing regulations and incorporates national health standards	Analyzes and evaluates current policies and procedures for effectiveness and compliance with national health and safety standards as well as federal, state and local regulations; implements change as needed; collaborates with health and safety professionals to guide current practice
VII.A.2	Gives examples of health and safety practices	Discusses health and safety policies with family members and provides families with written information about health and safety policies prior to enrollment	Keeps current with and communicates new health and safety information to co-workers, families and community partners; incorporates recommended changes into daily practice

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.A.3	Conducts a daily health check on children upon entrance to the early childhood setting; recognizes signs of illness and follows guidelines for excluding ill children	Provides family members with rationale for policies regarding exclusion and readmission of ill children and co-workers; communicates potential exposures to infectious disease with families	Communicates reportable infectious disease to appropriate public health agencies and carries out public health recommendations to prevent and control the spread of further disease
VII.A.4	Practices age-appropriate standards for reducing the spread of infectious disease such as hand washing, toileting, and sanitizing toys	Teaches (and assists) children, and informs family members and co-workers about basic hygiene practices like washing hands, oral health, storage of personal items such as toothbrushes	Collaborates with early childhood health consultants and public health agencies to maintain health policies and practices based on research and best practices (e.g., nutritionist, environmentalist, health consultant, etc.)
VII.A.5	Recognizes that each child has a health record; maintains confidentiality	Works with families to maintain health records that are up-to-date for physical and oral exams, immunizations, developmental screening and emergency contact information	Proposes a process and implements a plan for the health and safety of each child
VII.A.6	Follows written health and emergency plans for each child with health care needs and disabilities including conditions such as diabetes, epilepsy, asthma, etc.	Works with families and health professionals to ensure each child with special health needs has a written health and emergency plan that is followed	Collaborates with community health professionals to ensure that the health needs of children and families are met

B. Ensuring Safety

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.B.1	Conducts daily safety check of indoor and outdoor environment and equipment; recognizes potential hazards and informs and/or corrects	Uses knowledge of national health and safety standards as well as the risk of injury related to a child's developmental stage and abilities to plan an environment that allows a child to play and explore while safe and well-supervised	Develops written policies and applies research-based standards and strategies to promote safety and prevent injuries
VII.B.2	Describes emergency plans and follows program policies and procedures	Plans and practices emergency drills on a regular schedule; maintains and ensures availability of emergency contact information and first-aid supplies at all times	Analyzes, evaluates and applies current research and best practices in emergency procedures and implements changes
VII.B.3	Describes and follows policies and procedures for medication storage and administration	Understands and implements medication administration policies and procedures for over-the-counter and prescriptions, including documentation, medication storage, effects and side effects	Collaborates with health care professionals to assess, evaluate and continuously improve medication policies and procedures based on current research and best practice
VII.B.4	Describes and follows regulations and best practices for safe transport of children in vehicles	Teaches co-workers, families, volunteers and others approved to transport children about child passenger safety and the use of child restraint systems that are age- and weight-appropriate and comply with state and federal laws and regulations	Develops written policy that describes the procedures to be used to safely transport children in vehicles

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.B.5	Describes program policies and strategies to prevent injuries; maintains ratios and provides active supervision	Promotes child injury prevention by teaching children and families safe behaviors; ensures physical environment and planned activities are developed and maintained for safe learning	Develops written policies that describe procedures to be used to prevent unintended injuries including falls, fires and burns, drowning and poisonings; provides families with information and resources related to childhood injury prevention
VII.B.6	Directly supervises children by sight and hearing at all times; anticipates and protects children from unsafe situations; helps children follow safety rules	Teaches safety concepts and rules to children, families and co-workers; practices them consistently	Analyzes, evaluates, and applies current research and best practices to establish safety rules and procedures
VII.B.7	Recognizes and protects children from exposure to hazards related to the environment (such as pesticides, lawn applications, animals/pets, mold, mildew, garbage, diapering, lice, pests, air quality, etc.)	Upholds policies and procedures related to environmental hazards and child health and safety	Assesses and eliminates environmental issues and concerns and assures policies and procedures are current
VII.B.8	Achieves and maintains current certification in First Aid and CPR; provides appropriate care for injuries and is prepared to administer CPR	Establishes and maintains a system for documenting and reporting injuries; provides updated consumer safety alerts and recommendations for families	Analyzes and evaluates injury rates and patterns and applies current best practice and research-based practices to promote safety and prevent injuries; reports products that may have caused injury to the Consumer Product Safety Commission

C. Providing Healthy Nutrition

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.C.1	Follows licensing regulations and food codes related to nutrition, safe food storage, preparation, handling and service	Models and monitors safe food preparation and service	Analyzes, evaluates, and applies current research and best practices to design policies and practices for safe food preparation and service
VII.C.2	Lists the parts of a healthy diet for young children, using the U.S. Department of Agriculture-Child and Adult Care Food Program (USDA-CACFP) guidelines	Ensures that menus comply with USDA-CACFP nutritional guidelines and provides alternative meals and snacks for children with food allergies or special dietary needs	Involves children and families in menu planning and accommodates cultural food preferences; provides information about healthy food choices
VII.C.3	Sits and eats with children; models healthy eating behaviors and encourages positive conversation and social interaction	Provides family style meal and snack times that encourage healthy eating behaviors and positive social engagement	Constructs an environment that supports age-appropriate development of feeding, self-help and social and emotional skills
VII.C.4	Recognizes and avoids health hazards related to food, such as choking, burns and allergies	Provides age-appropriate foods that are not associated with choking or burn hazards; actively supervises during eating activities to ensure that children are seated while eating and not engaged in activities that might pose a risk for choking (i.e., pocketing food in mouth or falling asleep); has knowledge of children with food allergies and is prepared to respond to potential health needs as they arise	Develops policies and procedures for children with medical and emergency care needs within the setting, ensures all co-workers are trained appropriately

2020 **D. Cultural Responsibility and Practice**

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.D.1	<p>Recognizes racism as a health issue and describes the ways it negatively impacts the well-being of children who have witnessed, perpetrated, and/or have been victimized by it. Albert Einstein College of Medicine (https://einstein.pure.elsevier.com/en/publications/the-impact-of-racism-on-child-and-adolescent-health)</p>	<p>Identifies and implements healthy strategies to reduce the effects of racism on children who have witnessed, perpetrated, and/or have been victimized by racism</p> <p>Identifies examples of good health, healing, and prevention from different cultural traditions</p> <p>Implements teaching strategies incorporating examples of good health, healing, and prevention from different cultural traditions</p>	<p>Creates opportunities for self and coworkers to understand more deeply the health impacts of racism on children who have witnessed, perpetrated, and/or have been victimized by racism, and to develop strategies to reduce its effects within the program</p> <p>Understands, articulates, and demonstrates through actions that culture is healing; culture is key to good health; and culture is prevention</p>

Content Area VIII: Application through Clinical Experiences

PELSB Standard

The educator of young children applies effective teaching practices for teaching young children through a variety of early and ongoing clinical experiences with infant and toddler, preprimary-aged and primary-aged children with a range of educational programming models.

The educator must understand:

- how to apply effective instructional practices.

Competencies

A. Applying Instructional Practices through Clinical Experiences

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VIII.A.1	Names and reflects on personal disposition toward teaching and working with young children	Reflects on and assesses personal dispositions while interacting in an early childhood program	Discusses dispositions and models dispositions helpful in working with young children for others
VIII.A.2	Observes environmental organization in a variety of settings (real, video or simulated early childhood settings) with a variety of age groups	Plans learning environment for specified age of child, seeks professional feedback and coaching, and reflects on successes and challenges	Is familiar with and evaluates multiple learning environments; uses appropriate environment for learners
VIII.A.3	Describes emotional climate (the warmth, enjoyment and respect demonstrated) and instructional strategies observed in each age group's early childhood setting (real, video or simulated)	Implements planned individual and small-group activities using multiple instructional strategies; seeks professional feedback and coaching; reflects on successes or challenges	Explains how to modify emotional climate and instructional strategies to meet individual needs

2020

Content Area IX: Trauma Informed Care and Practice

The educator must understand:

- trauma definitions, prevalence and relevant trauma concepts.
- children's stress response systems and behaviors are impacted by trauma.
- the intersection between trauma and development: trauma can derail development and the impact of trauma is influenced by the child's developmental stage.
- how relationships are both impacted by trauma and can buffer children from the impact of trauma.
- supports for families impacted by trauma.
- the impact of trauma and secondary trauma on early childhood educators.
- the impact of intergenerational, historical and racial trauma on children, families and caregivers.
- systems to support children and families who have experienced trauma.

What do we mean by trauma?

- Events that are perceived as threatening the life/physical integrity of the child or someone important to child (and what is perceived as a threat changes with children's developmental stage);
- Causing an overwhelming sense of terror, helplessness, and horror;
- Producing intense physical effects such as a pounding heart, rapid breathing, trembling;
- And completely overwhelming the child's available coping strategies. [And the younger the child, the fewer coping strategies they have.]

Examples include: abuse, neglect, witnessing violence, separation from an important caregiver, painful medical procedures, accidents, deep poverty, refugee experiences and race-based trauma.

Competencies

A. Understand trauma definitions, prevalence and relevant trauma concepts

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.A.1	Demonstrates understanding of the definition of trauma and its prevalence in early childhood	Demonstrates an understanding of the need for a 'trauma lens', i.e. the need for trauma and trauma-informed practices which recognize and respond to the impact of traumatic stress in children, families, and caregivers	Raises awareness in the early childhood community about the definition and prevalence of 'trauma' experiences for young children; advocates for trauma-informed practices which recognize and respond to the impact of traumatic stress in children, families and caregivers
IX.A.2	Acknowledges the negative impact of trauma on early brain development, learning, social-emotional development, attachment and relationships, communication and physical health	Gives examples of the negative impact of trauma on development	Facilitates parents' and other caregivers' use of a trauma-informed perspective (lens) on individual children's development
IX.A.3	Acknowledges that infants and young children are capable of 'remembering' traumatic events through sensory and 'body-based' memory and other physical reactions Examples include sounds, smells, touch, rapid breathing	Gives examples of sensory and body-based memories, how they can be triggered, and how they may present in young children	Empathically builds understanding of young children's body-based memories of trauma for parents and co-workers

B. Understands that children’s stress response systems and behaviors are impacted by trauma

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.B.1	Recognizes that trauma impacts the brain’s stress response system and the development of regulation	Acknowledges that behaviors, such as tantrums, aggression or withdrawal, can be the result of trauma and loss reminders or can be maladaptive coping skills developed in response to trauma	Collaborates with others to consider the impact of trauma on children’s behavior and implement trauma-informed co-regulation strategies
IX.B.2	Approaches challenging behaviors with curiosity and openness to the possibility that stress/trauma may be contributing to children’s behavior and takes this into consideration in responding to the child	Individualizes and implements developmentally appropriate, trauma-informed co-regulating strategies	Mentors caregivers to reflect on the meaning of children’s behavior using a trauma-informed lens and implement trauma-informed, co-regulating strategies
IX.B.3	Recognizes the need to adapt strategies for responding to children’s behavior using a trauma-informed lens	Adapts strategies for responding to children’s behaviors using a trauma-informed lens; for example, providing extra support during transitions	Coaches others to implement trauma-informed strategies for responding to children’s behaviors, including prioritizing primary care practices that promote trusting relationships and intentional co-regulating strategies
IX.B.4	Describes the need for safe, regulating environments characterized by routines, predictability and continuity of care	Provides regulating environments characterized by limited transitions and predictable, consistent routines Implements calm, predictable transitions, providing individualized support for children as needed	Prioritizes continuity of care through program policies and practices, including the use of primary care practices and shares strategies for predictable and smooth routines and transitions with staff and families

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.B.5	Acknowledges that children's experiences of trauma can be reflected in their play	Maintain a nonjudgmental stance while redirecting children towards safe, constructive play; Demonstrates awareness of the process to raise concerns and make referrals in response to evidence of trauma in play	Discusses concerns with families about evidence of trauma in children's play and makes appropriate referrals for child and family support; Collaborates with other service providers when indicated to assure children's safety

C. Understands the intersection between trauma and development: trauma can derail development and the impact of trauma is influenced by the child's developmental stage.

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.C.1	Recognizes the impact of trauma across all developmental domains and the need for individualized support	Provides individualized developmental support and scaffolding when children have experienced trauma	Mentors families and other caregivers to adapt caregiving practices to support individual children who have experienced trauma, accommodating to their developmental level and need in each developmental domain
IX.C.2	Demonstrates curiosity about whether/how trauma may be impacting the development of individual children, e.g. when there is evidence of developmental regression or delay	Seeks information from appropriate sources to determine whether and how trauma may be impacting a child's development	Facilitates referrals to appropriate resources for assessment and intervention to identify children's developmental needs when children/families have experienced trauma
IX.C.3	Recognizes that infants experience trauma in the context of their developmental capacities and tasks	Identifies how infants experience trauma in the context of their developmental capacities and tasks; for example, building secure attachment, organizing sensory experiences and emerging regulation	Designs care plans to accommodate the developmental capacities and tasks of infants who have experienced trauma; for example, optimizing continuity of care with a specific caregiver (e.g. a <i>primary care model</i>) and enhancing regulatory support

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.C.4	Recognizes that toddlers experience and are impacted by trauma in the context of their developmental capacities and tasks	Identifies how toddlers experience trauma in the context of their developmental capacities and tasks, including autonomy and separation, tasks and continuing development of regulation	Designs care plans to accommodate the developmental capacities and tasks of toddlers who have experienced trauma; for example, supporting the balance between dependence and independence when it has been compromised, enhanced regulatory support
IX.C.5	Recognizes that preschooler experience and are impacted by trauma in the context of their developmental capacities and tasks	Identifies how preschoolers experience trauma in the context of their developmental capacities and tasks, including regulation of emotions, peer socialization, increased logical problem-solving and school-readiness tasks	Designs care plans to accommodate the individual needs of preschoolers impacted by trauma which target their developmental needs, not necessarily chronological age, including for co-regulation

D. Understands how relationships are both impacted by trauma and can buffer children from the impact of trauma.

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.D.1	Recognizes that caregiver-child relationships are impacted by trauma; Children's relationship history impacts children's expectations of relationships that result in confusing cues for caregivers	Observes the child's relationship behaviors to understand the potential impact of trauma and modifies caregiving practices accordingly	Implements policies that promote the role of the caregiver-child relationship as a vehicle for healing the effects of trauma. Prioritizes continuity of care (e.g. the practice of primary caregiving) to support secure caregiver-child relationships
IX.D.2	Recognizes that safe, stable, nurturing relationships can provide a buffer against the effects of prolonged stress and/or trauma	Provides an intentional safe, consistent, responsive relationship for children who have experienced trauma	Supports and mentors others to individualize and adapt their caregiving practices to prioritize relationships between themselves and the children in their care

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.D.3	Recognizes that a child impacted by trauma brings that experience into the classroom which impacts peers and group dynamics	Provides opportunities to individualize support to children whose peer relationships and interactions are impacted by trauma; consider ways to buffer peers from the negative impacts of a child's trauma	Implements policies and practices that support caregivers' capacity to provide individualized support to children impacted by trauma in the context of group care

E. Supports families impacted by trauma

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.E.1	Recognizes that trauma impacts the whole family, whether it is experienced by the parent or the child or both	Considers whether/how trauma may be impacting an individual child and family; for example, difficulties with separation, regulation of arousal and emotions, reading and responding to children's cues	Mentors others to recognize and respond sensitively to children's parents/ caregivers who may have experienced trauma that can impact their ability to help their children
IX.E.2	Recognizes the power of relationships to buffer families from the impact of trauma; Creates welcoming, supportive and nonjudgmental environments for families	Partners with families to develop an understanding of the meaning of a child's behavior that takes into account the impact of trauma, communicating in supportive, nonjudgmental ways and invites families to share their routines and practices for soothing their child and shares care strategies with families	Promotes trauma-informed practices and policies that prioritize caregiver-child, parent-child, and caregiver-parent relationships, including continuity of care and prioritization of regular, supportive communication with parents
IX.E.3	Maintains awareness that community resources are available for families who have experienced trauma	Seeks out and offers families support and information regarding community services when families experience stress and/or trauma	Mentors others about the availability of resources in the community that support families experiencing high levels of stress and trauma

F. Understands the impact of trauma and secondary trauma on early childhood educators.

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.F.1	Recognizes that caregivers may have experienced their own trauma which can be 'triggered'/activated in the presence of young children and their families	Demonstrates curiosity and self-awareness about the impact of caring for children on one's own memories and caregiving behaviors	Mentors staff to practice curiosity and self-awareness about the possible impact of their own life experiences on their caregiving attitudes and behaviors. Refers staff to appropriate resources as needed
IX.F.2	Recognizes that working with traumatized children and families has an impact on caregivers, contributing to secondary trauma, burnout and staff turnover	Demonstrates self-awareness and identifies the symptoms of secondary trauma and practices self-care/ sustainability strategies	Takes preventative measures to buffer caregivers against secondary trauma
IX.F.3	Recognizes that secondary trauma can compromise the care of children and families	Maintains awareness that secondary trauma may be impacting care practices and seeks support	Mentors staff to recognize the symptoms of secondary trauma in themselves and to seek supportive resources when needed

G. Understands the impact of intergenerational, historical and racial trauma on children, families and caregivers

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.G.1	Acknowledges the impact of historical and intergenerational trauma on children and families	Acts to buffer children and families from the impact of historical and intergenerational trauma in their setting through diversity-informed practices	Promotes policies and practices that buffer the impact of historical and intergenerational trauma on children and families

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.G.2	Acknowledges the impact of historical and intergenerational trauma on caregivers' values, behavioral expectations and caregiving practices	Reflects on own cultural values, assumptions, and behavioral expectations and how they influence caregiving practices	Promotes the cultural humility and self-awareness of staff as it impacts interactions with families and the children in their care
IX.G.3	Recognizes the existence of racial trauma (also known as race-based traumatic stress) on families and caregivers, i.e. the stressful impact or emotional pain of one's experience with racism and discrimination (NCTSN, 2017)	Implements culturally sensitive practices which promote positive racial identity with children and families	Promotes policies and culturally sensitive practices that buffer the impact of racial trauma on children, families and caregivers

H. Collaborates across systems to support children and families who have experienced trauma

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IX.H.1	Takes responsibility and maintains boundaries of one's role in the continuum of trauma informed care	Communicates across systems that support children and families who have experienced trauma	Builds collaborative relationships across systems that support children and families who have experienced trauma and helps others to collaborate and communicate across systems in the best interest of children and families who have experienced trauma
IX.H.2	Recognizes the need for referrals to other systems and asks for assistance to locate appropriate services for families who have experienced trauma	Identifies resources for families who have experienced trauma and shares them with families as needed	Develops, maintains and updates lists of available resources for families who have experienced trauma

2020

Content Area X: Working with Multilingual Preschoolers and Their Families

The educator must understand:

- their unique learning needs.
- think about how your own personal beliefs about culture and language may be similar to, or different from, those of the children and families you serve.
- advocate for strengths-based, language-focused family engagement.
- promote equitable, culturally sensitive environments for all multilingual children.
- know how to connect WIDA Early Language Development Standards and state early learning standards.

The term multilingual children is used to refer to culturally and linguistically diverse children, ages birth to five years, who are learning two or more languages. Multilingual children are exposed to multiple languages in their homes, communities, and/or early care and education settings, and they develop and use language in dynamic ways. In the field, these children are commonly referred to as dual language learners, or DLLs.

Competencies

A. Collaborate to ensure that all adults interacting with multilingual children support language development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.A.1	<p>Recognizes families as a primary source of information</p> <p>a. Locates information on the importance of building collaborative, equitable relationships with multilingual children’s families, caregivers, and colleagues to promote their language development and learning</p> <p>b. Observes how personal and program collaboration practices may differ from how families wish to engage and seeks information about equitable and culturally and linguistically responsive collaboration practices</p>	<p>Engages with families as a primary source of information</p> <p>a. Models building collaborative, equitable relationships with multilingual children’s families, caregivers, and colleagues and shares information to promote their language development and learning</p> <p>b. Observes how personal and program collaboration practices may differ from how families wish to engage and seeks information about equitable and culturally and linguistically responsive collaboration practices</p>	<p>Defends families’ right to serve as primary sources of information</p> <p>a. Models building collaborative, equitable relationships with multilingual children’s families, caregivers, and colleagues and shares information to promote their language development and learning</p> <p>b. Creates, in partnership with families, systemic opportunities to ensure equitable and culturally and linguistically responsive collaboration practices for all families</p>

Equitable and culturally and linguistically responsive collaboration practices ensure

- Multilingual families’ participation and collaboration
- Multilingual families’ engagement is relevant
- Multilingual families’ right to engage meaningfully with early childhood educators and staff about their children’s language development and learning is supported

B. Gather information about multilingual children’s cultures and the languages heard and used in the past and present in order to support language development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.B.1	<p>Demonstrates the need to respectfully gather information about multilingual children’s cultural practices, language, and literacy experiences</p> <ul style="list-style-type: none"> a. Demonstrates their role as learner while gathering information b. Asks other adults about ways to reflect on personal beliefs and cultural practices, program practices and how to check for bias (including negative bias towards accents, dialect, word choice, code switching, etc.) 	<p>Uses child and family interactions, family reporting, and other resources to respectfully gather information about a specific child’s cultural practices, language, and literacy experiences</p> <ul style="list-style-type: none"> a. Models being a learner while gathering information b. Reflects on personal beliefs, cultural practices, and program practices; checks for bias while gathering information (including negative bias towards accents, dialect, word choice, code-switching, etc.) 	<p>Advocates for and collaborates to create a system for ongoing information gathering about multilingual children’s cultural practices, language, and literacy experiences, grounded in respectful, two-way communication and relationships with families</p> <ul style="list-style-type: none"> a. Reframes the role of educators as learners while gathering information b. Mentors others around ongoing reflection and growing knowledge with regard to personal beliefs, cultural practices, program practices, and bias (including negative bias towards accents, dialect, word choice, code switching, etc.)

C. Recognize and use the strengths, resources, and experiences of multilingual children and their families to support and enhance language development and learning

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.C.1	<ul style="list-style-type: none"> a. Describes a strength-based approach to working with multilingual children and their families b. Names a few examples of strengths, resources, and experiences of multilingual children, their families, and communities 	Facilitates activities and practices based on the strengths, expertise, interests, cultural, literary, and linguistic practices of multilingual children, their families, and their communities	Designs and develops curriculum grounded in the strengths, expertise, interests, cultural, literary, and linguistic practices of multilingual children, their families, and their communities

D. Gather, analyze, and reflect on information in order to focus on the developmental nature and unique characteristics of multilingual children's language learning and development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.D.1	<p>Collects information to</p> <ul style="list-style-type: none"> a. Increase understanding and knowledge about the dynamic nature and unique characteristics of multilingual children's language development b. Dismiss any assumptions or negative stereotypes about multilingual children's language development (including negative bias towards accents, dialect, word choice, code-switching, etc.) 	<p>Reflects on information gathered to</p> <ul style="list-style-type: none"> a. Increase understanding and knowledge about the dynamic nature and unique characteristics of multilingual children's language development b. Dismiss any assumptions or negative stereotypes about multilingual children's language development (including negative bias towards accents, dialect, word choice, code switching, etc.) 	<p>Builds processes and systems for gathering, analyzing, and reflecting on information to</p> <ul style="list-style-type: none"> a. Increase understanding and knowledge about the dynamic nature and unique characteristics of multilingual children's language development b. Dismiss any assumptions or negative stereotypes about multilingual children's language development (including negative bias towards accents, dialect, word choice, code-switching, etc.)

E. Apply information gathered about multilingual children: their cultures, how they use language, and their language development, strengths, and resources

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.E.1	<ul style="list-style-type: none"> a. Shares the importance of gathering and utilizing information about multilingual children, their families, and their communities when planning instruction b. Helps to recognize opportunities to invite families to engage in children’s learning and literacy experiences based on observations and information gathered 	<ul style="list-style-type: none"> a. Utilizes information gathered about multilingual children, their families, and their communities when planning instruction b. Engages with family and community members to co-create resources and collaborate around children’s learning and literacy experiences 	<ul style="list-style-type: none"> a. Creates a system to continually document and utilize information gathered about multilingual children, their families, and communities for instructional planning b. Organizes ongoing family and community engagement opportunities with other educators to co-create resources and collaborate around children’s learning and literacy experiences

F. Observe multilingual children’s language use and development in a variety of routines and learning experiences throughout the day in all early care and education settings

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.F.1	<ul style="list-style-type: none"> a. Describes how children’s language practices will vary depending on context and cultural practices b. Observes multilingual children’s language interactions in a variety of contexts, including interactions with family, peers, and adults, and if possible, in the community 	<ul style="list-style-type: none"> a. Communicates the connection between language practices, sociocultural context, and cultural practices b. Schedules ongoing observations of multilingual children’s language interactions in a variety of contexts, including interactions with family, peers, and adults, and if possible, in the community 	<ul style="list-style-type: none"> a. Demonstrates the importance of observing multilingual children’s language interactions in a variety of contexts by providing examples of varied language practices b. Develops a plan for ongoing observations of multilingual children’s language interactions in a variety of contexts, including interactions with family, peers, and adults, and if possible, in the community

Language practices are ways children use language to make meaning. How a child uses language will vary depending on the language and culture they have been exposed to, their identity, and where, with whom, how, and why they are using the language. In other words, a child’s language practices are shaped by the sociocultural context. The sociocultural contexts for young children’s language learning occurs most often in their homes, their communities, and in their early care and education settings.

For example, a boy in an early care and education setting may use Spanish to ask for a toy from a peer. But he might name the toy in English, because he first played with the toy and learned about the toy in his early care and education setting, which is primarily an English-speaking setting. However, later, when talking with his sibling at home, in Spanish (and where Spanish is primarily used), he may choose to explain what the toy is in Spanish, instead of using the English name. Then the child may “teach” his sibling the name of the toy in English, because the child is taking on the role of “teacher” for his younger sibling.

G. Connect language standards with early learning standards and guidelines to make curriculum accessible and meaningful for multilingual children

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.G.1	Describes the importance of incorporating multilingual children’s interests and language practices into curriculum	Models how to incorporate multilingual children’s interests and language practices into curriculum that is aligned to language development standards for multilingual children and state early learning standards	Reframes standards-based instruction so that it incorporates multilingual children’s interests and language practices into curriculum that is aligned to language development standards for multilingual children and state early learning standards

When early childhood professionals talk about making the curriculum accessible and meaningful we are advocating for curriculum that is child-centered and inclusive of the variety of language, literacy, and cultural practices children come with to the early care and education setting. The curriculum should build on these practices so children’s interests and ways of doing are visible in the environment, day-to-day routines, social interactions, and learning experiences.

For example, to ensure meaningfulness, look at the materials in your early care and education setting as a new group of children enters each year. Are there items in the dramatic play area that are familiar to the children and things that they would see in their home and community? Are children’s home languages visible in the environment and welcomed in the setting?

H. Identify the developmentally appropriate academic language demands of routines, social interactions, and learning experiences

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.H.1	<p>a. Shares some of the changing and creative ways multilingual children use language in their early care and education setting</p> <p>b. Describes ways that vocabulary and language practices used by multilingual children may differ from vocabulary used during interactions and learning experiences in the early care and education setting</p>	<p>a. Gives examples of the dynamic language practices multilingual children use in the early care and education setting, with their families, and in their communities</p> <p>b. Identifies if and where there is disconnect between multilingual children's language practices and the developmentally appropriate academic language practices of the early care and education setting</p>	<p>a. Builds on the dynamic language practices multilingual children use in the early care and education setting, with their families, and in their communities</p> <p>b. Collaborates with children and families to use authentic language that reflects the linguistic and cultural diversity of the children in the early care and education setting</p>

I. Design language learning experiences with consideration for the sociocultural context

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.I.1	Asks for support in knowing how to consider the sociocultural context and the linguistic and cultural practices of multilingual children when planning learning experiences and language interactions	Provides examples of what it means to consider the sociocultural context and the linguistic and cultural practices of multilingual children when planning learning experiences and language interactions	Assesses different approaches to considering the sociocultural context and the linguistic and cultural practices of multilingual children when planning learning experiences and language interactions

J. Provide opportunities for all multilingual children to engage in higher-level thinking

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.J.1	Duplicates best practices that help multilingual children engage in meaning-making and inquiry-based activities that are reflective of their linguistic and cultural practices	Facilitates linguistically and culturally responsive opportunities for multilingual children to engage in meaning-making and inquiry-based activities that are reflective of their linguistic and cultural practices	<ul style="list-style-type: none"> a. Explains to colleagues and families how multilingual children will demonstrate meaning-making and inquiry in a variety of ways reflective of their linguistic and cultural practices b. Embeds linguistically and culturally responsive opportunities for multilingual children to engage in meaning-making and inquiry-based activities throughout the curriculum and program

K. Identify the purpose of the language used during routines and learning experiences

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.K.1	Observes to identify the purpose of the language used during interactions, routines, and learning experiences	Determines the purpose of the language used during some interactions, routines, and learning experiences	Designs language interactions in order to provide multilingual children with a variety of purposes for language use in various routines and learning experiences

Children use language for a variety of purposes. When we talk about the purpose of the language, we are referring to what children are doing with language. WIDA identifies three Key Uses of language in early care and education settings: Express Self, Recount, and Inquire (WIDA, 2016). By observing how children use language during routines, social interactions, and learning activities, educators can plan for ways to give children opportunities to expand their language practices and the variety of ways they use language.

L. Plan for language teaching and learning within specific areas of development and learning

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.L.1	Collects a variety of strategies to facilitate multilingual children's language use and language interactions within specific areas of development and learning	Teaches using a variety of strategies to facilitate multilingual children's language use and language interactions within specific areas of development and learning	Trains others on a variety of strategies to facilitate multilingual children's language use and language interactions within specific areas of development and learning

M. Use language supports to help scaffold language development and learning

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.M.1	Follows other adults' leads to make available a variety of resources that can be used to support multilingual children's language use and meaning-making	Implements and facilitates multilingual children using a variety of resources to support their language use and meaning-making	Recommends and trains others on how to encourage and facilitate multilingual children using a variety of resources to support their language use and meaning-making

N. Provide multiple and meaningful opportunities for multilingual children to use their languages

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
X.N.1	Observes that at all levels of language development, multilingual children will use their entire linguistic repertoire as they mediate understanding, make meaning, and demonstrate knowledge	<ul style="list-style-type: none"> a. Models valuing multilingual children’s entire linguistic repertoires b. Provides multiple and meaningful opportunities for multilingual children to use their entire linguistic repertoire as they mediate understanding, make meaning, and demonstrate knowledge 	Advocates for systematic program assessment and curriculum implementations that prioritize promoting ongoing meaningful opportunities for children to use their entire linguistic repertoire as they mediate understanding, make meaning, and demonstrate knowledge

Linguistic repertoire refers to all the language varieties a child has been exposed to and is developing. A child exposed to only English will have a linguistic repertoire that consists of different ways their family and community use English. Likewise, a child who has been exposed to more than one language will have a linguistic repertoire that consists of the different ways their family and community use all their languages.

Glossary

Adverse Childhood Experiences: An adverse childhood experience (ACE) describes a traumatic experience in a person's life occurring before the age of 18 that the person remembers as an adult including: physical abuse, sexual abuse, verbal abuse, mental illness of a household member, problematic drinking or alcoholism of a household member, illegal street or prescription drug use by a household member, divorce or separation of a parent, domestic violence towards a parent, and incarceration of a household member.

Advocate: Taking action and/or giving public support on behalf of others, in particular, those from communities or groups that have experienced marginalization and/or oppression.

Anecdotal Notes: Short notes written during or after a lesson/experience as students work in groups or individually.

Approaches to Learning: Attitudes, behaviors and learning styles children use in social situations and when learning new information.

Articulation Agreements: A formal agreement between two institutes of higher education that allows credits earned in community college to be transferred to a four-year college or university.

Assessment: Gathering data about a child through a variety of methods, such as screening: focused problem solving, describing strengths and weaknesses, observing, testing, or progress monitoring, in order to make informed teaching decisions. Note: Assessment concerns the collection of data.

Attachment: A strong emotional bond between a child (baby, toddler and beyond) and a caring adult who is a part of the child's everyday life. When a secure attachment is formed over time, a child prefers and relies on the relationship with the adult. The child uses that person as a secure base from which to explore and as a source of safety and comfort when needed.

Attribute: A quality, characteristic or property of an object or a person. Something you can say it has (such as size or color). Example: The attributes of a dog include height, speed and color.

Atypical Development: A behavior or skill develops in a way or at a rate that is different from that of peers (that falls outside of the normal or expected range of development).

Authentic Assessments: Assessment practices that are based on everyday learning experiences, provide for actual child performance, and involve children in the evaluation process (McAfee, 2004).

Best Practice: The strategies, methods, techniques and standards of high-quality, developmentally appropriate, early childhood programs and interactions that are based on current knowledge and shared beliefs and consistently show results that are superior to other methods and strategies.

Bias: Refers to both explicit and implicit biases; attitudes or stereotypes in favor of or against one group(s) over another.

Caregiver: Any adult providing care to a young child.

Centrality of Culture: The overarching role that shared belief systems--ways of knowing, doing, and being—play in our understanding of the world and our place in it. These belief systems affect how we interact, our assessments, and our priorities.

Child Care Center: Businesses that care for and educate young children outside of a home setting: childcare or development centers, full- or part-day programs.

Child and Adult Care Food Program (CACFP): A federally funded program that assists early childhood programs in planning and paying for nutritious meals and snacks served to children.

Clinical Experiences: Placement of undergraduate students in field experiences (narrow focus on one aspect of a class or study) and student teaching (immersion in all aspects of teaching) to gain experience in a classroom setting.

Code-switching: The “use of elements from two languages in the same utterance or in the same stretch of conversation” (Paradis, Genesee, & Crago, 2011, p.88); the most common way young children mix two languages is by beginning a sentence in one language, then switching to the other.

Collaboration: All members of a group working toward a common goal.

Competency: Demonstration of a skill or ability. Core competency refers to capability required within an industry that is essential for a person to be accepted to work in that industry, an observable and measurable set of knowledge or skills. The knowledge and skill must distinguish between superior performers (or exemplary performance) and others.

Compliance: Conforming to rules or regulations; acting according to regulations.

Communal, Interdependence, and Independence: A continuum of skills ranging from sharing with everyone in the group (communal), to mutual sharing between some members (interdependence), to working alone (independence).

Confidentiality (Data Privacy): The protection of data collected or maintained on an individual, in accordance with the data practices acts to which a professional is held accountable (i.e., FERPA, HIPAA, Minnesota Data Privacy Act).

Data governed by state law that are classified as something other than public are classified in one of the following ways:

- Private: data identifying an individual that are only available to the individual or with the individual’s consent (Minn. Stat. §13.02, subd. 12).
- Confidential: data identifying an individual that are not available to anyone outside the entity holding the data, including the individual (Minn. Stat. § 13.02, subd. 3).

Content Area: Categories used to organize and talk about a large body of information (i.e., learning). Each area has its own knowledge base and strategies for teaching.

Continuous Improvement: An ongoing effort to improve strategies, skills, processes and programs.

Co-regulating Partner: The essential role that caregivers play for infants and young children in providing the relationship security and intentional strategies to help them manage their level of arousal, which helps them be open to new learning.

Core Values: Values that are most deeply held and are given the highest priority.

Credit-Based: Course or training that receives a “credit” or unit of value. Credit is given for the level of difficulty or time requirements of an academic course taken at an educational institution, such as two- and four-year colleges and universities.

Cross-cultural: Ideas, values, or practices that are shared or understood across two or more cultural groups.

Compliance: Conforming to relevant regulations, rules, policies, standards or laws.

Culture: The customary beliefs, practices, and habits of a racial, religious or social group.

Cultural Practices: Traditional or customary practices of a particular ethnic or other cultural group.

Cultural and Community Networks: The ways in which people are connected. They can be geographic, for example people who live in proximity. They can also be connections among people who share a strong set of interests, a particular way of life, or a certain heritage. These networks can be local, regional, national and/or international.

Culturally Congruent Organization: An organization that broadly shares the worldview, assumptions, and values of participants and whose leadership and staff are reflective of the culture. A culturally supportive organization is one that reflects and affirms the participant’s worldview, assumptions, and values, and includes knowledgeable lead and line staff.

Culturally Rooted: Being grounded in a particular way of viewing the world in accordance with the ideas and values of one’s people.

Culturally specific: Concepts, beliefs, and practices that are extremely important to a particular cultural group, but may not be important to or even recognized by others. These core concepts, beliefs, and practices can be doorways to learning for children and bridges of understanding to families and communities.

Curriculum: An organized framework that outlines the content that children are to learn, the processes through which children achieve the identified goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur (Rosegrant, 1992).

The Parent Aware definition of curriculum is a set of written materials caregivers/early educators use to develop engaging learning experiences for young children.

Development: Development is a complex and dynamic process characterized by periods of disorganization and growth (related to brain maturation) and occurs through a series of adaptations to individual experience.

Developmental Stage: A time during development when certain features or abilities generally appear, sometimes referred to as milestones.

Developmentally Appropriate Practice (DAP): The use of teaching strategies that are based on knowledge of how young children develop and learn, what makes each child unique, and the child’s community and family culture and home language. DAP activities are not too difficult or too easy, but just right (Growing Glossary of Early Childhood Terms).

Dexterity: Skill in using the hands to manipulate objects.

Dialect: Refers to “...variations of a language developed by speakers as they grow up and interact with communities based on geography, race, class, ethnicity, or other markers of identity...” (Finegan & Rickford, 2004; Hudley & Mallinson, 2011; Valdes et al., 2005 in Bunch, 2013, p. 303)

Disability: Please reference the appropriate site to ensure that you are applying the definition specific to your particular situation:

- [ADA Current text of the Americans with Disabilities Act of 1990 incorporating changes made by the ADA Amendments Act of 2008](http://www.ada.gov/pubs/adastatute08.htm#12102) (http://www.ada.gov/pubs/adastatute08.htm#12102)
- [Head Start: Through the Early Childhood Learning & Knowledge Center \(ECLKC\): Section 637 is definitions](http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Act#641-c) (http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Act#641-c)
- [Part C \(Birth through 2\) §303.21 Infant or toddler with a disability](http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&SID=07769158a96f85d5ac1abd0eb7fdd1e3&rgn=div8&view=text&node=34:2.1.1.1.2.1.102.21&idno=34) (http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&SID=07769158a96f85d5ac1abd0eb7fdd1e3&rgn=div8&view=text&node=34:2.1.1.1.2.1.102.21&idno=34)
- [Part B \(3 to Kindergarten entry\) IDEA 2004 Statute: TITLE I / A / 602 / 3](http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2C1%2CA%2C602%2C3%2C) (http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2C1%2CA%2C602%2C3%2C)
- [Specific to Minnesota](https://www.revisor.mn.gov/statutes/?id=125A.02) (https://www.revisor.mn.gov/statutes/?id=125A.02)

Disposition: A usual tendency, mood or inclination; a temperamental makeup; and the tendency to act in a certain manner under given circumstances usual moods or attitudes of a person toward life.

Divergent Thinking: Creative thinking that generates new and original solutions to problems.

Diversity: Variety in demographic variables, such as race, religion, gender, national origin, disability, language spoken, socioeconomic level and geographic origin.

Domain: Main areas of development.

Dual Language Learners: Children who are learning both the language of their family as well as the language of the larger community.

Educator: An adult who has responsibility for providing instructional and emotional support to children in a care and education setting; includes people who interact with children in school-based programs, Head Start, preschools, and child care centers.

Emotional Climate: The emotional tones associated with formal and informal interactions, attitudinal responses, and warmth, enjoyment and respect demonstrated. The quality of social and emotional interactions between and among children and adults can be positive and/or negative.

English Learner: Use or study of English by someone who has a native language other than English.

Ethics: The study of right and wrong, duty and obligation.

Equitable and culturally and linguistically responsive collaboration practices: Practices that ensure a) multilingual families' participation and collaboration b) multilingual families' engagement is relevant and c) multilingual families' rights to engage meaningfully with early childhood educators and staff about their children's language development and learning is supported.

Evaluation

- **General:** Weighing of evidence for decision making. Evaluation can pertain to systems, programs and people.
- **Program evaluation:** Process by which a program measures efficiencies and outcomes based on a set of criteria during implementation of program activities.
- **Student evaluation** (most common usage of term): Process by which a child is assessed by a multi-disciplinary team on areas of need identified through early childhood screening, in order to determine the child's eligibility for special education services.

Evidence-Based Practices: An intervention, strategy or component of instruction that has been proven, through data-based research, to be effective in improving outcomes for individuals when the practice is implemented with fidelity (i.e., exactly how the practice or intervention was meant to be carried out).

Executive Functioning: Cognitive skills that help a person achieve goals. Executive functioning includes the ability to: manage time and attention, switch focus, plan and organize, remember details, curb inappropriate speech or behavior, and integrate past experience with present action.

Families: Includes parents, guardians, siblings, grandparents, foster family members, and others involved in the care and education of the child

Family Child Care: Care and education of a child in a residence outside the child's own home on a regular basis, for any part of a 24-hour day.

Family-Style Meal: Family-style meal service means serving foods in bowls or dishes on the table; children are encouraged to serve themselves, or serve themselves with help from an adult.

Fidelity: Implementation of an intervention, program, curriculum or assessment in the way in which it was intended by the developers in order to achieve desired results.

Field Experience: A way to combine academic studies with periods of employment or volunteer experience related to the field of study. Students learn by doing real-world projects under close supervision.

Formative Assessment: Process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students achievement and intended instructional outcomes (Officers, 2008).

Guidance: Approach to guide, correct and socialize children in ways that help them develop self-control, make thoughtful choices, and take responsibility for their actions. The approach focuses on teaching children what to do rather than what not to do.

Head Start: A federally funded comprehensive child development program serving children from 0-5 years of age, pregnant women, and their families. It is a child-focused program with the goal of increasing the school readiness of young children in low-income families.

Historic Trauma: The range of physical, emotional, psychological, and economic injuries inflicted across generations upon a group of people, based upon their identity, and expressed by individual members of that group.

Implement: To put into practice and/or carry out.

Inclusion: Policies, procedures and beliefs that all children should be included in early childhood settings, including those with developmental delays or disabilities; children who are gifted and talented; children whose families are culturally and linguistically diverse; and children from all socioeconomic groups.

Individual Education Program: An annually revised plan or guide for teaching a student with disabilities, detailing present achievement level, goals and strategies, drawn up by teachers, parents, specialists and when appropriate, the student.

Individual Family Service Plans: The written document specified in the Individuals with Disabilities Education Act (IDEA) to guide the implementation of early intervention services for children from birth to age three and their families. It is developed through collaborative discussion between families and the professionals involved in assessment and service delivery.

Individualization: Adapting or changing an activity to respond to the interests and learning styles of a child.

Infectious Disease: An illness or condition caused by organisms such as bacteria, viruses, fungi or parasites which enter and grow in the body.

Interagency Individual Intervention Plans: A written plan describing the programs and services available to eligible children with disabilities ages 3 through 21.

Infrastructure: The policies, processes, facilities, and services needed for the functioning of a system or organization.

In-service: Training for people already employed.

Instructional Practices or Strategies: Strategies and techniques chosen for their effectiveness in helping a student learn a particular concept.

Intentional Instruction: Instruction that has an explicit purpose and considers the best approach to promote children's development (child-guided, adult-guided, or a combination of both).

Kinesthetic Learning: Learning style where the student learns best through physical activity and by doing.

Language Acquisition: Ability to produce as well as understand language in order to communicate with others.

Language Practices: Ways children use language to make meaning. How a child uses language will vary depending on the language and culture they have been exposed to, their identity, and where, with whom, how, and why they are using the language.

Language-focused Family Engagement: Keeps the unique needs and experiences of multilingual children and their families, including language development, at the center of every home and early care and education setting interaction. It accounts for the key considerations outlined in the WIDA ABCs of Family Engagement; values and affirms families' language practices and goals; meaningfully communicates information about home-, center-, and school-based language programs, practices and goals; and is based on an affirming, asset-based approach.

Lesson Plan: An outline for teaching a lesson including the goal (what the teacher wants the children to learn), the procedures for reaching this goal (the format of the lesson), and how the teacher will measure that the goal has been reached (a demonstration of understanding).

Linguistic Repertoire: All the language varieties a child has been exposed to and is developing

Literacy: The ability to read and write.

Mathematics: The study of number concepts and operations, patterns and relationships, spatial relationships, measurement and reasoning.

Meaning-making: A process of actively using one's resources to make sense of concepts, phenomena, perspectives, experiences, or situations. Children use language to make meaning.

Milestones: An ability or skill that most children achieve by a certain age.

Multilingual children: Culturally and linguistically diverse children, ages birth to five years, who are learning two or more languages. Multilingual children are exposed to multiple languages in their homes, communities, and/or early care and education settings, and they develop and use language in dynamic ways. In the field, these children are commonly referred to as dual language learners, or DLLs.

Non-credit Based or Not-for-Credit Training: Training for which one does not receive college credit.

Observation: A process used by early childhood educators to watch, listen to, and record children's actions, facial expressions, body language, sounds, words, and gestures. Educators use the information to learn about a child and their skills and plan ways to support and strengthen the child's skill development.

Other Early Childhood Services: For purposes of this document, this refers to multidisciplinary professionals who work with young children, their families and caregivers, including, but not limited to providers of early care and education, child welfare services, early childhood intervention, home visiting, mental and physical health providers.

Perceptual Skills: Skills that require the coordination of cognitive, sensory and motor abilities to interact with a person's environment.

Positive Cultural Message: Promotes values and skills that are treasured in a community.

Practicum: Field experience where an individual assists, observes, or has limited responsibility. They are generally part-time and for short periods of time.

Predictability: Predictability, along with controllability and social support, have been identified as helping to regulate the brain's response to stress. (Preventing Child Abuse & Neglect, 2006). Providing infants and toddlers with predictable routines, language and environments are important strategies for helping children develop a sense of security and mastery

Pre-primary: Age three to kindergarten entrance.

Pre-service: The training and education a person takes prior to employment.

Primary Care: In primary care, each child is assigned to one special infant/toddler care teacher who is principally responsible for that child's care.

Proprioception: Sensory information regarding position, motion and equilibrium that allows a person to control their arms and legs limbs without directly looking at them.

Print-rich: Learning environment that offers children many different materials for reading and writing and the time and opportunities to use them for a wide variety of authentic, everyday purposes. Such learning environments include books, magazines, and other forms of print; signs and labels to communicate information; and paper and writing tools throughout the room.

Professional Development: For an individual-the educational experiences a person engages in to develop, grow or enhance their knowledge and skills and apply the knowledge in practice. It might include educational experiences such as college coursework, conferences, training sessions or relationship-based learning experiences like mentoring and coaching.

System—the educational activities, supports and materials available to enhance skills, knowledge, and abilities for the members of a field.

Proficient: Being accomplished or competent.

Protective Factors: Five protective factors are listed as key elements in a strong family: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children.

Referral: Recommending a source of help, services or information.

Reflection: To think about actions in order to improve practice.

Related Systems: Family support, health, and mental health.

Relationship: Involves emotional connections, endures over time, has special meaning between two people, is built on trust and creates memories and expectations for the people involved.

Research-based: Instructional and management strategies shown by research to have positive effects on student outcomes.

Resilience: An ability to overcome hardships or adjust to challenging situations or change.

Responsive Caregiving: Acting promptly in ways that relate to what an infant, toddler or young child tells you, in ways that help them with their needs; it focuses on the child's development of a sense of wellbeing, belonging, exploration, communication.

Safe to Sleep: Actions that can help a baby sleep safely and reduce the risk of Sudden Unexpected Infant Death Syndrome (SUIDS) and other sleep-related causes of infant death.

Scaffold: Adult support given during the child's learning process, individualized to the child's skill level and learning style.

School-Based: Early childhood programs that are operated by a school district.

Screen Time: Time spent viewing television or using computers, phones and other electronic devices for entertainment.

Screening: A brief, simple procedure used to identify potential health or developmental problems in infants and young children who may need a health assessment, diagnostic assessment or educational evaluation.

Secondary trauma/compassion fatigue: The emotional duress that results when an individual hears about the firsthand trauma experiences of another. Its symptoms mimic those of post-traumatic stress disorder (PTSD). Accordingly, individuals affected by secondary stress may find themselves re-experiencing personal trauma or notice an increase in arousal and avoidance reactions related to the indirect trauma exposure. They may also experience changes in memory and perception; alterations in their sense of self-efficacy; a depletion of personal resources; and disruption in their perceptions of safety, trust, and independence. (NCTSN.org)

Sectors: Child care, Head Start/Early Head Start, public preschool/primary education, and early intervention/special education.

Sensorimotor: A period in an infant's development when they learn about themselves and their world through their senses (e.g., sight, hearing, touch) and physical activity.

Self-regulation: The ability to act in keeping with long-term best interest and the ability to calm down when upset.

Self-talk: A child talks to self; comments are not directed to another person.

An adult talks about his actions, thoughts or feeling to model language for a child; comments are not directed to the child.

Settings: Centers, schools and homes.

Shaken Baby Syndrome: A serious type of head injury considered child abuse, caused by shaking, throwing, hitting, slamming, or jerking.

Social Support: The relationships surrounding the child or family that help the child cope with what's happening. Because young children are completely dependent on caregivers for their survival, they need the experience of knowing that important caregivers are there to protect them, help them manage their arousal and feelings, and meet their needs. It is about 'being with' the child, a reassuring, predictable, nurturing presence.

Sociocultural Context: The association of language with the culture and society in which it is used; during the early years, this includes a family's sociocultural context for language use and the relationships with adults in early care and education and community environments in which children develop language

Special Health Care Needs: Children who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally (McPherson, 1998).

Standard Precautions: Standard precautions are used to reduce the risk of transmission of bloodborne and other infectious agents from known and unknown sources. It includes handwashing, respiratory and cough etiquette, use of protective barriers (gloves, gowns, aprons, masks, protective eyewear), prevention of needle sticks or injuries from other sharp instruments and procedures to clean, and disinfect contaminated objects and surfaces.

Standards: Standards against which to measure performance. Something set up and established by an authority as a rule for the measure of quantity, weights, extent, value, or quality.

Stereotype: Preconceived, misinformed idea, picture, or belief about a person or group of people.

Students: Persons enrolled in early childhood preparatory programs.

Sudden Unexpected Infant Death Syndrome: Death in an infant that occurs suddenly and unexpectedly, and cause of death is not immediately understood.

Summative Assessment: Assessment that is intended to evaluate or benchmark what students have achieved after a particular phase in their schooling: for example, after a course or a unit of study (Growing Glossary of Early Childhood Terms).

Symbolic Representation: The cognitive ability to have one item represent another (i.e., to use objects to pretend).

Tactile: Relating to the sense of touch.

Teachable Moments: Spontaneous teaching when a child indicates interest in a topic or when a suitable situation occurs.

Teacher: Person who has completed a teacher or administrative licensure program and has successfully obtained a teaching license.

Technical Assistance: Technical Assistance (TA) is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients (National Association for the Education of Young Children and National Association of Child Care Resource and Referral Agencies).

Relationship-Based Professional Development (RBPD) is a broad term used to refer to four types of technical assistance that use relationships as a foundation: coaching, mentoring, consultation and advising (DHS).

Technology: The tools, devices and other machines or equipment that deliver media, including televisions, computers, smartphones, radios, MP3 players, video game consoles, eReaders and tablets (Levin, 2013).

Temperament: An individual's behavioral style and characteristic emotional response.

Trauma: Events that are perceived as threatening the life or physical integrity of a child or someone important to that child; causing an overwhelming sense of terror, helplessness, and horror; producing intense physical effects such as a pounding heart, rapid breathing, trembling; and completely overwhelming the child's available coping strategies. (NCTSN.org)

Trauma Triggers: Reminders of traumatic experiences to which a child may have very intense reactions, including trembling, anger, sadness, fear or avoidance. These responses can be very unpredictable and confusing to caregivers. (NCTSN.org)

Vestibular System: Sense, maintain and regain balance and where the body and its parts are positioned in space.

Young Children: Children birth to age eight.

Barnesville Early Learning Programs

Position: Early Learning Coordinator

Staff in this position: Laura Lempe

Position Responsibilities:

- Provide leadership and direction for all district Early Learning Programs including Early Childhood Family Education (ECFE), School Readiness (Trojan Preschool), and Early Childhood Screening.
- Create and ensure ECFE and Trojan Preschool Curriculum meets the Early Childhood Indicators of Progress (ECIP): Minnesota's Early Learning Guidelines for Birth to Kindergarten
- Coordinate Early Learning Advisory Council to meet throughout the year.
- Ensure programs remain compliant with all state and federal regulations including completion of all required reporting three of which are due in July of each year.
 - State Reports
 - Birth to 4 Census - work with the Elementary School Secretary to maintain an accurate list of all children living in the district between the ages of 0-4.
 - ECFE Needs Assessment
 - Minnesota Common Core Catalog (MCCC)
 - Early Childhood Education Outcomes (Screening report)
 - World's Best Workforce Plan - work with kindergarten teachers for accurate school readiness data
- Be available for families to answer questions and/or concerns about any of the Early Learning programs offered by Barnesville School District.
- Facilitates problem solving with students, staff, and teachers in response to student behaviors.
- Create and maintain an updated Parent Handbook which includes all Early Learning programs and policies.
- Create and maintain an Early Learning Programs Website for families to easily find all program information.
- Create and provide an Early Learning program information pamphlet to Barnesville realtors association. They share this with families moving to Barnesville.
- Share information and updates about all Early Learning Programs on the Facebook Page regularly
- **Trojan Preschool**
 - Create annual registration materials including
 - Transportation information
 - Classes offered (junior, senior, days/times offered)
 - Create and input registration information into RegWerks
 - Create a list of eligible children living in the district to receive Trojan Preschool information.
 - Work with Elementary School Secretary to prepare registration packets to be mailed to all families with children of eligible age

- Using registration information, place each student into a class taking into consideration; choice, transportation needs, ESCE, etc.
- Work with the bus company on mid day transportation routes
- Choose curriculum and assessment tool approved by MDE
- Plan Scope and Sequence for Trojan Preschool to ensure all skills and goals are mapped and followed each year.
- Work closely with Lake Agassiz to support Early Childhood Special Education students.
- Create an annual Trojan Preschool calendar in accordance with the district school calendar
- Monitor and provide coaching and support to the preschool team to implement developmentally appropriate learning experiences.
- Support the preschool team to implement well-organized learning environments with developmentally appropriate schedules, play experiences that provide adequate opportunities for choice, exploration, and experimentation, including teacher-directed and child-initiated activities.
- Oversee and coordinate with the preschool team to meet the needs of all program functions, including classroom coverage, substitutes, maintaining ratios and other needs.
- **Early Childhood Family Education (ECFE)**
 - Plan opportunities for parents and children to participate throughout the year.
 - Share all ECFE class information with the Community Education Secretary to ensure it is included in the Community Education information sent out in the Fall and Winter.
 - Work closely with a Parent Educator to plan informational parent education.
 - Plan for each event/class including
 - Day, time, location
 - Developmentally appropriate age for children attending
 - purchasing supplies
 - Prepping prior to start of event/class
 - Ask for volunteers if needed
 - Clean up after each event/class
- **Early Childhood Screening**
 - Attend training for the district screening tool - Brigance III
 - Using the district 0-4 census maintain a list of children eligible for EC Screening with their birth dates.
 - Schedule screening opportunities every 90 days
 - Work with the Elementary School Secretary to prepare screening packets for families with scheduled appointments.
 - Complete each screening appointment as required by MDE

Please note this list includes most but not all responsibilities as assigned by the Elementary School Principal, Community Education Coordinator, and/or District Superintendent.

School Readiness | Trojan Preschool

Position: Elementary/Early Learning Secretary

Staff in this position: Tammy Maesse

Position Responsibilities:

- Copies, assembles, mails Early Childhood Screening packets
- Copies, assembles, mails Trojan Preschool information
- Tracks Trojan Preschool payments and ensures all accounts are up to date
- Enters all Trojan Preschool and Early Childhood Screening students into JMC for Early Education MARSS report
- Collects 0-4 Census information as required by the district

Updated June 2023 | LL

School Readiness | Trojan Preschool

Position: Teacher

Staff in this position: Breanna Chuinard, Laura Lempe

The list includes most but not all of the responsibilities required of the preschool teacher. Each day as a teacher of 3-5 year olds brings something new and possible added responsibilities.

Position Responsibilities:

- Uses and follows the annual scope and sequence to develop and implement daily lesson plans reflecting the needs of individual students and curriculum goals in accordance with MDE Early Childhood Indicators of Progress: Minnesota's early learning experiences for children.
- Plans a child-centered environment. This includes classroom centers; art, blocks, dramatic play, sensory, and manipulatives/fine motor activities. Science, math, and literacy skills must be incorporated into play.
- Communicates regularly with all parents about activities planned or completed in class, materials needed in class, how parents continue the learning at home through written handouts and online communication tools.
- Follows up on referrals from other community agencies, makes referrals to appropriate agencies and resources and is familiar with services provided by community resources.
- Encourage student responsibility, cooperation, and mutual respect in an environment that is inclusive of all children.
- Work with students one-on-one and in small groups.
- Work closely with Lake Agassiz ECSE to support students.
- Plan and use schedules and routines to give students structure, making sure to incorporate sufficient physical activity and rest.
- Use an authentic ongoing assessment tool approved by MDE. Use individual and class student assessment data to determine the need for additional reinforcement or adjustments to instructional plans, techniques, and goals.
- Discuss student progress, assessment data, observations, strengths, concerns, areas for improvement, emotional or developmental warning signs with parent/guardians during parent-teacher conferences and as needed.
- Provide leadership to support para staff in the classroom involved with providing support activities and functions: Assign activities, provide guidance, and instructional oversight. Also, orient and provide guidance and oversight to parent volunteers helping in the classroom.
- Participate in early childhood professional development opportunities.
- Maintain accurate attendance records and snack counts daily.
- Organize classroom supplies and materials, communicate supply needs to Early Learning Coordinator, perform routine housekeeping to maintain a proper learning environment.
- Responsible for other duties as assigned by the Early Learning Coordinator.

School Readiness | Trojan Preschool

Position: Para/Teacher Assistant

Staff in this position: Cassandra Blomberg, Stacey Rotz

The list includes most but not all of the responsibilities required of the preschool teacher. Each day as a teacher of 3-5 year olds brings something new and possible added responsibilities.

Position Responsibilities:

- Support and assist the classroom teacher and work as a team.
- Assist the preschool teacher with individuals or small groups of students, reinforcing instruction as directed
- Assists in maintaining classroom order by observing and focusing the activities and behaviors of the children toward group activities.
- Encourage student responsibility, cooperation, and mutual respect in an environment that is inclusive of all children.
- Set up snacks - wash and disinfect tables before and clean up after.
- Organize and/or set up specific activities as directed by classroom teacher.
- Complete clerical duties such as laminating, cutting, organizing etc.
- Assist in helping students upon arrival and dismissal.
- Assist children in the restroom as needed.
- Assist in hand washing.
- Clean and disinfect toys as needed. (Put any toys that have been mouthed in dirty toy bin)
- Must observe, interact, and play with the children during centers and free play.
- Perform assessment observations as directed by teacher
- Prepare communication folders between home and school.
- Ensure parents are speaking directly to the classroom teacher with any questions/concerns.
- Tidy classroom, keep supplies organized
 - Clean and disinfect sink and countertop daily
 - Clean and disinfect tables before each class begins and after snacks/projects
 - Wipe down all chairs daily
 - Wipe down all toy and storage shelves as needed
 - Maintain a list of supplies that may need to be replaced
- Participate in early childhood professional development opportunities.
- Other duties as assigned.

September 2023

High School 2023-2024 High School Lunch 2023-24

				01
	04	05	06	07
	<p>Lunch Entree <i>Choice of</i> Chicken Nuggets <i>Or</i> Turkey Submarine</p> <p>Vegetables Salad Bar</p> <p>Fruit Fresh Orange Applesauce Cup</p> <p>Milk 1% Milk <i>Or</i> Fat Free Chocolate Milk</p>	<p>Lunch Entree <i>Choice of</i> Hotdog on a Bun <i>Or</i> Buffalo Chicken Salad</p> <p>Vegetables Salad Bar Vegetarian Beans</p> <p>Fruit Diced Peaches Watermelon Chunks</p> <p>Milk 1% Milk <i>Or</i> Fat Free Chocolate Milk</p> <p>Condiments Mustard Ketchup</p>	<p>Lunch Entree <i>Choice of</i> Italian Meat Sauce w/ Pasta <i>Or</i> Chicken Caesar Wrap</p> <p>Vegetables Salad Bar Broccoli Salad</p> <p>Fruit Pear, Fresh Pineapple Tidbits</p> <p>Milk 1% Milk <i>Or</i> Fat Free Chocolate Milk</p>	<p>Lunch Entree <i>Choice of</i> SC Pepperoni Pizza <i>Or</i> Salad- Turkey Chef</p> <p>Vegetables Salad Bar Green Peas</p> <p>Fruit Fresh Banana Tropical Fruit</p> <p>Milk 1% Milk <i>Or</i> Fat Free Chocolate Milk</p> <p>Condiments Ketchup Ranch Dressing</p>
	11	12	13	14
<p>Lunch Entree <i>Choice of</i> Kick N Chicken Boat <i>Or</i> Ham Submarine</p> <p>Vegetables Salad Bar Mashed Potatoes</p> <p>Fruit Applesauce Cup Kiwi</p> <p>Milk 1% Milk <i>Or</i> Fat Free Chocolate Milk</p> <p>Condiments Gravy Butter Blend</p>	<p>Lunch Entree <i>Choice of</i> Taco Bar <i>Or</i> Cheese Quesadilla</p> <p>Vegetables Salad Bar Refried beans</p> <p>Fruit Diced Peaches Fresh Strawberries</p> <p>Milk 1% Milk <i>Or</i> Fat Free Chocolate Milk</p> <p>Condiments Taco Sauce Sour Cream</p>	<p>Lunch Entree <i>Choice of</i> BBQ on a Bun <i>Alternating</i> Grilled Chicken <i>Or</i> Salad- Chicken Caesar</p> <p>Vegetables Creamy Coleslaw Salad Bar</p> <p>Fruit Cantaloupe Diced Pears</p> <p>Milk 1% Milk <i>Or</i> Fat Free Chocolate Milk</p> <p>Condiments BBQ Sauce Miracle Whip</p>	<p>Lunch Entree <i>Choice of</i> Creamy Homemade Chicken & Noodles <i>Rotating</i> Chicken Alfredo with A Twist <i>Or</i> Buffalo Chicken Wrap</p> <p>Vegetables Salad Bar Broccoli Salad</p> <p>Fruit Pineapple Tidbits Fresh Apple</p> <p>Milk 1% Milk <i>Or</i> Fat Free Chocolate Milk</p>	<p>Lunch Entree <i>Choice of</i> Italian Dunkers <i>Or</i> Salad- Turkey Chef</p> <p>Vegetables Salad Bar Green Peas Marinara Sauce</p> <p>Fruit Fresh Banana Tropical Fruit</p> <p>Milk 1% Milk <i>Or</i> Fat Free Chocolate Milk</p>
	18	19	20	21
<p>Lunch Entree <i>Choice of</i> Chicken Strips <i>Or</i> Turkey Submarine</p> <p>Vegetables Salad Bar Mashed Potatoes</p> <p>Fruit Fresh Orange Applesauce Cup</p> <p>Grains Breadstick</p> <p>Milk 1% Milk <i>Or</i> Fat Free Chocolate Milk</p>	<p>Lunch Entree <i>Choice of</i> Beef Totchos <i>Or</i> Hot Ham & Cheese on Croissant</p> <p>Vegetables Tator Tots Salad Bar</p> <p>Fruit Fresh Grapes Diced Pears</p> <p>Grains Garlic Toast</p> <p>Milk 1% Milk <i>Or</i> Fat Free Chocolate Milk</p>	<p>Lunch Entree <i>Choice of</i> Cheeseburger <i>Or</i> Hamburger on a Bun <i>Or</i> Buffalo Chicken Salad</p> <p>Vegetables French Fries Salad Bar</p> <p>Fruit Watermelon Chunks Diced Peaches</p> <p>Milk 1% Milk <i>Or</i> Fat Free Chocolate Milk</p>	<p>Lunch Entree <i>Choice of</i> Pizza Casserole <i>Or</i> Chicken Caesar Wrap</p> <p>Vegetables Salad Bar Cut Green Beans</p> <p>Fruit Mandarin Oranges Pear, Fresh</p> <p>Milk 1% Milk <i>Or</i> Fat Free Chocolate Milk</p>	<p>Lunch Entree <i>Choice of</i> SC Cheese Pizza <i>Or</i> Salad- Turkey Chef</p> <p>Vegetables Salad Bar Peas & Carrots</p> <p>Fruit Fresh Banana Tropical Fruit</p> <p>Milk 1% Milk <i>Or</i> Fat Free Chocolate Milk</p>
			271	
			Fat Free Chocolate Milk	

25	26	27	28	29
Lunch Entree <i>Choice of</i> Boneless Chicken Wings Or Ham Submarine Vegetables Salad Bar Mashed Potatoes Fruit Fresh Orange Applesauce Cup Milk 1% Milk Or Fat Free Chocolate Milk Condiments BBQ Sauce Garlic Parmesan Sauce	Lunch Entree <i>Choice of</i> Beefy Nacho's Or Vegetables Salad Bar Black Beans Fruit Fresh Grapes Diced Pears Milk 1% Milk Or Fat Free Chocolate Milk Condiments Taco Sauce Sour Cream	Lunch Entree <i>Choice of</i> Corn Dog Or Salad- Chicken Caesar Vegetables Salad Bar Hashbrowns Fruit Diced Peaches Watermelon Chunks Milk 1% Milk Or Fat Free Chocolate Milk Condiments Ketchup Mustard	Lunch Entree <i>Choice of</i> Homemade Meatballs Or Buffalo Chicken Wrap Vegetables Salad Bar Mashed Potatoes Fruit Pineapple Tidbits Pear, Fresh Milk 1% Milk Or Fat Free Chocolate Milk Condiments Butter Blend	Lunch Entree <i>Choice of</i> French Bread Pepperoni Or Salad- Turkey Chef Vegetables Salad Bar Green Peas Fruit Fresh Banana Tropical Fruit Milk 1% Milk Or Fat Free Chocolate Milk

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410
- fax: (202) 690-7442; or
- email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Menu Subject to Change according to availability

Kick N Chicken Boat



Kick N Chicken

Allergens



Attributes



Ingredients

Ingredients: Chicken, water, whole wheat flour, textured soy protein concentrate, isolated soy protein, contains 2% or less of the following: brown sugar, canola oil, carrot powder, citric acid, dried garlic, dried onion, dried yeast, garlic powder, maltodextrin, natural flavor, onion powder, paprika extract (color), rosemary extract (to protect flavor), salt, spice, sugar, torula yeast, turmeric extract (color), vegetable stock (carrot, onion, celery), wheat gluten, yeast extract. Breading set in vegetable oil.

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Allergens: WHEAT AND SOY.

Nutrition Facts

Serving Weight 34.360 gm

Serving Size 1 serving

Amounts Per Serving

Calories 351

% Daily Value*

Total Fat 21gm 32%

Saturated Fat 5gm 25%

Trans Fat 0gm

Cholesterol 25mg 8%

Sodium 556mg 23%

Potassium 784mg 22%

Carbohydrates 29gm 10%

Fiber 4gm 16%

Sugars 3gm

Protein 17gm

Iron 2mg 11%

Calcium 23mg 2%

Vitamin A (IU) 0iu 0%

Vitamin C 0mg 0%

Vitamin D 0iu 0

The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Sites

High School 2023-2024

Menus

High School Lunch 2023-24

Tools

 Print Menu

 Build-a-Meal

 Filter Allergens

Dietary Preferences

 Select a Language

Select Language

Powered by  Google Translate

FREE MEALS
THROUGH SCHOOL YEAR



Monday

Tuesday

04

Lunch Entree

Choice of
Chicken
Nuggets

Or

Turkey
Submarine

Vegetables

Salad Bar

8. Recognition of Citizens for Input Purposes

9. Reports/News

A. High School Principal's Report

B. Elementary Principal's Report

275

TODD HENRICKSON - ELEMENTARY PRINCIPAL
Board Report – June 20, 2023

• **May Students of the Month**

- K – Norah Leach 1st – Beckett Schneeberger 2nd – Saoirse Sefcik
- 3rd – Jozie Mraz 4th – Anton Smeby 5th – Jace Meyer
- 6th – Bailey Markman-Blonigen

• **2022-23 Total Library Circulation - 40,280**

- Last year – 34,669

• **AR Point Winners (see attached)**

• **Elementary Track and Field Day**

- Thank you to Mr. Grosz for organizing the days events
- Thank you to our Teachers, Paraprofessionals, HS Students and all those who volunteered their time to help.

• **Kids Heart Challenge**

- \$2,592.84 was raised for the American Heart Association
- Thank you to Mr. Grosz for organizing the fundraiser and our students for all the work they did.

• **May 30th – Report Cards mailed**

• **May 31st – Special Ed Interviews**

- Position was offered – applicant accepted another position shortly after the interview.
- This position is currently still open.

• **June 7th – 5th Grade Interviews**

• **June 13th – Media Center Coordinator Interviews**

• **June 20th & 21st – FIRST Education “We Got This Summit” - Detroit Lakes, MN**

• **June 29th - Principal Development and Evaluation - Lakes Country Service Coop**

• **Positions currently open:**

- 2nd Grade – Application deadline was June 16th
 - Hope to interview the end of this week.
- Para Position (ADSIS Grant) – Application deadline was June 16th
 - Hope to interview the week of June 26th
- Title I Para (Janet’s position) – Has not been posted yet

Top 10 Scores By Grade Level				
* Each student received a \$10.00 Gift Card				
* Camden Sizer (4th Grade) received a Bonus Gift Card of \$25.00 as he had over 1,000 points				
Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Caitlyn Wilson	Jozie Mraz	Camden Sizer	Carly Orvik	Monica Wilson
Henry Anderson	Madison Haataja	Grace Price	Phoebe Davis	Layla Decker
Austin Lauers	Drew Field	Charleigh Durensky	Elijah Pool	Baxter Rickford
Avery Menge	Shelby Thompson	Ian Thorkildson	Averie Clayton-Dahlgren	Bridger Grabow
Haprer Pender	Harlow Fradet	Aniston Winkler	Brianna Haus	Alex Schroeder
Savannah Hedstrom	Leah Field	Braxton Jendersek	Madison Lauwers	Libby Haj
Sophie Strand	Ryder Hartfield	Asher Soland	Sam VanWatermulen	Cole Pender
Brogan Gross	McKenna Thoennes	Elana Hartog	Addison Harbin	Osmund Syverson
Henrik Hagel	Harper Askegaard	Reagan Willers	Aafy Afrasiab	Thomas Anderson
Jaxson Knox	Brekken Klocke	Parker Kuehn	Addilyn Bontjes	Isabelle LeNoue
Drawing Winners:				
	Grades 2 & 3		Grades 4-6	
	Ryder Harfield - iPad		Ellie Rasmussen - iPad	
	Ray Pender - Apple Pencil		Kade Chishom - Apple Pencil	
	Sofia Flores - AirPods		Ashton Markert - AirPods	

BOARD REPORT -- AARON SCHINDLER
ACTIVITIES DIRECTOR/COMMUNITY ED COORDINATOR
June 20, 2023

ACTIVITY INFORMATION:

- **2023 HOL Conference Finishes**
 - Girls Track – 2nd
 - Girls Golf – 3rd
 - Boys Golf – 2nd
 - Boys Track – 5th
 - Softball – 3rd
 - Baseball – 3rd

- **Spring Tournament Dates:**
 - **May 25th – Sub-Section Track Meet in Barnesville @ 4:00pm**
 - Girls: Sub-Section Champions **(see attached)**
 - Boys: 7th Place finish. Following athletes qualified for Sections.
 - Braeden Bredman: 200m, 4X100 relay, 400m
 - Jack Martin: 800m
 - David Spillum: 4X100 relay, 400m
 - Ethan Larson: 4X100 relay
 - Peyton Amundson: 4x100 relay
 - Justin Krueger: Shot Put
 - Connor Loeks: Discus
 - **May 30th – Softball Section Tournament 3rd Round– Frazee @ 5:00pm**
 - Lost to Park Rapids in Frazee on May 30th.
 - **May 31st – Golf Section Tournament begins – Park Rapids @ 8:30am**
 - Boys finished = 3rd
 - Team Advanced to the Section Meet in Bemidji
 - Girls finished = 4th
 - Ella Brasel and Isabella Snobl advanced to the Section Meet in Bemidji.
 - **June 1st – Baseball Section Tournament 2nd Round – @Perham @ 2:30pm**
 - Lost to Perham and OTC

 - **June 1st – Section Track Meet – Pelican Rapids**
 - Girls Track – The following athletes qualified for the State meet. **(see attached)**
 - Rumely Biewer- Shot Put
 - Lindsey Rotz - 800m and 1600m
 - Boys Track – State Meet
 - Braeden Bredman- 200m and 400m

 - **June 8th & June 9th– State Track Meet – STMA**
 - Girls Track-
 - Rumeley Biewer- Placed 11th in the Shot Put
 - Lindsey Rotz- Placed 7th in the 1600m and 9th in the 800m.
 - Boys Track
 - Braeden Bredman placed 4th in the 400 m dash and 5th in the 200 m dash!

- **June 16th – State Trap Shoot in Alexandria**
 - JV Team – 1st in 5A
 - Noah Stanford – 2nd overall for Male Shooters
 - Tyler Drees- 3rd overall for Male Shooters
 - Novice Team – 1st in 5A
 - Riley Rickford- 1st overall for Female Shooters
 - Kim Olson- 2nd overall for Female Shooters
 - Connor Dahl- 3rd overall for Male Shooters

- **Team Academic All State Award-3.75 GPA or higher**
 - Softball
 - Girls Track

- **Congratulations to Coach Schaub – Section Coach of the Year**

- **2023-24 Schedules went public on June 1st**
 - Activities not yet scheduled
 1. 7th & 8th Grade Volleyball - August
 2. 9th Grade Volleyball - August
 3. 7th & 8th Grade Basketball – September
 4. Boys & Girls Golf – March

- **Summer No-Contact Dates: July 1st – July 7th**

- **Boys Basketball**
 - Boys Basketball wants to order a black alternate uniform.**(see attached)**
 1. It would be less than \$150 a set
 2. Total would not be more than \$3,000
 3. Basketball auxiliary account would purchase these as they would be for the players
 4. They will **NOT** take the place of Purple and would just be another option.
 5. Are they allowed to do this?

- **Handbook Changes –**
 - Coaching Changes
 - Added Esports and Cross Country
 1. Esports as Category 2 Activity
 2. Cross Country as Category 1 Activity
 - Changed Language for 4th quarter grades
 1. If a student receives a failing grade at the end of the 4th quarter and their team or activity is still playing they will serve it now instead of waiting until the Fall.
 - Added the words **In Season** before Third and Sixth week provisions.
 1. This clarifies that students would serve those penalties during the season when the three week and six week grade checks occur.

The Sub-Section 21 Champions! These 23 girls competed at the Section 6A Track & Field Meet.

100 Meter Dash

Emily Smith

100 Meter Hurdles

Olivia Power

3200 Meter Run

Rylee Bauer

Isabelle Orr

4 x 200 Meter Relay

Piper Thompson

Jayla Amundson

Morgan Schlauderaff

Ava Follingstad

Alt. – Addyson Barnes

Alt. – Ava Ness

Alt. – Addyson Rasmussen

Alt. – Laila Berg

Long Jump

Emily Smith

Hadley Pearson

Ava Follingstad

400 Meter Dash

Jayla Amundson

Piper Thompson

Molly Rotz

4 x 800 Meter Relay

Rylee Bauer

Mya Askegard

Sophie Frederick

Hadley Pearson

Alt. – Kenadee Gray

Alt. – Addyson Rasmussen

Alt. – Olivia Power

Alt. – Emily Riddle

Pole Vault

Ashley Maneval

Kenadee Gray

Triple Jump

Ava Follingstad

800 Meter Run

Lindsey Rotz

Hadley Pearson

1600 Meter Run

Lindsey Rotz

Isabelle Orr

4 x 100 Meter Relay

Emily Smith

Morgan Schlauderaff

Jayla Amundson

Ava Follingstad

Alt. – Anika Cossette

Alt. – Ava Ness

Alt. – Addyson Barnes

Alt. – Emma Rietz

Shot Put

Rumely Biewer

At the Section 6A Track and Field Meet we placed 6th. Only 6.5 points away from 5th and 16 points away from Runner's Up. Perham moving up a class next year and out of our section. Rumely Biewer, who placed 2nd in the Shot Put and Lindsey Rotz, who placed 1st in the 1600 Meter Run and 2nd in the 800 Meter Run advanced to the Minnesota State Track & Field Meet, at St. Michael/Abertville High School, last Thursday & Friday.

Lindsey competed in the 800 Meter Run placing 9th & the 1600 Meter Run placing 7th. Rumely competed in the Shot Put placing 11th.



Uniform ID #UD6490899412ab2

**MEN'S NIKE
DIGITAL LAYUP
JERSEY**
Style # **DZ4657**

\$77.00
SUGGESTED
RETAIL

BODY:
BODY COLOR: **TEAM BLACK**

INSIDE NECK FACING:
INSIDE NECK FACING COLOR: **ANTHRACITE**

NECKBAND AND ARMBANDS:
NECKBAND AND ARMBANDS COLOR: **TEAM
PURPLE**

ANGLED SIDE PANELS:
ANGLED SIDE PANELS COLOR: **TEAM PURPLE**

SWOOSH OPTION:
SWOOSH OPTION: **NCAA (PRINTED)**
SWOOSH OPTION COLOR: **TEAM WHITE**

FRONT NAME:
FRONT NAME:
LAYOUT STYLE: **STRAIGHT NAME**
FRONT NAME TEXT: **Trojans**
NAME SIZE: **3 INCHES**
NAME PRINT STYLE: **PRINTED**
NAME FONT: **SCRIPT**
NAME COLORS: **TWO COLORS**
NAME FILL COLOR: **TEAM PURPLE**
NAME OUTLINE COLOR: **TEAM WHITE**

FRONT NUMBER:
FRONT NUMBER:
LAYOUT STYLE: **5 INCH NUMBER WITH SPACE
FOR NAME**
NUMBER PRINT STYLE: **PRINTED**
NUMBER FONT: **ALL LEAGUE REGULAR**
NUMBER COLORS: **TWO COLORS**
NUMBER FILL COLOR: **TEAM PURPLE**
NUMBER OUTLINE COLOR: **TEAM WHITE**

BACK NUMBER:
BACK NUMBER:
LAYOUT STYLE: **7 INCH NUMBER WITH SPACE
FOR NAME**
NUMBER PRINT STYLE: **PRINTED**
NUMBER FONT: **ALL LEAGUE REGULAR**
NUMBER COLORS: **TWO COLORS**
NUMBER FILL COLOR: **TEAM PURPLE**
NUMBER OUTLINE COLOR: **TEAM WHITE**

**MEN'S NIKE
DIGITAL LAYUP
SHORT**
Style # **DZ4660**

\$77.00
SUGGESTED
RETAIL

BODY:
BODY COLOR: **TEAM BLACK**

UPPER SIDE AND LOWER HEM PANELS:
UPPER SIDE AND LOWER HEM PANELS COLOR:
TEAM PURPLE

LOWER HEM STRIPES:

281





Uniform ID #UD6490899412ab2

**MEN'S NIKE
DIGITAL LAYUP
JERSEY**
Style # **DZ4657**

\$77.00
SUGGESTED
RETAIL

BODY:
BODY COLOR: **TEAM BLACK**

INSIDE NECK FACING:
INSIDE NECK FACING COLOR: **ANTHRACITE**

NECKBAND AND ARMBANDS:
NECKBAND AND ARMBANDS COLOR: **TEAM PURPLE**

ANGLED SIDE PANELS:
ANGLED SIDE PANELS COLOR: **TEAM PURPLE**

SWOOSH OPTION:
SWOOSH OPTION: **NCAA (PRINTED)**
SWOOSH OPTION COLOR: **TEAM WHITE**



FRONT NAME:
FRONT NAME:
LAYOUT STYLE: **STRAIGHT NAME**
FRONT NAME TEXT: **Trojans**
NAME SIZE: **3 INCHES**
NAME PRINT STYLE: **PRINTED**
NAME FONT: **SCRIPT**
NAME COLORS: **TWO COLORS**
NAME FILL COLOR: **TEAM PURPLE**
NAME OUTLINE COLOR: **TEAM WHITE**

FRONT NUMBER:
FRONT NUMBER:
LAYOUT STYLE: **5 INCH NUMBER WITH SPACE FOR NAME**
NUMBER PRINT STYLE: **PRINTED**
NUMBER FONT: **ALL LEAGUE REGULAR**
NUMBER COLORS: **TWO COLORS**
NUMBER FILL COLOR: **TEAM PURPLE**
NUMBER OUTLINE COLOR: **TEAM WHITE**

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LAYOUT STYLE: **7 INCH NUMBER WITH SPACE FOR NAME**
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NUMBER FONT: **ALL LEAGUE REGULAR**
NUMBER COLORS: **TWO COLORS**
NUMBER FILL COLOR: **TEAM PURPLE**
NUMBER OUTLINE COLOR: **TEAM WHITE**



**MEN'S NIKE
DIGITAL LAYUP
SHORT**
Style # **DZ4660**

\$77.00
SUGGESTED
RETAIL

BODY:
BODY COLOR: **TEAM BLACK**

UPPER SIDE AND LOWER HEM PANELS:
UPPER SIDE AND LOWER HEM PANELS COLOR: **TEAM PURPLE** 282

LOWER HEM STRIPES:



Barnesville Public Schools Regular School Board Meeting

7:00 PM on Tuesday, June 20, 2023
High School Library

Superintendent's Monthly Board Report

1. Midday Preschool Transportation

All preschool students living in town will have the option of midday transportation. Unfortunately, the distances for the five students living in the country are too far away to be transported during midday. Not only would it be a large expense to the School District, but it would not work in the tight bus schedule. For example, it'd be 40 miles round trip to transport one of the students.

2. Applicants for Director of Buildings and Grounds

We had only three applicants for the Director of Buildings and Grounds. Two of the applicants were offered the position and turned it down. We will continue advertising with as many sources as possible.

3. Retirement Party for Don Szweduk

There will be an open to the public retirement party for Don Szweduk on Friday, June 30. Please come join us in the High School Commons from 3:00 PM until 4:00 PM.

4. Playground Fence Installed by Barnesville Lions Club

Please find attached pictures of the fence installed by Barnesville Lions Club members. Click [here](#)

E. Board Committee Reports

10. Removal of Consent Items for Discussion

11. Approval of Consent Items

A. Personnel

All hirings are based upon the findings of each individual's background check, licensure status, and discipline report from the Minnesota Department of Education.

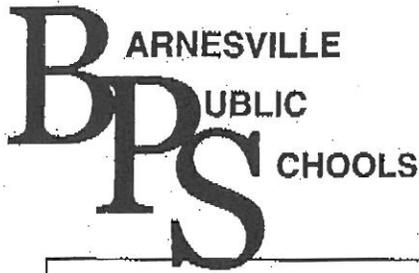
- 1) Laura Eberhardt as HS English Teacher
- 2) Nicci Seifert as HS English Teacher
- 3) Lynn Thorklidson as 4th Grade Teacher
- 4) Alissa Honrud as 5th Grade Teacher
- 5) Janet Rasmussen as Elementary Media Center Coordinator
- 6) Cary Zepper as District Testing Coordinator
- 7) Emily Bredman as Student Custodian
- 8) Christian Lien as Student Custodian
- 9) Davonte Russell as Student Custodian
- 10) Jay Tschumperlin as Student Custodian
- 11) Jacob Grosz as Weightroom Coordinator
- 12) Kailee Strand as JV Volleyball Coach
- 13) Janet Rasmussen as C-Team Volleyball Coach
- 14) Alissa Nibbe as Youth Play Director
- 15) Tessa Baker as Youth Play Helper
- 16) Beth Gerner as Youth Play Helper
- 17) Jacy Rice as Youth Play Helper
- 18) Kianna Amundson as Youth Softball Coach
- 19) Elias Cox as Youth Baseball Coach
- 20) Major Ness as Youth Baseball Coach
- 21) Anika Cossette as Girls Basketball Camp Helper
- 22) Ella Cossette as Girls Basketball Camp Helper
- 23) Ava Follingstad as Girls Basketball Camp Helper
- 24) Sophie Frederick as Girls Basketball Camp Helper
- 25) Aubryn Hinsz as Girls Basketball Camp Helper
- 26) Emma Nielson as Girls Basketball Camp Helper
- 27) Jacob Grosz's Resignation as 8th Grade Boys Basketball Coach
- 28) George Haj's Resignation as 7th Grade Volleyball Coach
- 29) Lane Change for Amber Blilie from BA to BA +10
- 30) Lane Change for Carrie Jenkins from BA to BA +10
- 31) Lane Change for Shari Grabow from MA to MA +10

B. Donations

- 1) \$2,000 Donation from Barnesville PTO for Summer Rec Camp Learn-a-Lot
- 2) \$100 Donation from Carolyn and Frank Peloubet for Elementary Summer Field Trips
- 3) \$3,500 Donation from Gateway Chevrolet for Trap Team
- 4) \$1,557.50 Donation from Pheasant Forever for Trap Team
- 5) \$250 Donation from Minnesota Deer Hunters Association for Trap Team
- 6) \$100 Donation from Barnesville Dairy Queen for Summer Rec T-shirts
- 7) \$100 Donation from Midwest Band for Summer Rec T-shirts
- 8) \$100 Donation from Valley Care and Rehab for Summer Rec T-shirts

C. Sanitation Services

286



INDEPENDENT SCHOOL DISTRICT #146

District Office 302-324 3rd Street South
 PO Box 189 • Barnesville, Minnesota 56514
 Phone 218 354-2217 • Fax 218 354-7260
 www.barnesville.k12.mn.us



May 23, 2023

Fuchs Sanitation
 PO Box 204
 Glyndon MN 56547

The Board of Education of Independent School District No. 146 of Barnesville, Minnesota, is accepting quotes to haul garbage for the 2023-24 school year.

Elementary and High School Buildings \$ 26,224.08

Please include all costs in your quote.

All bids and quotes were due by June 12, 2023 at 2:00 p.m. If you would like to submit a bid please do so by Monday 6/12/2023 at 2:00 p.m.

Submit to:

Ind. School District No. 146
 PO Box 189
 Barnesville, MN 56514
 Fax # 218-354-7260
 bfradet@barnesville.k12.mn.us

- Jon Ellerbusch, Ed.D., Superintendent • 218 354-2217 • jellerbusch@barnesville.k12.mn.us •
- Brooke Fradet, Administrative Assistant • bfradet@barnesville.k12.mn.us •
- Chris Ellefson, Community Education Secretary • cellefson@barnesville.k12.mn.us •
- Bryan Strand, High School Principal • 218 354-2228 • bstrand@barnesville.k12.mn.us •
- Todd Henrickson, Elementary Principal/Activities Director • 218 354-2300 • thenrickson@barnesville.k12.mn.us •
- Jodi Samuelson, Finance Officer • jsamuelson@barnesville.k12.mn.us •
- Sara Lien, Payroll/HR Assistant • slien@barnesville.k12.mn.us •



AIA® Document G736™ – 2009

Project Application and Project Certificate for Payment, Construction Manager as Adviser Edition

TO OWNER: I.S.D. #146 - Barnesville Public Schools	PROJECT: Add'n./Upgrade-Atkinson Add'n./Renovation-High School Barnesville, MN	APPLICATION NO: 37 PERIOD TO: June 05, 2023	Distribution to: OWNER: <input type="checkbox"/> CONSTRUCTION MANAGER: <input type="checkbox"/> ARCHITECT: <input type="checkbox"/> : <input type="checkbox"/>
ATTENTION: Dr. Jon Ellerbusch, Superintendent	VIA CONSTRUCTION MANAGER: R. A. Morton & Associates, LLC	PROJECT NOS: 1907 /	

PROJECT APPLICATION FOR PAYMENT

Application is made for Payment, as shown below, in connection with the Project. AIA Document G737™-2009, Summary of Contractors' Applications for Payment, is attached.

1. TOTAL CONTRACT SUMS <i>(Item A Totals)</i>	\$28,050,000.00
2. TOTAL NET CHANGES BY CHANGE ORDERS <i>(Item B Totals)</i>	\$968,510.02
<hr/>	
3. TOTAL CONTRACT SUM TO DATE <i>(Item C Totals)</i>	\$29,018,510.02
<hr/>	
4. TOTAL COMPLETED & STORED TO DATE <i>(Item F Totals)</i>	\$28,911,649.68
5. RETAINAGE <i>(Item H Totals)</i>	\$182,950.00
6. LESS PREVIOUS TOTAL PAYMENTS <i>(Item I Totals)</i>	\$28,679,308.68
7. CURRENT PAYMENT DUE <i>(Item J Totals)</i>	\$49,391.00

The undersigned Construction Manager certifies that to the best of its knowledge, information and belief this Project Application for Payment is an accurate compilation of the Contractors' Applications for Payment, attached hereto.

CONSTRUCTION MANAGER:
By: _____ Date: _____

State of: Minnesota

County of: Stearns

Subscribed and sworn to before me this _____ day of _____

Notary Public: Connie M. Leathers

My Commission expires: January 31, 2027

PROJECT CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on evaluation of the Work and the data comprising this Application, the Construction Manager certifies to the Owner that to the best of its knowledge, information and belief the Work has progressed as indicated; the quality of the Work is in accordance with the Contract Documents; and the Construction Manager recommends to the Owner and Architect that the Contractors be paid the AMOUNTS set forth in the attached Summary of Contractors' Applications for Payment.

TOTAL OF AMOUNTS CERTIFIED \$49,391.00

CONSTRUCTION MANAGER:
By: _____ Date: _____

In accordance with the Contract Documents, based on evaluation of the Work, the data comprising this Application, and the Construction Manager's recommendation, the Architect certifies to the Owner that to the best of its knowledge, information and belief the Work has progressed as indicated; the quality of the Work is in accordance with the Contract Documents; and the Contractors are entitled to payments of the AMOUNTS set forth in the attached Summary of Contractors' Applications for Payment.

ARCHITECT:
By: _____ Date: _____

I.S.D. #146 - Barnesville Public Schools
 Project Application Summary
 Application No. 37
 Period From: 04/05/23
 To: 06/05/23

Construction Manager:
 R. A. Morton & Associates, LLC
 3315 Roosevelt Road, Suite 100
 St. Cloud, MN 56301

Architect:
 Wendel
 401 Second Avenue North, Suite 206
 Minneapolis, MN 55401

	Contract Sum	Change Orders	Contract To Date	Work In Place	Materials Stored	Total Completed	Retainage Amount	Previous Payments	Current Payment	Balance to Finish	Percent Complete
General Conditions Allow.	415,205.00	(415,205.00)	0.00							0.00	100%
Phone/Technology	0.00	12,762.44	12,762.44	12,762.44		12,762.44		12,762.44			
Temp Office	0.00	18,970.34	18,970.34	18,970.34		18,970.34		18,970.34			
Temp Storage	0.00	3,100.00	3,100.00	3,100.00		3,100.00		3,100.00			
Temp Toilet	0.00	13,121.00	13,121.00	13,121.00		13,121.00		13,121.00			
Temp Electric	0.00	25,538.31	25,538.31	25,538.31		25,538.31		25,538.31			
Temp Heat/Environ Control	0.00	83,647.08	83,647.08	83,647.08		83,647.08		83,647.08			
Barricades/Temp Fencing	0.00	15,520.00	15,520.00	15,520.00		15,520.00		15,520.00			
Construction Staking	0.00	41,502.70	41,502.70	41,502.70		41,502.70		41,502.70			
Construction Testing	0.00	113,908.50	113,908.50	113,908.50		113,908.50		113,908.50			
Safety	0.00	133.03	133.03	133.03		133.03		133.03			
Misc Mat'l/Constr Supplies	0.00	1,820.52	1,820.52	1,820.52		1,820.52		1,820.52			
Construction Signage	0.00	1,916.00	1,916.00	1,916.00		1,916.00		1,916.00			
Hourly Workers	0.00	50,561.64	50,561.64	50,561.64		50,561.64		50,561.64			
Equipment Rental	0.00	6,891.80	6,891.80	6,891.80		6,891.80		6,891.80			
Snow Removal/Road Maintenance	0.00		0.00								
Dumpsters	0.00	56,703.72	56,703.72	56,703.72		56,703.72		56,703.72			
Clean Up	0.00	143,583.26	143,583.26	143,583.26		143,583.26		143,583.26			
Project Closeout	0.00		0.00								

I.S.D. #146 - Barnesville Public Schools	Contract Sum	Change Order	Contract To Date	Work In Place	Materials Stored	Total Completed	Retainage Amount	Previous Payments	Current Payment	Balance to Finish	Percent Complete
Job Overhead	0.00	2,355.57	2,355.57	2,355.57		2,355.57		2,355.57			
Sub-Total	\$415,205.00	\$176,830.91	\$592,035.91	\$592,035.91	\$0.00	\$592,035.91	\$0.00	\$592,035.91	\$0.00	\$0.00	100%
3A Combination Building and Site Concrete											
All Finish Concrete, Inc.	1,130,567.06	67,946.58	1,198,513.64	1,198,513.64		1,198,513.64	55,356.00	1,143,157.64		0.00	100%
3B Precast Concrete											
Taracon Precast, LLC	1,205,119.00	5,265.28	1,210,384.28	1,210,384.28		1,210,384.28		1,210,384.28		0.00	100%
PR #37 Concrete											
Innovative Builders	Contract Prepared Later - \$ Taken from Owner Cont 0.00	87,817.77	87,817.77	87,818.16		87,818.16		87,818.16		(0.39)	100%
4A Masonry											
Eicholtz Masonry, Inc.	1,684,400.00	60,845.68	1,745,245.68	1,745,245.68		1,745,245.68		1,745,245.68		0.00	100%
4B Masonry Restoration											
Bradco Restoration, Inc.	* Contr. Prep. Later /\$ From Tuckpointing Allow. 0.00	106,035.00	106,035.00	106,035.00		106,035.00		106,035.00		0.00	100%
5A Steel Supply (MO)											
Integrity Steel Supply, LLC	782,000.00	89,448.60	871,448.60	871,448.60		871,448.60		871,448.60		0.00	100%
5B Steel Erection (LO)											
Innovative Erectors, Inc.	348,900.00	335,158.64	684,058.64	684,058.64		684,058.64	34,203.00	649,855.64		0.00	100%
6A Carpentry											
Gast Construction Co., Inc.	429,500.00	151,639.93	581,139.93	581,139.93		581,139.93		581,139.93		0.00	100%
6B Architectural Woodwork											
Northern Woodwork, Inc.	141,537.00	42,674.72	184,211.72	184,211.72		184,211.72		184,211.72		0.00	100%
7A Weather Barriers											
Fresh Look Painting, LLC dba Herzog Coatings	35,600.00		35,600.00	35,600.00		35,600.00	1,780.00	33,820.00		0.00	100%
7B Roofing											
Pierce Lee Roofing, Inc.	1,336,166.00	21,315.63	1,357,481.63	1,357,481.63		1,357,481.63	67,874.00	1,289,607.63		0.00	100%
7C Joint Sealants											
WCS1, LLC	60,500.00	(2,075.00)	58,425.00	58,425.00		58,425.00		58,425.00		0.00	100%

I.S.D. #146 - Barnesville Public Schools	Contract Sum	Change Order	Contract To Date	Work In Place	Materials Stored	Total Completed	Retainage Amount	Previous Payments	Current Payment	Balance to Finish	Percent Complete
8A Doors, Frames, and Hardware (MO)											
Central Door & Hardware, Inc.	264,937.00	65,438.00	330,375.00	330,375.00		330,375.00	12,629.00	317,746.00		0.00	100%
8B Aluminum Doors and Windows											
Rusco Window Company, Inc.	338,689.00	22,465.00	361,154.00	361,154.00		361,154.00		361,154.00		0.00	100%
8C Sectional Doors	Contract Prepared Later - \$ Taken From Contingenc										
PS Garage Doors	15,000.00	37,049.00	52,049.00	52,049.00		52,049.00		52,049.00		0.00	100%
9A Gypsum System											
RTL Construction, Inc.	778,075.00	127,533.52	905,608.52	905,608.52		905,608.52		905,608.52		0.00	100%
9B Tilework											
McArthur Tile Corporation	130,000.00	48,390.00	178,390.00	178,390.00		178,390.00		178,390.00		0.00	100%
9C Acoustical Ceilings	* Contract Prepared Later - \$ Added to Contingency										
Far-Moor Acoustics & Floors, LLC	365,000.00	69,907.00	434,907.00	434,907.00		434,907.00		434,907.00		0.00	100%
9D Wood Flooring											
H2I Group, Inc.	194,300.00		194,300.00	194,300.00		194,300.00		194,300.00		0.00	100%
9E Floor Covering											
Bachman, Inc. dba Floor to Ceiling Carpet One	326,398.00	80,407.04	406,805.04	406,805.04		406,805.04		406,805.04		0.00	100%
9F Painting											
Trall Painting Co.	184,500.00	37,663.50	222,163.50	222,163.50		222,163.50	11,108.00	211,055.50		0.00	100%
10A Lockers											
Olympus Lockers & Storage Products, Inc.	77,219.00	1,995.00	79,214.00	79,214.00		79,214.00		79,214.00		0.00	100%
11A Gymnasium Equipment											
H & B Specialized Products, Inc.	51,600.00		51,600.00	51,600.00		51,600.00		51,600.00		0.00	100%
11C Foodservice Equipment	Contract Prepared Later - \$ Taken from Owner Cont										
Trimark Hockenbergs	0.00	390,322.97	390,322.97	390,322.97		390,322.97		390,322.97		0.00	100%

I.S.D. #146 - Barnesville Public Schools	Contract Sum	Change Order	Contract To Date	Work In Place	Materials Stored	Total Completed	Retainage Amount	Previous Payments	Current Payment	Balance to Finish	Percent Complete
12A Furnishings											
H2I Group, Inc.	158,992.00	11,853.00	170,845.00	170,845.00		170,845.00		170,845.00		0.00	100%
12B Auditorium Seating											
H2I Group, Inc.	133,500.00		133,500.00	133,500.00		133,500.00		133,500.00		0.00	100%
12C Bleachers											
Seating & Athletic Facility Enterprises, LLC (SAAFE, LLC)	123,845.00		123,845.00	123,845.00		123,845.00		123,845.00		0.00	100%
14A Conveying Equipment											
Otis Elevator Company	155,000.00	980.00	155,980.00	155,980.00		155,980.00		155,980.00		0.00	100%
21A Fire Protection											
LVC Companies, Inc.	532,906.00	81,408.46	614,314.46	614,314.46		614,314.46		586,372.96	27,941.50	0.00	100%
22A Plumbing & HVAC											
Manning Mechanical, Inc.	4,634,000.00	1,318,290.31	5,952,290.31	5,952,290.31		5,952,290.31		5,945,525.81	6,764.50	0.00	100%
26A Electrical Communications, Electronic Safety, & Security											
Vinco, Inc.	1,607,800.00	525,408.32	2,133,208.32	2,133,208.32		2,133,208.32		2,118,523.32	14,685.00	0.00	100%
31A Earthwork and Site Utilities											
Landwehr Construction, Inc.	1,357,679.00	166,837.83	1,524,516.83	1,524,516.83		1,524,516.83		1,524,516.83		0.00	100%
PR #37 Earthwork and Site Utilities											
Ferguson Brothers Excavating, Inc.	Contract Prepared Later - \$ Taken from Owner Cont 0.00	77,891.00	77,891.00	77,891.00		77,891.00		77,891.00		0.00	100%
32A Bituminous Paving											
FM Ashphalt, LLC	164,600.00	67,292.00	231,892.00	231,892.00		231,892.00		231,892.00		0.00	100%
32B Landscaping											
Allowance	25,000.00		25,000.00	12,846.39		12,846.39		12,846.39		12,153.61	51%
Tuckpointing											
Allowance	* \$ Trans. - 4B Masonry Restoration & 11B Equip. 331,614.00	(331,614.00)	0.00							0.00	100%

I.S.D. #146 - Barnesville Public Schools	Contract Sum	Change Order	Contract To Date	Work In Place	Materials Stored	Total Completed	Retainage Amount	Previous Payments	Current Payment	Balance to Finish	Percent Complete
Auditorium Sound Equip. Allowance	* \$ Trans. To 27A Comm. & 11B Equipment *									0.00	100%
	400,000.00	(400,000.00)	0.00								
27A Communications	* \$ Trans. From Tuckpointing Allow. & 27A Allow. *										
AVI Systems, Inc.	0.00	343,350.10	343,350.10	343,350.10		343,350.10		343,350.10		0.00	100%
11B Equipment	* \$ Trans. From Tuckpointing Allow. & 27A Allow. *										
Norcostco, Inc.	0.00	85,900.00	85,900.00	85,900.00		85,900.00		85,900.00		0.00	100%
Sub-Total	\$19,504,943.06	\$3,794,840.88	\$23,299,783.94	\$23,287,630.72	\$0.00	\$23,287,630.72	\$182,950.00	\$23,055,289.72	\$49,391.00	\$12,153.22	100%
CM Fees											
R. A. Morton & Associates, LLC	685,000.00	28,625.00	713,625.00	713,625.00		713,625.00		713,625.00		0.00	100%
CM Reimbursables											
R. A. Morton & Associates, LLC	88,000.00		88,000.00	88,000.00		88,000.00		88,000.00		0.00	100%
Architect Fees	1,886,326.00	(85,000.00)	1,801,326.00	1,782,221.24		1,782,221.24		1,782,221.24		19,104.76	99%
Architect Reimbursables		729.65	729.65	729.65		729.65		729.65		0.00	100%
Misc. Owner Expenses	273,625.98	(252,184.65)	21,441.33	21,441.33		21,441.33		21,441.33		(0.00)	100%
Permits, Plan Reviews	81,240.34	75,132.52	156,372.86	156,372.86		156,372.86		156,372.86		0.00	100%
Builders Risk	27,390.00	9,872.00	37,262.00	37,262.00		37,262.00		37,262.00		0.00	100%
Soil Testing	11,504.00	3,100.00	14,604.00	14,604.00		14,604.00		14,604.00		0.00	100%
Site Survey	15,125.00	3,635.00	18,760.00	18,760.00		18,760.00		18,760.00		0.00	100%
Commissioning	0.00	57,900.00	57,900.00	48,500.00		48,500.00		48,500.00		9,400.00	84%
Plan Printing & Bid Expenses	* Added to Project Cost *										
	6,040.13	782.89	6,823.02	6,823.02		6,823.02		6,823.02		0.00	100%
Owner Project Supplies	* Added to Contingency *										
	3,000.00	(45.34)	2,954.66	2,954.66		2,954.66		2,954.66		0.00	100%
Wrestling Room Relocation and Pads	* Added to Contingency *										
	60,000.00	(3,768.99)	56,231.01	56,231.01		56,231.01		56,231.01		0.00	100%

I.S.D. #146 - Barnesville Public Schools	Contract Sum	Change Order	Contract To Date	Work In Place	Materials Stored	Total Completed	Retainage Amount	Previous Payments	Current Payment	Balance to Finish	Percent Complete
Elementary School Parking Lot East	25,094.55	(19,882.05)	5,212.50	5,212.50		5,212.50		5,212.50		0.00	100%
Scoreboards	0.00	72,940.00	72,940.00	72,940.00		72,940.00		72,940.00		0.00	100%
Clock System	0.00	32,727.05	32,727.05	32,727.05		32,727.05		32,727.05		0.00	100%
Move City Electric Line	151,602.00	(9,771.00)	141,831.00	141,831.00		141,831.00		141,831.00		0.00	100%
Move City Gas Mains	75,000.00	(43,673.00)	31,327.00	31,327.00		31,327.00		31,327.00		0.00	100%
Asbestos Abatement	174,876.00	63,019.00	237,895.00	237,895.00		237,895.00		237,895.00		0.00	100%
Summer 2021 Elem. Abate.	0.00	46,797.16	46,797.16	46,797.16		46,797.16		46,797.16		0.00	100%
Abatement Required Elec.	27,117.00	1,857.00	28,974.00	28,974.00		28,974.00		28,974.00		0.00	100%
Abatement - House Demo	2,750.00		2,750.00	2,750.00		2,750.00		2,750.00		0.00	100%
House Demo	21,125.00	(4,725.00)	16,400.00	16,400.00		16,400.00		16,400.00		0.00	100%
Relocate Owner Equip.	0.00	3,925.17	3,925.17	3,925.17		3,925.17		3,925.17		0.00	100%
Elementary Classroom Cabinets	0.00	41,547.64	41,547.64	41,547.64		41,547.64		41,547.64		0.00	100%
Elementary Remodel Carpet	0.00	81,136.45	81,136.45	81,136.45		81,136.45		81,136.45		0.00	100%
Window Treatments	0.00	24,100.00	24,100.00	24,100.00		24,100.00		24,100.00		0.00	100%
Epoxy Floor - Locker Rooms	0.00	10,500.00	10,500.00	10,500.00		10,500.00		10,500.00		0.00	100%
Epoxy Floor - Ind. Tech Shop	0.00	21,750.00	21,750.00	21,750.00		21,750.00		21,750.00		0.00	100%
Concrete Pour Behind Boiler Room	0.00	2,330.00	2,330.00	2,330.00		2,330.00		2,330.00		0.00	100%
FF&E	472,153.00	116,135.60	588,288.60	588,288.60		588,288.60		588,288.60		0.00	100%
Additional Elementary FF&E	0.00	66,202.36	66,202.36							66,202.36	0%
Fitness Equipment	152,658.00	7,626.30	160,284.30	160,284.30		160,284.30		160,284.30		0.00	100%

I.S.D. #146 - Barnesville Public Schools	Contract Sum	Change Order	Contract To Date	Work In Place	Materials Stored	Total Completed	Retainage Amount	Previous Payments	Current Payment	Balance to Finish	Percent Complete	
	* \$ Taken From Constr. Cont./Added to Proj. Cost *											
Technology	300,000.00	40,430.56	340,430.56	340,430.56		340,430.56		340,430.56		0.00	100%	
	* Transferred to Owner Contingency *											
Legal & Fiscal	406,648.00	(213,336.15)	193,311.85	193,311.85		193,311.85		193,311.85		0.00	100%	
Added to project	\$267,071.93 was added to Contingency - Increased Project Budget											
Additional LTFM Funds	* \$122,684.09 Elementary Class Room & Carpets *											
Food Service Funds	* \$69,387.84 Portion of Trimark Contract *											
Secured Front Entrance	* \$75,000.00 Secured Entry Grant *											
Contingency	3,183,576.94	(3,183,576.94)	0.00	Starting Contingency includes Construction Contingency, Owner Contingency and initial Interest Earnings							0.00	100%
Interest Earnings	\$603,209.00 was added to Contingency - Increased Project Budget (Started at \$400,031 - added \$255,000 then adjusted to final projection by reducing by \$51,822)											
Sub-Total	\$8,129,851.94	(\$3,003,161.77)	\$5,126,690.17	\$5,031,983.05	\$0.00	\$5,031,983.05	\$0.00	\$5,031,983.05	\$0.00	\$94,707.12	98%	
Construction Total	\$28,050,000.00	\$968,510.02	\$29,018,510.02	\$28,911,649.68	\$0.00	\$28,911,649.68	\$182,950.00	\$28,679,308.68	\$49,391.00	\$106,860.34	100%	

I.S.D. #146 - Barnesville Public Schools

Listing of Checks to be Prepared

Draw #37

Please Do NOT Combine Checks for the Same Contractor.

R. A. Morton & Associates, LLC	\$	-
LVC Companies, Inc.	\$	27,941.50
Manning Mechanical, Inc.	\$	6,764.50
Vinco, Inc.	\$	<u>14,685.00</u>
Draw Total	\$	<u><u>49,391.00</u></u>

**PLEASE SEND ALL CHECKS TO R. A. MORTON & ASSOCIATES, LLC.
WE WILL ATTACH LIEN WAIVERS AND DISBURSE TO THE INDIVIDUAL
CONTRACTORS.**

**PLEASE NOTE, IT IS THE OWNER'S RESPONSIBILITY TO PROCESS
REQUIRED 1099 INFORMATION AT YEAR END FOR PAYMENTS
MADE BY THEM.**

THANK YOU!

R. A. Morton & Associates, LLC
3315 Roosevelt Road, Suite 100
St. Cloud, MN 56301

I.S.D. #146 - Barnesville Public Schools

Owner Contingency Fund Balance

Reconciliation
06/05/23

Beginning Balance of Contingency Fund	\$1,933,608.00
Change Orders Processed On Draw #1	<u>0.00</u>
Contingency Balance Shown on Draw #1	1,933,608.00
Change Orders Processed On Draw #2	<u>0.00</u>
Contingency Balance Shown on Draw #2	1,933,608.00
Change Orders Processed On Draw #3	<u>0.00</u>
Contingency Balance Shown on Draw #3	1,933,608.00
Change Orders Processed On Draw #4	<u>0.00</u>
Contingency Balance Shown on Draw #4	1,933,608.00
Change Orders Processed On Draw #5	<u>0.00</u>
Contingency Balance Shown on Draw #5	1,933,608.00
Change Orders Processed On Draw #6	0.00
Additional Asbestos Abatement \$ Required	(18,320.00)
Additional Abatement Required Electrical Allowance \$ Required	<u>(1,857.00)</u>
Contingency Balance Shown on Draw #6	1,913,431.00
Change Orders Processed On Draw #7	<u>0.00</u>
Contingency Balance Shown on Draw #7	1,913,431.00
Change Orders Processed On Draw #8	<u>0.00</u>
Contingency Balance Shown on Draw #8	1,913,431.00
Change Orders Processed On Draw #9	<u>0.00</u>
Contingency Balance Shown on Draw #9	1,913,431.00
Change Orders Processed On Draw #10	<u>0.00</u>
Contingency Balance Shown on Draw #10	1,913,431.00

Change Orders Processed On Draw #11	0.00
11C Food Service Equipment Section Added to the Draw	<u>(385,810.00)</u>
Contingency Balance Shown on Draw #11	1,527,621.00
Change Orders Processed On Draw #12	0.00
PR #37 Concrete Contract Added to Draw	(100,067.77)
PR #37 Earthwork Contract Added to Draw	(77,891.00)
Line Added for Summer 2021 Elementary School Abatement	(38,232.00)
Line Added to Draw for Relocating Owner Equipment	<u>(500.00)</u>
Contingency Balance Shown on Draw #12	1,310,930.23
Change Orders Processed On Draw #13	(2,046,059.23)
General Conditions Allowance \$ Added to Owner Contingency	85,000.00
Anticipated Additional Interest Earnings	255,000.00
Legal & Fiscal Allowance \$ Added to Contingency	215,727.15
Construction Contingency \$ Transferred to Owner Contingency	<u>186,000.00</u>
Contingency Balance Shown on Draw #13	6,598.15
Change Orders Processed On Draw #14	<u>(6,560.00)</u>
Contingency Balance Shown on Draw #14	38.15
Change Orders Processed On Draw #15	<u>0.00</u>
Contingency Balance Shown on Draw #15	38.15
Change Orders Processed On Draw #16	<u>0.00</u>
Contingency Balance Shown on Draw #16	38.15
Change Orders Processed On Draw #17	<u>0.00</u>
Contingency Balance Shown on Draw #17	38.15
Change Orders Processed On Draw #18	<u>0.00</u>
Contingency Balance Shown on Draw #18	38.15
Change Orders Processed On Draw #19	<u>0.00</u>
Contingency Balance Shown on Draw #19	38.15
Change Orders Processed On Draw #20	<u>0.00</u>
Contingency Balance Shown on Draw #20	38.15
Change Orders Processed On Draw #21	<u>0.00</u>
Contingency Balance Shown on Draw #21	38.15
Change Orders Processed On Draw #22	0.00

Contingency Balance Shown on Draw #22	38.15
Change Orders Processed On Draw #23	<u>0.00</u>
Contingency Balance Shown on Draw #23	38.15
Change Orders Processed On Draw #24	<u>0.00</u>
Contingency Balance Shown on Draw #24	38.15
Change Orders Processed On Draw #25	<u>0.00</u>
Contingency Balance Shown on Draw #25	38.15
Change Orders Processed On Draw #26 Included in Construction Contingency	<u>0.00</u> <u>(38.15)</u>
Contingency Balance Shown on Draw #26	(0.00)
Change Orders Processed On Draw #27	<u>0.00</u>
Contingency Balance Shown on Draw #27	(0.00)
Change Orders Processed On Draw #28	<u>0.00</u>
Contingency Balance Shown on Draw #28	(0.00)
Change Orders Processed On Draw #29	<u>0.00</u>
Contingency Balance Shown on Draw #29	(0.00)
Change Orders Processed On Draw #30	<u>0.00</u>
Contingency Balance Shown on Draw #30	(0.00)
Change Orders Processed On Draw #31	<u>0.00</u>
Contingency Balance Shown on Draw #31	(0.00)
Change Orders Processed On Draw #32	<u>0.00</u>
Contingency Balance Shown on Draw #32	(0.00)
Change Orders Processed On Draw #33	<u>0.00</u>
Contingency Balance Shown on Draw #33	(0.00)
Change Orders Processed On Draw #34	<u>0.00</u>
Contingency Balance Shown on Draw #34	(0.00)
Change Orders Processed On Draw #35	<u>0.00</u>

Contingency Balance Shown on Draw #35	(0.00)
Change Orders Processed On Draw #36	<u>0.00</u>
Contingency Balance Shown on Draw #36	(0.00)
Change Orders Processed On Draw #37	<u>0.00</u>
Contingency Balance Shown on Draw #37	(0.00)
Change Orders in Process	<u>0.00</u>
Contingency Fund Balance as of 06/05/23	<u><u>(\$0.00)</u></u>

I.S.D. #146 - Barnesville Public Schools

Contingency Fund Balance

Reconciliation
06/05/23

Beginning Balance of Contingency Fund	\$1,649,999.94
Change Orders Processed On Draw #1	<u>0.00</u>
Contingency Balance Shown on Draw #1	1,649,999.94
Change Orders Processed On Draw #2	<u>0.00</u>
Contingency Balance Shown on Draw #2	1,649,999.94
Change Orders Processed On Draw #3	<u>0.00</u>
Contingency Balance Shown on Draw #3	1,649,999.94
Change Orders Processed On Draw #4	<u>(197,944.10)</u>
Contingency Balance Shown on Draw #4	1,452,055.84
Change Orders Processed On Draw #5	(150,770.42)
Change Order #1907-10-3 Processed on Draw #3 Applies to " Elementary School Parking Lot East"	<u>19,720.65</u>
Contingency Balance Shown on Draw #5	1,321,006.07
Change Orders Processed On Draw #6	<u>(98,230.76)</u>
Contingency Balance Shown on Draw #6	1,222,775.31
Change Orders Processed On Draw #7	(25,953.82)
9C Acoustical Ceilings Contract Prepared Later Came In Under Budget	<u>67,100.00</u>
Contingency Balance Shown on Draw #7	1,263,921.49
Change Orders Processed On Draw #8	<u>(145,896.32)</u>
Contingency Balance Shown on Draw #8	1,118,025.17
Change Orders Processed On Draw #9	<u>978.00</u>
Contingency Balance Shown on Draw #9	1,119,003.17
Change Orders Processed On Draw #10	<u>(32,900.70)</u>
Contingency Balance Shown on Draw #10	1,086,102.47
Change Orders Processed On Draw #11	<u>(29,369.00)</u>
Contingency Balance Shown on Draw #11	1,056,733.47
Change Orders Processed On Draw #12	(272.20)

8C Sectional Overhead Doors Contract Prepared Later - Exceeded Budget	<u>(37,049.00)</u>
Contingency Balance Shown on Draw #12	1,019,412.27
Change Orders Processed On Draw #13	(2,066,678.84)
Change Orders Processed on Draw #13 Affecting Owner Contingency Instead of Construction Contingency	2,046,059.23
Additional CM Fees - Construction of Shop and Reconstruction of Space for New Kitchen	(30,000.00)
Construction Contingency Transferred to Owner Contingency	<u>(186,000.00)</u>
Contingency Balance Shown on Draw #13	782,792.66
Change Orders Processed On Draw #14	(17,900.49)
Change Orders Processed on Draw #14 Affecting Owner Contingency Instead of Construction Contingency	<u>6,560.00</u>
Contingency Balance Shown on Draw #14	771,452.17
Change Orders Processed On Draw #15	(50,309.05)
Additional \$ to Relocate Owner Equipment	<u>(1,873.00)</u>
Contingency Balance Shown on Draw #15	719,270.12
Change Orders Processed On Draw #16	<u>(55,575.08)</u>
Contingency Balance Shown on Draw #16	663,695.04
Change Orders Processed On Draw #17	<u>(37,852.69)</u>
Contingency Balance Shown on Draw #17	625,842.35
Change Orders Processed On Draw #18	(146,772.07)
General Conditions Use of Contingency	(26,794.45)
Transferred Unused Tuckpointing Allowance \$ to Contingency	217,394.00
Additional Miscellaneous Owner Expenses \$ Required	(3,636.83)
Additional Commissioning \$ Required	(9,400.00)
Transferred Unused "Elementary School Parking Lot East" Allowance to Contingency	161.40
Transferred Unused "Move City Electric Line" Allowance to Contingency	9,771.00
Transferred Unused "Move City Gas Mains" Allowance to Contingency	43,673.00
Transferred Unused "House Demo" Allowance to Contingency	4,725.00
Line Added for Elementary Classroom Cabinets	(41,547.64)
Line Added for Elementary Remodel Carpet	<u>(81,136.45)</u>
Contingency Balance Shown on Draw #18	592,279.31
Change Orders Processed On Draw #19	(70,675.43)
Additional General Conditions Allowance \$ Required	(3,911.10)
Additional Asbestos Abatement \$ Required	(32,264.00)
Additional "Relocate Owner Equipment" \$ Required	(1,552.17)
Additional Technology \$ Required	<u>(8,241.80)</u>
Contingency Balance Shown on Draw #19	475,634.81
Change Orders Processed On Draw #20	(60,041.02)
Additional General Conditions Allowance \$ Required	(21,838.18)
Additional Builders Risk \$ Required	(4,209.00)
Additional Technology \$ Required	(10,092.96)
Additional Legal & Fiscal \$ Required	<u>(2,250.00)</u>
Contingency Balance Shown on Draw #20	377,203.65

Change Orders Processed On Draw #21	(11,028.00)
Additional General Conditions Allowance \$ Required	<u>(31,078.43)</u>
Contingency Balance Shown on Draw #21	335,097.22
Change Orders Processed On Draw #22	(25,223.18)
Additional General Conditions Allowance \$ Required	(18,547.69)
Additional Builders Risk \$ Required	(3,800.00)
Line Added for Window Treatments	(22,800.00)
Additional FFE \$ Required	(58,262.26)
Additional Fitness Equipment \$ Required	(791.30)
Additional Technology \$ Required	<u>(3,974.91)</u>
Contingency Balance Shown on Draw #22	201,697.88
Change Orders Processed On Draw #23	(27,097.80)
Additional General Conditions Allowance \$ Required	(36,450.00)
Additional Scoreboards \$ Required	(2,645.00)
Additional Technology \$ Required	<u>(2,824.00)</u>
Contingency Balance Shown on Draw #23	132,681.08
Change Orders Processed On Draw #24	(53,324.38)
Additional General Conditions Allowance \$ Required	(10,824.99)
Builders Risk Credit Added Back to Contingency	212.00
Line Added for Epoxy Floors - Locker Rooms	<u>(10,500.00)</u>
Contingency Balance Shown on Draw #24	58,243.71
Change Orders Processed On Draw #25	(48,105.66)
Additional General Conditions Allowance \$ Required	(13,236.18)
Additional Builders Risk \$ Required	(2,179.00)
Additional FFE \$ Required	(46,481.91)
Additional LTFM Funds Allocated to Project for Elementary Classroom Cabinets & Carpet	122,684.09
Food Service Funds Allocated to Project for Portion of Trimark Contract	69,387.84
Secured Front Entry Funds Allocated to Project	75,000.00
Adjustment for Difference Between Estimated Additional Interest and Actual	<u>(51,822.00)</u>
Contingency Balance Shown on Draw #25	163,490.89
Change Orders Processed On Draw #26	(1,524.91)
Additional General Conditions Allowance \$ Required	(567.00)
Balance of Owner Contingency	<u>38.15</u>
Contingency Balance Shown on Draw #26	161,437.13
Change Orders Processed On Draw #27	(47,758.30)
Additional General Conditions Allowance \$ Required	(1,379.15)
Additional Window Treatments \$ Required	(810.00)
Additional FFE \$ Required	<u>(11,391.43)</u>
Contingency Balance Shown on Draw #27	100,098.25
Change Orders Processed On Draw #28	(8,816.68)
Additional General Conditions Allowance \$ Required	<u>(2,485.00)</u>
Contingency Balance Shown on Draw #28	88,796.57
Change Orders Processed On Draw #29	(55,294.89)

Additional General Conditions Allowance \$ Required	(350.00)
Builders Risk Refund Added Back to Contingency	212.00
Line Added for Epoxy Floors - Ind. Tech Shop	<u>(21,750.00)</u>
Contingency Balance Shown on Draw #29	11,613.68
Change Orders Processed On Draw #30	(2,809.54)
Additional Technology \$ Required	<u>(1,281.00)</u>
Contingency Balance Shown on Draw #30	7,523.14
Change Orders Processed On Draw #31	(20,229.00)
Additional General Conditions Allowance \$ Required	(2,803.72)
Construction Management Fees Not Billed	1,375.00
Balance of Plan Printing & Bid Expenses Added to Contingency	303.29
Balance of Owner Project Supplies Added to Contingency	45.34
Balance of Wrestling Room Relocation and Pads Added to Contingency	3,768.99
Balance of Clock System Added to Contingency	453.10
Additional Technology \$ Required	(1,947.00)
Line Added for Concrete Pour Behind Boiler Room	<u>(2,330.00)</u>
Additional Project Cost Shown on Draw #31	(13,840.86)
Change Orders Processed On Draw #32	6,916.00
Additional Technology \$ Required	<u>(7,076.88)</u>
Additional Project Cost Shown on Draw #32	(14,001.74)
Change Orders Processed On Draw #33	734.72
Additional Technology \$ Required	<u>(2,895.02)</u>
Additional Project Cost Shown on Draw #33	(16,162.04)
Change Orders Processed On Draw #34	(10,072.50)
Additional General Conditions Allowance \$ Reequred	(240.02)
Additional Plan Printing and Bid Expenses \$ Required	(1,086.18)
Additional Window Treatment \$ Required	(490.00)
Additional Fitness Equipment \$ Required	(6,835.00)
Additional Technology \$ Required	<u>(2,096.99)</u>
Additional Project Cost Shown on Draw #34	(36,982.73)
Change Orders Processed On Draw #35	<u>0.00</u>
Additional Project Cost Shown on Draw #35	(36,982.73)
Change Orders Processed On Draw #36	<u>4,810.00</u>
Additional Project Cost Shown on Draw #36	(32,172.73)
Change Orders Processed On Draw #37	<u>6,471.00</u>
Additional Project Cost Shown on Draw #37	(25,701.73)
Change Orders in Process	<u>0.00</u>
Additional Project Cost as of 06/05/23	<u><u>(\$25,701.73)</u></u>

I.S.D. #146 - Barnesville Public Schools

Change Order Status Report
06/05/23

Change Orders Approved at Draw #1

Sub-Total 0.00

Change Orders Approved at Draw #2

Sub-Total 0.00

Change Orders Approved at Draw #3

Sub-Total 0.00

Change Orders Approved at Draw #4

2-1	All Finish Concrete, Inc.	PR #1 Civil House Demolition: \$3,250.19 PR #2 BP-1 Plan Review Revisions: \$4,259.23.	7,509.41
3-1	Integrity Steel Supply, LLC	PR #2 BP-1 Plan Review Revisions: \$788.00 PR #3 Structural Revisions: \$13,288.00.	14,076.00
4-1	Innovative Erectors, Inc.	PR #3 Structural Revisions.	6,888.20
5-1	Pierce Lee Roofing, LLC	PR #9 Art Room Canopy Demo.	1,380.00
6-1	Landwehr Construction, Inc.	PR# 1 Civil House Demolition \$21,534.90; PR #2 BP-1 Plan Review Revisions \$995.00; PR #7 Site Utilities \$426.00; PR #9 Art Room Canopy Demo \$12,581.50.	35,537.40
7-1	FM Asphalt, LLC	PR #1 Civil House Demolition.	3,586.00
8-1	Eicholtz Masonry, Inc.	PR #2 BP-1 Plan Review Revisions.	8,863.00
9-2	Landwehr Construction, Inc.	FCO #01 - Unforeseen conditions. Excavate and remove from site four buried foundations. Import, place, and compact 144 yards of granular fill at removal locations that was below required soil correction elevation. Cap off/abandon existing utility services to the four locations.	8,603.20
* 10-3	Landwehr Construction, Inc.	FCO #02 - Project enhancement to provide temporary parking lot for the 2020 - 2021 school year and long-term parking for sporting events. Excavate and export 6" of top soil and import, place, and compact 6" of reclaimed asphalt millings.	19,720.65
11-4	Landwehr Construction, Inc.	FCO #03 - Unforeseen conditions, existing abandoned well at new high school pond. Excavate and remove approximately 9' of existig well casing and cover remaining casing with concrete to 3' depth below bottom of pond elevation.	856.00
12-5	Landwehr Construction, Inc.	FCO #04 - Unforeseen conditions. Existing 5th Street contained poor quality soils that could not be reused as utility trench fill per project specifications. Export 300 yards of black organic materials and replace with granular fill at the two water main wet tap locations on 5th Street.	9,240.00
13-2	Eicholtz Masonry, Inc.	PR #8 - 170 Commons Expansion. Deduct 20' x 3'4" precast. 305 burnished 20' x 3'4".	(744.00)

14-2	Integrity Steel Supply, LLC	PR #8 - 170 Commons Expansion. Added steel, joist, and deck.	20,040.00
15-2	Innovative Erectors, Inc.	PR #8 - 170 Commons Expansion. Added steel, joist, and deck.	7,582.58
16-1	Gast Construction Company, Inc.	PR #8 - 170 Commons Expansion. Added blocking.	478.00
17-1	Northern Woodwork, Inc.	PR #8 - 170 Commons Expansion. Added windowsill.	698.00
18-2	Pierce Lee Roofing, LLC	PR #8 - 170 Commons Expansion. Added roofing and metal wall panels.	12,172.56
19-1	Rusco Windows Company, Inc.	PR #8 - 170 Commons Expansion. Added (1) window type HS19.	900.00
20-1	RTL Construction, Inc.	PR #8 - 170 Commons Expansion. Added exterior framing.	7,935.10
21-1	Bachman, Inc. dba Floor to Ceiling	PR #8 - 170 Commons Expansion.	3,998.00
23-1	LVC Companies, Inc.	PR #8 - 170 Commons Expansion.	2,530.75
24-1	Manning Mechanical, Inc.	PR #8 - 170 Commons Expansion.	9,642.00
25-1	Vinco, Inc.	PR #8 - 170 Commons Expansion.	16,451.25
Sub-Total			197,944.10

Change Orders Approved at Draw #5

22-1	Traill Painting Co.	PR #8 - 170 Commons Expansion.	350.00
27-7	Landwehr Construction, Inc.	FCO #10 - Export 240 yards of black organic materials and replace with granular fill at location where storm piping from manhole 12 crosses 5th Street to enter STMH 16 and 100 yards at location where storm piping from STMH 22 crosses 5th Street to exit at the flared end section at the east side of the high school pond.	10,472.00
28-3	Eicholtz Masonry, Inc.	PR #5 - BP2 Plan Review Revisions.	1,335.00
29-2	Gast Construction Company, Inc.	PR #5 - BP2 Plan Review Revisions. Add (4) doors.	770.00
31-3	Pierce Lee Roofing, LLC	PR #5 - BP2 Plan Review Revisions.	445.20
32-1	Central Door & Hardware, Inc.	PR #5 - BP2 Plan Review Revisions. Add (4) doors and hardware.	3,734.00
33-2	Manning Mechanical, Inc.	PR #5 - BP2 Plan Review Revisions.	21,044.37
34-2	Vinco, Inc.	PR #5 - BP2 Plan Review Revisions.	8,375.00
35-3	Manning Mechanical, Inc.	PR #6 - Plumbig Review Revisions.	66,688.21
36-2	FM Asphalt, LLC	PR #11 - Elementary site pavement.	12,144.00
37-8	Landwehr Construction, Inc.	PR #11 - Elementary site pavement.	13,910.76
38-2	All Finish Concrete, Inc.	PR #11 - Elementary site pavement.	11,501.88
Sub-Total			150,770.42

Change Orders Approved at Draw #6

1-1	H2I Group, Inc.	PR #4 Fume Hood - Cost includes all applicable taxes, freight, and installation.	11,853.00
26-6	Landwehr Construction, Inc.	PR #8 - 170 Commons Expansion.	110.77
30-2	Northern Woodwork, Inc.	PR #5 - BP2 Plan Review Revisions. Add butcher block bench; Omit 2 sink cabinets; Add 2 aprons; Add ledger.	141.00
39-2	Bachman, Inc. dba Floor to Ceiling	PR #12R - Area B Science changes. Credit for carpet tile change.	(587.00)
40-3	All Finish Concrete, Inc.	PR #12R - Area B Science changes. Floor infills.	3,090.31
41-4	Manning Mechanical, Inc.	PR #12R - Area B Science changes. \$6,258.73. PR #13 Locker Room changes. (\$2,252.32).	4,006.41
42-4	Eicholtz Masonry, Inc.	PR #13 - Locker Room changes.	200.00
43-3	Gast Construction Company, Inc.	PR #13 - Locker Room changes. Delete toilet and bath accessories in rooms 176 and 177.	(398.07)
44-3	Vinco, Inc.	PR #12R - Area B Science changes. (\$4,763.79).	(4,777.92)
		PR #14 - Biology 123 electrical. (\$14.13).	
45-5	Manning Mechanical, Inc.	PR #15 - HS Area B Glycol Loop.	59,766.00

46-4	Vinco, Inc.	PR #15 - HS Area B Glycol Loop.	3,831.84
47-9	Landwehr Construction, Inc.	PR #08 - 170 Commons Expansion - Add for confusion on price request form.	4,312.00
48-5	Eicholtz Masonry, Inc.	PR #16 ES Conference Room Storefront.	1,487.00
49-2	Rusco Windows Company, Inc.	PR #16 ES Conference Room Storefront.	(1,200.00)
51-2	RTL Construction, Inc.	PR #17 - ES Top off existing classroom partion. Wall infill.	16,395.42
Sub-Total			98,230.76

Change Orders Approved at Draw #7

50-2	Traill Painting Co.	PR #16 ES Conference Room Storefront.	100.00
52-1	Olympus Lockers & Storage Products,	PR #18 - Locker Room Bench Detail. Add bench brackets.	1,995.00
53-3	RTL Construction, Inc.	PR #18 - Locker Room Bench Detail. Add framing and insulation for benches in lieu of concrete.	1,871.07
54-4	All Finish Concrete, Inc.	PR #18 - Locker Room Bench Detail. Delete concrete benches.	(3,852.25)
55-6	Manning Mechanical, Inc.	FCO #05 - Cap acid waste pipe below floor and at roof. Remove existing rain leader piping, offset new piping tight to cmu wall and reconnect in tunnel below floor.	1,849.00
56-7	Manning Mechanical, Inc.	FCO #06 - Remove existing sanitary sewer drain piping and correct grade, correctly install fittings and add additional hangers to meet plumbing code requirements.	5,778.00
57-8	Manning Mechanical, Inc.	FCO #07 - Cap pipes from existing CUH's in tunnel, remove acid waste vent pipe from roof to below grade, cut off and remove existing domestic cold water piping to existing hose at west exterior wall of Science 131.	231.00
58-9	Manning Mechanical, Inc.	FCO #08 - Use pex piping for underground water lines at Area B Science and Special Education rooms.	(701.00)
59-10	Manning Mechanical, Inc.	FCO #09 - Disconnect and reroute rainwater leader piping around required strutural steel lintel above Door 123.1.	502.00
60-3	Integrity Steel Supply, LLC	FCO #11 - Change guardrail type at Auditorium 190 and Balcony 190B.	2,370.00
61-11	Manning Mechanical, Inc.	FCO #12 - Provide and install six aluminum egg-crate grills with lined ductwork elbows above.	1,507.00
62-12	Manning Mechanical, Inc.	FCO #13 - Remove existing covered in-slab plumbing trenches and gas and water pipes at science rooms 116, 123, and 131.	1,200.00
63-13	Manning Mechanical, Inc.	FCO #15 - Revise gas piping in tunnels and below concrete slab to serve both the chemistry and science classrooms with separate feeds that can be independently controlled at the gas controller/safety panel and emergency stops located at each room.	7,577.00
65-3	Bachman, Inc. dba Floor to Ceiling	FCO #19 - 1.) Material and labor to skim entire existing floor surface at rooms 116, 119, 123, 128, 128A, 128B, 130, 130A, 130B, & 131 with Ardex floor patching compound and to build up existing floor surfaces and grind patched areas to achieve a flat smooth finished surface. 2.) Additional labor compensation for a crew of five to work on Labor Day to ensure Area B occupancy on 09/21/20. 3.) Labor to install Iris Alumina LVT and vinyl base at Chemical Storage Room 116A.	5,527.00
Sub-Total			25,953.82

Change Orders Approved at Draw #8

64-5	Vinco, Inc.	FCO #16307 power installed electrical and data receptacles	595.59
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		at six locations in Biology 123 and change from a duplex to a quad outlet.	
66-1	Far-Moor Acoustics & Floors, LLC	PR #22 - HS acoustic treatment. Add for extra scope not in bid documents.	81,087.00
67-6	Vinco, Inc.	PR #20 - HS fire pump.	19,738.73
68-2	LVC Companies, Inc.	PR #20 - HS fire pump.	44,475.00
		Sub-Total	145,896.32

Change Orders Approved at Draw #9

69-4	Bachman, Inc. dba Floor to Ceiling	ASI #007 - Add border around rooms 116, 119, 123, 128, and 131.	1,064.00
71-4	RTL Construction, Inc.	PR #24 - ES Hall E1002 Bench Seating. Credit for alcove framing and sheetrock.	(1,223.00)
73-3	Northern Woodwork, Inc.	PR #24 - ES Hall E1002 Bench Seating. Credit for Butcher Block Bench and P-lam.	(819.00)
		Sub-Total	(978.00)

Change Orders Approved at Draw #10

72-3	Trall Painting Co.	PR #24 - ES Hall E1002 Bench Seating. Credit painting of alcove.	(100.00)
74-7	Vinco, Inc.	PR #27R - Electrical speaker wiring changes. Change from 14/2 to 18/4 non-shielded plenum speaker cable.	(110.58)
75-5	RTL Construction, Inc.	PR #28 - ES E1005 Soffits. Add for new soffits in elementary school addition.	3,228.42
76-2	Far-Moor Acoustics & Floors, LLC	PR #28 - ES E1005 Soffits. Deduct for less acoustic ceilings.	(329.00)
77-4	Trall Painting Co.	PR #28 - ES E1005 Soffits. Add to paint new soffits.	150.00
79-14	Manning Mechanical, Inc.	FCO #17 - Provide separate curbs for return and supply at each unit, extend ductwork from existing roof surface to units on elevated structural steel support stands, additional duct insulation and aluminum jacketing, insulate and cover exposed bottom of rooftop unit with sheetmetal.	8,612.00
81-5	Bachman, Inc. dba Floor to Ceiling	FCO #22 - Owner requested project enhancement. Install new LVT and vinyl base at Area B. Material & labor to prep existing floor to receive new LVT. Labor to install Iris Alumina LVT at Special Education 129 and Toilet 129A. Material and labor to install vinyl base at Special Education 129, Toilet 129A, and relocated lockers at Hall I220.	946.00
82-15	Manning Mechanical, Inc.	FCO #23 - Unforeseen condition - The existing heating lines at two locations in tunnel started leaking when system was filled with water. Drain down existing heating lines through tunnel, install ball valves, and cap supply and return lines for the north CUH at Hall 1200, remove and replace existing 1" pipe cap approximately 20' northwest of Chemistry Storeroom 116A.	1,231.00
83-16	Manning Mechanical, Inc.	FCO #24 - Unforeseen conditions. 1.) Construct a temporary 6" PVC pipe drain system from the two existing west roof scuppers to outside the new addition footprint. 2.) Remove existing ductwork and replace with new re-routed ductwork pieces to allow for installation of the new heating lines in Hall E1014.	1,602.00
84-10	Landwehr Construction, Inc.	FCO #30 - Provide and install Class 5 at south elementary school parking lot.	10,862.08
85-3	FM Asphalt, LLC	FCO #31 - Credit for not supplying and installing 950 tons of Class 5 required for the south elementary school parking	(13,000.00)

		lot. Any corrective work or additional Class 5 gravel required prior to installation of asphalt paving will be addressed by a future field change order to FM Asphalt's contract.	
86-4	FM Asphalt, LLC	FCO #32 - Cut out existing deteriorated asphalt to install new at patch areas indicated on plan page C200. Credit provided for areas where others installed Class 5 to level road surfaces at original patch after site demolition work was completed. Asphalt & Labor: \$15,400.00. Class 5 Deduct: (\$1,800.00).	13,600.00
87-17	Manning Mechanical, Inc.	FCO #25 - Material and labor to add three additional 3-way control valves for a total of five to control the glycol loop added to the Area B heating system by PR #15.	1,276.00
88-18	Manning Mechanical, Inc.	FCO #29 - Cost difference between planned and required diffuser type. Labor covered by original scope of work bid.	1,457.00
89-19	Manning Mechanical, Inc.	FCO #33 - Provide and install paint grip break metal at end of demoed locker outside Chemistry 116 to close gab between back of locker and cmu wall, shroud around water, and waste piping at Prep 119 side of fume hood and two locations at concrete ceiling in Science 131 and Hall 1220.	324.00
90-8	Vinco, Inc.	PR #32 - Exterior security camera locations.	<u>3,151.78</u>
		Sub-Total	32,900.70

Change Orders Approved at Draw #11

70-4	Gast Construction Company, Inc.	PR #23 - Aluminum storefront changes. Added blocking required by aluminum storefront and windows.	2,213.00
78-5	Gast Construction Company, Inc.	FCO #20 - Owner requested project enhancements: 1.) Provide and install eight marker boards with 1' magnetic marker trays. 2.) Install chemical storage cabinets in Chemical Storage 116A. 3.) Rebuild two banks of salvaged demoed lockers, build wood base and install in Hall 1220. 4.) Remove rubber base and VCT floor covering from Alcove 129 and Toilet 129A.	7,646.00
80-6	Gast Construction Company, Inc.	FCO #21 - Provide and install access panels in wall for gas solenoid valves at Chemistry 116 and Science 131.	484.00
91-9	Vinco, Inc.	FCO #28 - Per owner's request, install line voltage dimmer and wire to each fixture at Room 130. Remove ceiling occupancy sensor from Room 130B and install wall mounted single pole light switch.	749.85
93-6	Eicholtz Masonry, Inc.	PR #36 - ES Gymnasium 180 new pair of doors. Price includes tothing and setting door frame.	2,480.00
94-7	Gast Construction Company, Inc.	PR #36 - ES Gymnasium 180 new pair of doors. Includes required demo and hanging doors and hardware. Tothing and setting frame by others.	1,730.00
95-4	Integrity Steel Supply, LLC	PR #36 - ES Gymnasium 180 new pair of doors.	764.00
96-2	Central Door & Hardware, Inc.	PR #36 - ES Gymnasium 180 new pair of doors.	4,969.00
98-3	Rusco Windows Company, Inc.	PR #36 - ES Gymnasium 180 new pair of doors. Added GL-2 glass, one per door.	300.00
100-10	Vinco, Inc.	PR #38 - ES Exhaust Fan Circuiting.	7,097.52
101-5	All Finish Concrete, Inc.	PR #30 - Concessions Footing Revision.	<u>935.63</u>
		Sub-Total	29,369.00

Change Orders Approved at Draw #12

97-1	WCS1, LLC	PR #36 - 309 Gymnasium 180 new pair of doors.	50.00
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99-3	Innovative Erectors, Inc.	PR #30 - Concessions Footing Revision. Field but beam.	222.20
165-2	Olympus Lockers & Storage Products, Void		0.00
Sub-Total			272.20

Change Orders Approved at Draw #13

**	102-5	Integrity Steel Supply, LLC	PR #26R1 - HS Secure Entry	2,227.00
**	103-4	Innovative Erectors, Inc.	PR #26R1 - HS Secure Entry	2,441.98
**	104-8	Gast Construction Company, Inc.	PR #26R1 - HS Secure Entry	19,700.00
**	105-4	Northern Woodwork, Inc.	PR #26R1 - HS Secure Entry	20,017.00
**	106-4	Pierce Lee Roofing, LLC	PR #26R1 - HS Secure Entry	314.94
**	107-3	Central Door & Hardware, Inc.	PR #26R1 - HS Secure Entry	5,809.00
**	108-4	Rusco Windows Company, Inc.	PR #26R1 - HS Secure Entry	14,730.00
**	109-3	Far-Moor Acoustics & Floors, LLC	PR #26R1 - HS Secure Entry - Includes add alternate for new ceilings - \$6,305.00.	12,828.00
**	110-6	Bachman, Inc. dba Floor to Ceiling	PR #26R1 - HS Secure Entry	7,867.00
**	111-6	Trall Painting Co.	PR #26R1 - HS Secure Entry	3,415.00
**	112-3	LVC Companies, Inc.	PR #26R1 - HS Secure Entry - Includes add alternate for new ceilings - \$1,400.00.	2,650.00
**	113-20	Manning Mechanical, Inc.	PR #26R1 - HS Secure Entry	182,139.00
**	114-6	All Finish Concrete, Inc.	PR #33 - HS Kitchen Remodel	9,820.84
**	115-7	Eicholtz Masonry, Inc.	PR #33 - HS Kitchen Remodel	44,075.00
**	116-9	Gast Construction Company, Inc.	PR #33 - HS Kitchen Remodel	28,240.00
**	117-5	Innovative Erectors, Inc.	PR #33 - HS Kitchen Remodel	2,235.89
**	118-6	Integrity Steel Supply, LLC	PR #33 - HS Kitchen Remodel	6,700.00
**	119-5	Northern Woodwork, Inc.	PR #33 - HS Kitchen Remodel	16,727.00
**	120-5	Pierce Lee Roofing, LLC	PR #33 - HS Kitchen Remodel	4,034.30
**	121-2	WCS1, LLC	PR #33 - HS Kitchen Remodel	1,200.00
**	122-4	Central Door & Hardware, Inc.	PR #33 - HS Kitchen Remodel	19,439.00
**	123-6	RTL Construction, Inc.	PR #33 - HS Kitchen Remodel	25,655.71
**	124-1	McArthur Tile Corporation	PR #33 - HS Kitchen Remodel	48,200.00
**	125-4	Far-Moor Acoustics & Floors, LLC	PR #33 - HS Kitchen Remodel	13,769.00
**	126-7	Trall Painting Co.	PR #33 - HS Kitchen Remodel	2,275.00
**	127-4	LVC Companies, Inc.	PR #33 - HS Kitchen Remodel	3,752.00
**	128-21	Manning Mechanical, Inc.	PR #33 - HS Kitchen Remodel	274,789.31
**	129-11	Vinco, Inc.	PR #33 - HS Kitchen Remodel	112,876.87
**	130-7	Bachman, Inc. dba Floor to Ceiling	PR #33 - HS Kitchen Remodel	(1,285.00)
**	131-7	RTL Construction, Inc.	PR #26R1 - HS Secure Entry	17,591.80
**	132-12	Vinco, Inc.	PR #26R1 - HS Secure Entry - Alternate for new lighting not accepted.	82,050.37
**	133-8	Eicholtz Masonry, Inc.	PR #37 - HS Shop Addition and Remodeling	5,600.00
**	134-6	Innovative Erectors, Inc.	PR #37 - HS Shop Addition and Remodeling - Includes aluminum windows.	238,323.94
**	135-10	Gast Construction Company, Inc.	PR #37 - HS Shop Addition and Remodeling - Alternate to move vehicle lift accepted. - \$2,972.00.	11,342.00
**	136-3	WCS1, LLC	PR #37 - HS Shop Addition and Remodeling	3,000.00
**	137-5	Central Door & Hardware, Inc.	PR #37 - HS Shop Addition and Remodeling	13,208.00
**	138-5	Rusco Windows Company, Inc.	PR #37 - HS Shop Addition and Remodeling	600.00
**	139-8	RTL Construction, Inc.	PR #37 - HS Shop Addition and Remodeling	5,917.22
**	140-5	Far-Moor Acoustics & Floors, LLC	PR #37 - HS Shop Addition and Remodeling	599.00
**	142-5	LVC Companies, Inc.	PR #37 - HS Shop Addition and Remodeling	12,140.00
**	143-5	FM Asphalt, LLC	PR #37 - HS Shop Addition and Remodeling	18,557.00
	144-13	Vinco, Inc.	FCO #35 - Extend raceway and fire alarm wiring to an accessible location above the ACT ceiling at Lobby E1005.	481.39
	145-14	Vinco, Inc.	FCO #36 - Extend raceway and wiring to a receptacle location at Office E100H.	202.04
	146-15	Vinco, Inc.	FCO #37 - Extend power from planned location at west wall to new outlet location above it at 84" above finished	599.18

		floor. Add a new data receptacle and raceway to run additional data cable across ceiling space to planned location at reception desk.	
147-16	Vinco, Inc.	FCO #38 - Remove existing light above door 7 and relocate approximately 12' to south end of Hall E1015.	245.66
148-6	LVC Companies, Inc.	PR #34 - HS Stage Stand Pipe	(5,320.00)
149-17	Vinco, Inc.	PR #34 - HS Stage Stand Pipe	(247.13)
** 150-22	Manning Mechanical, Inc.	PR #37 - HS Shop Addition and Remodeling	590,826.00
** 151-18	Vinco, Inc.	PR #37 - HS Shop Addition and Remodeling	159,660.06
152-9	Eicholtz Masonry, Inc.	PR #40 - HS Lighting 190K Wall and Door 190F.1	(1,100.00)
153-6	Central Door & Hardware, Inc.	PR #40 - HS Lighting 190K Wall and Door 190F.1	360.00
154-9	RTL Construction, Inc.	PR #40 - HS Lighting 190K Wall and Door 190F.1	1,650.56
155-2	McArthur Tile Corporation	PR #41 - ES Staff Toilet Layout E133	(400.00)
156-8	Bachman, Inc. dba Floor to Ceiling	PR #41 - ES Staff Toilet Layout E133	929.00
157-23	Manning Mechanical, Inc.	PR #42 - ES Fuel Oil Tank Removal	22,419.16
158-6	Northern Woodwork, Inc.	PR #43 - ES Lobby E1005 - Delete Bench Seating	(1,706.00)
159-7	Northern Woodwork, Inc.	PR #48R - Training Room Changes	(184.00)
160-24	Manning Mechanical, Inc.	PR #48R - Training Room Changes	2,903.86
161-6	Pierce Lee Roofing, LLC	PR #49 - Vestibule E1000 Ceiling Material Change	(1,316.22)
162-10	RTL Construction, Inc.	PR #49 - Vestibule E1000 Ceiling Material Change	(1,088.00)
163-6	Far-Moor Acoustics & Floors, LLC	PR #49 - Vestibule E1000 Ceiling Material Change	849.00
164-19	Vinco, Inc.	PR #49 - Vestibule E1000 Ceiling Material Change	668.11
166-10	Eicholtz Masonry, Inc.	PR #44R - ES Hall E1004 Relocated Lockers. Add for burnished block base.	673.00
Sub-Total			2,066,678.84

Change Orders Approved at Draw #14

92-5	Trall Painting Co.	FCO #34 - Labor and materials to paint existing Halls 1200, 1210, 1220, and 1130.	3,180.00
** 141-8	Trall Painting Co.	PR #37 - HS Shop Addition and Remodeling	6,560.00
167-7	Central Door & Hardware, Inc.	PR #47 - Door Security System	19,527.00
168-1	AVI Systems, Inc.	PR #50 - HS Gymnasium 180 - delete projector.	(13,524.90)
169-11	RTL Construction, Inc.	PR #55 - HS Hall 1510 Soffits.	1,843.39
170-9	Trall Painting Co.	PR #55 - HS Hall 1510 Soffits.	315.00
Sub-Total			17,900.49

Change Orders Approved at Draw #15

171-20	Vinco, Inc.	PR #51 - ES Rooftop Equipment Locations and Support.	(2,750.92)
172-11	Gast Construction Company, Inc.	PR #56 - HS Auditorium Cove Lighting Detail.	2,024.00
173-8	Northern Woodwork, Inc.	PR #56 - HS Auditorium Cove Lighting Detail.	619.00
174-21	Vinco, Inc.	PR #56 - HS Auditorium Cove Lighting Detail.	8,822.61
175-22	Vinco, Inc.	PR #58R1 - Elevator Electrical Revision.	4,767.38
176-23	Vinco, Inc.	PR #59 - Auditorium Entrance Soffit Lighting.	5,709.23
177-11	Eicholtz Masonry, Inc.	PR #26A - HS Secure Entry Windows.	1,680.00
178-7	Integrity Steel Supply, LLC	PR #26A - HS Secure Entry Windows.	915.00
179-12	Gast Construction Company, Inc.	PR #26A - HS Secure Entry Windows.	2,554.00
180-6	Rusco Windows Company, Inc.	PR #26A - HS Secure Entry Windows.	1,800.00
181-12	Eicholtz Masonry, Inc.	PR #53A - HS Fitness Partition - Guardrail.	1,840.00
182-8	Integrity Steel Supply, LLC	PR #53A - HS Fitness Partition - Guardrail.	9,954.00
184-24	Vinco, Inc.	PR #061 - OHCD Power	2,207.86
185-1	Trimark Hockenbergs	PR #65 - HS Kitchen remodel sink.	4,512.97
186-13	Gast Construction Company, Inc.	PR #62 - HS Shop Addition Plan Review.	548.00
187-8	Central Door & Hardware, Inc.	PR #62 - HS Shop Addition Plan Review.	2,487.00
188-25	Vinco, Inc.	PR #62 - HS Shop Addition Plan Review.	2,618.92

Sub-Total 50,309.05

Change Orders Approved at Draw #16

183-10	Traill Painting Co.	PR #53A - HS Fitness Partition - Guardrail.	1,455.00
189-9	Bachman, Inc. dba Floor to Ceiling	PR #70 - ES Existing Classroom Shelving.	(2,149.00)
190-11	Traill Painting Co.	PR #70 - ES Existing Classroom Shelving.	(1,525.00)
191-25	Manning Mechanical, Inc.	PR #60 - HS Kitchen Plumbing Review.	6,959.75
192-9	Integrity Steel Supply, LLC	PR #67 - ES Corridor Structural Changes.	756.00
193-7	Innovative Erectors, Inc.	PR #67 - ES Corridor Structural Changes.	1,008.23
194-26	Vinco, Inc.	PR #68 - HS Concessions Electrical.	881.87
195-12	RTL Construction, Inc.	PR #71 - ES Lobby E1001 Furring Wall.	5,685.00
196-12	Traill Painting Co.	PR #71 - ES Lobby E1001 Furring Wall.	300.00
197-27	Vinco, Inc.	PR #71 - ES Lobby E1001 Furring Wall.	456.99
198-7	Far-Moor Acoustics & Floors, LLC	PR #73 - ES Ceilings at Existing Classrooms.	(3,671.00)
199-1	Bradco Restoration	PR #76 - HS Additional Brick Restoration.	34,590.00
200-28	Vinco, Inc.	FCO #39 - Troubleshoot existing wiring, remove extra wire feed from double loaded existing breaker & turn breaker feeding main entry light & door security power back on. \$212.20. FCO #40 - Re-feed AHU from close available circuiting. \$175.56. FCO #41 - Labor to change plan installed electrical rough-in to new location. \$127.50. FCO #42 - Labor to change plan installed ceiling rough-ins to new wall location.	1,025.20
201-29	Vinco, Inc.	PR #69A - ES Spec Ed Elect Demo.	4,483.04
202-8	Far-Moor Acoustics & Floors, LLC	Provide and install 480 sq ft of Armstrong Invis Acoustics	5,319.00
Sub-Total			55,575.08

Change Orders Approved at Draw #17

203-1	Taracon Precast, LLC	FCO #27 - Additioanl Crane Mobilization. Add additional crane mobilization \$7,500.00. Deduct for use of Eicholtz forklift (\$1,500.00).	6,000.00
204-30	Vinco, Inc.	PR #81 - HS Fitness Electrical Layout.	8,007.33
205-26	Manning Mechanical, Inc.	FCO #14 - Recessed Mounting Box Chemistry 116.	127.00
206-13	Eicholtz Masonry, Inc.	FCO #45 - Forklift Use Backcharge. Cost associated for crane mobilization due to inadequate work force to complete cmu walls.	(6,000.00)
207-27	Manning Mechanical, Inc.	FCO #44 - Gymnasium Ductwork Changes. Conflicts between bar joist wind bracing and large sized ductwork required resizing of ductwork in Gym 180. Includes credit for deletion of original plan sized ductwork and labor to install.	2,414.00
208-28	Manning Mechanical, Inc.	PR #47 - HS Shop remodel mechanical support.	477.00
209-8	Innovative Erectors, Inc.	PR #47 - HS Shop remodel mechanical support.	1,960.92
211-13	RTL Construction, Inc.	PR #69B - ES Spec Ed demo/finishes.	4,381.44
212-10	Integrity Steel Supply, LLC	PR #72R1 - HS Catwalk elect enclosure framing.	20,485.00
Sub-Total			37,852.69

Change Orders Approved at Draw #18

210-14	Gast Construction Company, Inc.	PR #69B - ES Spec Ed demo/finishes.	960.00
213-31	Vinco, Inc.	PR #79 - HS IT wiring.	7,294.84
215-14	RTL Construction, Inc.	PR #84 - HS Kitchen ceiling revision.	2,074.87
216-32	Vinco, Inc.	PR #84 - HS Kitchen ceiling revision.	237.44
217-11	Integrity Steel Supply, LLC	PR #86 - HS Kitchen mechanical reinforcing.	1,510.00
218-9	Innovative Erectors, Inc.	PR #86 - HS Kitchen mechanical reinforcing.	1,572.07

219-9	Far-Moor Acoustics & Floors, LLC	PR #87 - Elementary classroom ductwork.	(237.00)
220-29	Manning Mechanical, Inc.	PR #87 - Elementary classroom ductwork.	(600.00)
221-7	All Finish Concrete, Inc.	PR #80 - Additional sitework.	8,229.69
222-11	Landwehr Construction, Inc.	PR #80 - Additional sitework. Soil correction not required.	6,980.70
223-12	Landwehr Construction, Inc.	FCO #46 - Remove cmu from footing trenches where banks collapsed. Remove 8' section of undermined footing at HS stage area. Clean muck from HS & ES footing trenches prior to backfilling. Dig alongside undermined HS & ES to allow for Controlled Density Fill placement by All Finish Concrete.	8,330.69
224-8	All Finish Concrete, Inc.	FCO #47 - Place controlled density fill at locations determined correctable by Braun Intertec and Larson Engineering. Form and pour new footing at locations where footings were severely undermined or shifted from originally poured location.	3,341.42
225-9	Northern Woodwork, Inc.	PR #26A - HS Secure Entry Windows.	411.72
226-30	Manning Mechanical, Inc.	PR #77 - ES Natural gas piping to kitchen.	4,137.65
227-15	Gast Construction Company, Inc.	PR #63 Signage. Interior panel signage accepted only.	11,542.00
228-15	RTL Construction, Inc.	PR #78 - ES Bathroom furring walls.	7,311.36
229-16	Gast Construction Company, Inc.	PR #78 - ES Bathroom furring walls.	1,680.00
230-9	All Finish Concrete, Inc.	FCO #48 - Added Concrete. Replace cracked, heaved sidewalk section near HS door 7. Continue existing accessible pathway to HS door 9.	2,181.30
231-10	Innovative Erectors, Inc.	FCO #49 - Ag Shop color transition height. Adjust the color transition height of the exterior sidewall stel on the Ag Shop addition.	6,104.95
232-10	Northern Woodwork, Inc.	FCO #50 - Added solid surface. Provide and install solid surface wall caps at the reading nooks in eight elementary classrooms.	2,402.00
233-17	Gast Construction Company, Inc.	FCO #53 - ES Backing at reading nooks. Add plywood backing at back of reading nooks for casement attachment.	1,404.00
234-18	Gast Construction Company, Inc.	FCO #54 - ES Addition tack boards and tack strips. Provide and install 12' tack boards at elementary classroom and 250' of tack strips above lockers at hall E1004.	8,858.00
235-10	Bachman, Inc. dba Floor to Ceiling	PR #82 - HS Fitness room flooring.	54,995.00
236-12	Integrity Steel Supply, LLC	FCO #51 - CMU Shear wall corrections at ES. All reinforcing bar indicated on structural plan S2101 at the north wall of stairtower J was not installed during CMU wall construction. Provided steel angles as directed by structural engineer.	770.50
237-14	Eicholtz Masonry, Inc.	FCO #52 - Deduct for FCO #51. All reinforcing bar indicated on structural plan S2101 at the north wall of stairtower J was not installed during CMU wall construction. Integrity Steel provided steel angle as directed by structural engineer.	(770.50)
238-11	Northern Woodwork, Inc.	FCO #55 - End panels at 137 and 143. Provide and install P-lam end at FACS 137 and finished 24" filler panel at Art 143.	325.00
239-12	Northern Woodwork, Inc.	FCO #56 - Extra Mobilization. Schedule delays caused extra mobilization to install elementary casework.	1,215.00
242-11	Innovative Erectors, Inc.	PR #53A - HS Fitness Partition - Guardrail	3,888.50
243-12	Innovative Erectors, Inc.	PR #88 - Gymnasium 180 scoreboard supports	2,460.87
244-15	Eicholtz Masonry, Inc.	PR #53A - HS Fitness Partition - Guardrail. Install of guardrail was changed after CO written, this will not be needed anymore. This zeroes out change order #1907-181-12.	(1,840.00)

Sub-Total

146,772.07

Change Orders Approved at Draw #19

214-13	Traill Painting Co.	PR #85 - HS Wood shop ceiling painting.	3,250.00
240-13	Integrity Steel Supply, LLC	PR #88 - Gymnasium 180 scoreboard supports	2,423.00
241-14	Traill Painting Co.	PR #88 - Gymnasium 180 scoreboard supports	700.00
245-10	All Finish Concrete, Inc.	PR #37 - New Ag Shop. Add for site concrete.	27,164.13
246-13	Landwehr Construction, Inc.	FCO #57 - Sanitary & Storm Under Building. Provide and install city sanitary sewer and storm sewer underneath high school.	5,637.30
247-14	Landwehr Construction, Inc.	FCO #58 - Sock & Pea rock at drain tile. Provide and install fabric sock and pea rock at drain tile fields in HS & ES infiltration basins around elevator pits and at stage.	11,013.00
248-15	Landwehr Construction, Inc.	FCO #59 - Backflow valves. Provide and install backflow valves at the two drain tile systems exiting the high school addition and the one exiting the elementary addition.	15,946.00
249-16	Landwehr Construction, Inc.	FCO #60 - Misc. Site. 1.) Provide ramps across footings and flat drive paths throughout HS addition - \$2,625.00. 2.) Install salvaged asphalt milling at entries to ES bus loop & south parking lot - \$735.00. 3.) Remove ramp from stage to auditorium after completion of the structural steel, block wall and backfilling scopes of work were completed - \$1,182.00.	4,542.00
Sub-Total			70,675.43

Change Orders Approved at Draw #20

250-13	Innovative Erectors, Inc.	FCO #61 - Adjustments to Structural Steel. Corrections for plan dimensions/elevation discrepancies and epoxy anchor bolts for a steel column after a rain event required a footing to be replaced.	6,784.32
251-10	Far-Moor Acoustics & Floors, LLC	FCO #062 - Commons 170 Sound Panels. Split cost of 120 sq. ft. of acoustical panels on west wall of Commons 170.	1,372.00
252-6	FM Asphalt, LLC	FCO #063 - Pave 5th Street. Poor road structure caused deterioration and required repaving between 5th Street and 4th Avenue and 5th Avenue.	22,300.00
253-14	Innovative Erectors, Inc.	FCO #064 - Add for FCO \$066 to Eicholtz. 1. Corrective measures to correct anchor bolt placement in masonry piers at Commons 170. \$12,839.83. 2. Corrective measures to steel tube bearing height at HS running track, provide structural integrity of shear walls at ES stair tower J, & provide for adequate joist bearing at auditorium 190. \$9,563.71. FCO #067 - Deduct for FCO #065. 1. Replace CMU carelessly removed during sky link structural steel installation. (\$4,646.00).	17,757.54
255-7	FM Asphalt, LLC	PR #92 - ES Parking signage.	2,860.00
256-31	Manning Mechanical, Inc.	PR #94 - Exterior wall hydrants.	10,184.00
257-15	Innovative Erectors, Inc.	PR #90 - Lighting balcony 190k beam.	3,468.16
258-15	Traill Painting Co.	PR #37 - New Ag Shop. The school decided not to paint the rigid structure in the new steel building and will accept a credit of (\$4,685.00).	(4,685.00)
Sub-Total			60,041.02

Change Orders Approved at Draw #21

261-20	Gast Construction Company, Inc.	PR #63 - Signage. Owner decided to go with cast aluminum in lieu of acrylic, resulting in an add of \$2,767.00 to original PR #63 pricing of \$12,303.00 written in change	2,767.00
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262-21	Gast Construction Company, Inc.	order #1907-259-19. PR #31 - Flag Poles.	8,261.00
Sub-Total			11,028.00

Change Orders Approved at Draw #22

254-16	Eicholtz Masonry, Inc.	FCO #066 - Deduct for FCO #064 to Innovative. 1. Corrective measures to correct anchor bolt placement in masonry piers at Commons 170. (\$12,839.83). 2. Corrective measures to steel tube bearing height at HS running track, provide structural integrity of shear walls at ES stair tower J, & provide for adequate joist bearing at auditorium 190. (\$9,563.71). FCO #065 - Add for FCO #067. 1. Replace CMU carelessly removed during sky link structural steel installation. \$4,646.00.	(17,757.54)
259-19	Gast Construction Company, Inc.	PR #63 - Add for reduced scope exterior signage.	12,303.00
260-11	All Finish Concrete, Inc.	FCO #68 - Additional Curb, Sidewalk and Parking Lot Slab. 1.) Prep for and install new siewalks at the elementary parking lot sidewalk connection to 5th Street sidewalk, at curve from 4th Sreet to 4th Avenue and between sidewalk and 4th Avenue at the north aluminum entry doors of the high school addition. 2.) Install section of new curb and parking lot slab where existing was removed to install 15" HDPE storm sewer piping from catch basin 7 to existing curb basin at south side of the existing HS parking lot.	7,995.72
263-11	Far-Moor Acoustics & Floors, LLC	FCO #69 - Additional ACT at existing locations. Provide and install ceilings in existing HS halls 1000, 1001, & 1010 & Ag Room 112, Ag Office 112B, Kitchen 102, Girls' Bathroom 116 and ES Library.	19,342.00
264-12	Far-Moor Acoustics & Floors, LLC	FCO #70 - Additional ACT at plan missed locations. Provide and install ceilings in existing ES entries E1007 & E1009 and at HS Hall 1300.	2,461.00
265-22	Gast Construction Company, Inc.	PR #63 - Signage. Owner decided to go with 15" lettering for "MAIN ENTRANCE" in lieu of '12", resulting in an add of \$879.00 to revised PR #63 pricing.	879.00
Sub-Total			25,223.18

Change Orders Approved at Draw #23

266-8	FM Asphalt, LLC	FCO #73 - Additional signage and paint striping at ES & HS parking lots. 1. Add two entrance signs at ES bus lane and one additional stall and number bus stalls - \$1,050.00. 2. Paint existitng HS ADA stall curbs blue and a bus only sign with restricted hour sign at ES bus lane entrance - \$925.00. 3. Re-stripe existing HS parking lot - \$1,250.00.	3,225.00
267-16	Innovative Erectors, Inc.	FCO #74 - Gym column base plate modifications. Fix columns C8 & C13 due to strong wind shifting with masonry shelter and dislodging anchor bolts at north gym wall.	880.80
268-9	FM Asphalt, LLC	FCO #72 - patching at 5th Street HS bus lane. HS bus lane entry from 5th Street SE to provide a smooth transition from 5th Street to the concrete HS bus lane.	4,020.00
269-17	Landwehr Construction, Inc.	FCO #75 - Prep for additional sidewalk at ES parking lot. Prep for additional sidewalk from 5th Street sidewalk to north ES parking lot sidewalk.	763.28
270-33	Vinco, Inc.	FCO #76 - Electrical demo and new power to FA related items. D315	6,532.21

		and new mechanical equipment, fire alarm tie in to existing items not shown on plans.	
271-7	Rusco Windows Company, Inc.	PR #96 - Fitness 183 mirrors.	1,800.00
272-14	Integrity Steel Supply, LLC	PR #97 - Roof ladder.	1,331.00
273-17	Innovative Erectors, Inc.	PR #97 - Roof ladder.	2,110.90
274-34	Vinco, Inc.	PR #98 - HS kitchen office data.	715.07
275-35	Vinco, Inc.	PR #103 - HS Hall 1520 Exiting Lighting.	2,689.42
276-11	Bachman, Inc. dba Floor to Ceiling	FCO #71 - Commons 170 step risers and nosings. Provide and install rubber risers and nosings at the steps and ramp at Commons 170.	1,997.00
277-36	Vinco, Inc.	PR #89 - HS Area A mechanical items.	801.29
278-37	Vinco, Inc.	PR #101 - HS hall 1520 light fixtures.	(439.17)
283-13	Far-Moor Acoustics & Floors, LLC	PR #102 - Stair H ceiling.	671.00
		Sub-Total	27,097.80

Change Orders Approved at Draw #24

279-32	Manning Mechanical, Inc.	PR #29 - ES Sprinkler piping support. Plan review required added hanger support for piping.	2,429.20
280-33	Manning Mechanical, Inc.	PR #95 - Boiler EPO System.	2,114.70
281-34	Manning Mechanical, Inc.	PR #99 - HS Practice room modifications.	2,373.74
282-7	LVC Companies, Inc.	PR #102 - Stair H ceiling.	1,176.01
284-16	Trall Painting Co.	PR #105 - HS balcony revisions.	300.00
285-16	RTL Construction, Inc.	PR #102 - Stair H ceiling.	1,657.14
286-17	RTL Construction, Inc.	PR #105 - HS balcony revisions.	1,712.06
287-18	Innovative Erectors, Inc.	PR #72R1 - HS catwalk elect enclosure framing revision 1. Agreed to not exceed \$14,637.43.	14,637.43
288-17	Trall Painting Co.	PR #104 - HS track guardrail gates.	985.00
289-15	Integrity Steel Supply, LLC	PR #104 - HS track guardrail gates.	4,259.00
291-17	Eicholtz Masonry, Inc.	FCO #77 - Egress walkway at door 10. Provide and install scaffolding, reinforced poly, and wood planks, 7 months rent.	651.75
292-18	Eicholtz Masonry, Inc.	FCO #78 - CMU walls. Install walls at shower stall rooms 122A & 148A, infill wall required for ADA plumbing at toilets 161 & 163.	4,941.20
293-38	Vinco, Inc.	FCO #79 - Owner requested changes. 1.) Provide power to owner furniture at ES district & admin desk. \$586.82. 2.) Repair FA wiring at existing HS that were reinstalled by others at abated halls on 2nd & 3rd floor demo. \$2,125.00. 3.) Reinstall 120v lighting to the 13 existing ES classroom alcoves. \$4,306.56. 4.) Relocate data & power service at two walls in ES reception E100. \$2,426.42. 5.) Add data rough-in and power at existing ES SPED E122, E123, E124. \$1,869.27.	11,314.07
296-18	RTL Construction, Inc.	FCO #82 - Unforeseen/Project Enhancement. 1.) Skim existing deteriorated walls in new admin area with 5/8" sheetrock and prep for paint. \$1,234.60. 2.) Tape and sand wall patches at reading nooks in eight elementary classrooms. \$456.42.	1,691.02
297-19	RTL Construction, Inc.	FCO #18 - Area B project enhancement. Add bulkheads for ceiling at SPED 128, framed opening for electrical panel at Chemistry 116 & prep 119 frame for added access panels to enclose gas shut off at Chemistry 116 and access VAV at SPED 130, frame for recessed gas controller at Chemisty 116 & skim coat existing infilled windows at SPED 128.	2,606.06
298-20	RTL Construction, Inc.	FCO #26 - Demo existing roof decking. Cut and remove a section of steel roof deck at east exterior wall of existing art	476.00

room 143.

Sub-Total

53,324.38

Change Orders Approved at Draw #25

290-12	Bachman, Inc. dba Floor to Ceiling	PR #107 - HS commons 170 wall base.	497.00
294-39	Vinco, Inc.	FCO #80 - Wire ADA push buttons at auto operated entries. Install 18/2 cable and connections for ADA push buttons on openings E100E.1, E100A.1, E1000.1 & E1000.3.	764.17
299-8	Rusco Windows Company, Inc.	PR #106 - ES Office Sliding Window.	2,685.00
300-21	RTL Construction, Inc.	PR #106 - ES Office Sliding Window.	864.26
301-18	Traill Painting Co.	PR #106 - ES Office Sliding Window.	300.00
302-40	Vinco, Inc.	PR #108 - HS Door 1300 Magnetic Door Holds.	792.50
303-23	Gast Construction Company, Inc.	PR #106 - ES Office Sliding Window.	7,676.00
304-24	Gast Construction Company, Inc.	PR #112 - HS Assembly Occupancy Signage.	1,458.00
306-12	All Finish Concrete, Inc.	FCO #89 - Cold Weather Concrete. Winter rates for schedule delayed concrete.	258.50
307-35	Manning Mechanical, Inc.	PR #89 - HS Area A Mechanical Items	4,159.10
308-22	RTL Construction, Inc.	FCO #81 - Miscellaneous Gypsum Extras. 1.) Add 1/2" RC Channel to select walls at Band & Choir rooms. \$2,152.76. 2.) Frame, sheetrock, tape, and sand gypsum bulkhead at Commons 145 connection to Hall 1300. \$1,874.72. 3.) Difference in material and labor cost to install 5/8" fire treated plywood in lieu of 5/8" gypsum wallboard at Auditorium 190. \$3,577.99. 4.) Frame, sheetrock, tape, and sand gypsum bulkhead at stair J. \$1,914.23.	9,519.70
309-23	RTL Construction, Inc.	FCO #83 - Code Related Gypsum Extras. 1.) Add 2 hr shaft wall enclosure above door 1030 to provide 2 hr assembly around multiple penetrations. \$2,589.00. 2.) Build temporary steel stud/gypsum walls outside existing door 10. \$1,398.01. 3.) Frame, sheetrock, and firetape gypsum walls outside existing door 10. \$281.12.	5,109.25
310-24	RTL Construction, Inc.	FCO #90 - Unforeseen/Owner Requested Project Enhancements. 1.) Frame, sheetrock, and finish gypsum soffit at Lobby E1005 & Hall E1006, provide access door to access fire alarm junction boxes. \$2,145.23. 2.) Frame, sheetrock, and finish radius bulkhead at vestibule 190E. \$774.62. 3.) Frame and install fire treated plywood on knee wall at AG Shop 112B. \$830.59. 4.) Patch mirror mounting holes in gypsum wall at Fitness 183 after mirrors were relocated approximately one foot higher. \$456.42.	4,206.86
311-13	Northern Woodwork, Inc.	FCO #92 - Stage Nosing Revision. Revise maple stair nosing trim at stage 191 to have deeper returns to accommodate electrical conduits and back boxes and one additional day per diem for install crew.	2,678.00
312-14	Northern Woodwork, Inc.	FCO #86 - Added ADA Cabinet Panel. Provide and install ADA panel at open sink cabinet in Conference Room E100B.	150.00
313-41	Vinco, Inc.	PR #111R1 - HS Auditorium Lighting.	609.32
314-19	Traill Painting Co.	FCO #93 - Auditorium Floor Sealing. Added floor sealing not shown on the plans.	6,378.00

Sub-Total

48,105.66

Change Orders Approved at Draw #26

316-42	Vinco, Inc.	PR #114 - Exterior Light Fixtures.	<u>1,524.91</u>
		Sub-Total	1,524.91

Change Orders Approved at Draw #27

317-16	Integrity Steel Supply, LLC	FCO #95 - Onsite rework deduct. Stair F stringers and commons 170 ADA ramp railing not fabricated correctly and had to be modified for proper installation.	(3,321.90)
318-17	Integrity Steel Supply, LLC	FCO #97 - Metal Adds. 1. Stairs at Mechanical Room 199 were not shown on bid documents. 2. Conflict between ductwork and wind bridging at Auditorium bar joist space. 3. Project enhancement for safety of public.	4,190.00
319-43	Vinco, Inc.	FCO #87 - Electrical Adds. 1. Relocate light fixtures at Elementary School Conference Room E100B. \$391.00. 2. Extend existing electrical boxes out to accommodate added layer of drywall at HS Conference Room 142D and records 142C. \$437.10. 3. Per ASI #32, add USB outlets at burnished block counter walls in Commons 170. \$10,206.67. 4. Replace GFCI receptacle at concessions 145A with a standard receptacle and add a GFCI breaker at electrical panel to solve issues with their existing pretzel machine. \$363.65. 5. Add two 2 x 2 light fixtures each at Men's toilet 171 and Women's toilet 172. \$642.32.	12,040.73
320-3	McArthur Tile Corporation	FCO #100 - Floor Leveling. After wall demo, existing floor was lower at planned new door opening to ES staff toilet E133.2.	590.00
322-36	Manning Mechanical, Inc.	FCO #99 - Upsize Piping & Added EPO Switch. Remove originally specified 1- 1/2" piping for AHU1 and replace with 3", replace 1 1/2" piping for AHU 5 with 2" per RFI #72. \$14,201.31. Add an EPO switch at HS Mech room 186 for water heater and wire installed EPO switches at Elementary boiler room. \$1,427.00	15,628.31
323-19	Innovative Erectors, Inc.	FCO #96 - Unforeseen/not on plans steel erection. 1. Grout hollow core plank cores solid for stair H. \$311.08. 2. Install horizontal wind bracing where ductwork layout required bracing removal. \$1,083.23. 3. Remove detailed 3/4" plywood backer, prep for toggle bolts and reinstall for guardrail attachment at 2nd floor tier seating. \$1,263.83. 4. Install stairs at Mechanical Mezzanine 199. \$538.84.	3,196.98
324-20	Innovative Erectors, Inc.	FCO #85 - Onsite rework add. Stair F stringers and commons 170 ADA ramp railing not fabricated correctly and had to be modified for proper installation.	3,321.90
327-37	Manning Mechanical, Inc.	PR #117 - HS Gymnasium water cooler.	2,952.00
328-9	Rusco Windows Company, Inc.	PR #47 - Door security system. Added labor to change existing panics to EL Rim panics, add removable mullion, add (2) power transfers.	850.00
329-21	Innovative Erectors, Inc.	PR #110 - Auditorium handrails.	<u>8,310.28</u>
		Sub-Total	47,758.30

Change Orders Approved at Draw #28

295-1	Otis Elevator Company	FCO #84 - Elevator additional staffing. Extra trip to operate elevator to allow for fire caulking in the elevator shaft for code compliance.	980.00
321-13	All Finish Concrete, Inc.	FCO #98 - Floor Sealing Credit. Switch floor sealing type at select rooms scheduled to receive concrete sealer.	(5,420.00)
331-14	Far-Moor Acoustics & Floors, LLC	FCO #102 Misc. Ceiling Changes. 1. Reduce footage of	2,947.00

		ES elevator equipment room. 2. Plan discrepancy. 3. ISD vendor removed ceiling but did not reinstall. 4. Adjustment to ceiling heights.	
332-38	Manning Mechanical, Inc.	FCO #101 - Plasma Table Exhaust. Provide enhanced exhaust performance at existing plasma table.	1,500.04
333-44	Vinco, Inc.	FCO #103 - Electrical Extras. 1. Prep tile and reinstall brackets and smoke detectors in acoustical ceiling. \$306.00. 2. Install conduit and CAT6 and floor boxes south side of Track 2510. \$2,265.20.	2,571.20
334-45	Vinco, Inc.	FCO #104 - Unforeseen Electrical. 1. Relocate power feeds for RTU's to avoid modified structural steel and duct and piping at ES. \$5,243.25. 2. Relocate two existing exit lights at Cafeteria E150 for ductwork routing. \$562.65. 3. Replace damaged emergency light at fitness 183. \$432.54.	6,238.44
Sub-Total			8,816.68
<hr/>			
Change Orders Approved at Draw #29			
305-8	LVC Companies, Inc.	FCO #88 - Fire Protection Changes. 1. Remove exposed heads and install flex heads in new ACT in Ag Classroom 112 and in Ag Office 112B \$1,382.00. 2. Remove plastic lines and reinstall steel after district removed walls and ceilings. \$2,119.20.	3,501.20
325-9	LVC Companies, Inc.	FCO #94 - VE plastic pipe. Value engineering to use CPVC Blazemaster pipe in lieu of specified schedule 40 in HS.	(5,383.40)
326-10	LVC Companies, Inc.	FCO #91 - Code compliance fire protection. Added coverage for areas not shown on plan but required by code, wood ceiling in HS and 2nd floor mechanical room.	13,820.40
330-20	Trall Painting Co.	PR #110 - Auditorium handrails.	573.00
335-46	Vinco, Inc.	FCO #106 - Code Items. 1. Illuminate walking spaces outside vestibules 1521 & 1522. \$983.56. 2. Install (5) additional ceiling mount emergency light fixtures at Auditorium 190. \$2,293.24.	3,276.80
336-9	Central Door & Hardware, Inc.	FCO #109 - Miscellaneous Hardware Changes. 1.) Add storeroom under stairs H at HS addition \$1,419.00. 2.) Provide removable mullion for door 180.8 \$1,087.00. 3.) Provide storeroom locksets and keyed lock cores for elevator equipment rooms 18A & E002A. \$315.00.	2,821.00
339-1	Innovative Builders	FCO #115 - Concrete Floor Finish at Ag Shop. Concrete floor finish for PR #37 Ag Shop was unacceptable to ISD #146 and was rejected. Credit was accepted by district as payment in lieu of removal and replacement.	(12,250.00)
340-7	Pierce Lee Roofing, LLC	FCO #114 - Code Required Items for PLR. 1.) Install weather barrier over exterior sheathing at curtain wall framing at Vestibule 1521 & 1522. \$886.44. 2.) Extend smoke hatch release cables to a reachable height above the stage floor. \$1,640.68.	2,527.12
341-26	Gast Construction Company, Inc.	FCO #112 - Eicholtz Frame Install. Eicholtz did not install HM frames at Fitness 183 and Costume 192E.2 while constructing wall and had to demo out an incorrectly installed frame at 180A.2 in Gym Storage, hired Gast Co. to install frame afterwards. \$363.00.	363.00
342-19	Eicholtz Masonry, Inc.	CO #111 - Extra Masonry Work. 1.) Remove & cut architectural stone at Vestibule 170A and Commons 170 south exterior wall to match field engineered dimension associated with curtain wall HS4. \$1,001.00. 2.) Remove	2,507.45

		excess mortar from CMU joints on existing north and east wall of Wrestling room and tuck point. \$1,869.45. FCO #113 - Deduct for FCO #112. Did not install HM frames at Fitness 183 & Costume 192.E2 while constructing wall & had to demo out an incorrectly installed frame at 108A.2 in Gym Storage. Hired Gast Co. to install frame afterwards. (\$363.00).	
343-20	Eicholtz Masonry, Inc.	FCO #110 - Masonry Not on BP-1 Plans. 1.) Infills at multiple locations in existing HS and ES. 2.) Demo portion of existing brick veneer above new roofline at the north exterior wall and install flashing, weeps, and new bricks.	13,103.42
344-21	Eicholtz Masonry, Inc.	PR #26R1 - HS Secure Entry. Door infill CR 141.	951.50
345-22	Eicholtz Masonry, Inc.	ASI #32 - HS Commons Countertop Power. Add one course at knee wall in Commons 170 to make room for outlets.	1,984.40
346-13	Bachman, Inc. dba Floor to Ceiling	FCO #116 - Floor Prep. Prep floors to receive new LVT and Carpet.	6,608.04
347-47	Vinco, Inc.	FCO #105 - 1.) Existing ceilings and lights were removed per architectural and electrical demolition plans at Elementary School Rooms E124, E125, & E149 but no new fixtures were indicated to be installed. 2.) Electrical demo plan ED2111 did not indicate need to demo power to mechanical equipment scheduled to be removed from existing Mechanical Room 156 or Receiving E155. 3.) Fire alarm tie-in at fire rated coil door 192F.2 not indicated on PR #61. 4.) Strip lighting at first section of north tier seating in Auditorium 190 not indicated on Area E Lighting Plan E1125. 5.) BP-3 AV power supply required larger amperage than what was indicated on BP-2 plans (6). Wiring needs from Mini Split at Electrical Room 185 to rooftop condensing unit not indicated on plan pages E1135 or E6000.	20,890.96
Sub-Total			55,294.89

Change Orders Approved at Draw #30

315-25	RTL Construction, Inc.	PR #113 - HS Auditorium Stage Stair Furring.	460.81
338-25	Gast Construction Company, Inc.	FCO #108 - HM Frame Delay. Foam fill 29 HM door and window frames and install with CMU existing wall anchors, bondo, and prime anchor holes after installation. Caused by frames not arriving on time.	6,916.00
348-4	WCS1, LLC	FCO #121 - Caulking Credit. WCS1 requested we use someone else to fulfill remaining contract items to complete project.	(6,325.00)
350-8	Pierce Lee Roofing, LLC	FCO #122 - Prefinished Metal at HS & ES. Install pre-finished metal coping at top of ES main entry. Install pre-finished metal along main entry at HS.	1,757.73
Sub-Total			2,809.54

Change Orders Approved at Draw #31

349-11	LVC Companies, Inc.	FCO #120 - LVC Overtime. Cost difference between over-time rate and regular rate for overnight work performed for enhancement of the summer remodel schedule.	10,987.00
351-27	Gast Construction Company, Inc.	FCO #123 - Miscellaneous Gast Extras. 1. Demo existing brick and raise steel lintel at existing exterior wall between Hall E106. \$650.00. 2. Demo existing plaster ceiling.	9,242.00

\$530.00. 3. Demo existing 2 x 4 acoustical ceiling \$530.00. 4. Cut and demo out sections of existing CMU wall & shore to hold until plumbing and new wall infill were complete. \$770.00. 5. Replace damaged top rails, rebuild center support and install new shelves. \$145.00. 6. Install extra HM frame existing wood door and misc. hardware. \$260.00. 7. Cut and remove concrete slab. \$280.00. 8. Add additional wood blocking to achieve needed wall height at second floor auditorium knee wall. \$383.00. 9. Add plywood and 2x subfloor at exterior wall lines of pedestrian walkway. \$4,470.00. 10. Cut and remove concrete slab, form and pour in new concrete around pole vault pit. \$1,224.00.

Sub-Total 20,229.00

Change Orders Approved at Draw #32

337-10	Central Door & Hardware, Inc.	FCO #108 - HM Frame Delay. Foam fill 29 HM door and window frames and install with CMU existing wall anchors, bondo, and prime anchor holes after installation. Caused by frames not arriving on time.	(6,916.00)
Sub-Total			(6,916.00)

Change Orders Approved at Draw #33

353-2	Taracon Precast, LLC	FCO #124 - Break Metal Deduct. Pierce Lee Roofing provided (2) metal caps to cover unfinished precast wall panel ends at entries 1521 & 1522.	(734.72)
Sub-Total			(734.72)

Change Orders Approved at Draw #34

352-21	Traill Painting Co.	FCO #117 - Fire Rating Identification Vinyl Labels. Code required fire rating identification above ceilings at fire and smoke rate assemblies. FCO #118 - Miscellaneous Extra Painting. Extra painting throughout project for items unforeseen or not on plans.	5,262.50
354-23	Eicholtz Masonry, Inc.	FCO #125 - Repainting CMU Walls. Touch up paint at CMU wall locations where excess mortar and grout splatter was removed by Eicholtz Masonry from HS (Stairs G & H, Halls 1510, 1520, 1530, & 2530 and also at patched locations in Concessions 145A & Training 175) & ES (Stair J, Halls E1002 & E1004, Lobbies E1001 & E1005). \$3,315.00.	(3,315.00)
356-22	Traill Painting Co.	FCO #119 - Repainting Pre-cast & CMU Walls. 1.) Repaint the 2nd floor pre-cast walls on the west and south side of the Running Track 2510 to cover 100's of spots where concrete spatter was removed by All Finish Concrete. \$4,810.00. 2. Touch up paint at CMU wall locations where excess mortal and grout spatr was removed by Eicholtz Masonry from HS (Staris G & H, Halls 1510, 1520, 1530, & 2530 and also at patched locations in Concessions 145A & Training 175. \$3,315.00.	8,125.00
Sub-Total			10,072.50

Change Orders Approved at Draw #35

Sub-Total 0.00

Change Orders Approved at Draw #36

355-14 All Finish Concrete, Inc. FCO #126 - Repaint the 2nd floor pre-cast walls on the west and south side of the Running Track 2510 to cover 100's of spots where concrete splatter was removed by All Finish Concrete. (4,810.00)

Sub-Total (4,810.00)

Change Orders Approved at Draw #37

357-12 LVC Companies, Inc. FCO #127 - Precast Staining Fix. Agreed to fix of acoustical panels to cover staining of precast in Commons 170 from core drilling penetrations. Responsibility is 1/2 of cost. (2,920.50)

358-48 Vinco, Inc. FCO #127 - Precast Staining Fix. Agreed to fix of painting 2nd floor wall in Hall 2520 to cover staining from core drilling. Responsibility is 1/3 of cost. (\$315.00). (315.00)

359-39 Manning Mechanical, Inc. FCO #127 - Precast Staining Fix. Agreed to fix of acoustical panels to cover staining of precast in Commons 170 from core drilling penetrations. Responsibility is 1/2 of cost. (\$2,920.50). Agreed to fix of painting 2nd floor wall in hall 2520 to cover staining from core drilling. Responsibility is 1/3 of cost. (\$315.00). (3,235.50)

Sub-Total (6,471.00)

Change Orders in Process

Sub-Total 0.00

Change Order Status To Date 05/05/23 3,478,517.11

* Change Order #1907-10-3 affects the " Elementary School Parking Lot East" line on the draw instead of Construction Contingency.

** Change Orders affecting Owner Contingency instead of Construction Contingency.

12. New Business
A. Budgets for FY24

324

GENERAL FUND BUDGET 2023-24

Adopted:

Revised:

REVENUE

UFARS CODE						DESCRIPTION	ACTUAL 2021-22	BUDGET 2022-23	BUDGET 23-24
						LEVY			
FIN									
01	005	000	000	001	000	District Levy	814,910	827,490	889,170
01	005	000	000	004	000	Tax Increment Finance Revenue	8,159	10,850	10,850
01	005	000	000	005	000	Reemployment	0	0	0
01	005	000	000	019	000	Misc Tax Revenue	18,606	20,810	20,810
01	005	000	000	229	000	Disparity	33	50	50
01	005	000	000	234	000	Hmstd/Ag Market Value	4,922	5,820	5,820
01	005	000	302	001	000	Operating Capital Levy	139,377	104,870	100,110
01	005	000	315	001	000	Lease Levy	0	0	0
01	005	000	342	001	000	Safe Schools - Crime Levy	35,483	36,520	35,710
01	005	000	830	001	000	Career Technical Levy	95,374	77,550	77,550
01	005	865	000	001	000	Long Term Facility Maintenance	100,439	114,050	98,390
01	005	850	000	001	000	Health/Safety Levy	0	0	0
						SUB TOTAL	1,217,302	1,198,010	1,238,460

STATE AID

01	005	000	000	010	000	County Apportionment	25,198	23,260	23,260
01	005	000	000	201	000	Endowment Fund	37,728	41,100	41,100
01	005	000	000	211	000	Foundation Aid	6,908,431	7,081,000	7,258,590
01	005	000	000	212	000	Literacy Incentive Aid	59,973	63,420	63,420
01	005	000	000	370	000	Misc Rev MDE	7,521	0	0
01	005	000	151	400	000	Stabilization/Stimulus Funds	0	0	0
01	005	000	302	211	000	Operating Capital Aid	139,984	132,650	132,660
01	005	000	309	211	000	Basic Skills Extended Time Aid	0	0	0
01	005	000	315	300	000	Student Support Aid	0	0	40,000
01	005	000	316	211	000	Staff Development Aid	132,094	135,720	140,850
01	005	000	317	211	000	Basic Skills Aid	71,669	60,540	156,200
01	005	000	330	211	000	Learning & Development Aid	217,110	216,740	218,080
01	005	865	000	317	000	Long Term Facilities Mgmt Aid	77,807	67,900	67,900
01	005	000	388	211	000	Gifted & Talented Aid	12,762	12,850	12,830
01	005	000	342	300	000	Safe School Supplemental Aid	0	0	0
01	005	000	000	300	000	PSEO Transporation Aid	0	0	0
01	005	000	830	300	000	Career Technical Aid	0	0	0
01	005	420	000	360	000	Special Ed Aids	781,757	878,200	1,106,260
01	005	420	740	360	000	Special Ed Aids	0	0	0
						Health/Safety Aid	0	0	0
						SUB TOTAL	8,472,033	8,713,380	9,261,150

FEDERAL

01	005	000	401	401	000	Title I	324	90,108	83,900	52,650
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GENERAL FUND BUDGET 2023-24

Adopted:

Revised:

REVENUE

UFARS CODE						DESCRIPTION	ACTUAL 2021-22	BUDGET 2022-23	BUDGET 23-24
01	005	000	414	400	000	Title II Part A	34,353	22,700	22,060
01	005	000	433	400	000	Title IV Student Support/Acad.	0	0	0
01	005	000	150	400	000	ARP Summer Academic	2,730	20,140	0
01	005	000	153	400	000	Governors Emerg Relief GEER	0	0	0
01	005	000	154	400	000	Coronavirus Relief Funds	0	0	0
01	005	000	155	400	000	ESSER II	125,777	0	0
01	005	000	160	400	000	ESSER III	233,474	187,220	132,950
01	005	000	161	400	000	ESSER III (20% Learning Recovery)	738	73,590	67,200
01	005	000	162	400	000	Expanded Summer Programming	19,817	15,180	0
01	005	000	174	405	000	MN COVID Testing Program	34,707	21,560	0
01	005	000	317	400	000	Compensatory	6,125	0	0
SUB TOTAL							547,829.76	424,290.00	274,860.00
LOCAL/MISCELLANEOUS									
01	005	000	000	021	000	Due from other Dist	84,254	119,130	123,100
01	005	000	000	050	000	iPad Insurance Fee	34,741	4,900	4,900
01	005	000	000	071	000	Med Assist From Dept of HS	60,628	65,000	75,000
01	005	000	000	092	000	Interest	9,687	85,000	96,000
01	005	000	000	093	000	Facilities Rent	3,994	10,000	10,000
01	005	000	000	096	000	Gifts/Bequests	3,700	71,620	5,000
01	005	000	000	099	000	Misc. Local Revenue	30,705	75,470	21,870
01	005	000	000	227	000	Abatement	1,208	1,430	1,430
01	005	000	000	258	000	Wetland & Native	0	0	0
01	005	000	000	397	000	TRA/PERA Spec Funding Rev	-1,043	0	0
01	005	000	000	621	000	Tech Resale	35	500	500
01	005	000	000	623	000	Real Property Sales	0	0	0
01	005	000	000	624	000	Sale of Equipment	95,768	5,000	5,000
01	005	000	000	625	000	Insurance Recovery	0	5,000	5,000
01	100	000	000	096	000	Gifts/Bequests	3,610	9,000	9,000
01	100	203	000	650	000	Transfers due to COVID-19	0	0	0
01	100	203	000	031	000	Tuition from Out-State Dist	0	0	0
01	005	850	347	629	000	H&S Utility Rebate	0	0	0
01	100	259	000	621	000	Elementary Music Resale	0	500	500
01	100	288	000	060	000	Elem. Flow Thru/Sales	17,634	23,700	23,700
01	300	000	000	096	000	Gifts/Bequests	47,000	15,000	15,000
01	300	000	000	621	000	Secondary Resale of Materials	52	500	500
01	300	211	000	650	000	Transfers due to COVID-19	0	0	0
01	300	213	000	621	000	Ag Resale	619	600	600
01	300	214	000	621	000	Plasma Resale	0	0	0
01	300	225	000	621	000	FFA Vending	0	0	0
01	300	226	000	621	000	Student Council Vending	0	0	0
01	300	249	000	050	000	Dr Trg/Behind Wheel	6,065	14,000	14,000
01	300	250	000	621	000	FACS Resale of Materials	0	500	500

GENERAL FUND BUDGET 2023-24

Adopted:

Revised:

REVENUE

UFARS CODE						DESCRIPTION	ACTUAL 2021-22	BUDGET 2022-23	BUDGET 23-24
01	300	254	000	621	000	Branderz Resale	440	1,000	1,000
01	300	255	000	621	000	Industrial Tech Resale	3,948	5,200	6,500
01	300	258	000	621	000	Inst. Music Resale	9	250	250
01	300	261	000	099	000	River Watch	0	4,010	4,010
01	300	289	000	060	000	Fund Raiser/Flow Thru	30,209	40,000	40,000
01	300	292	000	060	000	Boys/Girls Athletic Season Tickets	13,515	19,000	19,000
01	300	292	000	061	000	Track Entry Fees	1,150	4,800	4,800
01	300	293	000	050	000	Inst. Music Rental	0	1,000	1,000
01	300	294	000	060	000	Boy's Athletics	23,883	20,000	20,000
01	300	294	000	061	000	Boy's Athletics Entry Fees	1,950	2,500	2,500
01	300	295	000	060	000	Speech Fee	0	0	0
01	300	296	000	060	000	Girl's Athletics	10,565	11,600	11,600
01	300	296	000	061	000	Girl's Athletics Entry Fees	2,700	2,200	2,200
01	300	298	000	050	000	Student Activity Fees	33,023	30,000	35,000
01	300	299	000	620	000	Concessions	66,687	80,000	90,000
01	300	299	000	619	000	Concessions Cost of Sales	-33,880	-40,000	-45,000
							<u>552,855.94</u>	<u>688,410.00</u>	<u>604,460.00</u>
TOTAL BEFORE STUDENT ACTIVITIES							10,790,021.45	11,024,090	11,378,930
21	005	298	301	099	000	Student Activity Revenue	<u>133,713</u>	<u>200,000</u>	<u>200,000</u>
TOTAL GENERAL FUND							10,923,734	11,224,090	11,578,930

GENERAL FUND 01

		2020-21 Actual	2021-22 Actual	2022-23 Budget	2023-24 Budget
General Fund Expenditures					
District Wide Admin					
010	Board of Education	\$ 60,176.78	\$ 45,614.50	\$ 50,130	\$ 50,350
020	Superintendent	\$ 246,754.71	\$ 250,329.05	\$ 270,070	\$ 287,330
030	Instructional Administration	\$ 75,000.00	\$ -	\$ -	\$ -
105	General Admin. Support (Elections/	\$ 3,491.75	\$ 9,533.52	\$ 10,360	\$ 7,760
108	Administrative Technology Services	\$ 8,575.94	\$ 8,838.17	\$ 15,000	\$ 15,000
110	Business Support Services	\$ 209,325.42	\$ 235,901.98	\$ 254,900	\$ 269,090
	Sub-Total District Wide Admin	\$ 603,324.60	\$ 550,217.22	\$ 600,460	\$ 629,530
Instructional & Pupil Support					
612	Technology	\$ 106,563.42	\$ 102,636.50	\$ 94,470	\$ 98,120
630	Technology Coord./Tech. Supplies (\$ 93,260.27	\$ 65,493.00	\$ 60,310	\$ 63,330
640	Staff Development	\$ 260,001.81	\$ 10,866.29	\$ 21,200	\$ 21,220
720	Health Services	\$ 66,599.56	\$ 63,953.35	\$ 55,720	\$ 2,450
790	Other Pupil Support	\$ -	\$ 793.67	\$ 1,500	\$ 1,500
	Sub-Total Instr. & Pupil Support	\$ 526,425.06	\$ 243,742.81	\$ 233,200	\$ 186,620
Transportation					
532	Capital Purchase	\$ -	\$ -	\$ 920	\$ -
713	Open Enrollment Transportation	\$ 53,740.31	\$ 78,075.12	\$ 74,500	\$ 74,500
720	Regular Transportation	\$ 461,469.95	\$ 480,384.03	\$ 498,000	\$ 547,200
723	Special Ed Transportation	\$ 58,152.14	\$ 59,759.06	\$ 67,070	\$ 78,270
733	Non-authorized Transportation	\$ 9,041.96	\$ 201.47	\$ 16,650	\$ 21,910
739	PSEO Transportation	\$ -	\$ -	\$ 500	\$ 500
	Sub-Total Transportation	\$ 582,404.36	\$ 618,419.68	\$ 657,640	\$ 722,380
Operation & Maintenance of Plant					
810/850	Operations/Maint/Grounds/Capital	\$ 917,832.05	\$ 1,167,750.37	\$ 1,343,030	\$ 1,358,530
865	Long Term Facilities Maintenance	\$ 472,540.74	\$ 240,430.17	\$ 34,950	\$ 37,620
	Sub-total Operation & Maintenance	\$ 1,390,372.79	\$ 1,408,180.54	\$ 1,377,980	\$ 1,396,150
Other					
940	Property & Liability Insurance	\$ 50,693.40	\$ 62,882.32	\$ 82,370	\$ 92,140
960	Property Tax Abatement	\$ 15,463.24	\$ 12,752.79	\$ 19,880	\$ 26,280
	Sub-Total Other	\$ 66,156.64	\$ 75,635.11	\$ 102,250	\$ 118,420
	District Wide Expenses	\$ 3,168,683.45	\$ 2,896,195.36	\$ 2,971,530	\$ 3,053,100

General Fund Expenditures		2020-21 Actual	2021-22 Actual	2022-23 Budget	2023-24 Budget
Atkinson Elementary School					
050	Office of the Principal	\$ 217,151.32	\$ 219,417.40	\$ 224,120	\$ 235,060

200	Title II - Class Size Reduction	\$ 27,600.00	\$ 34,353.31	\$ 23,000	\$ 24,330
201	Kindergarten	\$ 304,274.12	\$ 335,503.27	\$ 331,780	\$ 349,390
203	Elementary Education	\$ 368,363.62	\$ 311,451.34	\$ 298,250	\$ 226,640
204	First Grade	\$ 347,573.33	\$ 313,959.52	\$ 381,410	\$ 399,700
205	Second Grade	\$ 360,166.44	\$ 360,490.99	\$ 376,250	\$ 346,400
206	Third Grade	\$ 247,131.79	\$ 257,166.58	\$ 274,580	\$ 288,300
207	Fourth Grade	\$ 286,627.24	\$ 301,002.70	\$ 265,790	\$ 283,660
208	Fifth Grade	\$ 268,978.28	\$ 277,623.90	\$ 287,880	\$ 288,320
209	Sixth Grade	\$ 215,486.16	\$ 221,589.76	\$ 230,190	\$ 243,480
212	Art	\$ -	\$ 1,979.91	\$ 64,730	\$ 65,010
216	Title I	\$ 84,101.39	\$ 90,514.45	\$ 93,160	\$ 96,400
218	Gifted & Talented	\$ 14,117.75	\$ -	\$ -	\$ -
240	Health & Physical Education	\$ 56,879.21	\$ 68,297.75	\$ 70,240	\$ 74,490
258	Instrumental Music	\$ 9,851.88	\$ 10,394.94	\$ 10,770	\$ 10,240
259	Vocal Music	\$ 63,345.03	\$ 70,792.15	\$ 72,560	\$ 78,250
271	Remedial Reading & Language Arts	\$ 15,722.94	\$ 738.18	\$ 38,230	\$ 109,220
272	Remedial Mathematics	\$ 15,644.75	\$ -	\$ -	\$ -
275	Kindergarten Individualized Instr.	\$ 9,023.49	\$ 64.99	\$ -	\$ -
288	Flow Through Sales	\$ 1,926.10	\$ 42,482.03	\$ 87,510	\$ 19,500
401	Speech/Language Impaired	\$ 77,856.11	\$ 79,500.62	\$ 81,930	\$ 85,460
402	DCD - Mild-Moderate	\$ 23,760.17	\$ 27,369.39	\$ 54,530	\$ 45,900
403	DCD - Severe-Profound	\$ 55,932.79	\$ 64,239.48	\$ 69,300	\$ 48,000
404	Physically Impaired	\$ 24,353.68	\$ 24,646.34	\$ 25,830	\$ 26,490
405	Deaf/Hard of Hearing	\$ -	\$ 12,109.40	\$ 700	\$ 700
406	Visually Impaired	\$ -	\$ -	\$ 5,400	\$ 5,400
407	Specific Learning Disability	\$ 90,013.93	\$ 93,678.04	\$ 129,540	\$ 143,960
408	Emotional/Behavioral Disorder	\$ 22,062.02	\$ 50,432.15	\$ 95,230	\$ 102,160
410	Other Health Disabilities	\$ 39,567.42	\$ 62,164.24	\$ 87,680	\$ 93,320
411	Austic Spectrum Disorders	\$ 136,957.57	\$ 137,006.46	\$ 86,470	\$ 90,280
412	Developmentally Delayed	\$ 27,430.44	\$ 41,062.81	\$ -	\$ -
416	Severely Multiply Impaired	\$ -	\$ 364.12	\$ 27,800	\$ 29,950
420	Special Education - Aggregate	\$ 343.62	\$ 3,522.95	\$ 350	\$ 350
422	Special Education - Students without	\$ 54,811.59	\$ 136,232.77	\$ 139,460	\$ 159,790
612/630	Technology	\$ 33,906.59	\$ 19,237.31	\$ 23,030	\$ 22,790
620	Library Media Center	\$ 29,493.10	\$ 32,328.79	\$ 32,910	\$ 34,090
625	Audio/Visual Department	\$ 35.00	\$ 40.00	\$ 100	\$ 100
640	Staff Development	\$ 21,731.75	\$ 24,905.73	\$ 27,100	\$ 27,100
712	Elementary Guidance Services	\$ 17,833.35	\$ -	\$ -	\$ -
715	Safe Schools	\$ 13,552.72	\$ 4,771.80	\$ 2,000	\$ 4,000
720	Health Services	\$ 2,837.81	\$ 12,646.27	\$ 14,310	\$ 71,150
740	Social Work Services	\$ -	\$ 50,134.45	\$ 50,930	\$ 53,890
	Subtotal Elementary Education	\$ 3,586,444.50	\$ 3,794,216.29	\$ 4,085,050	\$ 4,183,270

Elementary & Secondary Combined		2020-21 Actual	2021-22 Actual	2022-23 Budget	2023-24 Budget
212	CAPP	\$ 576.45	\$ 1,941.19	\$ 3,000	\$ 3,000
400-420	Special Education - General	\$ 119,381.57	\$ 123,324.49	\$ 123,610	\$ 123,610
430	Homebound Instruction	\$ -	\$ -	\$ 1,260	\$ 1,260
640	Staff Development - Exemplary Gra	\$ 1,793.90	\$ 6,292.00	\$ 29,600	\$ 29,600
690	Other Instructional Support	\$ 6,376.36	\$ 6,100.00	\$ 7,700	\$ 11,700

Subtotal Combined Education \$ 128,128.28 \$ 137,657.68 \$ 165,170 \$ 169,170

Barnesville High School		2020-21 Actual	2021-22 Actual	2022-23 Budget	2023-24 Budget
050	Office of the Principal	\$ 231,783.78	\$ 238,496.63	\$ 248,830	\$ 260,500
211	Secondary Education	\$ 241,152.46	\$ 353,378.75	\$ 160,150	\$ 150,590
212	Visual Art	\$ 67,712.92	\$ 72,374.34	\$ 76,700	\$ 80,950
213	Agriculture - Non-vocational	\$ 15,275.34	\$ 17,345.05	\$ 12,860	\$ 10,940
215	Business - Non-vocational	\$ 23.60	\$ 157.88	\$ 800	\$ 800
218	Gifted & Talented	\$ -	\$ 6,773.33	\$ 6,220	\$ 8,600
220	English (Language Arts)	\$ 280,646.64	\$ 243,589.34	\$ 231,590	\$ 232,380
230	Foreign Language	\$ 56,455.63	\$ 53,474.96	\$ 41,750	\$ 65,830
240	Health & Physical Education	\$ 155,893.45	\$ 158,556.99	\$ 178,580	\$ 184,370
249	Driver Education	\$ 14,689.71	\$ 11,847.00	\$ 16,430	\$ 16,650
250	Family Living Science (FACS)	\$ 42,644.62	\$ 43,582.95	\$ 49,960	\$ 44,780
255	Industrial Education	\$ 102,611.28	\$ 106,021.05	\$ 112,210	\$ 114,900
256	Mathematics	\$ 258,646.11	\$ 252,206.64	\$ 279,870	\$ 290,100
258	Instrumental Music	\$ 54,474.59	\$ 60,547.12	\$ 74,440	\$ 58,290
259	Vocal Music	\$ 69,983.28	\$ 73,993.46	\$ 75,350	\$ 78,710
260	Natural Sciences	\$ 277,319.74	\$ 287,241.14	\$ 303,520	\$ 314,410
270	Social Sciences/Social Studies	\$ 263,146.40	\$ 271,418.24	\$ 262,040	\$ 286,080
272	Remedial Mathematics	\$ -	\$ 16,081.52	\$ -	\$ -
277	Secondary Individualized Instruction	\$ 27,307.06	\$ 29,315.78	\$ 29,970	\$ 31,560
289	Flow Through Sales	\$ 20,530.15	\$ 94,609.49	\$ 27,200	\$ 23,800
292	Boys/Girls Athletics	\$ 4,689.54	\$ 4,818.71	\$ 10,900	\$ 9,100
505	Track	\$ 33,359.24	\$ 35,062.42	\$ 34,650	\$ 41,910
502	Football	\$ 63,704.25	\$ 76,178.60	\$ 78,880	\$ 58,180
503	Boys Basketball	\$ 36,006.07	\$ 40,694.78	\$ 40,270	\$ 46,000
504	Boys Golf	\$ 12,274.93	\$ 11,686.55	\$ 12,310	\$ 12,720
506	Wrestling	\$ 21,547.86	\$ 24,103.00	\$ 25,820	\$ 29,790
507	Baseball	\$ 21,076.55	\$ 22,385.84	\$ 24,940	\$ 26,280
501	Speech	\$ 4,420.06	\$ -	\$ -	\$ -
516	Cross Country	\$ -	\$ -	\$ -	\$ 7,050
519	One Act Play	\$ 1,519.81	\$ 1,914.03	\$ 2,380	\$ 2,400
512	Volleyball	\$ 29,705.84	\$ 43,510.40	\$ 57,230	\$ 51,790
513	Girls Basketball	\$ 30,819.34	\$ 37,568.27	\$ 39,950	\$ 42,520
514	Girls Golf	\$ 13,423.84	\$ 10,085.62	\$ 12,040	\$ 12,270
517	Softball	\$ 15,941.11	\$ 16,993.73	\$ 21,190	\$ 22,410
298	Extra-Curricular Activities	\$ 44,152.05	\$ 60,197.12	\$ 145,060	\$ 147,480
299	Concessions	\$ -	\$ 41,785.01	\$ 46,710	\$ 46,710
301	Agriculture Education	\$ 90,552.22	\$ 94,241.42	\$ 60,040	\$ 55,210
331	Family & Consumer Science	\$ 46,042.39	\$ 49,381.99	\$ 49,250	\$ 44,030
341	Business & Office Education	\$ 136,627.48	\$ 98,890.86	\$ 100,720	\$ 103,410
401	Speech/Language Impaired	\$ 25,532.31	\$ 26,205.52	\$ 27,610	\$ 28,330
402	DCD: Mild-Moderate	\$ 68,992.04	\$ 70,361.39	\$ 45,610	\$ 49,200
403	DCD: Severe-Profound	\$ 70,245.94	\$ 56,251.00	\$ 98,630	\$ 107,090
404	Physically Impaired	\$ -	\$ 7,576.53	\$ -	\$ -
405	Deaf/Hard of Hearing	\$ -	\$ -	\$ 13,670	\$ 13,600
406	Visually Impaired	\$ 30,407.84	\$ 12,757.45	\$ 300	\$ 300

407	Specific Learning Disability	\$	57,044.06	\$	33,141.48	\$	62,330	\$	67,540
408	Emotional/Behavioral Disorder	\$	124,113.95	\$	158,066.85	\$	17,150	\$	13,510
410	Other Health Disabilities	\$	134,723.43	\$	121,752.49	\$	155,200	\$	160,290
411	Autistic Spectrum Disorders	\$	78,085.57	\$	83,769.93	\$	144,880	\$	152,650
412	Developmentally Delayed	\$	-	\$	-	\$	13,670	\$	13,600
416	Severely Multiply Impaired	\$	268.49	\$	29,869.24	\$	27,570	\$	28,920
420	Special Education - Aggregate	\$	33,170.31	\$	61,056.96	\$	680	\$	680
612/630	Technology	\$	15,011.81	\$	354,779.52	\$	22,570	\$	22,830
620	Library Media Center	\$	40,531.42	\$	42,368.16	\$	43,100	\$	45,750
625	Audio/Visual Department	\$	34.70	\$	-	\$	180	\$	180
640	Staff Development	\$	18,078.51	\$	18,926.65	\$	27,530	\$	27,530
690	Other Instructional Support	\$	8,805.13	\$	3,214.55	\$	3,320	\$	17,120
710	Counseling & Guidance	\$	94,441.48	\$	79,119.02	\$	84,670	\$	90,090
715	School Safety	\$	28,507.13	\$	1,221.80	\$	2,000	\$	2,000
720	Health Services	\$	20,660.66	\$	38,338.02	\$	22,570	\$	14,720
790	Other Pupil Support Services	\$	4,990.00	\$	1,725.00	\$	2,500	\$	1,500
	Subtotal Secondary Education	\$	3,639,804.12	\$	4,261,011.57	\$	3,766,550	\$	3,870,930

Tuition Billing

401-420	Special Education	\$	-	\$	18,496.62	\$	4,000	\$	4,000
790	General Education	\$	96,848.08	\$	104,574.65	\$	129,000	\$	98,000
	Subtotal Tuition Billing	\$	96,848.08	\$	123,071.27	\$	133,000	\$	102,000

TOTAL DISBURSEMENT MAINTENANCE	\$	10,619,908.43	\$	11,212,152.17	\$	11,121,300	\$	11,378,470
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Student Activities

301	Student Activities Expense	\$	86,325.66	\$	200,000.00	\$	200,000	\$	200,000
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TOTAL DISBURSEMENT MAINTENANCE	\$	10,706,234.09	\$	11,412,152.17	\$	11,321,300.00	\$	11,578,470.00
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FOOD SERVICE BUDGET 2023-24

Adopted:

Revised:

REVENUE

UFARS CODE	DESCRIPTION	ACTUAL 2020-21	ACTUAL 2021-22	BUDGET 2022-23	BUDGET 2023-24

CACFP (Summer Kids Club)					
2 005 000 469 400 000	Federal CACFP	0	611	6,000	6,000
2 005 000 469 477 000	Cash in Lieu of Commodities	0	0	170	170
		<u>0</u>	<u>611</u>	<u>6,170</u>	<u>6,170</u>
NATIONAL SCHOOL LUNCH PROGRAM					
02 005 000 701 099 000	Misc Revenue	1,069	494	1,000	1,000
02 005 000 701 300 000	State School Lunch	525	10,405	13,500	350,000
02 005 000 701 471 000	Federal School Lunch	1,269	0	70,000	100,000
02 005 000 701 472 000	Federal Free and Reduced Meals	2,336	483,058	70,000	70,000
02 005 000 701 473 000	Commodity Cash Program	34	189	200	200
02 005 000 701 474 000	Commodities	30,285	43,859	35,000	35,000
02 005 000 701 601 000	Type A Pupil	6,751	-707	230,000	0
02 005 000 701 606 000	Type A Adult	365	6,835	3,500	3,500
	Subtotal	<u>42,634</u>	<u>544,132</u>	<u>423,200</u>	<u>559,700</u>
KINDERGARTEN MILK					
02 005 000 703 300 000	Kindergarten Milk	1,189	1,348	1,200	1,500
BREAKFAST					
02 005 000 705 300 000	State School Breakfast	303	3,460	7,660	55,000
02 005 000 705 476 000	Federal School Breakfast	534	101,359	20,000	25,000
02 005 000 705 601 000	Breakfast Type A Pupil	423	0	18,000	0
02 005 000 705 606 000	Breakfast Type A Adult	2	0	30	30
	Subtotal	<u>1,262</u>	<u>104,819</u>	<u>45,690</u>	<u>80,030</u>
A LA CARTE					
02 005 000 707 092 000	Interest	667	755	250	1,000
02 005 000 707 099 000	Catering Revenue	0	2,100	0	300
02 005 000 707 601 000	Type A A La Carte	27,297	70,452	75,000	65,000
	Subtotal	<u>27,964</u>	<u>73,307</u>	<u>75,250</u>	<u>66,300</u>
SUMMER FOOD SERVICE PROGRAM					
02 005 000 709 479 000	Federal SFSP Revenue	437,233.00	170	0	0
02 005 000 709 300 000	SFSP State Grants	10,922	10,125	0	0
		<u>448,155</u>	<u>10,295</u>	<u>0</u>	<u>0</u>
SUPPLY CHAIN ASSISTANCE FUNDS					
02 005 770 710 471 000	Supply Chain Assistance Funds (one time)	0	20,206	33,970	0
TOTAL		521,204	754,718	585,480	713,700

FOOD SERVICE BUDGET 202-24

Adopted:

Revised:

EXPENDITURES

UFARS CODE						DESCRIPTION	ACTUAL 2021-22	BUDGET 2022-23	BUDGET 2023-24	

						CACFP (Kids Club)				
002	005	770	469	170	000	Salaries	3,058	8,060	8,220	
002	005	770	469	210	000	FICA	234	620	630	
002	005	770	469	214	000	PERA	229	600	620	
002	005	770	469	250	000	403B Match	20	130	130	
002	005	770	469	401	000	Supplies	0	500	500	
002	005	770	469	490	000	Food	2,250	7,000	7,000	
002	005	770	469	495	000	Milk	695	1,500	1,500	
							<u>6,486</u>	<u>18,410</u>	<u>18,600</u>	
						NATIONAL SCHOOL LUNCH PROGRAM				
02	005	770	701	170	000	Lunch Salaries	150,191	169,690	173,230	
02	005	770	701	174	000	Lunch Salaries Overtime	268	500	500	
02	005	770	701	210	000	Lunch FICA	10,390	13,020	13,290	
02	005	770	701	214	000	Lunch PERA	9,653	8,960	9,220	
02	005	770	701	220	000	Group Hospital	11,621	13,170	12,700	
02	005	770	701	250	000	403B Match	642	3,090	3,090	
02	005	770	701	280	000	Unemployment	0	500	500	
02	005	770	701	330	000	Garbage	9,857	10,700	10,700	
02	005	770	701	350	000	Repair Services	4,666	7,500	7,500	
02	005	770	701	366	000	Travel	210	300	300	
02	005	770	701	382	000	Laundry	3,223	3,500	4,000	
02	005	770	701	398	000	Charge backs	0	-4,200	-4,200	
02	005	770	701	401	000	General Supplies - Lunch	30,090	20,000	20,000	
02	005	770	701	405	000	Computer Software	867	3,300	3,300	
02	005	770	701	465	000	Non-instr. Tech Devices	2,598	0	0	
02	005	770	701	490	000	Food Lunch	164,951	219,150	258,000	
02	005	770	701	491	000	Commodities	43,859	35,000	35,000	
02	005	770	701	495	000	Milk	222	12,000	12,000	
02	005	770	701	530	000	Equipment	79,530	22,700	0	
02	005	770	701	820	000	Dues and Membership	1,610	2,030	2,030	
							Subtotal	<u>524,448.58</u>	<u>540,910</u>	<u>561,160</u>
						KINDERGARTEN MILK				
02	005	770	703	495	000	Kindergarten Milk	1,531	1,000	1,000	
						BREAKFAST				
02	005	770	705	170	000	Breakfast Salaries	18,249	23,380	23,840	
02	005	770	705	210	000	Breakfast FICA	942	1,790	1,820	
02	005	770	705	214	000	Breakfast PERA	1,369	1,750	1,790	
02	005	770	705	220	000	Group Hospital	633	2,110	2,030	
02	005	770	705	250	000	Breakfast 403B Match	124	1,070	1,070	
02	005	770	705	401	000	Breakfast General Supplies	413	200	200	
02	005	770	705	490	000	Breakfast Food	38,178	30,000	40,000	
02	005	770	705	495	000	Breakfast Milk	10,110	5,000	5,000	
							Subtotal	<u>70,017.50</u>	<u>65,300</u>	<u>75,750</u>
						A LA CARTE				
02	005	770	707	170	000	A La Carte Salaries	13,095	24,540	25,030	
02	005	770	707	210	000	A La Carte FICA	937	1,880	1,920	
02	005	770	707	214	000	A La Carte PERA	982	1,840	1,880	

02	005	770	707	220	000	Group Hospital	732	2,970	2,860
02	005	770	707	250	000	A La Carte 403B Match	0	650	650
02	005	770	707	401	000	A La Carte Supplies	202	500	500
02	005	770	707	490	000	A La Carte Food	21,949	13,000	14,000
02	005	770	707	495	000	A La Carte Milk	12,346	10,000	10,000
						Subtotal	50,243.84	55,380	56,840

						SUMMER FOOD SERVICE PROGRAM			
02	005	770	709	170	000	SFSP Salaries	137,686	0	0
02	005	770	709	210	000	SFSP FICA	9,443	0	0
02	005	770	709	214	000	SFSP PERA	9,319	0	0
02	005	770	709	220	000	SFSP Group Hospital	8,897	0	0
02	005	770	709	250	000	SFSP 403B Match	1,150	0	0
02	005	770	709	350	000	SFSP Repairs & Maintenance	4,344	0	0
02	005	770	709	401	000	SFSP Supplies	19,094	0	0
02	005	770	709	490	000	SFSP Food	111,802	0	0
02	005	770	709	491	000	Commodities			
02	005	770	709	495	000	SFSP Milk	24,641	0	0
						Subtotal	326,374.93	0	0

						SUPPLY CHAIN ASSISTANCE			
02	005	770	710	490	000	Food	6,244.44	5,000	0
02	005	770	710	495	000	Milk	13,961.64	28,970	0
							20,206.08	33,970	0

						TOTAL	999,308.26	714,970	713,350
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COMMUNITY SERVICE BUDGET 2023-24

Adopted:

Revised:

REVENUE

UFARS CODE	DESCRIPTION	ACTUAL 2021-22	BUDGET 2022-23	BUDGET 2023-24

COMMUNITY EDUCATION				
04 005 000 321 092 000	Interest	0	180	180
04 005 000 321 227 000	Abatement	0	10	10
04 005 000 321 229 000	Disparity Reduction	5	130	130
04 005 000 321 234 000	Hmstd/Ag Market Value Credit	760	1,570	1,570
04 005 000 321 258 000	Wetland & Native	0	20	20
04 005 000 321 350 000	State Aid	0	0	0
04 005 400 000 021 000	Special Ed Preschool Tuition	0	0	0
04 005 505 321 001 000	Tax Levy	23,641	25,520	25,400
04 005 505 321 019 000	Misc Local Tax	60	50	50
04 005 505 321 050 000	Community Ed Fees	33,175	47,000	52,500
04 005 505 321 096 000	Gifts/Bequests	0	1,500	1,500
	SUBTOTAL	57,641	75,980 0	81,360
SUMMER RECREATION				
04 005 506 321 050 000	Summer Rec Fees	44,320	51,000	53,500
04 005 506 321 096 000	Summer Rec Donations	19,000	22,500	23,000
	SUBTOTAL	63,320	73,500 0	76,500
KIDS CLUB				
04 005 509 321 050 000	Kids Club Fees	90,250	118,000	118,000
04 005 509 321 096 000	Kids Club Grants/Donations	4,400	500	500
	SUBTOTAL	94,650	118,500	118,500
EARLY CHILDHOOD				
04 005 580 325 001 000	Early Childhood Levy	22,583	24,220	24,220
04 005 580 325 050 000	Early Childhood Fees	200	150	500
04 005 580 325 300 000	Early Childhood Aid	15,137	13,510	45,760
04 005 580 328 300 000	Home Visit Aid	367	690	690
04 005 580 328 001 000	Home Visit Levy	413	390	390
	SUBTOTAL	38,700	38,960 0	71,560
SCHOOL READINESS				
04 005 400 000 021 000	Special Education Preschool	13,238	15,000	14,000
04 005 582 344 050 000	School Readiness Fees	55,293	73,000	103,000
04 005 582 344 300 000	School Readiness Aid	24,581	25,090	30,380
	SUBTOTAL	93,111	113,090 0	147,380
PRESCHOOL SCREENING				
04 005 583 354 300 000	State Aid	2,175	1,900	1,900
YOUTH ENRICHMENT				
04 005 585 332 001 000	Youth Enrichment Levy	8,242	8,720	8,720
NON-PUBLIC				
04 005 590 351 301 000	Non-Public Aid	358	370	370
	TOTAL	358,197.56	431,020.00	506,290.00

COMMUNITY SERVICE BUDGET 2023-24

Adopted:

Revised:

EXPENDITURES

UFARS CODE						DESCRIPTION	ACTUAL 2021-22	BUDGET 2022-23	BUDGET 2023-24

COMMUNITY EDUCATION									
04	005	505	321	111	000	Business Manager Salary	1,580	1,630	1,710
04	005	505	321	116	000	Community Ed Dir. Salary	7,233	28,730	29,880
04	005	505	321	170	000	Clerical Salary	20,826	21,340	21,870
04	005	505	321	185	000	Instructional Salaries	3,081	3,100	5,600
04	005	505	321	186	000	Other Salary-Non Licensed	0	1,300	1,300
04	005	505	321	210	000	FICA	1,820	4,320	4,640
04	005	505	321	214	000	PERA	1,680	2,020	2,100
04	005	505	321	218	000	TRA	853	2,670	2,760
04	005	505	321	220	000	Group Hospital	3,803	11,700	11,620
04	005	505	321	230	000	Group Term Life	10	80	80
04	005	505	321	240	000	Long Term Disability	18	80	90
04	005	505	321	250	000	403b Match	639	850	850
04	005	505	321	280	000	Unemployment	0	60	60
04	005	505	321	305	000	Fees for Services	17,894	19,000	22,800
04	005	505	321	320	000	Telephone	402	450	450
04	005	505	321	329	000	Postage	440	500	500
04	005	505	321	360	000	Transportation-Contracted	0	250	250
04	005	505	321	366	000	Travel/Registration	0	500	500
04	005	505	321	380	000	Advertising	110	500	500
04	005	505	321	381	000	Printing	0	100	100
04	005	505	321	398	000	Interdepartmental Chargeback	0	100	100
04	005	505	321	401	000	General Supplies	1,702	3,830	3,830
04	005	505	321	430	000	Instructional Supplies	0	190	190
04	005	505	321	530	000	Equipment	0	0	0
04	005	505	321	820	000	Dues	0	200	200
04	005	505	321	899	000	Miscellaneous	0	250	250
SUBTOTAL							62,092	103,750	112,230
SUMMER RECREATION									
04	005	506	321	170	000	Clerical Salary	8,900	9,080	9,260
04	005	506	321	175	000	Casual-Summer Help	7,497	10,000	10,000
04	005	506	321	185	000	Other-Coach, etc.	15,187	10,000	14,000
04	005	506	321	186	000	Other Salary-Non Licensed	12,403	10,300	10,300
04	005	506	321	210	000	FICA	2,981	2,220	2,540
04	005	506	321	214	000	PERA	667	1,100	1,130
04	005	506	321	218	000	TRA	1,374	1,000	350
01	005	506	321	220	000	Group Hospital	970	970	940
04	005	506	321	250	000	403b Match	54	180	180
04	005	506	321	305	000	Fees for Services	5,508	6,100	5,600
04	005	506	321	329	000	Postage	0	100	100
04	005	506	321	360	000	Transportation-Contracted	2,284	7,500	9,000
04	005	506	321	365	000	Transportation Chargeback	0	300	300
04	005	506	321	366	000	Travel	442	300	300
04	005	506	321	369	000	Entry Fees	2,528	2,700	2,700
04	005	506	321	380	000	Advertising	0	200	50
04	005	506	321	381	000	Printing	0	100	50
04	005	506	321	401	000	General Supplies	7,124	5,530	6,500
04	005	506	321	899	000	Miscellaneous	0	300	300
SUBTOTAL							67,918	67,980	73,600

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KIDS CLUB

04	005	509	321	170	000	Clerical Salaries	0	15,130	15,430
04	005	509	321	185	000	Co-Leader Salaries	31,584	16,920	19,420
04	005	509	321	186	000	Other Staff Salaries	39,753	63,300	64,560
04	005	509	321	210	000	FICA	4,379	7,290	7,600
04	005	509	321	214	000	PERA	1,647	1,130	1,130
04	005	509	321	218	000	TRA	1,449	1,620	1,700
04	005	509	321	220	000	Group Hospital	0	1,620	1,560
04	005	509	321	250	000	403b Match	337	800	800
04	005	509	321	305	000	Fees	1,287	1,250	1,250
04	005	509	321	360	000	Transportation	367	2,150	2,150
04	005	509	321	365	000	Transportation Chargeback	154	650	650
04	005	509	321	366	000	Travel	1,045	0	0
04	005	509	321	401	000	General Supplies	940	1,000	1,000
04	005	509	321	405	000	Software License	0	1,800	1,800
04	005	509	321	490	000	Meals/Snacks	2,635	6,000	6,000
SUBTOTAL							85,577.62	120,660	125,050

EARLY CHILDHOOD

04	005	580	325	170	000	Clerical	4,848	0	0
04	005	580	325	210	000	FICA	224	0	0
04	005	580	325	214	000	PERA	364	10	10
01	005	580	325	220	000	Group Hospital	519	0	0
04	005	580	325	250	000	403b Match	199	0	0
04	005	580	325	305	000	Fees for Services	0	200	200
04	005	580	325	320	000	Communication	0	50	50
04	005	580	325	329	000	Postage	0	200	200
04	005	580	325	360	000	Trans. Contracted	0	100	100
04	005	580	325	380	000	Advertising	0	100	100
04	005	580	325	381	000	Printing	0	300	300
04	005	580	325	390	000	Payment Mn School Dist	37,005	37,940	37,940
04	005	580	325	394	000	Payment Other Agencies	0	180	180
04	005	580	325	401	000	General Supplies	16	200	200
04	005	580	325	430	000	Instructional Supplies	0	500	500
04	005	580	325	820	000	Dues and Membership	0	70	70
04	005	580	328	390	000	Home Visit Payment Other Distric	0	500	500
SUBTOTAL							43,175	40,350	40,350

SCHOOL READINESS

04	005	582	344	140	000	Teacher Salary	0	500	500
04	005	582	344	141	000	Para Salary	34,661	28,690	29,840
04	005	582	344	170	000	Clerical Salary	5,977	4,490	4,600
04	005	582	344	210	000	FICA	2,925	2,580	2,720
04	005	582	344	214	000	PERA	3,026	2,490	2,630
04	005	582	344	218	000	TRA	0	40	40
04	005	582	344	250	000	403b Match	37	120	120
04	005	582	344	220	000	Group Hospital	651	650	620
04	005	582	344	305	000	Fees for Services	1,882	1,200	1,200
04	005	582	344	360	000	Transportation	0	0	10,000
04	005	582	344	390	000	Mn School Districts	67,140	82,390	92,390
04	005	582	344	398	000	Interdepartmental Chargeback	0	850	850
04	005	582	344	401	000	General Supplies	4,855	200	200
04	005	582	344	430	000	Instructional Supplies	6,915	2,280	2,280
04	005	582	344	530	000	Equipment	0	0	0
SUBTOTAL							128,139	126,480	147,990

PRESCHOOL SCREENING

04	005	583	354	170	000	Clerical Salary	336 569	2,200	2,200
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04	005	583	354	210	000	FICA	44	170	170	
04	005	583	354	214	000	PERA	0	180	180	
04	005	583	354	218	000	TRA	0	40	40	
04	005	583	354	366	000	Travel	0	100	100	
04	005	583	354	380	000	Advertising	0	100	100	
04	005	583	354	401	000	General Supplies	0	1,000	1,000	
SUBTOTAL							613	0	3,790	3,790

YOUTH ENRICHMENT

04	005	585	332	185	000	Coach Salary	228	1,300	1,300	
04	005	585	332	186	000	Other Salary-Non Licensed	687	3,050	5,350	
04	005	585	332	210	000	FICA	17	170	170	
04	005	585	332	214	000	PERA	27	20	20	
04	005	585	332	218	000	TRA	19	70	80	
04	005	585	332	305	000	Fees for Services	0	500	5,000	
04	005	585	332	401	000	General Supplies	0	500	500	
SUBTOTAL							978	0	5,610	12,420

HOME SCHOOL

04	799	590	351	460	000	Home School Textbooks	435	600	600	
SUBTOTAL							435	0	600	600

TOTAL							388,927	469,220	516,030
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DEBT SERVICE BUDGET 2023-24

Adopted:

Revised:

REVENUE

UFARS Code	DESCRIPTION	ACTUAL 2021-22	BUDGET 2022-23	BUDGET 2023-24
07-005-000-000-001-00	Levy (Building)	1,453,683	1,526,740	1,592,230
07-005-000-000-019-00	Misc. Local	2,321	1,500	1,500
07-005-000-000-092-00	Interest	1,591	500	500
07-005-000-000-229-00	Disparity	197	200	200
07-005-000-000-234-00	Hmstd/Ag Market Value Credit	29,323	26,400	27,300
07-005-000-000-258-00	School Building Bond Credit	649,797	584,820	682,590
07-005-865-000-317-00	LTFM Aid	79,268	76,400	86,700
	Total	<u>2,216,179</u>	<u>2,216,560</u>	<u>\$ 2,391,020</u>

EXPENDITURE

UFARS Code	DESCRIPTION	ACTUAL 2021-22	BUDGET 2022-23	BUDGET 2023-24
07-005-910-000-710-00	Bond Redemption	1,135,000	1,190,000	1,330,000
07-005-910-000-720-00	Bond Interest	972,700	918,950	944,340
	Total	<u>2,107,700</u>	<u>2,108,950</u>	<u>2,274,340</u>

BUILDING CONSTRUCTION BUDGET 2023-24

Adopted:

Revised:

REVENUE

UFARS Code	DESCRIPTION	ACTUAL 2020-21	ACTUAL 2021-22	BUDGET 2022-23	BUDGET 2023-24
06-005-000-000-631-00	Sale of Bonds	0.00	0	2,265,000	0
06-005-000-000-092-00	Interest	276,033.91	59,593	8,160	25,000
Total		276,033.91	59,593	2,273,160	25,000

EXPENDITURE

UFARS Code	DESCRIPTION	ACTUAL 2020-21	ACTUAL 2021-22	BUDGET 2022-23	BUDGET 2023-24
06-005-870-000-305-00	Building Project Services	2,476,688.93	1,955,365	91,170	0
06-005-870-000-340-00	Insurance	0.00	10,084	0	0
06-005-870-000-380-00	Advertising	1,000.00	0	0	0
06-005-870-000-401-00	Supplies	61,077.98	219,193	84,990	0
06-005-870-000-465-88	Non-instr Tech Devices	3,463.99	360	0	0
06-005-870-000-520-00	Building	11,842,538.28	7,180,822	967,110	2,500,000
06-005-870-000-530-00	Furniture & Fixtures	277,591.61	573,345	90,360	0
06-005-870-000-910-00	Permanent Interfund Transfer	0.00	0	0	0
		<u>14,662,360.79</u>	<u>9,939,169</u>	<u>1,233,630</u>	<u>2,500,000</u>
TOTAL		14,662,360.79	9,939,169	1,233,630	2,500,000

Student Activity Account Guideline for Activity Fund by Class/Subclass Period Ending May 31, 2023

Sequence: Group-Sub, Crs

L	Fd Org	Pro Fin	O/S	Crs	Class Sub	Description	B23				Encumbrances	% YTD + Enc	Remaining Balance	
							Annual Budget	Period 202311	Year To Date	% YTD				
	00	Assets												
B 01	101	000			100	00	Student Activity Cash	0.00	(45,851.29)	150,413.33	0%	0.00	0%	(150,413.33)
	00	Assets						0.00	(45,851.29)	150,413.33	0%	0.00	0%	(150,413.33)
	103	Elementary Field Trip												
B 01	422	103			400	103	Elementary Field Trip	0.00	0.00	(1,506.11)	0%	0.00	0%	1,506.11
R 01	100	298	000	099	103	422	Elementary Field Trip	0.00	(630.00)	(12,787.00)	0%	0.00	0%	12,787.00
E 01	100	298	000	401	103	422	Elementary Field Trip	0.00	1,560.00	13,740.00	0%	0.00	0%	(13,740.00)
	103	Elementary Field Trip						0.00	930.00	(553.11)	0%	0.00	0%	553.11
	104	National Honor Society												
B 01	422	104			400	104	National Honor Society	0.00	0.00	(1,892.20)	0%	0.00	0%	1,892.20
E 01	300	298	000	401	104	422	NHS Expense	0.00	699.26	1,245.55	0%	0.00	0%	(1,245.55)
R 01	300	298	000	099	104	422	NHS Revenue	0.00	(1,155.67)	(2,019.85)	0%	0.00	0%	2,019.85
	104	National Honor Society						0.00	(456.41)	(2,666.50)	0%	0.00	0%	2,666.50
	105	Sixth Grade												
B 01	422	105			400	105	Sixth Grade	0.00	0.00	(3,297.16)	0%	0.00	0%	3,297.16
E 01	100	298	000	401	105	422	Sixth Grade Expense	0.00	5,304.00	11,152.88	0%	0.00	0%	(11,152.88)
R 01	100	298	000	099	105	422	Sixth Grade Revenue	0.00	0.00	(9,911.30)	0%	0.00	0%	9,911.30
	105	Sixth Grade						0.00	5,304.00	(2,055.58)	0%	0.00	0%	2,055.58
	106	Renaissance												
B 01	422	106			400	106	Renaissance	0.00	0.00	(3,899.27)	0%	0.00	0%	3,899.27
E 01	300	298	000	401	106	422	Renaissance Expense	0.00	295.00	2,649.22	0%	0.00	0%	(2,649.22)
R 01	300	298	000	099	106	422	Renaissance Revenue	0.00	(295.00)	(4,684.37)	0%	0.00	0%	4,684.37
	106	Renaissance						0.00	0.00	(5,934.42)	0%	0.00	0%	5,934.42
	107	Elementary Accelerated Reading												
B 01	422	107			400	107	Elementary Accelerated Rea	0.00	0.00	(473.78)	0%	0.00	0%	473.78
R 01	100	298	000	099	107	422	Elem AR Revenue	0.00	0.00	(3,239.87)	0%	0.00	0%	3,239.87
E 01	100	298	000	401	107	422	Elem AR Expense	0.00	1,277.52	3,809.47	0%	0.00	0%	(3,809.47)
	107	Elementary Acc Reading						0.00	1,277.52	95.82	0%	0.00	0%	(95.82)
	110	Elementary												
B 01	422	110			400	110	Elementary	0.00	0.00	(9,598.15)	0%	0.00	0%	9,598.15
E 01	100	298	000	401	110	422	Elementary Expense	0.00	2,579.15	7,708.98	0%	76.95	0%	(7,785.93)
R 01	100	298	000	099	110	422	Elementary Revenue	0.00	(1,530.00)	(4,647.00)	0%	0.00	0%	4,647.00
	110	Elementary						0.00	1,049.15	(6,536.17)	0%	76.95	0%	6,459.22

Student Activity Account Guideline for Activity Fund by Class/Subclass Period Ending May 31, 2023

Sequence: Group-Sub, Crs

L	Fd Org	Pro Fin	O/S	Crs	Class Sub	Description	B23				Encumbrances	% YTD + Enc	Remaining Balance
							Annual Budget	Period 202311	Year To Date	% YTD			
	220	Class of 2020											
B 01	422	220			400 220	Class of 2020	0.00	0.00	(992.69)	0%	0.00	0%	992.69
	220	Class of 2020					0.00	0.00	(992.69)	0%	0.00	0%	992.69
	223	Class of 2023											
B 01	422	223			400 223	Class of 2023	0.00	0.00	(1,469.84)	0%	0.00	0%	1,469.84
E 01	300	298 000	401	223	422 223	Class of 2023 Expense	0.00	1,172.18	2,073.18	0%	0.00	0%	(2,073.18)
R 01	300	298 000	099	223	422 223	Class of 2023 Revenue	0.00	0.00	(1,334.51)	0%	0.00	0%	1,334.51
	223	Class of 2023					0.00	1,172.18	(731.17)	0%	0.00	0%	731.17
	224	Class of 2024											
B 01	422	224			400 224	Class of 2024	0.00	0.00	(2,386.33)	0%	0.00	0%	2,386.33
E 01	300	298 000	401	224	422 224	Class of 2024 Expense	0.00	0.00	2,294.15	0%	0.00	0%	(2,294.15)
R 01	300	298 000	099	224	422 224	Class of 2024 Revenue	0.00	0.00	(2,791.00)	0%	0.00	0%	2,791.00
	224	Class of 2024					0.00	0.00	(2,883.18)	0%	0.00	0%	2,883.18
	225	Class of 2025											
B 01	422	225			400 225	Class of 2025	0.00	0.00	(1,117.36)	0%	0.00	0%	1,117.36
	225	Class of 2025					0.00	0.00	(1,117.36)	0%	0.00	0%	1,117.36
	226	Class of 2026											
B 01	422	226			400 226	Class of 2026	0.00	0.00	(4,476.48)	0%	0.00	0%	4,476.48
	226	Class of 2026					0.00	0.00	(4,476.48)	0%	0.00	0%	4,476.48
	227	Class of 2027											
B 01	422	227			400 227	Class of 2027	0.00	0.00	(814.86)	0%	0.00	0%	814.86
R 01	300	298 000	099	227	422 227	Class of 2027 Revenue	0.00	0.00	(718.77)	0%	0.00	0%	718.77
	227	Class of 2027					0.00	0.00	(1,533.63)	0%	0.00	0%	1,533.63
	300	Band											
B 01	422	300			400 300	Band	0.00	0.00	(3,812.48)	0%	0.00	0%	3,812.48
E 01	300	298 000	401	300	422 300	Band Expense	0.00	2,923.34	9,244.84	0%	0.00	0%	(9,244.84)
R 01	300	298 000	099	300	422 300	Band Revenue	0.00	0.00	(8,793.00)	0%	0.00	0%	8,793.00
	300	Band					0.00	2,923.34	(3,360.64)	0%	0.00	0%	3,360.64
	313	Musical											
B 01	422	313			400 313	Musical	0.00	0.00	(9,924.62)	0%	0.00	0%	9,924.62
E 01	300	298 000	401	313	422 313	Musical Expense	0.00	0.00	5,588.60	0%	0.00	0%	(5,588.60)
R 01	300	298 000	099	313	422 313	Musical Revenue	0.00	0.00	(5,455.27)	0%	0.00	0%	5,455.27
	313	Musical					0.00	0.00	(9,791.29)	0%	0.00	0%	9,791.29

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Student Activity Account Guideline for Activity Fund by Class/Subclass Period Ending May 31, 2023

Sequence: Group-Sub, Crs

										B23					
L	Fd Org	Pro Fin	O/S	Crs	Class Sub	Description	Annual Budget	Period 202311	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance		
315 Choir Trip															
B 01	422	315			400 315	Choir Trip	0.00	0.00	(10,475.03)	0%	0.00	0%	10,475.03		
E 01	300	298 000	401	315	422 315	Choir Trip Expense	0.00	3,193.03	11,369.22	0%	0.00	0%	(11,369.22)		
R 01	300	298 000	099	315	422 315	Choir Trip Revenue	0.00	(5,073.34)	(12,773.41)	0%	0.00	0%	12,773.41		
315 Choir Trip							0.00	(1,880.31)	(11,879.22)	0%	0.00	0%	11,879.22		
320 Cheerleaders															
B 01	422	320			400 320	Cheerleaders	0.00	0.00	(2,038.72)	0%	0.00	0%	2,038.72		
320 Cheerleaders							0.00	0.00	(2,038.72)	0%	0.00	0%	2,038.72		
330 Yearbook															
B 01	422	330			400 330	Yearbook	0.00	0.00	(8,892.57)	0%	0.00	0%	8,892.57		
E 01	300	298 000	401	330	422 330	Yearbook Expense	0.00	6,030.10	7,011.88	0%	0.00	0%	(7,011.88)		
R 01	300	298 000	099	330	422 330	Yearbook Revenue	0.00	(1,075.00)	(4,052.92)	0%	0.00	0%	4,052.92		
330 Yearbook							0.00	4,955.10	(5,933.61)	0%	0.00	0%	5,933.61		
345 Europe Trip															
B 01	422	345			400 345	Europe Trip	0.00	0.00	(3,878.24)	0%	0.00	0%	3,878.24		
E 01	300	298 000	401	345	422 345	Europe Trip Supplies	0.00	4,886.15	4,886.15	0%	0.00	0%	(4,886.15)		
R 01	300	298 000	099	345	422 345	Europe Trip Revenue	0.00	0.00	(1,716.90)	0%	0.00	0%	1,716.90		
345 Europe Trip							0.00	4,886.15	(708.99)	0%	0.00	0%	708.99		
350 Forensics															
B 01	422	350			400 350	Forensics	0.00	0.00	(3,134.23)	0%	0.00	0%	3,134.23		
350 Forensics							0.00	0.00	(3,134.23)	0%	0.00	0%	3,134.23		
360 Pay															
B 01	422	360			400 360	PAY	0.00	0.00	(373.13)	0%	0.00	0%	373.13		
E 01	300	298 000	401	360	422 360	PAY Expense	0.00	1,000.00	12,311.43	0%	0.00	0%	(12,311.43)		
R 01	300	298 000	099	360	422 360	PAY Revenue	0.00	(332.77)	(12,080.78)	0%	0.00	0%	12,080.78		
360 PAY							0.00	667.23	(142.48)	0%	0.00	0%	142.48		
370 Special Education															
B 01	422	370			400 370	Special Education	0.00	0.00	(600.24)	0%	0.00	0%	600.24		
E 01	300	298 000	401	370	422 370	Special Education Expense	0.00	82.46	140.69	0%	0.00	0%	(140.69)		
R 01	300	298 000	099	370	422 370	Special Education Revenue	0.00	0.00	(290.00)	0%	0.00	0%	290.00		
370 Special Education							0.00	82.46	(749.55)	0%	0.00	0%	749.55		
380 Spanish															
B 01	422	380			400 380	Spanish	0.00	0.00	(581.41)	0%	0.00	0%	581.41		
E 01	300	298 000	401	380	422 380	Spanish Expense	0.00	0.00	0.00	0%	144.00	0%	(144.00)		

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Student Activity Account Guideline for Activity Fund by Class/Subclass Period Ending May 31, 2023

Sequence: Group-Sub, Crs

										B23				% YTD		Remaining
L	Fd Org	Pro	Fin	O/S	Crs	Class	Sub	Description	Annual Budget	Period 202311	Year To Date	% YTD	Encumbrances	+ Enc	Balance	
	380	Spanish														
R	01	300	298	000	099	380	422	380	Spanish Revenue	0.00	(240.80)	(240.80)	0%	0.00	0%	240.80
	380	Spanish							0.00	(240.80)	(822.21)	0%	144.00	0%	678.21	
	390	Trap Shoot														
B	01	422	390				400	390	Trap Shoot	0.00	0.00	(10,578.02)	0%	0.00	0%	10,578.02
E	01	300	298	000	401	390	422	390	Trap Shoot Expense	0.00	18,012.10	18,795.22	0%	0.00	0%	(18,795.22)
R	01	300	298	000	099	390	422	390	Trap Shoot Revenue	0.00	(8,833.50)	(23,297.86)	0%	0.00	0%	23,297.86
	390	Trap Shoot							0.00	9,178.60	(15,080.66)	0%	0.00	0%	15,080.66	
	395	Fishing Team														
B	01	422	395				400	395	Fishing Team	0.00	0.00	(1,730.58)	0%	0.00	0%	1,730.58
R	01	300	298	000	099	395	422	395	Fishing Team Revenue	0.00	(1,350.00)	(3,050.00)	0%	0.00	0%	3,050.00
E	01	100	298	000	401	395	422	395	Fishing Team Expense	0.00	3,022.48	3,022.48	0%	0.00	0%	(3,022.48)
	395	Fishing Team							0.00	1,672.48	(1,758.10)	0%	0.00	0%	1,758.10	
	410	FFA														
B	01	422	410				400	410	FFA	0.00	0.00	(4,351.77)	0%	0.00	0%	4,351.77
E	01	300	298	000	401	410	422	410	FFA Expense	0.00	4,771.48	23,800.88	0%	0.00	0%	(23,800.88)
R	01	300	298	000	099	410	422	410	FFA Revenue	0.00	(275.00)	(28,226.62)	0%	0.00	0%	28,226.62
	410	FFA							0.00	4,496.48	(8,777.51)	0%	0.00	0%	8,777.51	
	420	Robotics														
B	01	422	420				400	420	Robotics	0.00	0.00	(977.43)	0%	0.00	0%	977.43
E	01	300	298	000	401	420	400	420	Robotics Expense	0.00	0.00	28.10	0%	0.00	0%	(28.10)
	420	Robotics							0.00	0.00	(949.33)	0%	0.00	0%	949.33	
	430	Ireland Trip														
E	01	300	298	000	401	430	422	430	Ireland Trip Supplies	0.00	0.00	3,340.00	0%	0.00	0%	(3,340.00)
R	01	300	298	000	099	430	422	430	Ireland Trip Revenue	0.00	0.00	(3,487.12)	0%	0.00	0%	3,487.12
	430	Ireland Trip							0.00	0.00	(147.12)	0%	0.00	0%	147.12	
	440	Book Club														
E	01	300	298	000	401	440	422	440	Book Club Expense	0.00	155.04	391.24	0%	0.00	0%	(391.24)
R	01	300	298	000	099	440	422	440	Book Club Revenue	0.00	0.00	(654.72)	0%	0.00	0%	654.72
	440	Book Club							0.00	155.04	(263.48)	0%	0.00	0%	263.48	
	450	FCCLA														
B	01	422	450				400	450	FCCLA	0.00	0.00	(781.26)	0%	0.00	0%	781.26
E	01	300	298	000	401	450	422	450	FCCLA Expense	0.00	0.00	781.26	0%	0.00	0%	(781.26)
	450	FCCLA							0.00	0.00	0.00	0%	0.00	0%	0.00	

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Student Activity Account Guideline for Activity Fund by Class/Subclass Period Ending May 31, 2023

Sequence: Group-Sub, Crs

L	Fd Org	Pro Fin	O/S	Crs	Class Sub	Description	B23				Encumbrances	% YTD + Enc	Remaining Balance	
							Annual Budget	Period 202311	Year To Date	% YTD				
470 Student Council														
B 01	422	470			400	470	Student Council	0.00	0.00	(2,420.93)	0%	0.00	0%	2,420.93
E 01	300	298 000	401	470	422	470	Student Council Expense	0.00	653.90	4,354.92	0%	40.26	0%	(4,395.18)
R 01	300	298 000	099	470	422	470	Student Council Revenue	0.00	(335.00)	(6,576.90)	0%	0.00	0%	6,576.90
470 Student Council								0.00	318.90	(4,642.91)	0%	40.26	0%	4,602.65
490 Art Club														
B 01	422	490			400	490	Art Club	0.00	0.00	(354.63)	0%	0.00	0%	354.63
E 01	300	298 000	401	490	422	490	Art Club Expense	0.00	0.00	289.09	0%	0.00	0%	(289.09)
R 01	300	298 000	099	490	422	490	Art Club Revenue	0.00	0.00	(781.26)	0%	0.00	0%	781.26
490 Art Club								0.00	0.00	(846.80)	0%	0.00	0%	846.80
500 Track														
B 01	422	500			400	500	Girls Track	0.00	0.00	(1,315.23)	0%	0.00	0%	1,315.23
E 01	300	298 000	401	500	422	500	Girls Track Expense	0.00	1,855.00	5,277.00	0%	0.00	0%	(5,277.00)
R 01	300	298 000	099	500	422	500	Girls Track Revenue	0.00	(118.00)	(4,474.17)	0%	0.00	0%	4,474.17
500 Girls Track								0.00	1,737.00	(512.40)	0%	0.00	0%	512.40
510 Boys Track														
B 01	422	510			400	510	Boys Track	0.00	0.00	(332.85)	0%	0.00	0%	332.85
E 01	300	298 000	401	510	422	510	Boys Track Expense	0.00	0.00	74.00	0%	0.00	0%	(74.00)
R 01	300	298 000	099	510	422	510	Boys Track Revenue	0.00	0.00	(1,046.21)	0%	0.00	0%	1,046.21
510 Boys Track								0.00	0.00	(1,305.06)	0%	0.00	0%	1,305.06
520 Girls Golf														
B 01	422	520			400	520	Girls Golf	0.00	0.00	(185.42)	0%	0.00	0%	185.42
R 01	300	298 000	099	520	422	520	Girls Golf Revenue	0.00	(893.77)	(893.77)	0%	0.00	0%	893.77
520 Girls Golf								0.00	(893.77)	(1,079.19)	0%	0.00	0%	1,079.19
521 Boys Golf														
B 01	422	521			400	521	Boys Golf	0.00	0.00	(627.40)	0%	0.00	0%	627.40
E 01	300	298 000	401	521	400	521	Boys Golf Expense	0.00	106.62	250.52	0%	0.00	0%	(250.52)
R 01	300	298 000	099	521	400	521	Boys Golf Revenue	0.00	0.00	(94.58)	0%	0.00	0%	94.58
521 Boys Golf								0.00	106.62	(471.46)	0%	0.00	0%	471.46
530 Girls Basketball														
B 01	422	530			400	530	Girls Basketball	0.00	0.00	(1,012.13)	0%	0.00	0%	1,012.13
E 01	300	298 000	401	530	422	530	Girls Basketball Expense	0.00	1,125.00	6,768.94	0%	0.00	0%	(6,768.94)
R 01	300	298 000	099	530	422	530	Girls Basketball Revenue	0.00	0.00	(8,877.00)	0%	0.00	0%	8,877.00
530 Girls Basketball								0.00	1,125.00	(3,120.19)	0%	0.00	0%	3,120.19

Student Activity Account Guideline for Activity Fund by Class/Subclass Period Ending May 31, 2023

Sequence: Group-Sub, Crs

L	Fd Org	Pro Fin	O/S	Crs	Class Sub	Description	B23				Encumbrances	% YTD + Enc	Remaining Balance	
							Annual Budget	Period 202311	Year To Date	% YTD				
540 Volleyball														
B 01	422	540			400	540	Volleyball	0.00	0.00	(11,515.50)	0%	0.00	0%	11,515.50
E 01	300	298 000	401	540	422	540	Volleyball Expense	0.00	100.00	17,668.69	0%	0.00	0%	(17,668.69)
R 01	300	298 000	099	540	422	540	Volleyball Revenue	0.00	0.00	(14,709.75)	0%	0.00	0%	14,709.75
540 Volleyball								0.00	100.00	(8,556.56)	0%	0.00	0%	8,556.56
550 Boys Basketball														
B 01	422	550			400	550	Boys Basketball	0.00	0.00	(7,327.14)	0%	0.00	0%	7,327.14
E 01	300	298 000	401	550	422	550	Boys Basketball Expense	0.00	1,396.46	16,943.44	0%	0.00	0%	(16,943.44)
R 01	300	298 000	099	550	422	550	Boys Basketball Revenue	0.00	0.00	(18,735.46)	0%	0.00	0%	18,735.46
550 Boys Basketball								0.00	1,396.46	(9,119.16)	0%	0.00	0%	9,119.16
560 Baseball														
B 01	422	560			400	560	Baseball	0.00	0.00	(2,096.98)	0%	0.00	0%	2,096.98
E 01	300	298 000	401	560	400	560	Baseball Expenses	0.00	0.00	875.00	0%	0.00	0%	(875.00)
R 01	300	298 000	099	560	400	560	Baseball Revenue	0.00	0.00	(1,056.00)	0%	0.00	0%	1,056.00
560 Baseball								0.00	0.00	(2,277.98)	0%	0.00	0%	2,277.98
561 Girls Softball														
B 01	422	561			400	561	Girls Softball	0.00	0.00	(15,669.29)	0%	0.00	0%	15,669.29
E 01	300	298 000	401	561	400	561	Softball Expense	0.00	1,339.43	12,536.49	0%	0.00	0%	(12,536.49)
R 01	300	298 000	099	561	400	561	Softball Revenue	0.00	(1,350.00)	(4,720.83)	0%	0.00	0%	4,720.83
561 Girls Softball								0.00	(10.57)	(7,853.63)	0%	0.00	0%	7,853.63
570 Wrestling														
B 01	422	570			400	570	Wrestling	0.00	0.00	(2,823.13)	0%	0.00	0%	2,823.13
E 01	300	298 000	401	570	422	570	Wrestling Expense	0.00	43.47	2,081.87	0%	0.00	0%	(2,081.87)
R 01	300	298 000	099	570	422	570	Wrestling Revenue	0.00	0.00	(1,663.66)	0%	0.00	0%	1,663.66
570 Wrestling								0.00	43.47	(2,404.92)	0%	0.00	0%	2,404.92
580 Football														
B 01	422	580			400	580	Football	0.00	0.00	(15,154.04)	0%	0.00	0%	15,154.04
E 01	300	298 000	401	580	422	580	Football Expense	0.00	9,031.95	31,527.51	0%	0.00	0%	(31,527.51)
R 01	300	298 000	099	580	422	580	Football Revenue	0.00	(3,203.00)	(24,895.18)	0%	0.00	0%	24,895.18
580 Football								0.00	5,828.95	(8,521.71)	0%	0.00	0%	8,521.71
590 Weight Lifting Club														
B 01	422	590			400	590	Weight Lifting Club	0.00	0.00	(4,887.89)	0%	0.00	0%	4,887.89
E 01	300	298 000	401	590	422	590	Weight Lifting Expense	0.00	0.00	859.83	0%	0.00	0%	(859.83)
590 Weight Lifting Club								0.00	0.00	(4,028.06)	0%	0.00	0%	4,028.06

**Student Activity Account
Guideline for Activity Fund by Class/Subclass
Period Ending May 31, 2023**

Sequence: Group-Sub, Crs

L	Fd	Org	Pro	Fin	O/S	Crs	Class	Sub	Description	B23		% YTD	Encumbrances	% YTD + Enc	Remaining Balance	
										Annual Budget	Period 202311					
				800					Interest Account							
B	01	422	800				400	800	Interest Account	0.00	0.00	(59.55)	0%	0.00	0%	59.55
R	01	005	298	000	092	800	422	800	Interest	0.00	(72.98)	(692.14)	0%	0.00	0%	692.14
				800					Interest Account	0.00	(72.98)	(751.69)	0%	0.00	0%	751.69
									Report Totals:	0.00	(0.00)	(0.00)	0%	261.21	0%	(261.21)

C. Inactive Student Activity Accounts
D. Insurance and Risk Management

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**MarshMcLennan
Agency**



VAAALER
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Insurance & Risk Management Proposal for Barnesville ISD #146



EFFECTIVE DATE: 7/1/2023

PRESENTED BY: Timothy Skarperud | Schools and Universities Division

OUR MISSION

To always act in our client's best interest while providing insurance and risk management products and services with professionalism, honesty, integrity, and enthusiasm.

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Vaaler Insurance Schools & Universities division understands how challenging it can be to cover hazards involved with educating today's youth and young adults. That is why our team is made up of insurance and risk advisors who are trained to assist your educational institution with this critical job. Our team of risk advisors will create an insurance program that will keep your educational institution in-sync with today's ever-changing schools & universities environment.



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MEET YOUR TEAM



Casey Holland

CSRM, AINS, CIC
Sr. Insurance & Risk Advisor

✉ CHolland@vaaler.com
☎ 701.787.3237



Tim Skarperud

AINS
Sr. Insurance & Risk Advisor

✉ TSkarperud@vaaler.com
☎ 701.787.3215



Heidi Cash

Account Executive

✉ HCash@vaaler.com
☎ 701.787.3221



Leann Cook

AINS, AIC
Sr. Account Manager

✉ LCook@vaaler.com
☎ 701.787.3251



Nicola Sporbert

AINS, AIC, AIC-M
BI Team Lead
Sr. Claims Consultant

✉ NSporbert@vaaler.com
☎ 701.787.3211



Calvin Barrick

Claims Representative

✉ KBarrick@vaaler.com
☎ 701.738.0599



Eric Ness

MEHS, ARM, CWCA
Sr. Loss Control Specialist

✉ ENess@vaaler.com
☎ 763.202.5732



Sarah Atkinson

JD, CPCU, ARe, CRIS
Contracts Specialist

✉ SATkinson@vaaler.com
☎ 701.787.3219

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- MMA has 100+ education insurance specialists
- Nationally, MMA works with more than 1,850 education clients
- Our education clients range from 40 employees to 5,500 employees
- We collaborate with clients on the implementation, ongoing management, and risk analysis of their plans

MMA by the numbers



1,850+

Total education clients



40-5,500

Range of employees of education clients



100+

Total education insurance specialists

We offer best-in-class solutions to satisfy the unique needs of education institutions including employee benefits, wellness consulting, safety, claims management, and more.



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Advanced Protection Plan Coverage for Schools

The Advanced Protection Plan coverages are specifically designed to meet the needs of Minnesota schools. These coverages match up with the partner carriers in the MSBAIT program and ensure that schools are not paying for coverage they do not need or that is duplicated. Marsh McLennan Agency (MMA) understands the coverages you already have and can help you supplement where needed.

Cyber/Data Breach

School Districts are the third most targeted entity for cyber/data breaches, due to the multiple protected records a district holds, such as protected health information (PHI), personally identifiable information (PII) and protected credit information (PCI). This policy meets statutory limits, matches with your package coverage available through MSBAIT, doesn't contain coverage for things schools don't need, like most policies do. It gives you the coverage you need without paying for more than you need.

Tenants User Liability Program (TULIP)

Coverage for when school buildings are used for non-school purposes by an outside group such as: school reunions, PTO meetings, Scouts, youth athletics and family reunions and the group does not have its own coverage. A school district's policy will be required to pay in cases when the outside group does not have coverage or enough coverage. Depending on the loss, the district's insurance premiums could rise or the policy may not be renewed, which is a high risk to take.

In one scenario, a Minnesota school rented a building to a church youth group that was doing sumo wrestling in blow up suits. A teenager, not wearing the required helmet, bounced into a wall and suffered a severe brain injury. The family sued the church and the appropriate coverage was not in place resulting in the district being held liable. A TULIP policy protects the district from someone not having proper coverage and creating a large exposure for the district. This Advance Protection Plan makes coverage easily attainable, and ensures that limits are set at the proper statutory amounts to protect the district.



Learn More

Tim Skarperud
Senior Insurance & Risk Advisor
Schools

O +1 701 787 3215

|
tskarperud@vaaler.com

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Drones

They are Unmanned Aircraft Systems (UAS) that are excluded under aircraft exclusions for the majority of possible events in property and liability coverage. This coverage is designed to allow schools to be at the cutting edge of curriculum development, to use drones in facility management programming and more, without creating additional exposure. Coverage for someone using their own drone on district property at the school district's request can also be covered. For example, in situations where Community Education offers a drone class where the instructor brings in his or her drone to use in class.

International Travel

Travel outside the U.S., Canada and Puerto Rico is usually not covered under typical package policies. The "trip insurance" that travel agents sell is usually only for a cancellation or change in the trip itinerary, it does not cover liability or workers' compensation should staff be injured. Examples of non-coverage include: staff injured while overseas on the school sponsored trip, student caused damage to a hotel or other property, kidnapping and ransom, medical evacuation, and host family liability.

Builder's Risk

This is not new, but it is often improperly used. When beginning a new build or starting the remodeling of existing structures, it is critical to have Builder's Risk coverage in place as soon as ground is broken or a hammer is taken to the existing structure. For example, if a new addition is being added to the gym through a common wall, any damage to the addition before completion is not covered by your current property policy and therefore additional coverage is required.

Electronic Device Protection

Coverage that protect a district's technology investment is critical. From cracked Chromebook and iPad screens, to liquid damage and theft, you can avoid costly repairs and replacements with this specialized coverage. Get peace of mind coverage and minimize the burden of maintaining your district's technology program. Plus, improve the efficiency of your 1:1 initiative or BYOD program by safeguarding devices.

Endorsement

MMA is the only property and casualty insurance provider endorsed by the MSBA Insurance Trust for MSBA members. Our in-house resources, local expertise and access to global solutions allow us to provide truly unique worldclass service



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Coverages	7/1/22 - 7/1/23		7/1/23- 7/1/24	
	School Program		School Program	
	Limit/Exposure	Premium	Limit/Exposure	Premium
Property Insurance	Liberty Mutual Ins.	\$52,939.00	Liberty Mutual Ins.	\$58,647.00
Blanket Limit - Buildings & Business Personal Property	\$74,099,616		\$74,099,816	
- See Attached Statement of Values				
-Deductible	\$10,000		\$10,000	
Replacement Cost - Special Peril	Yes		Yes	
Loss of Income	\$1,000,000		\$1,000,000	
Extra Expense	\$1,000,000		\$1,000,000	
Ordinance or Law				
-Coverage A - Loss to Undamaged Portion of Building	\$500,000		\$2,000,000	
-Coverage B - Demolition Costs	\$500,000		\$2,000,000	
-Coverage C - Increased Cost of Construction	\$500,000		\$2,000,000	
Equipment Breakdown Coverage	Included		Included	
Property Off Premises	Now as Scheduled		Now as Scheduled	
Property In Transit	\$50,000		\$50,000	
School Property Enhancement Endorsement	Included		Included	
General Liability Insurance	Liberty Mutual Ins.	\$13,045.00	Liberty Mutual Ins.	\$14,653.00
General Aggregate Limit	\$3,000,000		\$3,000,000	
Products-Completed Operations Aggregate Limit	\$3,000,000		\$3,000,000	
Personal & Advertising Injury Aggregate Limit	\$1,000,000		\$1,000,000	
Each Occurrence Limit	\$1,000,000		\$1,000,000	
Damages to Premises Rented to You	\$500,000		\$500,000	
Medical Expenses	\$15,000		\$15,000	
Student Medical Expense	Excluded		Excluded	
Sexual Misconduct Liability Each Loss / Aggregate Limit	\$1,000,000		\$1,000,000	
-Deductible	\$5,000		\$5,000	
Employee Benefits Liability - Claims Made	\$1,000,000		\$1,000,000	
Employee Benefits Liability Aggregate	\$3,000,000		\$3,000,000	
-Deductible	\$1,000		\$1,000	
Employee Benefit Retroactive Date	7/1/2012		7/1/2012	
Adverse/Violent Event Response Coverage - Aggregate	\$300,000		\$300,000	
School Leaders Errors & Omissions Liability	Liberty Mutual Ins.	\$6,218.00	Liberty Mutual Ins.	\$8,184.00
School Leaders Errors & Omissions Retroactive Date	7/1/2002		7/1/2002	
Each Wrongful Act Limit / Aggregate Limit	\$1,000,000		\$1,000,000	
-Deductible	\$2,500		\$2,500	
Non-Monetary Defense Limit	\$100,000		\$100,000	
-Deductible	\$2,500		\$2,500	
Inland Marine Insurance	Liberty Mutual Ins.	Included In Property	Liberty Mutual Ins.	Included In Property
Maintenance Equipment (2 Tractors/Equipmt & Snowblowr)	\$92,500		\$129,362	
- Deductible	\$1,000		\$1,000	
Computer Equipment - Included Software	\$100,000		\$100,000	
- Deductible	\$1,000		\$1,000	
Audio Visual Equipment (NO Increase New Performing Arts Ctr)	\$50,000		\$50,000	
- Deductible	\$1,000		\$1,000	
Band Uniforms/Musical Instruments	\$100,000		\$100,000	
Baldwin Grand Piano	\$66,000		\$66,000	
-Deductible	\$1,000		\$1,000	
Crime Insurance Coverages	Liberty Mutual Ins.	\$515.00	Liberty Mutual Ins.	\$515.00
Employee Dishonesty	\$200,000		\$200,000	
-Deductible	\$500		\$500	
Forgery & Alteration	\$25,000		\$25,000	
-Deductible	\$500		\$500	

Coverages	7/1/22 - 7/1/23		7/1/23- 7/1/24	
	School Program		School Program	
	Limit/Exposure	Premium	Limit/Exposure	Premium
Money & Securities- Inside & Outside Premises	\$10,000		\$10,000	
-Deductible	\$500		\$500	
Computer Fraud	\$50,000		\$50,000	
-Deductible	\$500		\$500	
Funds Transfer Fraud	Included above		Included above	
-Deductible				

Auto Insurance Coverages	Liberty Mutual Ins.	\$10,068.00	Liberty Mutual Ins.	\$11,833.00
Combined Liability Limit - Bodily Injury / Property Damage	\$1,000,000		\$1,000,000	
Personal Injury Protection	Statutory		Statutory	
Uninsured & Underinsured Motorist Coverage	\$1,000,000		\$1,000,000	
Hired & Non-Owned Liability Insurance	Included		Included	
Comprehensive & Collision Physical Damage Deductibles	\$500/\$500		\$1,000/\$1,000	
Glass Coverage	Repair Only		Repair Only	
Garagekeepers Liability Coverage	\$45,000		\$45,000	
- Deductible	\$500/\$2500		\$500/\$2500	

Umbrella Insurance	Liberty Mutual Ins.	\$1,831.00	Liberty Mutual Ins.	\$2,127.00
Per Occurrence Limit	\$1,000,000		\$1,000,000	
Aggregate Limit	\$1,000,000		\$1,000,000	
Retention - Each Occurrence	\$10,000		\$10,000	
Underlying Primary Coverage included below:				
General Liability, Educators Legal Liability, Auto Liability & Employers Liability				

Volunteer Accident (Limited) Medical Insurance	Philadelphia Indemnity	\$300.00	Philadelphia Indemnity	\$300.00
Accident Medical Expense / Maximum Benefit - Zero Deductible	\$100,000		\$100,000	
Accidental Death-Dismemberment-Paralysis	\$25K/\$50K/\$50K		\$25K/\$50K/\$50K	

Cyber Liability Insurance	Lloyds of London	\$7,521.92	Lloyds of London	\$8,567.78
Cyber Liability Insurance*	\$1,000,000		\$1,000,000	
-Deductible	\$5,000		\$5,000	
*Specific Sublimits may apply				

Workers Compensation Insurance	Employers Assurance	\$21,259.00	Employers Assurance	\$20,697.00
Experience Modification Factor	0.69		0.68	
Employers Liability	\$1,000,000		\$1,000,000	
Payroll - 8868 - School Professional Employees	\$5,300,000		\$5,500,000	
Payroll - 9101 - School All Other Employees	\$625,000		\$600,000	
Payroll - 7380 - Bus Drivers	\$46,000		\$40,000	
TOTAL ANNUAL PREMIUM		\$113,696.92		\$125,523.78

Optional Quotes
\$2 Million Umbrella Limit - or Higher Limit (Available Upon Request)
\$2 Million Cyber Limit (Available Upon Request)
No Flood Insurance (Available Upon Request)
Crime coverage: Increase Computer & Funds Transfer Fraud - \$100,000. Limit: Additional premium: \$22.
Terrorism Not Included in Liberty Mutual Premiums, but coverage is available for estimated additional premium - \$1,117.
Terrorism is Included at no additional premium on Cyber Liability Policy, but terrorism form will need to be signed
Required to Bind or noted changes on renewal:
Re-Signed Cyber Application within 30 days of binding
Cyber premium are subject to change up to 30 days from renewal date.
CFC (Lloyds of London) Cyber Mobile App must be downloaded and registered within 30 days of the policy effective date.
Terrorism Forms (4 Separate forms: Liberty Mutual and 1 - Lloyds of London)
Signed Liberty Mutual Statement of Values
Bus Contractor - review contract and Additional Insured requirement; Updated Certificate of Insurance
Conditional renewal notice sent to insured: New Biometric Exclusions all Liability renewal policies
Auto Physical Damage deductibles increased renewal to \$1,000. Comprehensive & Collision.

Property

Statement of Values

Policy Name: Barnesville ISD #146
 Policy Number:
 Effective: 7/1/2023-7/1/2024
 Prepared on: 04/18/2023 at 03:26PM ET

This Statement of Values reflects each and every location you have reported to us that is to be insured along with associated values. For accuracy, the domestic addresses provided have been standardized to meet USPS guidelines. All reported values are certified to be 100% and reflect the desired valuation basis. The reported Loss of Business income and loss of rents values are 100% of the estimated values for the 12 months following the date of this report. Locations designated as unscheduled ("U") are subject to the applicable Limit(s) of Liability provided in the policy for unscheduled locations. Foreign locations coded as "M" are subject to the applicable Limit(s) of Liability specified on the Foreign Locations - Extension of Territorial Condition form, if attached to the policy.

Definitions
 Unscheduled - U (applicable to RM Select policies only)
 All Other Personal Property - Furniture & Fixtures, Improvements & Betterments, Signs, Tools, Electronic Data Processing, Property in the Open, Property of Others
 Mobile Equipment or Tools - Equipment off premises, contractor's equipment

Loc #	Location Name	Insureds Complete Street Address	City	County	State/Province	Country	Zip Code	Building	Inventory/ Stock & Supplies	Machinery & Equipment	All Other Personal Property	Dies & Patterns	Mobile Equipment or Tools	Fine Arts	Loss of Business Income	Loss of Rent	Total TIV
1.1	HIGH SCHOOL	302 3rd St SE	Barnesville	Clay	MN	US	56514	\$27,118,000	\$0	\$0	\$1,788,264	\$0	\$545,362	\$0	\$500,000	\$0	\$29,951,626
1.2	PROPERTY IN THE OPEN	302 3rd St SE	Barnesville	Clay	MN	US	56514	\$27,823	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$27,823
1.3	BUILDING SHED	302 3rd St SE	Barnesville	Clay	MN	US	56514	\$2,652	\$0	\$0	\$3,713	\$0	\$0	\$0	\$0	\$0	\$6,365
1.4	GYM AUDITORIUM ADDITION	302 3rd St SE	Barnesville	Clay	MN	US	56514	\$15,298,482	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$15,298,482
2.1	BARNESVILLE ELEMENTARY SCHOOL	310 5th St SE	Barnesville	Clay	MN	US	56514	\$17,249,960	\$0	\$0	\$1,500,000	\$0	\$0	\$0	\$500,000	\$0	\$19,249,960
2.2	BARNESVILLE CONCESSIONS/STORAGE	310 5th St SE	Barnesville	Clay	MN	US	56514	\$101,800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$101,800
2.3	PRESS BOX/BLEACHERS	310 5th St SE	Barnesville	Clay	MN	US	56514	\$155,167	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$155,167
2.4	PROPERTY IN THE OPEN	310 5th St SE	Barnesville	Clay	MN	US	56514	\$252,780	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$252,780
2.5	PROPERTY IN THE OPEN - TRACK	310 5th St SE	Barnesville	Clay	MN	US	56514	\$245,417	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$245,417
2.6	Elementary School / Classroom Addition	310 5th St SE	Barnesville	Clay	MN	US	56514	\$10,355,558	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$10,355,558
Total								\$70,807,639	\$0	\$0	\$3,291,977	\$0	\$545,362	\$0	\$1,000,000	\$0	\$75,644,978

Property

Statement of Values

Loc #	Location Name	Insureds Complete Street Address	City	County	State/Province	Country	Zip Code	Building	Inventory/ Stock & Supplies	Machinery & Equipment	All Other Personal Property	Dies & Patterns	Mobile Equipment or Tools	Fine Arts	Loss of Business Income	Loss of Rent	Total TIV
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We certify that this is a complete and true statement of our values as of the reporting date and that the values provided are reported on the same basis as each type of property would be valued according to the policy valuation provisions in the event of a loss.

Signature of Insured or Authorized Employee _____ Date _____

SCHEDULED EQUIPMENT FLOATER

DESCRIPTION OF ITEM	SERIAL NUMBER	ACV
2006 John Deere 4720 Tractor w/ Loader (Maintenance equip)	LV4720H371893	25,000
Kubota Tractor w/Mower & Sweepster (Maintenance equip)	144711184111210	10,000
Audio/Visual Equipment (Coml Articles)		50,000
EDP Equipment		100,000
Athletic Uniforms & Equipment		100,000
Band Uniforms & Musical Instruments		100,000
ToolKat 5600 (Maintenance equip)	AHG820068	36,500
Baldwin Grand Piano		66,000
Case with Snow Blower (Maintenance equip)	5EN000695	57,862

ACV = Actual Cash Value = is the cost to repair or replace damaged property, minus depreciation; or damaged property's fair market value.

RC = Replacement Cost = is the cost to repair or replace damaged property with like kind and quality without any deduction for depreciation.

VEHICLE SCHEDULE

VEH #	YEAR	MAKE/MODEL	VIN NUMBER	GARAGED LOCATION	COMP DED	COLL DED
1	1992	GMC Suburban	1GKEC16K1NJ720778	Barnesville, MN	\$1,000	\$1,000
2	2001	Bluebird Activity	1GBHG31F311208148	Barnesville, MN	\$1,000	\$1,000
3	2009	Mazda 3	JM1BK32FX91196879	Barnesville, MN	\$1,000	\$1,000
4	2010	Dodge Grand SXT	2D4RN5D11AR210982	Barnesville, MN	\$1,000	\$1,000
5	2012	Chevrolet Pickup 2500	1GCDKVCG5CF104257	Barnesville, MN	\$1,000	\$1,000
6	2014	Chrysler Town/Ctry	2C4RC1BG7ER292211	Barnesville, MN	\$1,000	\$1,000
7	2014	Chrysler Town/Ctry	2C4RC1BGXER399883	Barnesville, MN	\$1,000	\$1,000
8	2015	Dodge Grand Caravan	2C4RDGCG2FR535875	Barnesville, MN	\$1,000	\$1,000
9	2017	Dodge Grand Caravan	2C4RDGCG0HR717383	Barnesville, MN	\$1,000	\$1,000
10	2017	Dodge Grand Caravan	2C4RDGCG0HR672235	Barnesville, MN	\$1,000	\$1,000
11	2020	Ford Transit	1FMZK1Y88LKB07559	Barnesville, MN	\$1,000	\$1,000
12	2019	Dodge Grand Caravan	2C4RDGCG2KR750991	Barnesville, MN	\$1,000	\$1,000



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- ✓ All Makes and Models!
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AD Coverage

- Accidental Damage
- Cracked Screens & Drops
- Spills & Liquid Submersion

Theft

- Theft, Burglary, Robbery

Standard Perils

- Fire, Flood & Natural Disasters
- Power Surge by Lightning
- Vandalism

Unlimited Claims

\$0 Deductibles

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DISCLAIMER

GENERAL OUTLINE—NOT AN INSURANCE POLICY

This document is NOT a policy of insurance. You must refer to the actual policies for any specific terms, conditions, limitations, and exclusions that will govern in the event of a loss. If there are any conflicts between this document and the insurance policy, the provisions contained in the policy will govern.

The contents of this document reflect a general outline of coverage proposed by Vaaler Insurance; it is not a legal contract. All coverage is subject to the terms, conditions, exclusions, and limitations in the policies themselves. Not all exclusions are shown. It is necessary to refer to your policies for a full understanding of all terms, conditions, coverages, and exclusions. Specimen copies of these policies are available for your view prior to the binding of coverage—Please request any policy form you are interested in reviewing prior to binding.

Remember: To bind coverage, you must speak directly to a licensed employee of Vaaler Insurance.

EXPOSURE EVALUATION

In evaluating your exposures to loss as well as the rates included, we have depended upon information provided by you. If there are other areas that need to be evaluated prior to binding coverage, please bring these to our attention. Should any of your exposures change after your coverage is bound, such as new operations, hiring employees in additional states, buying more property, etc., please let us know so proper coverage can be discussed.

HIGHER LIMITS & VALUATION

Higher limits may be available upon request—please let us know if you would like a quote for higher limits. Let us know if you would like assistance with your determination of values you decide to insure. However, it is ultimately your responsibility to decide on your limits of insurance and the values we use are provided by you—you should carefully review the values used and/or obtain appraisals to ensure they are adequate.

LEASE & CONTRACT REVIEWS

In the course of your business you may sign leases, contracts, and other agreements which transfer financial obligations to you. If you have provided our agency with a contract, lease, or other agreement, we can review and comment on only the insurance-related portions. It is suggested that you have an attorney review these so that you can let us know what changes are necessary in your insurance program in order to properly treat these exposures.

CLAIMS

Claims or potential claims need to be reported to Vaaler Insurance by the next business day. Failure to report claims in a timely manner may, in some cases, jeopardize coverage.

If you experience a claim after business hours, please call or text 218.779.2542 or email nsporbert@vaaler.com.

AM Best Rating

COVERAGE	CARRIER	AM BEST RATING
Package, Auto, Crime, Umbrella	Liberty Mutual Insurance Co	A (Excellent)
Workers Compensation	Employers Preferred Ins. Co	A- (Excellent)
Volunteer Accident	Philadelphia Indemnity Ins. Co	A++ (Superior)
Cyber Liability	Lloyds of London (CFC)	A (Excellent)

(A Best's Financial Strength Rating (FSR) is an independent opinion of the insurer's financial strength and ability to meet its ongoing insurance policy and contract obligations)

GUIDE TO AM BEST'S FINANCIAL STRENGTH RATINGS – (FSR)

A Best's Financial Strength Rating (FSR) is an independent opinion of an insurer's financial strength and ability to meet its ongoing insurance policy and contract obligations. An FSR is not assigned to the specific insurance policies or contracts and does not address any other risk, including, but not limited to, an insurer's claims-payment policies or procedures; the ability of the insurer to dispute or deny claims payment on grounds of misrepresentation or fraud; or any specific liability contractually borne by the policy or contract holder. An FSR is not a recommendation to purchase, hold, or terminate any insurance policy, contract, or any other financial obligation issued by an insurer, nor does it address the suitability of any particular policy or contract for a specific purpose or purchaser. In addition, an FSR may be displayed with a rating identifier, modifier, or affiliation code that denotes a unique aspect of the opinion.

AM Best's Financial Strength Rating (FSR) Scale

Rating Categories	Rating Symbols	Rating Notches*	Category Definitions
Superior	A+	A++	Assigned to insurance companies that have, in AM Best's opinion, a superior ability to meet their ongoing insurance obligations.
Excellent	A	A-	Assigned to insurance companies that have, in AM Best's opinion, an excellent ability to meet their ongoing insurance obligations.
Good	B+	B++	Assigned to insurance companies that have, in AM Best's opinion, a good ability to meet their ongoing insurance obligations.
Fair	B	B-	Assigned to insurance companies that have, in AM Best's opinion, a fair ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Marginal	C+	C++	Assigned to insurance companies that have, in AM Best's opinion, a marginal ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Weak	C	C-	Assigned to insurance companies that have, in AM Best's opinion, a weak ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Poor	D	-	Assigned to insurance companies that have, in AM Best's opinion, a poor ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.

* Each Best's Financial Strength Rating Category from "A+" to "C" includes a Rating Notch to reflect a gradation of financial strength within the category. A Rating Notch is expressed with either a second plus "+" or a minus "-".

Financial Strength Non-Rating Designations

Designation Symbols	Designation Definitions
E	Status assigned to insurers that are publicly placed via court order into conservation or rehabilitation, or the international equivalent, or in the absence of a court order, clear regulatory action has been taken to delay or otherwise limit policyholder payments.
F	Status assigned to insurers that are publicly placed via court order into liquidation after a finding of insolvency, or the international equivalent.
S	Status assigned to rated insurance companies to suspend the outstanding FSR when sudden and significant events impact operations and rating implications cannot be evaluated due to a lack of timely or adequate information; or in cases where continued maintenance of the previously published rating opinion is in violation of evolving regulatory requirements.
NR	Status assigned to insurance companies that are not rated; may include previously rated insurance companies or insurance companies that have never been rated by AM Best.

Rating Disclosure – Use & Limitations

A Best's Credit Rating (BCR) is a forward-looking independent and objective opinion regarding an insurer's, issuer's, or financial obligation's relative creditworthiness. The opinion represents a comprehensive analysis consisting of a quantitative and qualitative evaluation of balance sheet strength, operating performance, business profile, and enterprise risk management or, where appropriate, the specific nature and details of a security. Because a BCR is a forward-looking opinion as of the date it is released, it cannot be considered as a fact or guarantee of future credit quality and therefore cannot be described as accurate or inaccurate. A BCR is a relative measure of risk that implies credit quality and is assigned using a scale with a defined population of categories and notches. Entities or obligations assigned the same BCR symbol developed using the same scale, should not be viewed as completely identical in terms of credit quality. Alternatively, they are alike in category (or notches within a category), but given there is a prescribed progression of categories (and notches) used in assigning the ratings of a much larger population of entities or obligations, the categories (notches) cannot mirror the precise subtleties of risk that are inherent within similarly rated entities or obligations. While a BCR reflects the opinion of AM Best Rating Services, Inc. (AM Best) of relative creditworthiness, it is not an indicator or predictor of defined impairment or default probability with respect to any specific insurer, issuer, or financial obligation. A BCR is not investment advice, nor should it be construed as a consulting or advisory service, as such; it is not intended to be utilized as a recommendation to purchase, hold, or terminate any insurance policy, contract, security, or any other financial obligation, nor does it address the suitability of any particular policy or contract for a specific purpose or purchaser. Users of a BCR should not rely on it in making any investment decision; however, if used, the BCR must be considered as only one factor. Users must make their own evaluation of each investment decision. A BCR opinion is provided on an "as is" basis without any expressed or implied warranty. In addition, the BCR may be changed, suspended, or withdrawn at any time for any reason at the sole discretion of AM Best.

For the most current version, visit [Guide to Best's Credit Ratings](#). BCRs are distributed via the AM Best website at www.ambest.com. For additional information regarding the development of a BCR and other rating-related information and definitions, including outlooks, modifiers, identifiers and affiliation codes, please refer to the report titled "Guide to Best's Credit Ratings" available at no charge on the AM Best website. BCRs are proprietary to AM Best Company, Inc. and may not be reproduced without permission.

[Based on information contained in Version 121719 of the AM Best Company, Inc.'s Guide to Best's Financial Strength Ratings \(FSR\).](#)

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May 16, 2023

The Board of Education
Independent School District No. 146
Barnesville, Minnesota 56514-0189

You have requested that we audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 146 (“the District”) as of June 30, 2023, and for the year then ended, and the related notes to the financial statements, which collectively comprise the District’s basic financial statements.

In addition, we will audit the entity’s compliance over major federal award programs for the period ended June 30, 2023. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter.

Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the entity’s major federal award programs. The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor’s report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (GAAS) and in accordance with *Government Auditing Standards*, and the Legal Compliance Audit Guide prepared by the Office of the State Auditor pursuant to Minn. Stat. §6.65 will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

The objectives of our compliance audit are to obtain sufficient appropriate audit evidence to form an opinion and report at the level specified in the governmental audit requirement about whether the entity complied in all material respects with the applicable compliance requirements and identify audit and reporting requirements specified in the governmental audit requirement that are supplementary to GAAS and Government Auditing Standards , if any, and perform procedures to address those requirements.

Accounting principles generally accepted in the United States of America (U.S. GAAP), as promulgated by the Governmental Accounting Standards Board (GASB), require that certain supplementary information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the GASB, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

1. Management's Discussion and Analysis
2. Schedule of Changes in the District's Total OPEB Liability and Related Ratios
3. Schedule of Employer's Share of Net Pension Liability and Schedule of Employer's Contributions

Supplementary information other than RSI will accompany the District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole:

1. Combining and individual fund schedules
2. Uniform financial accounting and reporting standards compliance table

Schedule of Expenditures of Federal Awards

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

Also, the document we submit to you will include the following other additional information that will not be subjected to the auditing procedures applied in our audit of the financial statements:

1. School board and administration

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Audit of the Financial Statements

We will conduct our audits in accordance with GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the Legal Compliance Audit Guide prepared by the Office of the State Auditor pursuant to Minn. Stat. §6.65. As part of an audit of financial statements in accordance with GAAS and in accordance with Government Auditing Standards, Uniform Guidance and/or any state or regulatory audit requirements we exercise professional judgment and maintain professional skepticism throughout the audit. We will also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America and the Legal Compliance Audit Guide prepared by the Office of the State Auditor pursuant to Minn. Stat. §6.65. Please note that the determination of abuse is subjective and *Government Auditing Standards* does not require auditors to detect abuse.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

We will issue a written report upon completion of our audit of the District's basic financial statements. Our report will be addressed to the governing body of the District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s) to our auditor's report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

We also will issue a written report on *Minnesota Legal Compliance* upon completion of our audit.

Audit of Major Program Compliance

Our audit of the District's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the Uniform Guidance and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the material noncompliance with applicable laws and regulations, the provisions of contracts and grant agreements applicable to major federal award programs, and the applicable compliance requirements occurred, whether due to fraud or error, and express an opinion on the entity's compliance based on the audit.

Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the entity's compliance with the requirements of the federal programs as a whole.

As part of a compliance audit in accordance with GAAS and in accordance with *Government Auditing Standards*, and the Legal Compliance Audit Guide prepared by the Office of the State Auditor pursuant to Minn. Stat. §6.65, we exercise professional judgment and maintain professional skepticism throughout the audit. We also identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks.

Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs, and performing such other procedures as we considers necessary in the circumstances The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will obtain an understanding of the entity's internal control over compliance relevant to the audit in order to design and perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report. However, we will communicate to you, regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we have identified during the audit.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error;
3. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;
4. For maintaining records that adequately identify the source and application of funds for federally funded activities;
5. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance;
6. For designing, implementing, and maintaining effective internal control over federal awards that provides reasonable assurance that the entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
7. For identifying and ensuring that the entity complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;

8. For disclosing accurately, currently, and completely, the financial results of each federal award in accordance with the requirements of the award;
9. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
10. For taking prompt action when instances of noncompliance are identified;
11. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
12. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
13. For submitting the reporting package and data collection form to the appropriate parties;
14. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
15. To provide us with:
 - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements including disclosures, and relevant to federal award programs, such as records, documentation, and other matters;
 - b. Additional information that we may request from management for the purpose of the audit; and
 - c. Unrestricted access to persons within the entity and others from whom we determine it necessary to obtain audit evidence.
16. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current year period(s) under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
17. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
18. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
19. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in internal control and others where fraud could have a material effect on compliance;
20. For the accuracy and completeness of all information provided;
21. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
22. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of federal awards in any document that contains the schedule of expenditures of federal awards and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule of expenditures of federal awards no later than the date of issuance by you of the schedule and our report thereon.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility (a) for the preparation of the supplementary information in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding supplementary information, (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information, and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Nonattest Services

With respect to any nonattest services we perform, we agree to perform the following:

- Prepare or assist with preparing financial statements and the schedule of expenditures of federal awards in conformity with U.S. generally accepted accounting principles based on information provided by you.
- Propose certain cash to accrual conversion entries and fund to government wide entries to be reviewed and approved by management.
- Reconciliation of pension activity and related journal entries in accordance with GASB Statement No. 68 to be reviewed and approved by management.
- Preparation of lease schedules and related adjusting journal entries in accordance with GASB Statement No. 87 to be reviewed and approved by management.
- Preparation of subscription-based information technology arrangement (SBITA) schedules and related adjusting journal entries in accordance with GASB Statement No. 96 to be reviewed and approved by management.
- Submission of the uniform financial accounting and reporting standards compliance table
- Completion of the auditee's portion of the Data Collection Form

We will not assume management responsibilities on behalf of the District. The District's management understands and agrees that any advice or recommendation we may provide in connection with our audit engagement are solely to assist management in performing its responsibilities.

The District's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the services previously outlined above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities.

Fees and Timing

Derek Flanagan is the engagement partner for the audit services specified in this letter. Responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report. We expect to begin our audit in August 2023.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses, including administrative charges. Invoices are payable upon presentation. We estimate that our fee for the audit will be \$20,000, exclusive of considerations related to the adoption of GASB Statement No. 96, *Subscription-Based Information Technology Arrangements (SBITA)* (GASB No. 96), which is now effective for the entity.

GASB No. 96 became effective for fiscal years beginning after June 15, 2022. The requirements of this standard will result in material changes to most governmental entity's financial statements, both with respect to financial statement presentation and related disclosures. Our fees related to the performance of audit procedures related to your implementation of this standard will be dependent upon the number and nature of the entity's SBITA arrangements.

We will notify you immediately of any circumstances we encounter that could significantly affect this initial fee estimate. Whenever possible, we will attempt to use the District's personnel to assist in the preparation of schedules and analyses of accounts. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit. Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

As noted above actual out-of-pocket expenses will be billed if onsite services are requested, plus the travel time of the professional(s) coming onsite at 50% of their standard hourly rates.

Other circumstances may arise under which Eide Bailly must perform additional audit work and may require additional billings for these services. Examples of such circumstances include, but are not limited to:

- Work caused due to the identification of, and management's correction of, inappropriate application of accounting pronouncements
- Erroneous or incomplete accounting records
- New or unusual transaction
- Failure of District staff to prepare and provide information in a timely manner
- Lack of availability of appropriate personnel during the audit fieldwork
- Significant capital projects
- New long-term debt issuances
- Refunding bond transactions
- Changes at the District such as software conversions, software updates, and/or staffing transitions.

If the District's federal expenditures exceed \$750,000 and an audit over those funds is required, the fee will be \$5,800 assuming one major program to be tested. If additional programs are required to be tested, it will be an additional \$4,300 per program.

The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. To assist with this process, we will provide you with a Prepared-by-Client (PBC) request that identifies the information required to perform our engagement, as well as a planned timeline for the engagement. A failure to provide this information in an accurate and timely manner may result in an increase in our fees and/or a delay in the completion of our engagement.

We may be requested to make certain audit documentation available to outside parties, including regulators, pursuant to authority provided by law or regulation or applicable professional standards. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the outside party, who may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in making such audit documentation available or in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our audit procedures are completed and a report issued, you will be billed for services to the date of termination. All bills are payable upon receipt. A service charge of 1% per month, which is an annual rate of 12%, will be added to all accounts unpaid 30 days after billing date. If collection action is necessary, expenses and reasonable attorney's fees will be added to the amount due.

Other Matters

During the course of the engagement, we will only provide confidential engagement documentation to you via Eide Bailly's secure portal or other secure methods, and request that you use the same or similar tools in providing information to us. Should you choose not to utilize secure communication applications, you acknowledge that such communication contains a risk of the information being made available to unintended third parties. Similarly, we may communicate with you or your personnel via e-mail or other electronic methods, and you acknowledge that communication in those mediums contains a risk of misdirected or intercepted communications.

Should you provide us with remote access to your information technology environment, including but not limited to your financial reporting system, you agree to (1) assign unique usernames and passwords for use by our personnel in accessing the system and to provide this information in a secure manner; (2) limit access to "read only" to prevent any unintentional deletion or alteration of your data; (3) limit access to the areas of your technology environment necessary to perform the procedures agreed upon; and (4) disable all usernames and passwords provided to us upon the completion of procedures for which access was provided. We agree to only access your technology environment to the extent necessary to perform the identified procedures.

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your website or elsewhere, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, "service providers") in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider.

Neither of us may use or disclose the other's confidential information for any purpose except as permitted under this engagement letter or as otherwise necessary for Eide Bailly to provide the services. Your confidential information is defined as any information you provide to us that is not available to the public. Eide Bailly's confidential information includes our audit documentation for this engagement. Our audit documentation shall at all times remain the property of Eide Bailly LLP. The confidentiality obligations described in this paragraph shall supersede and replace any and all prior confidentiality and/or nondisclosure agreements (NDAs) between us.

We agree to retain our audit documentation or work papers for a period of at least eight years from the date of our report.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

You agree to share all facts that may affect your financial statements, even if you first become aware of those facts after the date of the auditor's report but before the date your financial statements are issued.

At the conclusion of our audit engagement, we will communicate to management and the board of education the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

Government Auditing Standards require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

Eide Bailly LLP is a member of HLB International, a worldwide organization of accounting firms and business advisors, ("HLB"). Each member firm of HLB, including Eide Bailly LLP is a separate and independent legal entity and is not owned or controlled by any other member of HLB. Each member firm of HLB is solely responsible for its own acts and omissions and no other member assumes any liability for such acts or omissions. Neither Eide Bailly LLP, nor any of its affiliates, are responsible or liable for any acts or omission of HLB or any other member firm of HLB and hereby specifically disclaim any and all responsibility, even if Eide Bailly LLP, or any of its affiliates are aware of such acts or omissions of another member of HLB.

Eide Bailly LLP formed The Eide Bailly Alliance Network, a network for small to mid-sized CPA firms across the nation. Each member firm of The Eide Bailly Alliance, including Eide Bailly LLP, is a separate and independent legal entity and is not owned or controlled by any other member of The Eide Bailly Alliance. Each member firm of The Eide Bailly Alliance is solely responsible for its own acts and omissions and no other member assumes any liability for such acts or omissions. Neither Eide Bailly LLP, nor any of its affiliates, are responsible or liable for any acts or omission of The Eide Bailly Alliance or any other member firm of The Eide Bailly Alliance and hereby specifically disclaim any and all responsibility, even if Eide Bailly LLP, or any of its affiliates are aware of such acts or omissions of another member of The Eide Bailly Alliance.

MEDIATION

Any disagreement, controversy or claim arising out of or related to any aspect of our services or relationship with you (hereafter a "Dispute") shall, as a precondition to litigation in court, first be submitted to mediation. In mediation, the parties attempt to reach an amicable resolution of the Dispute with the aid of an impartial mediator. Mediation shall begin by service of a written demand. The mediator will be selected by mutual agreement. If we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA"). Mediation shall be conducted with the parties in person in Fargo, North Dakota. Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties. Neither party may commence a lawsuit until the mediator declares an impasse.

LIMITED INDEMNITY

Eide Bailly LLP and its partners, affiliates, officers and employees (collectively "Eide Bailly") shall not be responsible for any misstatements in your financial statements that we may fail to detect as a result of misrepresentations or concealment of information by any of your owners, directors, officers or employees. You shall indemnify and hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys' fees arising from any such misstatement or concealment of information.

If through no fault of Eide Bailly we are named as a party to a dispute between you and a third party, you shall indemnify and hold Eide Bailly harmless against any losses, damages, settlements, judgments, awards, and the costs of litigation (including attorneys' fees) we incur in connection with the dispute.

Eide Bailly shall not be entitled to indemnification under this agreement unless the services were performed in accordance with professional standards in all material respects.

LIMITATION OF LIABILITY

The exclusive remedy available to you for any alleged loss or damages arising from or related to Eide Bailly's services or relationship with you shall be the right to pursue claims for actual damages that are directly caused by Eide Bailly's breach of this agreement or Eide Bailly's violation of applicable professional standards. In no event shall Eide Bailly's aggregate liability to you exceed two times fees paid under this agreement, nor shall Eide Bailly ever be liable to you for incidental, consequential, punitive or exemplary damages, or attorneys' fees.

TIME LIMITATION

You may not bring any legal proceeding against Eide Bailly unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we delivered our report, return, or other deliverable under this agreement to you, regardless of whether we do other services for you or that may relate to the audit. The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of a possible Dispute.

GOVERNING LAW AND VENUE

Any Dispute between us, including any Dispute related to the engagement contemplated by this agreement, shall be governed by Minnesota law. Any unresolved Dispute shall be submitted to a federal or state court located in Minneapolis, Minnesota.

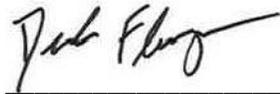
ASSIGNMENTS PROHIBITED

You shall not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly to any person.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

We appreciate the opportunity to be your certified public accountants and look forward to working with you and your staff.

Respectfully,



Derek Flanagan, CPA
Partner

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Independent School District No. 146 by:

Name: _____

Title: _____

Date: _____



Lakes Country Service Cooperative
 School District Membership Agreement
 FY 2024
 July 1, 2023 - June 30, 2024

<i>Membership</i>	Total
Base Fee per district	\$1,400.00
Plus \$1.75 per student <u>912</u> *student count	\$1,596.00
Subtotal	\$2,996.00
Adjusted Membership Fee (Smaller of the Subtotal or \$5,500.00 Max)	\$2,996.00
Capital Outlay (Cooperative facility maintenance fee) Facilities Maintenance Fee	<u>\$1,000.00</u>
<i>Total Membership</i>	\$3,996.00

*Student count was taken from the MDE website. Please update if necessary.

Barnesville Public School District
 School District Name

Lakes Country Service Cooperative

Superintendent


 Jeremy Kvash, Executive Director

Date

5/18/2023
 Date

Please return completed agreement by August 1, 2023 to:
 Lakes Country Service Cooperative
 Attn: Siri Livdahl
 1001 E. Mount Faith
 Fergus Falls, MN 56537
 Questions? Contact Siri Livdahl at 218-737-6542 or slivahl@lcsc.org

**RESOLUTION FOR CONTRACT BETWEEN
THE CLAY COUNTY COLLABORATIVE
AND
THE BARNESVILLE PUBLIC SCHOOL DISTRICT**

JULY 1, 2023 – JUNE 30, 2024

WHEREAS, the Clay County Collaborative received Local Collaborative Time Study (LCTS) funds to utilize in supporting the physical and mental health of children and their families in an effort to reduce the need for out of home placements; and

WHEREAS, the Clay County Collaborative has identified the After-School at Risk Program as a priority program to address the needs of children and families; and

WHEREAS, the Clay County Collaborative and the Barnesville Public School District have agreed that the Barnesville Public School District will be the employing partner for the After-School at Risk Program;

NOW, THEREFORE, BE IT RESOLVED that the Clay County Collaborative has budgeted \$5,000.00 for this project from LCTS dollars.

Reimbursement for services/programming, as indicated in the FY24 request for funds approved by the Governance Board of the Collaborative, should be invoiced to the Collaborative on an annual basis. Programming provided using Collaborative funds must provide a report on an annual basis. Invoices submitted for program reimbursement will be held until such time the report is provided to the Collaborative Coordinator.

Termination without Cause. Without cause, either party may terminate this Agreement, after giving a 30-day prior written notice to the other of intent to terminate without cause. The parties shall deal with each other in good faith during the 30-day period after notice of intent to terminate without cause has been given.

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

FOR BARNESVILLE PUBLIC SCHOOL

By: _____

Name: _____

Title: _____

Date: _____

**FOR THE CLAY COUNTY
COLLABORATIVE**

By: Tiffany Ross

Tiffany Ross

Governance Board Chair

Date: 6/8/2023

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE CLAY COUNTY COLLABORATIVE, CLAY COUNTY SOCIAL SERVICES, LAKELAND
MENTAL HEALTH INC, AND THE BARNESVILLE PUBLIC SCHOOL DISTRICT #146**

JULY 1, 2023 – JUNE 30, 2024

WHEREAS, the Clay County Collaborative has identified as a priority the need for mental health services in the school that address the needs of children and families who do not have access to mental health services, and/or are experiencing either a gap in insurance benefits, are uninsured, or underinsured.

WHEREAS, it is in the Clay County Social Services best interest, the community's benefit, and the enhancement of Children's Mental Health Act to provide clinical based and skill development-based programming to children not currently served and/or identified in the current mental health system of care; and

WHEREAS, the Clay County Collaborative received Local Collaborative Time Study (LCTS) funds to utilize in supporting the physical and mental health of children and their families in an effort to reduce the need for out of home placements; and

WHEREAS, the Clay County Collaborative and Clay County Social Service in cooperation with the Barnesville Public School District, and Lakeland Mental Health agree to participate in providing school based mental health services; and Lakeland Mental Health, Inc agrees to become the employer of record for staff providing said services; and

WHEREAS, provider agency will develop a set of services that meet the need of the partnering school district based, and agreed upon in written and verbal communication, including such services as clinical diagnostic services, individual and group therapy, teacher consultation and support, and skill building. Provider agency agree to contact families prior to providing services to explain the process and get permission to treat.

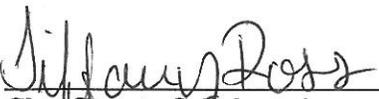
WHEREAS, the funds for the agreed upon School Based Mental Health services provided in the Barnesville school district will flow through the Clay County Collaborative in the following amounts: Clay County Collaborative, \$20,000; Clay County Social Services, \$8,200; Barnesville Public School District, \$10,000; for a total of \$38,200 and

WHEREAS, Lakeland Mental Health will, whenever possible, utilize insurance billing as the first payor of services; and will invoice the Collaborative for reimbursement based on expenditures and revenue; and agrees to complete the Collaborative's data documentation at a minimum semi-annual basis;

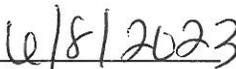
WHEREAS, all financial partners for said program have the right to terminate without cause after giving a 30-day prior written notice to the other interested parties of intent to terminate without cause. The parties shall deal with each other in good faith during the 30-day period after notice of intent to terminate without case has been given.

Barnesville Public School

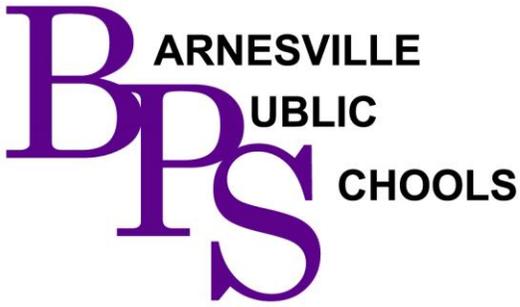
Date



**Clay County Collaborative
Governance Board Chairperson**



Date



INDEPENDENT SCHOOL DISTRICT #146

District Office 302-324 3rd Street South
PO Box 189 - Barnesville, MN 56514
Phone 218 354-2217 - Fax 218 354-7260
www.barnesville.k12.mn.us

“Commitment
To
Excellence”

Education Identity and Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOWA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOWA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOWA will authorize user access to State of Minnesota Education secure systems in accordance with the user’s assigned job duties, and will revoke that user’s access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOWA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local educational agency or organization (the superintendent or exec. director) is designated as the IOWA. The IOWA will grant the IOWA Proxy role(s).

Designation of the Identified Official with Authority for Education Identity and Access Management

Organization Name: Barnesville Public School District 0146-01

6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): 0146-01

Superintendent or Exec. Director Name: Dr. Jon Ellerbusch, Superintendent

Will act as the IOWA? Yes No

If no, identify below the individual who will act as the IOWA for your organization.

The Superintendent or Exec. Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOWA) for this organization:

Print Name: _____

Title: _____

Board Member Signature:

Name: _____

Date: _____

Once the EDIAM Board Resolution is completed, scan and email it to: useraccess.mde@state.mn.us

*Jon Ellerbusch, Ed. D., Superintendent *218 354-2217 *jellerbusch@barnesville.k12.mn.us *

*Bryan Strand, High School Principal * 218 354-2228 * bstrand@barnesville.k12.mn.us *

*Todd Henrickson, Elementary Principal * 218 354-2300 * thenrickson@barnesville.k12.mn.us *

*Aaron Schindler, Activities Director/Community Education Coordinator * 218-354-2638 * aschindler@barnesville.k12.mn.us

*Jodi Samuelson, Finance Officer * jsamuelson@barnesville.k12.mn.us *

*Chris Ellefson, Community Education Secretary * cellefson@barnesville.k12.mn.us *

*Brooke Fradet, Administrative Assistant * bfradet@barnesville.k12.mn.us *

*Sara Lien, Payroll/HR Assistant * slien@barnesville.k12.mn.us *

Finance Officer Agreement

The School Board of Independent School District No. 146, Barnesville, MN, enters into this agreement with Jodi Samuelson, who agrees to perform the duties of Finance Officer beginning July 1, 2023 through June 30, 2025. The following provisions shall apply and are a part of this contract:

1. **DURATION:** This contract shall remain in full force and effect unless modified by mutual consent of the School Board and the Finance Officer.
2. **COMPENSATION:** The Finance Officer shall be paid \$85,000 for 2023-2024 and \$87,550 for 2024-2025 and a per diem rate for all regular, special, and committee meetings required to attend.
3. **RATE OF PAY:** All salary will be paid twice a month in equal increments.
4. **DISABILITY/SICK LEAVE:** Disability/Sick Leave will be granted as specified in the teacher's Master Agreement, Article X, Section 1.
5. **PERSONAL LEAVE:** The Finance Officer will be entitled to three (3) days of personal leave per year accumulative to a maximum of five (5) days.
6. **CHILD CARE LEAVE:** Child Care Leave will be granted as specified in the teacher's Master Agreement, Article X, Section 6.
7. **HEALTH INSURANCE:** The School District shall provide the Finance Officer with full single health insurance coverage in the District's group plan CDHP HSA. In addition, the District agrees to contribute \$2,500 for 2023-2024 and \$3,000 for 2024-2025 to the Finance Officer's HSA account.
8. **OTHER LEAVE:** The Superintendent must approve all other leaves.
9. **Work Year:** The Finance Officer's basic work year shall consist of 260 business days less the holidays described under the Paid Holidays section. If the work year is more than 260 days, the Finance Officer will receive an extra vacation day for each workday over 260 for that year.
10. **PAID HOLIDAYS:** New Year's Day, President's Day (if taken as a regular school holiday), Good Friday, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Day, day after Thanksgiving Day, Christmas Eve Day, Christmas Day, New Year's Eve Day.
11. **VACATION:** At the beginning of each year, the Finance Officer will be credited with twenty-five (25) working days of annual paid vacation.
12. **403(b) DEFERRED COMPENSATION MATCH PROGRAM:** The 403(b) match program for District Finance Officer will be contribution up to \$2,500 for 2023-2024 and \$2,500 for 2024-2025 with maximum career match to match the maximum career matching contribution in the Master Agreement for that year.
13. **LICENSES, DUES and CONTINUING EDUCATION:** The School District will pay the full cost of the Finance Officer's CPA license and membership dues, and CPA continuing education credits (not to exceed \$1,000) for classes applicable to the Finance Officer position, as required or permitted by the Superintendent and/or School Board.
14. Upon completion of current contract or retirement, the Finance Officer will be entitled to collect 30% of unused sick leave days at the average prorated daily salary for the last three years. This amount will be paid out in a separate check issued to the Finance Officer.

_____ Date _____
Finance Officer

_____ Date _____
Board Chair

**DIRECTOR OF STUDENT ACTIVITIES AND COMMUNITY EDUCATION
COORDINATOR'S CONTRACT
2023-2025**

The School Board of Independent School District No 146, Barnesville, MN, enters into this agreement with Aaron Schindler who agrees to perform the duties of Director of Student Activities and Community Education Coordinator in the district beginning July 1, 2023 through June 30, 2025. The following provisions shall apply and are a part of this contract:

Employer: For purposes of administering this Agreement, the term, "Employer", shall mean the School Board or its designated representative.

Employee: For purposes of this Agreement, the term, "Employee", shall be Aaron Schindler.

Basic Services: Said Director of Student Activities and Community Education Coordinator shall faithfully perform the services prescribed by the School Board, whether or not such services are specifically described in this contract or in a general job description, abide by the rules, regulations, and policies established by the school board and any additional amendments thereto, pursuant to the provisions of M.S. 125A.45, as amended, and all federal and state laws relevant thereto: for the annual salary indicated below.

Duty Days: The employee's contract will be 230 days. The employee will submit requests to the Superintendent for all 30 unpaid days of vacation.

Personal Days: The employee shall be entitled to 3 days of personal leave per year accumulative to a maximum of 6 days.

Compensation: The employee shall be paid \$75,052 for 2023-2024 and \$78,429 for 2024-2025.

403b/Deferred Compensation: Employer shall make an annual yearly matching contribution of \$1,500 per year with a \$32,500 career maximum match.

Health Insurance: The employer shall provide 90% of family coverage towards the cost of the health insurance premium for the Medica \$3,200 HSA Plan. The remaining cost of the premium shall be paid by the employee.

Long Term Disability Insurance: The employer shall pay the entire cost of the premium.

Term Life Insurance Policy: The employer shall pay the entire cost of the premium for a term life insurance policy in the amount of \$100,000.

Disability/Sick Leave, Emergency Leave, Bereavement Leave, Child Care Leave: The employee shall be entitled to 10 days of disability/sick leave per year, accumulative to 120 days. Disability/Sick Leave, Emergency Leave, Bereavement Leave and Child Care Leave as provided to the teachers pursuant to the Teacher's Master Agreement, Article XII.

Cellular Phone Reimbursement: The employee will be given up to \$75/month cellular phone reimbursement based on annual contract.

Conferences and Workshops: The employer shall pay expenses and fees for attendance at school related conferences and workshops within the State, as determined by the employee and employer.

Professional Organizations: The employer shall pay the annual dues/fees for membership of the employee in the Minnesota State High School League (MSHSL) and Minnesota Community Education Association (MCEA).

Protection of the Administrator: In any work-related case, Independent School District No. 146 will provide legal counsel.

The employee, if complained against or sued by reason of administrative action in the course and scope of employment, shall be provided liability coverage equal to or greater than existing school district liability protection.

The Independent School District No. 146 shall defend, indemnify, and save the employee harmless from any and all actions, suits, claims, damages, judgments, and executions or other forms of liability, liquidated, which any person may have or claim to have now or in the future, arising out of or by reason of the performance of his duties and responsibilities as set forth by Independent School District No. 146.

It is understood that the provisions apply to those situations and incidents, which occur as a result of the EMPLOYEE'S completion of the duties and responsibilities of his position.

_____, 2023

_____, 2023

Director of Student Activities and
Community Education Coordinator

Chairperson

Clerk

Technical Theater Coordinator/Custodian Agreement

The School Board of Independent School District No. 146, Barnesville, MN, enters into this agreement with Jeffrey Nibbe, who agrees to perform the duties of Technical Theater Coordinator/Custodian beginning July 1, 2023 through June 30, 2025. The following provisions shall apply and are a part of this contract:

1. **DURATION:** This agreement shall remain in full force and effect unless modified by mutual consent of the School Board and the Technical Theater Coordinator/Custodian.

COMPENSATION: The Technical Theater Coordinator/Custodian shall be paid \$48,266 for 2023-2024 and \$49,231 for 2024-2025.
2. **RATE OF PAY:** All salary will be paid twice a month in equal increments.
3. **DISABILITY/SICK LEAVE:** Disability/Sick Leave will be granted as specified in the teacher's Master Agreement, Article X, Section 1.
4. **PERSONAL LEAVE:** The Technical Theater Coordinator/Custodian will be entitled to three (3) days of personal leave per year accumulative to a maximum of five (5) days.
5. **CHILD CARE LEAVE:** Child Care Leave will be granted as specified in the teacher's Master Agreement, Article X, Section 6.
6. **HEALTH INSURANCE:** The School District shall provide the Technical Theater Coordinator/Custodian with a health insurance benefit of \$5,400 for 2023-2024 and 2024-2025. Any additional premium cost shall be borne by the employee and paid by payroll deductions.
7. **OTHER LEAVE:** The Superintendent must approve all other leaves.
8. **Work Year:** The Technical Theater Coordinator/Custodian's basic work year shall consist of 260 business days less the holidays described under the Paid Holidays section.
9. **PAID HOLIDAYS:** New Year's Day, President's Day (if taken as a regular school holiday), Good Friday, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Day, day after Thanksgiving Day, Christmas Eve Day, Christmas Day, New Year's Eve Day.
10. **VACATION:** At the beginning of each year, the Technical Theater Coordinator/Custodian will be credited with fifteen (15) working days of annual paid vacation.
11. **403(b) DEFERRED COMPENSATION MATCH PROGRAM:** The 403(b) match program for District Technical Theater Coordinator/Custodian will be contribution up to \$500 for each 2023-2024 and 2024-2025 with a maximum career match of \$32,500.

Technical Theater Coordinator/Custodian

Date _____

Board Chair

Date _____

Contract for Services-Technology Coordinator

This contract for services is entered in between We Travel PC and Barnesville Public Schools. We Travel PC- Main Contact- Casey Ehlert & We Travel PC Secondary Contact Michael Ehlert

Type of Service:

Network Administrator which may include consultation, installation, setup, configuration, reporting, staff training, troubleshooting, and repair of technology equipment including, but not limited to the following: computers, printers, servers, wifi, projectors, smartboards, interactive tv's, one-to-one devices, software, firewalls, security cameras, backups, insurance requirements (cyber security), and other network devices as necessary and / or as designated by the Superintendent.

Compensation:

Rate of Pay: \$56.00 / hour regular school year at 6.0 hours per day for 172 days and 8 additional staff days as needed @ 5 hrs. /day @ \$56.00 hr. Summer Rate of Pay: \$56.00 / hour for minimum of 45 hours and as needed up to 80 hours. Summer hours that exceed 80 hours must be authorized by the Superintendent.

School Year 2023-2025 - 172 X 6.5 hours / day = 1,118 hours X \$56/hr. = \$62,608
Additional 8 Days (as needed) X 5.0 hours / day = 40 hours X \$56/hr. = \$2,240
Summer Months: Minimum 45 hours X \$56/hour = \$2,520
Tech Contract for Services = Minimum \$67,368 to maximum \$69,328

Anticipated Hours of Service:

Contract is for 172 days at 6.5 hours per day on a Monday-Friday basis. The hourly schedule for the contracted services will be tentatively set from 7:30 AM-2:00 PM, Monday-Friday at 6.5 hrs. day unless otherwise notified by the provider. Tech coordinator (provider) will notify all staff members and administration when there is a change, modification, or adjustment to the scheduled hours of service as previously noted.

Payment Schedule:

Payment will be made at regular scheduled school board meetings following receipts of a signed voucher for services rendered by the 1st day of the month.

Terms and Length of Agreement: Two Years -2023-2025

July 1, 2023 – June 30, 2024
July 1, 2024 – June 30, 2025

The terms noted above are hereby accepted by the undersigned.

By: _____ (We Travel PC – Designee)	Date: _____
By: _____ (Superintendent of Schools)	Date: _____
By: _____ (Board Chairperson)	Date: _____

River Watch Budget		Year: 2022-2023		
				Budgeted
Expenses	Teacher Stipend Sampling (30 hrs) @\$25.82/hr		\$ 774.60	
Labor	Teacher Stipend other Events/not during school time/up to 30 hrs		\$ 774.60	
	Add School Contribution to salary (4.05/hr)SS & TRA up to 60 hrs		\$ 243.00	
	Student Stipend (10.00/hour w/100 hrs allotted)		\$1,000.00	
	Substitute Teachers 9@\$140 day		\$1,260.00	
	Total Labor			\$4,052.20
Mileage	June 2023-May 2024			
	6 trips 100 mi ea. =600 miles			
	@.655/mi		\$ 393.00	
	Mileage to RMB Lab D. L. 72mi/trip x 6 mo=432 mi		\$ 282.96	
	Plus RW Forum 210 mi; Recertification training 180 mi; Mhd RRWater Fest 50;			
	Trip to RMB 72 mi; Addl extra miles (forum prep) 180 mi = 692 mi@.655		\$ 453.26	
	Total Mileage			\$1,129.22
Supplies	5 gal Distilled water		\$ 5.00	
	Battery Replacement		\$ 10.00	
	Total Supplies			\$15.00
Meals	Reimbursement for Noon Meal			
	June - Oct 2023; May 2024		\$ 500.00	
	Total Meals			\$500.00
	Total Budget for 2023-2024			\$5,696.42

13. Addendum
 - A. Sam Olson's Resignation as 7th Grade Boys Basketball Coach
14. Discussion/Information
15. Dates to Remember
 - A. Regular School Board Meeting
 - 1) Monday, July 17, 2023, 7:00 PM, Barnesville High School
16. Adjournment