

## Regular Meeting

Thursday, December 16, 2021 5:30 PM

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

### 1. Call to Order

### 2. Pledge of Allegiance

### 3. Mission Statement "Educate and inspire all learners to reach their full potential."

### 4. Adoption of Agenda

### 5. Recognitions

### 6. Audience Recognition

### 7. Consent items

7.1. Approve minutes from regular meeting on November 18, 2021

7.2. Approve November Treasurer's Report and Bills

7.3. Approve an overnight field trip to Duluth March 2-5, 2022 for the Robotics team to compete in the FIRST Competition

7.4. Approve lane change for Katelyn Edstrom from BA+15 to BA+30 effective January 1, 2022

### 8. Reports

#### 8.1. Audit Report

8.1.1. Motion to Accept Audit Report

#### 8.2. Business Manager Report

#### 8.3. Student Leadership Report

**Presenter:** Katelyn Edstrom - for Madison King

#### 8.4. Assistant Principal Report

8.4.1. Activities Report

8.4.2. Assistant Principal Report

#### 8.5. Principal Report

#### 8.6. Community Education Report

### 9. Superintendent Report

### 10. New Business

10.1. Approve MOU with staff regarding Covid sick days

10.2. Approve MOU (Memorandum of Understanding) with NREM (Northland Remer Education MN)

regarding substitute coverage

**11. Personnel**

11.1. Approve the hire of Robin Danielson as Health Para beginning November 29, 2021 at step 2 of the Para salary schedule

11.2. Approve the hire of October Soyring as paraprofessional at step 2 of the para salary schedule with a start date of December 13, 2021

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

12.1. Approve the 2021 Payable 2022 Levy in the amount of \$2,323,464.53

**13. Next Meeting Dates:**

- **Reorganization Meeting, January 3, 2022, 5:30 p.m.**

**14. Adjournment**

NORTHLAND COMMUNITY SCHOOLS – ISD #118  
Regular Meeting November 18, 2021  
Remer, MN 56672  
SUMMARY

The School Board had a Regular Meeting on November 18, 2021 at 5:30 PM at Northland High School, Remer, MN 56672. Members present: Knox, Nystrom, Ruyak, Seifert and Wake. Members absent: Ammerman and Robison

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

1) Recognitions

- Thank you to everyone who had a part in organizing and running the Veteran's Day Program.
- Thank you to Terri Shepard and the PBIS team for organizing the quarterly Eagle Pride Celebrations
- Recognize Eddie Barron for persevering through some very challenging situations this fall while keeping his cool.

2) M/S/P – Knox, Wake to approve consent items. Voting yes: all members

- Approved regular meeting minutes from October 28, 2021 and work session on November 4, 2021
- Approved October Treasurer's Report and Bills
- Approved Katelyn Edstrom as AVID Coordinator for 2021-22
- 2nd Reading and Approval of Revised District Policy #413 - Harassment and Violence
- 2nd Reading and Approval of Revised District Policy #415 - Mandated Reporting of Maltreatment of Vulnerable Adults
- 2nd Reading and Approval of Revised District Policy #446 - Pay Rates for Activities
- 2nd Reading and Approval of Revised District Policy #524 - Internet Acceptable Use Policy
- 2nd Reading and Approval of Revised District Policy #616 - School District System Accountability
- Approved Resolution accepting gifts/donations to Northland Community Schools RESOLUTION ACCEPTING GIFTS/DONATIONS TO NORTHLAND COMMUNITY SCHOOL DISTRICT 118, WHEREAS THE FOLLOWING:  
therefore, BE IT RESOLVED by the School Board of Northland Community School District 118, Remer, and State of Minnesota as follows: The Northland Community School District No. 118 School Board does hereby accept the following donations:

- ✓ \$60 from Sarah Welk for the Senior Class

3) M/S/P – Wake, Seifert to approve the Resolution supporting Form A Application to MSHSL.  
Voting yes: all members

WHEREAS, the Minnesota State High School League Foundation was formed to provide support

for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of Northland Community Schools - ISD 118 recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist school districts in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of Northland Community Schools - ISD 118 supports the school's application to the Minnesota State High School League Foundation for a **FORM A** grant to offset student activity fees.

- 4) M/S/T – Seifert, Knox to table the motion to approve MOU with staff regarding Covid Sick Days.  
Voting yes: all members
- 5) M/S/P - Wake, Knox to elect Terri Nystrom and Linda Knox as School Board representatives and Ammerman as alternate to the Curriculum Committee. Voting yes: all members
- 6) M/S/P -Seifert, Nystrom to approve Abbie Newman as Knowledge Bowl Advisor for 2021-22.  
Voting yes: all members
- 7) M/S/P – Knox, Wake to accept the resignation of Vanessa Cichy, Indian Education Tutor, effective November 5, 2021. Voting yes: all members
- 8) M/S/P – Seifert, Knox to approve the hire of Isaiah Heinle as custodian with a start date of 11/11/2021 at step one of the custodian salary schedule in the master agreement with MSEA-NCS. Voting yes: all members
- 9) M/S/P – Seifert, Wagr to approve the hire of Johnathan Gowell as Junior High Boys Basketball Coach for the 2021-22 season. Voting yes: all members
- 10) Other school business which can legally be brought before the Board
  - a) Thanks to staff for hanging in there for the last two years and stepping up
  - b) Special thanks to Ms. Gruba for directing the band at the Veteran;s Day program. They played well!
- 11) Next Meeting Dates:
  - Regular Meeting, December 16, 5:30 p.m.
  - Truth in Taxation Meeting, December 16, 6:30 p.m.
- 12) M/S/P – Knox, Wake to adjourn. Voting yes: all members

Kristen Balvin, Recording Secretary

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Linda Knox, secretary

Visitors: Ellie Hill, Kyndra Johnson, Katelyn Edstrom, Denise Stefan, Mary Yakibchuk, Janessa Green, Sarah Rice, Kristine Waddell, Theresa Schmidt

**Northland Community Schools - ISD #118**

Enclosure #2

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

**Receipts and Deposit**

01	General Fund	401,684.92
02	Food Service Fund	32,514.26
03	Transportation Fund	-
04	Community Service Fund	18,545.60
05	Capital Fund	-
07	Debt Redemption	296,779.38
08	Scholarships	-
	Total of Cash Accounts	<u>\$ 749,524.16</u>

**November 2021 Payables**  
**Check & Electronic Payments**

		<u>Checks</u>	<u>Electronic Wires</u>
01	General Fund	\$ 61,851.28	59,696.80 2,154.48
02	Food Service Fund	\$ 13,838.23	13,838.23 0.00
03	Transportion Fund	\$ 9,736.00	9,736.00 0.00
04	Community Service	\$ 1,039.91	1,039.91 0.00
05	Capital Fund	\$ 15,460.52	15,460.52 0.00
07	Debt Redemption	\$ -	0.00 0.00
08	Scholarships	\$ -	0.00 0.00
	Total	<u>\$ 101,925.94</u>	<u>99,771.46 2,154.48</u>

**Investments**

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

First National Bank:

Money Market Acct #3618025	\$101,548.15	
C.D. #10098494	\$261,798.84	8/8/2022
C.D. #10098495	\$264,789.87	8/8/2022
Scholarship Fund C.D. #7615	\$8,039.22	6/17/2024 Carpenter
Scholarship Fund C.D. #7616	\$14,517.98	6/17/2024 Carpenter
Scholarship Fund C.D. #500958	\$7,065.53	12/10/2021 Felton
Scholarship Fund C.D. #10097381	\$3,352.70	8/25/2022 Sepin
Total Investments		8/25/2022 Sepin
	<u>\$661,112.29</u>	

	Monthly Checks	103453-103509				Total
01	General Fund	59,696.80	0.00	0.00		59,696.80
02	Food Service Fund	13,838.23	0.00	0.00		13,838.23
03	Transportation Fund	9,736.00	0.00	0.00		9,736.00
04	Community Service	1,039.91	0.00	0.00		1,039.91
05	Capital Fund	15,460.52	0.00	0.00		15,460.52
07	Debt Redemption	0.00	0.00	0.00		0.00
08	Scholarship	0.00	0.00			0.00
	Total	99,771.46	0.00	0.00	0.00	99,771.46

Payrolls (ACH)	15th	Last day of Month
	\$216,367.04	\$235,513.34

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

<b>Fund</b>	<b>Total</b>
01	\$401,684.92
02	\$32,514.26
04	\$18,545.60
07	\$296,779.38
<b>Report Total</b>	<b>\$749,524.16</b>

## ISD#118 Remer-Longville

### Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
15858	0118	chec														
2021 SPED			20309	Credit	A	11/03/21	8857	Check	1	1071 I A S C						
						0118	R 01 005 400 000 000 022			Spec Ed Rev Due From Othe					79,845.79	0.00
														Receipt Total:	\$79,845.79	\$0.00
RETIREE C MURPHY HLTH/DN1			20310	Credit	A	11/03/21	8858	Check	1	1070 RETIRE/DEDUCT:						
						0118	E 01 010 203 000 000 291			Elem Retired Emp Benefit					156.83	0.00
														Receipt Total:	\$156.83	\$0.00
SECTION FB GATE FEES COLL			20311	Credit	A	11/03/21	8859	Check	1	1161 MSHSL						
						0118	R 01 310 294 210 000 060			Admissions					3,005.00	0.00
														Receipt Total:	\$3,005.00	\$0.00
CONCESSIONS STORM FB			20312	Credit	A	11/03/21	8860	Check	1	1119 CONCESSIONS - FOOD S						
						0118	R 01 310 292 125 000 096			CONCESSIONS DISTRICT					450.75	0.00
														Receipt Total:	\$450.75	\$0.00
BLACKBAUD GIVING			20313	Credit	A	11/03/21	8861	Check	1	C1 Miscellaneous Customer						
						0118	R 01 310 298 311 301 096			High School Student Activity					40.00	0.00
														Receipt Total:	\$40.00	\$0.00
FOOD SERVICE RECEIPTS			20314	Credit	A	11/03/21	8862	Check	1	1069 Food Service						
						0118	B 02 230 001			Deferred Revenue					53.25	0.00
														Receipt Total:	\$53.25	\$0.00
REFUND OVERPYMNT MARCH			20315	Credit	A	11/03/21	8863	Check	1	1176 MN REVENUE						
						0118	R 01 005 000 000 000 099			Misc Revenue					4,815.15	0.00
														Receipt Total:	\$4,815.15	\$0.00
REFUND 941 JUNE 2021			20316	Credit	A	11/03/21	8864	Check	1	1177 INTERNAL REVENUE SEF						
						0118	R 01 005 000 000 000 099			Misc Revenue					482.26	0.00
														Receipt Total:	\$482.26	\$0.00
COBRA MKB NOV HEALTH/DEN			20317	Credit	A	11/03/21	8865	Check	1	1070 RETIRE/DEDUCT:						
						0118	E 01 020 211 000 000 291			Retired Emp Benefit					613.22	0.00
														Receipt Total:	\$613.22	\$0.00
REBATE VAN PURCHASE			20318	Credit	A	11/03/21	8866	Check	1	1167 SOURCEWELL						
						0118	R 01 005 000 200 000 096			Sourcewell Grants/Awards					458.39	0.00
														Receipt Total:	\$458.39	\$0.00



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Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount	
15869	0118	chec															
FOOD SERVICE RECEIPTS			20336	Credit	A	11/18/21	8883	Check	1	1069	Food Service						
						0118	B 02 230 001				Deferred Revenue				23.50	0.00	
															Receipt Total:	\$23.50	\$0.00
C. BELGUM 2022 DENTAL PREM			20337	Credit	A	11/18/21	8884	Check	1	1070	RETIRE/DEDUCT:						
						0118	E 01 010 203 000 000 291				Elem Retired Emp Benefit				552.00	0.00	
															Receipt Total:	\$552.00	\$0.00
STAFF LOUNGE MACHINE			20338	Credit	A	11/18/21	8885	Check	1	1112	PEPSI BOTTLING GROUP						
						0118	R 01 310 298 114 301 096				Elem Student Activity				99.50	0.00	
						0118	R 01 310 298 311 301 096				High School Student Activity				99.50	0.00	
															Receipt Total:	\$199.00	\$0.00
FOOD SERVICE RECEIPTS			20339	Credit	A	11/18/21	8886	Check	1	1069	Food Service						
						0118	B 02 230 001				Deferred Revenue				104.25	0.00	
															Receipt Total:	\$104.25	\$0.00
TUITION FROM CARLTION ISD			20340	Credit	A	11/18/21	8887	Check	1	C1	Miscellaneous Customer						
						0118	R 01 040 000 000 000 021				Tuition from MN Schools to L				15,034.32	0.00	
															Receipt Total:	\$15,034.32	\$0.00
GBB FEE WELK, AMMERMAN			20341	Credit	A	11/18/21	8888	Check	1	1108	AF ACTIVITY FEES						
						0118	R 01 310 292 110 000 050				Activity Fees				100.00	0.00	
															Receipt Total:	\$100.00	\$0.00
LSLC TUITION FROM ISD 1 MPI			20342	Credit	A	11/18/21	8889	Check	1	C1	Miscellaneous Customer						
						0118	R 01 040 000 000 000 021				Tuition from MN Schools to L				20,485.36	0.00	
															Receipt Total:	\$20,485.36	\$0.00
FOOD SERVICE RECEIPTS			20343	Credit	A	11/18/21	8890	Check	1	1069	Food Service						
						0118	B 02 230 001				Deferred Revenue				14.75	0.00	
															Receipt Total:	\$14.75	\$0.00
FOOD SERVICE RECEIPTS			20344	Credit	A	11/18/21	8891	Check	1	1069	Food Service						
						0118	B 02 230 001				Deferred Revenue				11.50	0.00	
															Receipt Total:	\$11.50	\$0.00
COMM ED CLASS FEES PD			20345	Credit	A	11/18/21	8892	Check	1	1072	COMMUNITY EDUATION						
						0118	R 04 500 505 305 321 040				Tuition fm Patrons				155.00	0.00	
															Receipt Total:	\$155.00	\$0.00

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

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
15869	0118	chec														
FOOD SERVICE RECEIPTS			20346	Credit	A	11/18/21	8893	Check	1	1069	Food Service					
						0118	B 02 230 001				Deferred Revenue				73.00	0.00
														Receipt Total:	\$73.00	\$0.00
STUDENT LEADERSHIP FUNDF			20347	Credit	A	11/18/21	8894	Check	1	PBIX	PBIS High School					
						0118	R 01 310 298	069 301 096			Student PBIS Leadership Act				2,239.00	0.00
														Receipt Total:	\$2,239.00	\$0.00
FRUIT FUNDRAISER			20348	Credit	A	11/18/21	8895	Check	1	PBIS	PBIS Elem					
						0118	R 01 310 298	114 301 096			Elem Student Activity				6,414.00	0.00
														Receipt Total:	\$6,414.00	\$0.00
FUNDRAISING			20349	Credit	A	11/18/21	8896	Check	1	1136	Northland Senior Class					
						0118	R 01 310 298	093 301 096			Senior Class Activity				5,213.00	0.00
														Receipt Total:	\$5,213.00	\$0.00
														<b>Deposit Total:</b>	<b>\$50,934.67</b>	<b>\$0.00</b>
15870	0118	chec														
COMM ED CLASS FEES PD			20350	Credit	A	11/10/21	8871	Check	1	1072	COMMUNITY EDUATION					
						0118	R 04 500 505	305 321 040			Tuition fm Patrons				369.50	0.00
														Receipt Total:	\$369.50	\$0.00
FOOD SERVICE RECEIPTS			20351	Credit	A	11/10/21	8872	Check	1	1069	Food Service					
						0118	B 02 230 001				Deferred Revenue				8.75	0.00
														Receipt Total:	\$8.75	\$0.00
J BEYERLY HEALTH PREMIUM			20352	Credit	A	11/10/21	8873	Check	1	C1	Miscellaneous Customer					
						0118	B 01 215 030				Employee Insurance Withhol				167.82	0.00
														Receipt Total:	\$167.82	\$0.00
FOOD SERVICE RECEIPTS			20353	Credit	A	11/10/21	8874	Check	1	1069	Food Service					
						0118	B 02 230 001				Deferred Revenue				20.50	0.00
														Receipt Total:	\$20.50	\$0.00
TRUNK OR TREAT DONATION			20354	Credit	A	11/10/21	8875	Check	1	1136	Northland Senior Class					
						0118	R 01 310 298	093 301 096			Senior Class Activity				25.00	0.00
														Receipt Total:	\$25.00	\$0.00
FOOD SERVICE RECEIPTS			20355	Credit	A	11/10/21	8876	Check	1	1069	Food Service					
						0118	B 02 230 001				Deferred Revenue				19.75	0.00
														Receipt Total:	\$19.75	\$0.00

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

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Pmt Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount	
15870 0118 chec																	
FOOD SERVICE RECEIPTS			20356	Credit	A	11/10/21	8877	Check	1	1069	Food Service						
						0118	B 02 230 001				Deferred Revenue				42.00	0.00	
														Receipt Total:	\$42.00	\$0.00	
STUDENT PD FOR LOST LOCK			20357	Credit	A	11/10/21	8878	Check	1	C1	Miscellaneous Customer						
						0118	R 01 005 000 000 000 099				Misc Revenue				5.00	0.00	
														Receipt Total:	\$5.00	\$0.00	
DONATION			20358	Credit	A	11/10/21	8879	Check	1	1136	Northland Senior Class						
						0118	R 01 310 298 093 301 096				Senior Class Activity				60.00	0.00	
														Receipt Total:	\$60.00	\$0.00	
														<b>Deposit Total:</b>	<b>\$718.32</b>	<b>\$0.00</b>	
15871 0118 chec																	
RETIREE N. GRABINSKI DEC H			20359	Credit	A	11/23/21	8897	Check	1	1070	RETIRE/DEDUCT:						
						0118	E 01 010 203 000 000 291				Elem Retired Emp Benefit				567.22	0.00	
														Receipt Total:	\$567.22	\$0.00	
GBB JH FEES JONES, KING			20360	Credit	A	11/23/21	8898	Check	1	1108	AF ACTIVITY FEES						
						0118	R 01 310 292 110 000 050				Activity Fees				70.00	0.00	
														Receipt Total:	\$70.00	\$0.00	
FOOD SERVICE RECEIPTS			20361	Credit	A	11/23/21	8899	Check	1	1069	Food Service						
						0118	B 02 230 001				Deferred Revenue				102.75	0.00	
														Receipt Total:	\$102.75	\$0.00	
CLASS FEES PD			20362	Credit	A	11/23/21	8900	Check	1	1072	COMMUNITY EDUATION						
						0118	R 04 500 505 305 321 040				Tuition fm Patrons				95.00	0.00	
														Receipt Total:	\$95.00	\$0.00	
SWANKIER BBB FEE			20363	Credit	A	11/23/21	8901	Check	1	1108	AF ACTIVITY FEES						
						0118	R 01 310 292 110 000 050				Activity Fees				35.00	0.00	
														Receipt Total:	\$35.00	\$0.00	
BLACKBAUD GIVING DONATIOI			20364	Credit	A	11/23/21	8902	Check	1	C1	Miscellaneous Customer						
						0118	R 01 310 298 311 301 096				High School Student Activity				60.00	0.00	
														Receipt Total:	\$60.00	\$0.00	
VFW DONATION ELEM LIBRAR'			20365	Credit	A	11/23/21	8903	Check	1	C1	Miscellaneous Customer						
						0118	R 01 310 298 128 301 096				Elem Lib Activity				500.00	0.00	
														Receipt Total:	\$500.00	\$0.00	

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

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount	
15871	0118	chec															
SCHOLASTIC BOOK FAIR			20366	Credit	A	11/23/21	8904	Check	1	C1							
						0118	R 01 310 298	128 301 096		Elem Lib Activity					785.00	0.00	
															Receipt Total:	\$785.00	\$0.00
15872	0118	chec															
IDEAS			20371	Credit	A	11/30/21	113021	Wire	1	MDE							
						0118	R 01 005 000 000 000 211			Gen Ed/Spar/Pen Adj Aid					126,519.12	0.00	
						0118	R 07 005 000 000 000 234			Hmstd/Ag Market Value Cred					585.19	0.00	
						0118	R 07 005 000 000 000 258			Other State Credits					9,897.79	0.00	
						0118	R 07 005 000 000 000 229			Disparity Reduct Aid					16.61	0.00	
						0118	R 01 005 000 000 740 360			Special Ed Aid					1,424.70	0.00	
															Receipt Total:	\$138,443.41	\$0.00
															Deposit Total:	\$138,443.41	\$0.00
15873	0118	chec															
ALI Membership			20372	Credit	A	11/19/21	11/19/21	Wire	1	1141							
						0118	R 01 005 000 000 000 369			ALI Membership					7,060.28	0.00	
															Receipt Total:	\$7,060.28	\$0.00
															Deposit Total:	\$7,060.28	\$0.00

## ISD#118 Remer-Longville

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Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
15874	0118	chec														
MA 11/19/21			20373	Credit A	11/20/21	MA 111921	Wire	1	C1	Miscellaneous Customer						
					0118	R 01 005 000 000 372 071				Med Assist Fr Dept of HS					251.19	0.00
														Receipt Total:	\$251.19	\$0.00
														<b>Deposit Total:</b>	<b>\$251.19</b>	<b>\$0.00</b>
15875	0118	chec														
MDE FNS			20374	Credit A	11/16/21	111621	Check	1	MDE	Minn Dept of ED						
					0118	R 02 005 770 000 701 472				Spec Asst-Need Ch					20,814.66	0.00
					0118	R 02 005 770 000 705 476				Federal Breakfast					8,759.11	0.00
					0118	R 02 005 770 000 701 300				STATE SCH LUNCH					602.62	0.00
														Receipt Total:	\$30,176.39	\$0.00
														<b>Deposit Total:</b>	<b>\$30,176.39</b>	<b>\$0.00</b>
15876	0118	chec														
MDE FNS and PWII			20375	Credit A	11/10/21	111021	Wire	1	MDE	Minn Dept of ED						
					0118	R 04 500 582 000 337 300				Pathways II					3,333.32	0.00
					0118	R 04 500 582 000 337 300				Pathways II					3,333.32	0.00
					0118	R 02 005 770 000 703 300				STATE SPECIAL MILK					71.60	0.00
					0118	R 02 005 770 000 706 471				FRESH FRUIT & VEGGIE					1,623.02	0.00
														Receipt Total:	\$8,361.26	\$0.00
														<b>Deposit Total:</b>	<b>\$8,361.26</b>	<b>\$0.00</b>
15877	0118	chec														
DHS MA			20376	Credit A	11/06/21	11062021	Wire	1	C1	Miscellaneous Customer						
					0118	R 01 005 000 000 372 071				Med Assist Fr Dept of HS					14,756.90	0.00
														Receipt Total:	\$14,756.90	\$0.00
														<b>Deposit Total:</b>	<b>\$14,756.90</b>	<b>\$0.00</b>
														Report Total:	\$749,524.16	\$0.00

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

<b>Fund</b>	<b>Description</b>	<b>Total</b>
01	General Fund	\$59,696.80
02	Food Service Fund	\$13,838.23
03	Transportation Fund	\$9,736.00
04	Community Service	\$1,039.91
05	Capital Expenditure	\$15,460.52
<b>Report Total</b>		<b>\$99,771.46</b>

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0118	chec	103453	3296		<b>AMAZON.COM</b>		<b>Check</b>	
				E 01 020 211 000 000 460	CM FOR MATHEMATICS TEXTBOOK	\$68.62		
<b>PO#:</b>	<b>Voucher #:</b>	<b>67704</b>	<b>Credit</b>	<b>Invoice No:</b>	<b>1F71-19T7-4D1W</b>	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>(\$68.62)</b>
				E 01 020 211 000 000 460	REPLACEMENT TEXTBOOKS - MATHEMATI	\$324.51		
				E 01 020 211 000 000 460	SHIPPING	\$16.45		
<b>PO#: 18024</b>	<b>Voucher #:</b>	<b>67705</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>1WHX-MJWP-194W</b>	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$340.96</b>
				E 01 005 110 000 000 401	LED CLOCK FOR FRONT DESK	\$15.99		
<b>PO#: 18053</b>	<b>Voucher #:</b>	<b>67718</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>1CG4-YDC3-RT9J</b>	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$15.99</b>
				E 01 310 296 310 000 401	DUUDO Sports Whistles Electronic Whistle wi	\$11.99		
				E 01 310 296 310 000 401	StepNGrip Basketball and Volleyball Sticky Pa	\$34.95		
				E 01 310 296 310 000 401	BSN Compact Ball Locker , 26"L x 28"W x 46"	\$150.52		
				E 01 310 296 310 000 401	Spalding TF-1000 Legacy Indoor Game Bask	\$349.95		
<b>PO#: 18039</b>	<b>Voucher #:</b>	<b>67673</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>1W9H-KWHJ-9LJ9</b>	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$547.41</b>
				E 01 010 400 000 000 430	Melissa & Doug Self-Correcting Wooden Numl	\$10.87		
<b>PO#: 17903</b>	<b>Voucher #:</b>	<b>67689</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>1NDK-PXQK-DHLX</b>	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$10.87</b>
				E 01 020 630 012 153 455	Ferkurn 11.6 inch Chromebook Case 11 12 inc	\$594.65		
<b>PO#: 17979</b>	<b>Voucher #:</b>	<b>67739</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>1XRJ-PDCP-WRYR</b>	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$594.65</b>
				E 01 020 630 012 153 455	Ferkurn 11.6 inch Chromebook Case 11 12 inc	\$251.86		
<b>PO#: 17979</b>	<b>Voucher #:</b>	<b>67740</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>1Y3F-4DRG-4FF4</b>	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$251.86</b>
				E 01 005 810 000 000 410	ECOS Stainless Steel Cleaner & Polish - 22 oz	\$79.96		
				E 01 005 810 000 000 410	2.0 Version Lower Back Brace SMALL	\$47.98		
				E 01 005 810 000 000 410	2.0 Version Lower Back Brace LARGE	\$52.98		
				E 01 005 810 000 000 410	2.0 Version Lower Back Brace 2XL	\$55.98		
				E 01 005 810 000 000 410	2.0 Version Lower Back Brace 3XL	\$55.18		
				E 01 005 810 000 000 410	Back Brace by Sparthos SMALL	\$69.34		
				E 01 005 810 000 000 410	Back Brace by Sparthos MED	\$69.34		
				E 01 005 810 000 000 410	Back Brace by Sparthos XXL	\$69.34		
<b>PO#: 18013</b>	<b>Voucher #:</b>	<b>67741</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>1MGQ-V9CX-KNGV</b>	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$500.10</b>
							<b>Check Amount:</b>	<b>\$2,193.22</b>
0118	chec	103454	04084		<b>AMERICAN DISPOSAL</b>		<b>Check</b>	
				E 01 005 810 000 000 331	TRASH PICK UP	\$1,225.20		
<b>PO#:</b>	<b>Voucher #:</b>	<b>67671</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>54050959595</b>	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$1,225.20</b>
							<b>Check Amount:</b>	<b>\$1,225.20</b>
0118	chec	103455	6349		<b>ANTHONY PATTERSON</b>		<b>Check</b>	
				E 01 310 294 210 000 305	STORM FB OFFICIAL vs OGILVIE	\$95.00		
<b>PO#:</b>	<b>Voucher #:</b>	<b>67764</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>10/20/2021</b>	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$95.00</b>
							<b>Check Amount:</b>	<b>\$95.00</b>

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	103456	4446		<b>ARROWHEAD REGIONAL COMPUTING</b>		Check
				E 01	005 110 021 000 305	FY21 BEAR FORM	\$50.00
<b>PO#:</b>	<b>Voucher #:</b>	<b>67730</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>1640</b>	<b>11/11/2021</b>	<b>Paid Amt: \$50.00</b>
							<b>Check Amount: \$50.00</b>
0118	chec	103457	2138		<b>BLAINE SAWDEY</b>		Check
				E 01	310 294 210 000 305	VARSITY FB SECTION QUARTER FINAL CH/	\$7.75
<b>PO#:</b>	<b>Voucher #:</b>	<b>67721</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>10262021</b>	<b>11/11/2021</b>	<b>Paid Amt: \$7.75</b>
							<b>Check Amount: \$7.75</b>
0118	chec	103458	4672		<b>BSN SPORTS</b>		Check
				E 01	310 294 210 000 350	FOOTBALL HELMETS	\$626.45
				E 01	310 294 210 000 350	FOOTBALL HELMETS	\$599.50
				E 01	310 294 210 000 350	PARTS	\$234.99
				E 01	310 294 210 000 350	SHIPPING	\$105.01
<b>PO#:</b>	<b>Voucher #:</b>	<b>67727</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>914531879</b>	<b>11/11/2021</b>	<b>Paid Amt: \$1,565.95</b>
				E 01	310 292 110 000 401	MAC Black Plastic Whistle Dozen	\$9.99
				E 01	310 292 110 000 401	V-Neck Referee Shirt AL	\$47.98
				E 01	310 292 110 000 401	Umpire/Referee Flag	\$23.97
				E 01	310 292 110 000 401	V-Neck Referee Shirt AM	\$47.98
				E 01	310 292 110 000 401	Freight	\$8.88
<b>PO#: 18023</b>	<b>Voucher #:</b>	<b>67724</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>914226416</b>	<b>11/11/2021</b>	<b>Paid Amt: \$138.80</b>
							<b>Check Amount: \$1,704.75</b>
0118	chec	103459	05062	R	<b>CAPITAL ONE</b>		Check
				E 01	020 605 000 320 490	Consumables	\$498.43
<b>PO#: 18020</b>	<b>Voucher #:</b>	<b>67591</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>701286827975324</b>	<b>11/11/2021</b>	<b>Paid Amt: \$498.43</b>
				E 01	010 400 000 000 430	RUG	\$179.00
				E 01	010 400 000 000 430	PANDA	\$19.88
				E 01	010 400 000 000 430	BACKREST	\$17.88
				E 01	010 400 000 000 430	BODY PILLOW	\$16.88
				E 01	010 400 000 000 430	BIG JOE BEANBAG	\$71.96
				E 01	010 400 000 000 430	PUPPY	\$19.88
				E 01	010 400 000 000 430	CART	\$11.98
				E 01	010 400 000 000 430	DISA CODE #100010083909 TRANQUILITY	\$49.97
				E 01	010 400 000 000 430	DISA CODE #100012221755 TRANQUILITY	\$39.97
				E 01	010 400 000 000 430	3 DRAWER CONTAINER	\$13.48
				E 01	010 400 000 000 430	LATCH BOXES	\$2.98
				E 01	010 400 000 000 430	WALKIE TALKIE	\$24.97
				E 01	010 400 000 000 430	HS COMF SET	\$34.74
				E 01	010 400 000 000 430	PILLOW	\$15.96
				E 01	010 400 000 000 430	PILLOW BUDDY	\$15.96

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	103459	05062	R	<b>CAPITAL ONE</b>		Check		
				E 01	010 400 000 000 430	BODY PILLOW	\$15.88		
PO#: 18027	Voucher #:	67621	Invoice	Invoice No:	751289668415039	11/11/2021	Paid Amt:	\$551.37	
			E 02	005 770 000 701 490	OPEN PO FOR GLUTEN FREE FOOD	\$41.80			
PO#: 18022	Voucher #:	67625	Invoice	Invoice No:	911284709193681	11/11/2021	Paid Amt:	\$41.80	
			E 01	310 298 069 000 401	PBIS incentives	\$313.90			
PO#: 17909	Voucher #:	67643	Invoice	Invoice No:	91128601203652	11/11/2021	Paid Amt:	\$313.90	
			E 01	310 298 069 000 401	PBIS Incentives	\$394.68			
PO#: 17909	Voucher #:	67680	Invoice	Invoice No:	101307822830529	11/11/2021	Paid Amt:	\$394.68	
			E 04	500 580 000 325 401	shelves and other supplies for ECFE	\$349.85			
PO#: 18046	Voucher #:	67681	Invoice	Invoice No:	271306746073246	11/11/2021	Paid Amt:	\$349.85	
			E 04	500 582 000 338 530	Preschool Snack	\$40.00			
			E 04	500 582 000 338 530	Preschool Snack	\$39.28			
PO#: 17916	Voucher #:	67729	Invoice	Invoice No:	101298712620554	11/11/2021	Paid Amt:	\$79.28	
			E 04	500 582 000 338 490	Preschool Snack	\$20.00			
			E 04	500 582 000 338 530	Preschool Snack	\$40.00			
			E 04	500 582 000 338 530	Preschool Snack	\$50.00			
			E 04	500 582 000 338 530	Preschool Snack	\$24.78			
PO#: 17916	Voucher #:	67719	Invoice	Invoice No:	811310863966531	11/11/2021	Paid Amt:	\$134.78	
							Check Amount:	\$2,364.09	
0118	chec	103460	2839		<b>CENTRAL LAKES COLLEGE</b>		Check		
			E 01	020 211 000 000 394	AMERICAN ECONOMY	\$3,000.00			
			E 01	020 211 000 000 394	COMPOSITION I	\$3,000.00			
			E 01	020 211 000 000 394	PRECALCULUS	\$3,000.00			
			E 01	020 211 000 000 394	INTRO TO COLLEGE ALGEBRA	\$3,000.00			
			E 01	020 211 000 000 394	AMERICAN GVT AND POLITICS	\$3,000.00			
			E 01	020 211 000 000 394	FUNDAMENTALS OF CHEMISTRY	\$3,000.00			
PO#:	Voucher #:	67696	Invoice	Invoice No:	00237814	11/11/2021	Paid Amt:	\$18,000.00	
							Check Amount:	\$18,000.00	
0118	chec	103461	01626		<b>cmERDC</b>		Check		
			E 01	010 620 000 000 401	Book Tape, 2 in., 3M #845-200	\$91.62			
PO#: 17577	Voucher #:	67732	Invoice	Invoice No:	184728	11/11/2021	Paid Amt:	\$91.62	
			E 01	005 110 000 000 401	CREDIT 3-RING BINDERS BLUE	\$10.16			
PO#:	Voucher #:	67710	Credit	Invoice No:	184923	11/11/2021	Paid Amt:	(\$10.16)	
							Check Amount:	\$81.46	

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	103462	5389		<b>COWHORN CROSSING PUMPKIN PATCH</b>		Check		
				E 04	500 580 000 325 369	Cowhorn Crossing Field Trip admissions		\$288.00	
		<b>PO#: 18026</b>	<b>Voucher #: 67667</b>	Invoice	<b>Invoice No: 9292021</b>	<b>11/11/2021</b>		<b>Paid Amt: \$288.00</b>	
								<b>Check Amount: \$288.00</b>	
0118	chec	103463	4930		<b>CRAZY CROW TRADING POST</b>		Check		
				E 01	020 605 000 320 460	OTTER HIDE X-LARGE		\$179.00	
				E 01	020 605 000 320 460	OTTER HIDE LARGE		\$158.01	
		<b>PO#: 18017</b>	<b>Voucher #: 67738</b>	Invoice	<b>Invoice No: 478723</b>	<b>11/11/2021</b>		<b>Paid Amt: \$337.01</b>	
								<b>Check Amount: \$337.01</b>	
0118	chec	103464	4857		<b>DARRELL KINGBIRD</b>		Check		
				E 01	020 605 000 320 305	OJIBWE LANGUAGE CONSULTANT		\$150.00	
		<b>PO#:</b>	<b>Voucher #: 67688</b>	Invoice	<b>Invoice No: 11032021</b>	<b>11/11/2021</b>		<b>Paid Amt: \$150.00</b>	
								<b>Check Amount: \$150.00</b>	
0118	chec	103465	6103		<b>DAVID LANGE</b>		Check		
				E 01	310 294 210 000 305	VARSITY FB SECTION QUARTERFINAL - CH		\$7.75	
		<b>PO#:</b>	<b>Voucher #: 67709</b>	Invoice	<b>Invoice No: 10262021</b>	<b>11/11/2021</b>		<b>Paid Amt: \$7.75</b>	
								<b>Check Amount: \$7.75</b>	
0118	chec	103466	6101		<b>DAVID OLSON</b>		Check		
				E 01	310 294 210 000 305	VARSITY FB SECTION QUARTER FINAL CH		\$7.75	
		<b>PO#:</b>	<b>Voucher #: 67720</b>	Invoice	<b>Invoice No: 10262021</b>	<b>11/11/2021</b>		<b>Paid Amt: \$7.75</b>	
								<b>Check Amount: \$7.75</b>	
0118	chec	103467	6342		<b>DIESEL LAPTOPS</b>		Check		
				E 03	005 760 000 720 465	AUTEL MAXISYS MS908DV DIAGNOSTIC SY		\$3,299.99	
				E 03	005 760 000 720 465	SHIPPING		\$26.94	
		<b>PO#: 18036</b>	<b>Voucher #: 67701</b>	Invoice	<b>Invoice No: 0100710</b>	<b>11/11/2021</b>		<b>Paid Amt: \$3,326.93</b>	
								<b>Check Amount: \$3,326.93</b>	
0118	chec	103468	5949		<b>FIRST</b>		Check		
				E 01	020 399 000 313 369	First Robotics Registration Fee		\$5,000.00	
		<b>PO#: 18052</b>	<b>Voucher #: 67691</b>	Invoice	<b>Invoice No: 8372</b>	<b>11/11/2021</b>		<b>Paid Amt: \$5,000.00</b>	
								<b>Check Amount: \$5,000.00</b>	
0118	chec	103469	6106		<b>FUN AND FUNCTION</b>		Check		
				E 01	010 412 000 620 433	Item # SC4544 Long Loop Easi-Grip Scissors		\$21.98	
				E 01	010 412 000 620 433	Item # SC4543 Long Loop Easi-Grip Scissors		\$21.98	
				E 01	010 412 000 620 433	Item # SC4541 Long Loop Scissors - Right Ha		\$17.98	
				E 01	010 412 000 620 433	Item # SC1359 Loop Scissors		\$19.98	
				E 01	010 412 000 422 433	Item # DR7066 Zip-Up Weighted Vest		\$74.99	
				E 01	010 412 000 422 433	MS6282 Button Pizzazz		\$22.99	
				E 01	010 412 000 422 433	MW7456 Tactile Sensory Ball		\$31.99	

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	103469	6106		<b>FUN AND FUNCTION</b>		Check
				E 01	010 412 000 422 433	Freight	\$16.90
				E 01	010 412 000 620 433	Freight	\$10.65
PO#: 18011	Voucher #:	67775	Invoice	Invoice No:	534526	11/11/2021	Paid Amt: \$239.44
							Check Amount: \$239.44
0118	chec	103470	05106		<b>HAAKON VAADELAND</b>		Check
				E 01	310 294 210 000 305	STORM FB OFFICIAL vs OGILVIE	\$95.00
PO#:	Voucher #:	67765	Invoice	Invoice No:	10/20/2021	11/11/2021	Paid Amt: \$95.00
							Check Amount: \$95.00
0118	chec	103471	03788	R	<b>HILLYARD/HUTCHINSON</b>		Check
				E 01	005 810 000 000 410	OPTICORE TISSUE	\$662.10
PO#:	Voucher #:	67711	Invoice	Invoice No:	604424541	11/11/2021	Paid Amt: \$662.10
				E 01	005 810 000 000 410	hil42713 13" black pad	\$161.12
				E 01	005 810 000 000 410	min70071567872 doodle bug pad 5pck	\$48.18
				E 01	005 810 000 000 410	MISC Est for Shipping	\$40.00
PO#: 17839	Voucher #:	67712	Invoice	Invoice No:	604408450	11/11/2021	Paid Amt: \$249.30
				E 01	005 810 000 000 410	DUST MOP QUICK CHANGE	\$4.07
PO#:	Voucher #:	67770	Invoice	Invoice No:	604502984	11/11/2021	Paid Amt: \$4.07
							Check Amount: \$915.47
0118	chec	103472	01052		<b>HOLKERS DO IT BEST LUMBER</b>		Check
				E 03	005 760 000 720 401	TRANSPORTATION PURCHASE	\$27.83
PO#:	Voucher #:	67686	Invoice	Invoice No:	2111-21372	11/11/2021	Paid Amt: \$27.83
				E 01	020 255 000 000 430	Open P.O. for shop supplies	\$2.72
PO#: 17935	Voucher #:	67694	Invoice	Invoice No:	2110-020863	11/11/2021	Paid Amt: \$2.72
				E 01	005 810 000 000 410	CUSTODIANS	\$8.56
PO#:	Voucher #:	67714	Invoice	Invoice No:	2108-015173	11/11/2021	Paid Amt: \$8.56
				E 03	005 760 000 720 401	BUSHING	\$5.68
PO#:	Voucher #:	67715	Invoice	Invoice No:	2110-020677	11/11/2021	Paid Amt: \$5.68
				E 01	020 255 000 000 430	Open P.O. for shop supplies	\$37.06
PO#: 17935	Voucher #:	67717	Invoice	Invoice No:	2111-021661	11/11/2021	Paid Amt: \$37.06
							Check Amount: \$81.85
0118	chec	103473	6343		<b>JILL C GALLINA</b>		Check
				E 01	010 258 104 000 430	A WINTER FANTASY MP3 SET (PERFORMAI	\$30.00
PO#: 18038	Voucher #:	67776	Invoice	Invoice No:	10252021	11/11/2021	Paid Amt: \$30.00
							Check Amount: \$30.00
0118	chec	103474	5219		<b>JIM RUNYAN</b>		Check
				E 01	310 294 210 000 305	STORM FB OFFICIAL vs OGILVIE	\$95.00
PO#:	Voucher #:	67768	Invoice	Invoice No:	10202021	11/11/2021	Paid Amt: \$95.00

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	103474	5219		<b>JIM RUNYAN</b>		Check
				E 01	310 294 210 000 305	MILEAGE STORM FB OFFICIAL vs OGILVIE	\$56.00
<b>PO#:</b>	<b>Voucher #:</b>	<b>67769</b>	Invoice	<b>Invoice No:</b>	10202021M	<b>11/11/2021</b>	<b>Paid Amt: \$56.00</b>
							<b>Check Amount: \$151.00</b>
0118	chec	103475	1279	R	<b>JOHNSON CONTROLS</b>		Check
				E 01	005 810 000 000 420	AHU 1-10 and Ex fan belts per quote 1-1D54X	\$1,440.00
<b>PO#:</b> 17918	<b>Voucher #:</b>	<b>67702</b>	Invoice	<b>Invoice No:</b>	1-107978274643	<b>11/11/2021</b>	<b>Paid Amt: \$1,440.00</b>
							<b>Check Amount: \$1,440.00</b>
0118	chec	103476	01098		<b>JOHNSON TELEPHONE CO</b>		Check
				E 01	005 810 000 000 320	TELEPHOINE	\$605.95
<b>PO#:</b>	<b>Voucher #:</b>	<b>67692</b>	Invoice	<b>Invoice No:</b>	R052011012021	<b>11/11/2021</b>	<b>Paid Amt: \$605.95</b>
				E 01	040 810 000 000 320	LSLC PHONE	\$31.19
<b>PO#:</b>	<b>Voucher #:</b>	<b>67693</b>	Invoice	<b>Invoice No:</b>	R451311012021	<b>11/11/2021</b>	<b>Paid Amt: \$31.19</b>
							<b>Check Amount: \$637.14</b>
0118	chec	103477	6348		<b>JONATHAN GOWELL</b>		Check
				E 01	310 294 210 000 305	JV FB OFFICIAL	\$45.00
<b>PO#:</b>	<b>Voucher #:</b>	<b>67672</b>	Invoice	<b>Invoice No:</b>	10042021	<b>11/11/2021</b>	<b>Paid Amt: \$45.00</b>
							<b>Check Amount: \$45.00</b>
0118	chec	103478	6313		<b>KONRAD ABRAMO</b>		Check
				E 01	005 810 000 000 350	Science Exhaust Fan Motor replacement - Fali	\$1,042.80
<b>PO#:</b> 17959	<b>Voucher #:</b>	<b>67684</b>	Invoice	<b>Invoice No:</b>	1115	<b>11/11/2021</b>	<b>Paid Amt: \$1,042.80</b>
							<b>Check Amount: \$1,042.80</b>
0118	chec	103479	5358		<b>L&amp;M SUPPLY INC</b>		Check
				E 01	310 298 091 301 402	DEWALT TOOLBOX	\$99.00
<b>PO#:</b>	<b>Voucher #:</b>	<b>67731</b>	Invoice	<b>Invoice No:</b>	10131113WSID	<b>11/11/2021</b>	<b>Paid Amt: \$99.00</b>
							<b>Check Amount: \$99.00</b>
0118	chec	103480	6334		<b>LAURIE HOLM</b>		Check
				E 01	310 294 210 000 305	VARSIY FB SECTION QUARTERFINAL - SU	\$7.75
<b>PO#:</b>	<b>Voucher #:</b>	<b>67706</b>	Invoice	<b>Invoice No:</b>	10262021	<b>11/11/2021</b>	<b>Paid Amt: \$7.75</b>
							<b>Check Amount: \$7.75</b>
0118	chec	103481	6346		<b>LERNER PUBLISHING GROUP</b>		Check
				E 01	020 620 000 000 470	FINDING REFUGE BOOK	\$27.99
				E 01	020 620 000 000 470	VOTES OF CONFIDENCE BOOK	\$27.99
				E 01	020 620 000 000 470	MARIE CURIE BOOK	\$24.99
				E 01	020 620 000 000 470	THE SPY WHO RAISED ME BOOK	\$19.99
				E 01	020 620 000 000 470	SHIPPING	\$10.00
<b>PO#:</b> 18055	<b>Voucher #:</b>	<b>67670</b>	Invoice	<b>Invoice No:</b>	ARU0325008	<b>11/11/2021</b>	<b>Paid Amt: \$110.96</b>
							<b>Check Amount: \$110.96</b>

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	103482	5965		<b>LOGAN MONROE</b>		Check		
				E 01	020 605 000 320 305	DRUM INSTRUCTION 10/7		\$150.00	
				E 01	020 605 000 320 305	DRUM INSTRUCTION 10/18		\$150.00	
				E 01	020 605 000 320 305	DRUM INSTRUCTION 10/28		\$150.00	
				E 01	020 605 000 320 305	DRUM INSTRUCTION 11/4		\$150.00	
				E 01	020 605 000 320 305	WILD RICE CONSULTANT 10/4		\$150.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67687</b>	Invoice	<b>Invoice No:</b>	11042021	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$750.00</b>	
							<b>Check Amount:</b>	<b>\$750.00</b>	
0118	chec	103483	5936		<b>LVC COMPANIES</b>		Check		
				E 05	005 865 000 363 350	Pump - Fire Pump Replacement - Failed annu:		\$11,930.42	
				E 05	005 865 000 363 350	Install labor, fittings material		\$2,526.00	
				E 05	005 865 000 363 350	Electrician labor		\$1,004.10	
<b>PO#:</b>	<b>17831</b>	<b>Voucher #:</b>	<b>67685</b>	Invoice	<b>Invoice No:</b>	74249	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$15,460.52</b>
							<b>Check Amount:</b>	<b>\$15,460.52</b>	
0118	chec	103484	06071		<b>MASSP</b>		Check		
				E 01	010 050 000 000 366	SCHOOL LAW WORKSHOP		\$205.00	
<b>PO#:</b>	<b>18042</b>	<b>Voucher #:</b>	<b>67728</b>	Invoice	<b>Invoice No:</b>	7143	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$205.00</b>
				E 01	010 050 000 000 366	SCHOOL LAW SEMINAR - NOVEMBER 2		\$255.00	
<b>PO#:</b>	<b>18037</b>	<b>Voucher #:</b>	<b>67734</b>	Invoice	<b>Invoice No:</b>	11/02/2021	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$255.00</b>
							<b>Check Amount:</b>	<b>\$460.00</b>	
0118	chec	103485	6122		<b>MARZANO RESOURCES LLC</b>		Check		
				R 01	005 000 200 000 096	HRS SERVICES		\$1,750.00	
<b>PO#:</b>	<b>18003</b>	<b>Voucher #:</b>	<b>67773</b>	Invoice	<b>Invoice No:</b>	M211035	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$1,750.00</b>
							<b>Check Amount:</b>	<b>\$1,750.00</b>	
0118	chec	103486	2305		<b>MATT KUNNARI</b>		Check		
				E 01	310 294 210 000 305	STORM FB CHAINS		\$110.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67707</b>	Invoice	<b>Invoice No:</b>	10292021	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$110.00</b>	
							<b>Check Amount:</b>	<b>\$110.00</b>	
0118	chec	103487	1457		<b>McMASTER-CARR SUPPLY CO</b>		Check		
				E 01	005 810 000 000 410	13 Piece Ball-End Hex L-Key Set Part numbe		\$16.74	
				E 01	005 810 000 000 410	Freight		\$4.35	
<b>PO#:</b>	<b>17939</b>	<b>Voucher #:</b>	<b>67683</b>	Invoice	<b>Invoice No:</b>	65244886	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$21.09</b>
							<b>Check Amount:</b>	<b>\$21.09</b>	
0118	chec	103488	6219		<b>MN DEPT OF LABOR AND INDUSTRY</b>		Check		
				E 01	005 810 000 000 420	FINAL PRESSURE VESSEL PYMT		\$10.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67774</b>	Invoice	<b>Invoice No:</b>	ABR0260815X	<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$10.00</b>	
							<b>Check Amount:</b>	<b>\$10.00</b>	

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	103489	5222		<b>MRI</b>		Check		
				E 01	005 110 000 000 305	VOLUNTEER		\$10.00	
PO#:	Voucher #:	67777	Invoice	Invoice No:	SRNI10094655	11/11/2021	Paid Amt:	\$10.00	
				E 01	005 110 000 000 305	CLIENT ID# 0816001		\$0.00	
PO#:	Voucher #:	67690	Invoice	Invoice No:	SRNI10094655	11/11/2021	Paid Amt:	\$0.00	
							Check Amount:	\$10.00	
0118	chec	103490	5475		<b>MSHSL REGION 7A</b>		Check		
				E 01	310 294 210 000 391	STORM vs CHERRY		\$3,005.00	
PO#:	Voucher #:	67695	Invoice	Invoice No:	10302021	11/11/2021	Paid Amt:	\$3,005.00	
							Check Amount:	\$3,005.00	
0118	chec	103491	4065		<b>NORTHERN STAR COOPERATIVE</b>		Check		
				E 03	005 760 000 720 441	GASOLINE		\$1,473.47	
				E 03	005 760 000 720 444	DIESEL		\$4,130.02	
PO#:	Voucher #:	67662	Invoice	Invoice No:	41024511312021	11/11/2021	Paid Amt:	\$5,603.49	
							Check Amount:	\$5,603.49	
0118	chec	103492	5796		<b>O'REILLY AUTO PARTS</b>		Check		
				E 03	005 760 000 720 350	WHEEL BEARINGS/SEAL		\$116.92	
PO#:	Voucher #:	67698	Invoice	Invoice No:	1533-488796	11/11/2021	Paid Amt:	\$116.92	
				E 03	005 760 000 720 350	SEAL/GASKET MKR		\$52.95	
PO#:	Voucher #:	67699	Invoice	Invoice No:	1533-488815	11/11/2021	Paid Amt:	\$52.95	
				E 03	005 760 000 720 350	BRAKE ROTOR, DUST CAP, SEMI MET PAD		\$197.05	
PO#:	Voucher #:	67700	Invoice	Invoice No:	1533-488842	11/11/2021	Paid Amt:	\$197.05	
				E 03	005 760 000 720 350	DEF FLUID/POWER OUTLETS		\$141.88	
PO#:	Voucher #:	67674	Invoice	Invoice No:	1533-489341	11/11/2021	Paid Amt:	\$141.88	
				E 03	005 760 000 720 350	FUEL PUMP		\$59.99	
PO#:	Voucher #:	67736	Invoice	Invoice No:	1533-486813	11/11/2021	Paid Amt:	\$59.99	
				E 03	005 760 000 720 350	BATTERY		\$130.28	
				E 03	005 760 000 720 350	CORE CHG		\$22.00	
PO#:	Voucher #:	67761	Invoice	Invoice No:	1533-489589	11/11/2021	Paid Amt:	\$152.28	
							Check Amount:	\$721.07	
0118	chec	103493	3306		<b>PEPSI BEVERAGES CO</b>		Check		
				E 01	310 298 311 301 402	REFILL STAFF LOUNGE MACHINE		\$52.05	
				E 01	310 298 114 301 402	REFILL STAFF LOUNGE MACHINE		\$52.05	
PO#:	Voucher #:	67722	Invoice	Invoice No:	00141807	11/11/2021	Paid Amt:	\$104.10	
				E 01	310 292 125 000 490	CONCESSWIONS		\$280.22	
PO#:	Voucher #:	67723	Invoice	Invoice No:	00141806	11/11/2021	Paid Amt:	\$280.22	
							Check Amount:	\$384.32	

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	103494	06636		<b>PINE CONE PRESS CITIZEN</b>		Check		
				E 04	500 505 000 321 380	COMM ED ADS		\$188.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67725</b>	Invoice		<b>Invoice No:</b> 59686/59782		<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$188.00</b>
				E 01	005 110 000 000 380	PUBLISH BOARD MINUTES		\$661.20	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67726</b>	Invoice		<b>Invoice No:</b> 59530		<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$661.20</b>
								<b>Check Amount:</b>	<b>\$849.20</b>
0118	chec	103495	5833		<b>RAPIDS PLUMBING AND HEATING INC</b>		Check		
				E 01	005 810 810 000 305	Boiler Insurance Claim #705723070 - Remove		\$780.00	
<b>PO#: 17996</b>	<b>Voucher #:</b>	<b>67703</b>	Invoice		<b>Invoice No:</b> 18327		<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$780.00</b>
								<b>Check Amount:</b>	<b>\$780.00</b>
0118	chec	103496	03258		<b>RAPIDS WELDING SUPPLY</b>		Check		
				E 03	005 760 000 720 420	ACETYLENE		\$5.50	
				E 03	005 760 000 720 420	OXYGEN		\$10.00	
				E 03	005 760 000 720 420	ARGON		\$5.00	
				E 03	005 760 000 720 420	CO2		\$5.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67713</b>	Invoice		<b>Invoice No:</b> 30022371		<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$25.50</b>
				E 03	005 760 000 720 420	ACETYLENE		\$5.50	
				E 03	005 760 000 720 420	OXYGEN		\$10.00	
				E 03	005 760 000 720 420	POLY PROPYLENE		\$5.00	
				E 03	005 760 000 720 420	ARGON		\$5.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67668</b>	Invoice		<b>Invoice No:</b> 30022986		<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$25.50</b>
				E 01	020 255 056 000 430	Victor 17" Cutting Torch VIC ST900FC		\$225.00	
				E 01	020 255 056 000 430	Victor Propylene Cutting Tip, BMS 2FS2		\$15.90	
				E 01	020 255 056 000 430	Propylene Gouging Tip BMS 2VGFB4		\$33.13	
				E 01	020 255 056 000 430	3/32 Ceriated Tungsten WEM 3322%C		\$68.49	
				E 01	020 255 056 000 430	TIG Alumina Cup WP-17, 18, 26 WEM 54N14		\$19.20	
				E 01	020 255 056 000 430	Delivery Charge		\$10.50	
<b>PO#: 17993</b>	<b>Voucher #:</b>	<b>67669</b>	Invoice		<b>Invoice No:</b> 10067856		<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$372.22</b>
								<b>Check Amount:</b>	<b>\$423.22</b>
0118	chec	103497	05304		<b>SANDSTROM'S</b>		Check		
				E 01	005 810 000 000 401	729850 Triple melt with Activar sno melt call of		\$5,537.00	
<b>PO#: 17982</b>	<b>Voucher #:</b>	<b>67771</b>	Invoice		<b>Invoice No:</b> F378674		<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$5,537.00</b>
				E 01	310 292 125 000 490	CONCESSIONS		\$175.08	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67682</b>	Invoice		<b>Invoice No:</b> 378869		<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$175.08</b>
				E 02	005 770 000 701 495	MILK		\$143.75	
				E 02	005 770 000 705 495	MILK		\$143.75	
<b>PO#:</b>	<b>Voucher #:</b>	<b>67675</b>	Invoice		<b>Invoice No:</b> 378857		<b>11/11/2021</b>	<b>Paid Amt:</b>	<b>\$287.50</b>
				E 02	005 770 000 701 495	MILK		\$75.00	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	103497	05304		<b>SANDSTROM'S</b>		Check		
				E 02	005 770 000 705 495 MILK			\$75.00	
PO#:		Voucher #:	67676	Invoice	Invoice No: 379773	11/11/2021	Paid Amt:	\$150.00	
				E 02	005 770 000 701 401 SUPPLIES - FOOD SERVICE			\$50.22	
PO#:		Voucher #:	67677	Invoice	Invoice No: 379694	11/11/2021	Paid Amt:	\$50.22	
				E 02	005 770 000 701 495 MILK			\$93.75	
				E 02	005 770 000 705 495 MILK			\$93.75	
PO#:		Voucher #:	67678	Invoice	Invoice No: 380444	11/11/2021	Paid Amt:	\$187.50	
				E 02	005 770 000 701 490 LUNCH ITEMS			\$63.87	
PO#:		Voucher #:	67679	Invoice	Invoice No: 380286	11/11/2021	Paid Amt:	\$63.87	
							Check Amount:	\$6,451.17	
0118	chec	103498	4658		<b>SCHOOLMART</b>		Check		
				E 01	020 211 012 151 456 TI-84CEAPP-M365-ESW-TI 84PLUS CE APP			\$1,750.00	
PO#: 18016		Voucher #:	67737	Invoice	Invoice No: 439415	11/11/2021	Paid Amt:	\$1,750.00	
							Check Amount:	\$1,750.00	
0118	chec	103499	5418		<b>SHI</b>		Check		
				E 01	010 203 012 151 466 MISCHP Smart AC Adapter - Power adapter - /			\$450.10	
PO#: 18007		Voucher #:	67733	Invoice	Invoice No: B14233401	11/11/2021	Paid Amt:	\$450.10	
							Check Amount:	\$450.10	
0118	chec	103500	5624		<b>SPEECH PARTNERS</b>		Check		
				E 01	010 401 000 740 394 VIRTUAL SPEECH SERVICES			\$4,552.25	
PO#:		Voucher #:	67762	Invoice	Invoice No: 82209-82244	11/11/2021	Paid Amt:	\$4,552.25	
							Check Amount:	\$4,552.25	
0118	chec	103501	5305		<b>STEVE PATTERSON</b>		Check		
				E 01	310 294 210 000 305 STORM FB OFFICIAL vs OGILVIE			\$95.00	
PO#:		Voucher #:	67763	Invoice	Invoice No: 10/20/2021	11/11/2021	Paid Amt:	\$95.00	
							Check Amount:	\$95.00	
0118	chec	103502	5632		<b>STONEWARE INC</b>		Check		
				E 01	005 630 042 000 305 SPS2-1YR-499 4L40Y99063 LanSchool 1-yea			\$2,625.00	
PO#: 17915		Voucher #:	67697	Invoice	Invoice No: 00120272	11/11/2021	Paid Amt:	\$2,625.00	
							Check Amount:	\$2,625.00	
0118	chec	103503	6099		<b>TAMI MEYER</b>		Check		
				E 01	310 294 210 000 305 VARSITY FB SECTION QUARTERFINAL - GA			\$7.75	
PO#:		Voucher #:	67708	Invoice	Invoice No: 10262021	11/11/2021	Paid Amt:	\$7.75	
							Check Amount:	\$7.75	
0118	chec	103504	6146		<b>TC's FOODS INC</b>		Check		
				E 02	005 770 000 706 490 GOLDEN DELICIOUS APPLES			\$159.20	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	103504	6146		<b>TC's FOODS INC</b>		Check		
				E 02 005 770 000 706 490	CELERY			\$46.44	
PO#:		Voucher #:	67663	Invoice	Invoice No: 98357	11/11/2021	Paid Amt:		\$205.64
				E 02 005 770 000 701 490	FOOD SERVICE PURCHASE			\$6.87	
PO#:		Voucher #:	67664	Invoice	Invoice No: 98233	11/11/2021	Paid Amt:		\$6.87
				E 02 005 770 000 701 490	FOOD SERVICE PURCHASE			\$7.98	
PO#:		Voucher #:	67665	Invoice	Invoice No: 101396	11/11/2021	Paid Amt:		\$7.98
				E 02 005 770 000 701 490	FOOD SERVICE PURCHASE			\$11.13	
PO#:		Voucher #:	67666	Invoice	Invoice No: 99830	11/11/2021	Paid Amt:		\$11.13
				E 02 005 770 000 701 490	FOOD SERVICE PURCHASES			\$17.37	
PO#:		Voucher #:	67660	Invoice	Invoice No: 101747	11/11/2021	Paid Amt:		\$17.37
				E 02 005 770 000 701 490	FOOD SERVICE PURCHASES			\$11.85	
PO#:		Voucher #:	67661	Invoice	Invoice No: 101860	11/11/2021	Paid Amt:		\$11.85
								<b>Check Amount:</b>	<b>\$260.84</b>
0118	chec	103505	5311		<b>TOM LAWRENCE</b>		Check		
				E 01 310 294 210 000 305	STORM FB OFFICIAL vs OGILVIE			\$95.00	
PO#:		Voucher #:	67766	Invoice	Invoice No: 10202021	11/11/2021	Paid Amt:		\$95.00
				E 01 310 294 210 000 305	MILEAGE STORM FB OFFICIAL vs OGILVIE			\$56.00	
PO#:		Voucher #:	67767	Invoice	Invoice No: 10202021M	11/11/2021	Paid Amt:		\$56.00
								<b>Check Amount:</b>	<b>\$151.00</b>
0118	chec	103506	06131		<b>TREASURE BAY PRINTING</b>		Check		
				E 01 005 110 000 000 401	RECEIPT BOOKS - REORDER #268894			\$323.00	
PO#: 17937		Voucher #:	67772	Invoice	Invoice No: 274083	11/11/2021	Paid Amt:		\$323.00
								<b>Check Amount:</b>	<b>\$323.00</b>
0118	chec	103507	01099		<b>UPPER LAKES FOODS, INC</b>		Check		
				E 01 310 292 125 000 490	CONCESSIONS			\$151.16	
PO#:		Voucher #:	67735	Invoice	Invoice No: 887059-00	11/11/2021	Paid Amt:		\$151.16
				E 02 005 770 000 705 490	BREAKFAST			\$299.02	
				E 02 005 770 000 701 490	LUNCH			\$984.23	
				E 02 005 770 000 701 401	SUPPLIES			\$220.27	
PO#:		Voucher #:	67756	Invoice	Invoice No: 891131-00	11/11/2021	Paid Amt:		\$1,503.52
				E 02 005 770 000 705 490	BREAKFAST			\$527.97	
				E 02 005 770 000 701 490	LUNCH			\$1,817.53	
				E 02 005 770 000 701 401	SUPPLIES			\$57.18	
PO#:		Voucher #:	67757	Invoice	Invoice No: 895477-00	11/11/2021	Paid Amt:		\$2,402.68
				E 02 005 770 000 705 490	BREAKFAST			\$341.09	
				E 02 005 770 000 701 490	LUNCH			\$515.37	
				E 02 005 770 000 701 401	SUPPLIES			\$215.46	
PO#:		Voucher #:	67758	Invoice	Invoice No: 899337-00	11/11/2021	Paid Amt:		\$1,071.92

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	103507	01099		<b>UPPER LAKES FOODS, INC</b>		<b>Check</b>
				E 02 005 770	000 701 401 SUPPLIES		\$332.60
<b>PO#:</b>	<b>Voucher #:</b>	<b>67759</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>902952-00</b>	<b>11/11/2021</b>	<b>Paid Amt: \$332.60</b>
				E 02 005 770	000 705 490 BREAKFAST		\$428.85
				E 02 005 770	000 701 490 LUNCH		\$1,392.27
				E 02 005 770	000 701 401 SUPPLIES		\$89.66
<b>PO#:</b>	<b>Voucher #:</b>	<b>67760</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>902873-00</b>	<b>11/11/2021</b>	<b>Paid Amt: \$1,910.78</b>
							<b>Check Amount: \$7,372.66</b>
0118	chec	103508	5581		<b>US FOODS INC</b>		<b>Check</b>
				E 01 310 292	125 000 490 CONCESSIONS		\$32.20
<b>PO#:</b>	<b>Voucher #:</b>	<b>67742</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>5610338</b>	<b>11/11/2021</b>	<b>Paid Amt: \$32.20</b>
				E 02 005 770	000 706 490 FRUIT & VEGGIE GRANT		\$82.30
<b>PO#:</b>	<b>Voucher #:</b>	<b>67743</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>5610337</b>	<b>11/11/2021</b>	<b>Paid Amt: \$82.30</b>
				E 02 005 770	000 701 490 LUNCH		\$250.07
				E 02 005 770	000 705 490 BREAKFAST		\$388.92
<b>PO#:</b>	<b>Voucher #:</b>	<b>67744</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>5610339</b>	<b>11/11/2021</b>	<b>Paid Amt: \$638.99</b>
				E 02 005 770	000 706 490 FRUIT & VEGGIE GRANT		\$435.46
<b>PO#:</b>	<b>Voucher #:</b>	<b>67745</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>5523823</b>	<b>11/11/2021</b>	<b>Paid Amt: \$435.46</b>
				E 02 005 770	000 705 490 BREAKFAST		\$97.80
				E 02 005 770	000 701 490 LUNCH		\$527.03
<b>PO#:</b>	<b>Voucher #:</b>	<b>67746</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>5523824</b>	<b>11/11/2021</b>	<b>Paid Amt: \$624.83</b>
				E 02 005 770	000 706 490 FRUIT & VEGGIE GRANT		\$83.27
<b>PO#:</b>	<b>Voucher #:</b>	<b>67747</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>5376175</b>	<b>11/11/2021</b>	<b>Paid Amt: \$83.27</b>
				E 02 005 770	000 705 490 BREAKFAST		\$227.04
				E 02 005 770	000 701 490 LUNCH		\$284.90
				E 02 005 770	000 701 401 SUPPLIES		\$51.08
<b>PO#:</b>	<b>Voucher #:</b>	<b>67748</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>5376176</b>	<b>11/11/2021</b>	<b>Paid Amt: \$563.02</b>
				E 02 005 770	000 705 490 BREAKFAST		\$150.66
				E 02 005 770	000 701 490 LUNCH		\$299.32
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				E 02 005 770	000 706 490 FRUIT & VEGGIE GRANT		\$191.60
<b>PO#:</b>	<b>Voucher #:</b>	<b>67750</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>5314011</b>	<b>11/11/2021</b>	<b>Paid Amt: \$191.60</b>
				E 02 005 770	000 705 490 BREAKFAST		\$337.83
				E 02 005 770	000 701 490 LUNCH		\$206.09
<b>PO#:</b>	<b>Voucher #:</b>	<b>67751</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>5172080</b>	<b>11/11/2021</b>	<b>Paid Amt: \$543.92</b>
				E 02 005 770	000 701 490 COMMODITIES		\$88.28
<b>PO#:</b>	<b>Voucher #:</b>	<b>67752</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>5172081</b>	<b>11/11/2021</b>	<b>Paid Amt: \$88.28</b>
				E 02 005 770	000 706 490 FRUIT & VEGGIE GRANT		\$321.05
<b>PO#:</b>	<b>Voucher #:</b>	<b>67753</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>5172079</b>	<b>11/11/2021</b>	<b>Paid Amt: \$321.05</b>

ISD#118 Remer-Longville  
Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	103508	5581		US FOODS INC		Check
				E 02	005 770 000 705 490	BREAKFAST	\$242.82
				E 02	005 770 000 701 490	LUNCH	\$1,271.35
				E 02	005 770 000 701 401	SUPPLIES	\$38.13
PO#:	Voucher #:	67754	Invoice	Invoice No:	5085680	11/11/2021	Paid Amt: \$1,552.30
							Check Amount: \$5,607.20
0118	chec	103509	6315		WRIGHT SPECIALTY PREMIUM TRUST		Check
				E 01	005 940 000 000 340	BALANCE DUE POLICY #7NA5CA00002520C	\$53.26
PO#:	Voucher #:	67755	Invoice	Invoice No:	120312	11/11/2021	Paid Amt: \$53.26
							Check Amount: \$53.26
							Report Total: \$99,771.46

# ***Northland Community Schools***

Independent School District #118



## **School Board Report**

**Date: 12/16/21**

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

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

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### **Celebrations:**

Boys' Basketball team's record is 3-2. Alec Wake broke the scoring record against Fond du Lac on 12/3/21.

Girls' Basketball team's record is 2-2.

### **Updates:**

Knowledge Bowl team has 7 members, and we have 3 events in February.

Robotics practice starts with a kick-off event in Nevis on 1/8/21. Then the FIRST Competition - Northern Lights Regional in Duluth will be from 3/2/2022 to 3/5/2022.

There have been some concerns about the school's fitness center. There are students that are using it without supervision or spotters, as well as equipment that is being damaged. I'm really concerned about the safety of our students using the fitness center.

# *Northland Community Schools*

Independent School District #118

## **School Board Report**

**Date:** December 16, 2021

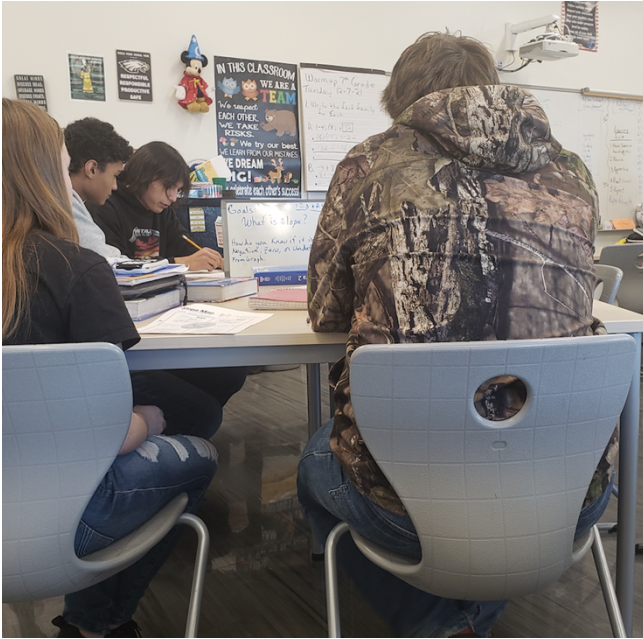


**Report Submitted by:** Mary Yakibchuk

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

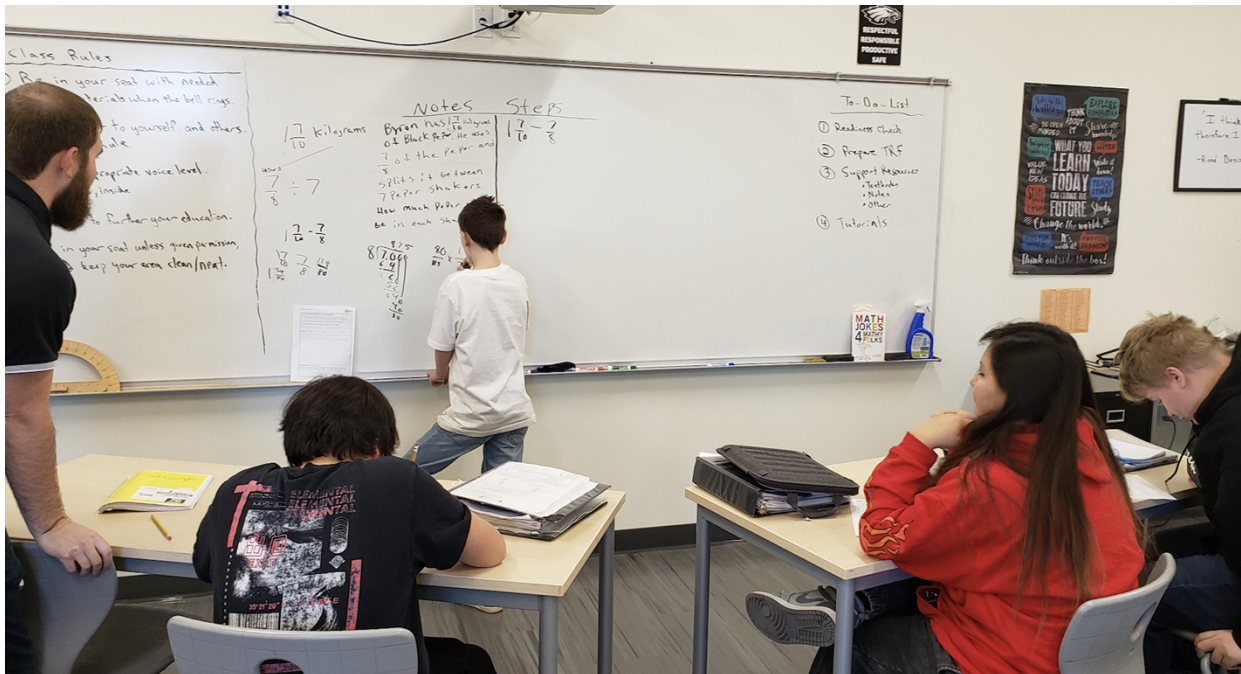
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- AVID Overview: <https://www.sourcewell-mn.gov/services/mn-programs/education/college-career-readiness/avid>
  - AVID stands for Advancement Via Individual Determination
  - AVID Mission is to prepare all students for college and career readiness
    - provides teachers with the tools to make more engaging lessons
    - provides students the tools to do better at school
    - encourages students to make the most of their opportunities in school, to own their own learning
    - Focuses on improving academics through engaging tools and strategies focused around WICOR:
      - Writing
      - Inquiry
      - Collaboration
      - Organization
      - Reading
    - How does it help students prepare for college? Helps students gain the confidence and skills to be successful in rigorous and college bound courses
    - How does AVID help students prepare for a career? Helps students develop the soft skills necessary for success in the workforce. (Comments from NEXT IASC. CAREER PATHWAYS) employers are looking for: communicate clearly, stay organized, be responsible, be problem solvers
      - Tutorials, where students learn to solve their own problems, work together to find solutions and get "unstuck"
      - World Cafe, where students take turns mastering content and then teaching it to their peers



Above: H.S. students using "World CAFE" where student groups take turn rotating to different tables, problem solving and mastering concepts, then some stay back during the rotation to teach the concept to the next group to visit the table, while the others move on to learn the next concept from a peer

Below: 7th grade students using "Tutorials" to help solve a problem that they are stuck on. Rather than ask the teacher for help, these students are learning how to ask each other the right questions and find the answers in the resources they have been given.



- NEXT IASC Career Pathways, Overview: <https://nextpathways.com/>
  - Allows H.S. students to EXPLORE career options, provides relevant EXPERIENCES, and opportunities for students to EXCEL in various careers
  - Providing students with a series of courses aligned with specific careers
  - Beginning stages of our relationship with NEXT
  - Partnering with NEXT IASC, and Hill City to develop opportunities for our students to access 2 Career Pathways :
    - Manufacturing
    - Health Care (CNA Course)
  - eventually may create more opportunities for internships, certificates, career aligned work-release experiences and additional pathways
- Responsive Classroom <https://www.responsiveclassroom.org/about/>
  - Based on 4 pillars to improve student achievement:
    - Engaging Academics
    - Positive Community
    - Effective Management
    - Developmentally Responsive Teaching
  - Nearly every classroom teacher has been trained, and the elementary schedule supports the incorporation of important RC Features of community building and classroom management
  - Walk through evaluation by a trainer
  - strengths in Positive Community, Effective Management, and Developmentally Responsive Teacher
- Tech Mobile
  - Sourcewell's traveling tech program visited our elementary students
  - Practiced coding robots through a maze
  - High engagement across all classrooms
  - Robbie has done a really nice job of both bringing enrichment to students in WIN time as well as to ALL students in tier 1 instruction



*SERVING REMER, LONGVILLE, BOY RIVER, FEDERAL DAM, OUTING AREAS  
EVERY PERSON A LEARNER, EVERY LEARNER SUCCESSFUL; TOGETHER WE CONTROL SUCCESS.*

- Focus on Fidelity Checks
  - Nearly finished with Fall Observations
    - New Teacher Evaluations
    - 2nd Step
  - Up next, Winter walkthroughs!
    - HS AVID strategies
    - Elementary ELA block



## 2020-21 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

**District or Charter Name:** Northland Community School

**Grades Served:** K-12

**WBWF Contact:** Mary Yakibchuk

**A&I Contact:** Mary Yakibchuk

**Title:** Principal

**Title:** Principal

**Phone:** 218-566-2351 ext. 32014

**Phone:** 218-566-2351 ext. 32014

**Email:** myakibchuk@isd118.org

**Email:** myakibchuk@isd118.org

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

Yes       No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

***Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.***

## World's Best Workforce

### Annual Report

MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

### Annual Public Meeting

**These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2020-21 school year.**

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.

### District Advisory Committee

**The District Advisory Committee should be in place at the start of the school year. Report on your membership list.**

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2020-21 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Mary Yakibchuk	Principal	X
Janessa Green	Assistant Principal	X
Leah Monroe	Indian Ed Liaison and American Indian Parent Advisory Committee Member	X
Brandon Otway	PreK Program Coordinator	
Terri Shepard	Social Worker	
Carol Procopio	HS Math Teacher	
Amber Osterhaut	Elementary Classroom Teacher	
Scott Peterson	HS Councilor	X

**Equitable Access to Excellent and Diverse Educators**

*Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.*

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.

- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

**Respond to the questions below.**

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data?
  - What data did you look at?
  - How frequently do you review the data?
  - Who was included in conversations to review equitable access data?

The district looks at teacher turn-over, and retention and performance data. Different groups of staff consider different information, such as the Professional Development Committee (comprised of teachers from various departments, paras, admin, and school board members), and Meet and Confer (comprised of union leaders, administration, and school board members) focus mostly on tur-over and retention, and Administration Leadership Team (comprised of Principal, Asst. Principal and Superintendent.) consider more sensitive information such as teacher performance data. Groups look at this data throughout the school year, but mostly during the summer after the big hiring season and in preparation for new teacher assignments and the start of the new school year.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
  - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

We do the best we can to recruit talented, fully licensed teachers by posting on State-wide job search sites, such as Edpost, and on our website and on face-book. We have a limited applicant pool and we currently have two positions that are unfilled. (HS Science and HS Music) Many of our elementary grades are single classroom grades. All students in those grades have access to the same teachers, regardless of teachers experience, or talent. We have a robust and very organized teacher mentor program to help support and retain our non-tenured teachers to reduce turn-over. We contract with regional support services (Such as Sourcewell) to provide on-going support for our admin and teachers. Our district recently approved to contribute more financially to family health insurance to further help retain our staff. We commit to providing our teachers with high quality professional development, such as AVID Summer Institute (for all HS core teachers and HS AVID elective teachers) Responsive Classroom Advanced Course (for all elementary classroom teachers) and Dream Catchers training (for all staff) to help teachers improve tier 1 instruction.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
  - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?  
**Limit response to 200 words.**
  - What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?  
**Limit response to 200 words.**

We have a higher percentage of Native American students in our student population (40%) than we have Native American teachers in our teacher demographics (5%). We would need to hire about 14 teachers who were native American to come close to matching. We are a small, rural school district which is unable to compete with neighboring larger districts in pay or benefits for teacher recruitment or retention. What we can offer is a supportive and collaborative work environment where teachers feel valued for the work that they do. It is difficult for us to find licensed teachers for our open positions, let alone licensed teachers who are Native American. We currently have multiple unfilled positions this year. We try to post across multiple websites and encourage our teachers to share employment opportunities through “word of mouth” to friends and families. We try to create an open, honest learning community where all people feel safe, valued, and important, hoping word will spread. Our goals is to put the very best, most talented, caring and supportive teachers in front of our students as possible, so that we can create the safest and most supportive learning environment for all students and staff.

## Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures. Please fill out the table below with your specific SMART goals.

**All Students Ready for School**

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p><u>Behavior Goal:</u> All 4 year old PreK students will be able to manage classroom rules, routines and transitions with occasional reminders 90% of the time by the end of their preschool year.</p> <p><u>Math Goal:</u> All four-year-old preschool students will be able to count at least 10 objects one-to-one, forward and backward, out loud on by the end of their preschool year.</p> <p><u>Literacy Goal:</u> All four-year-old preschool students will be able to write their first name partially accurate by the end of the preschool year.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p><u>Behavior Goal:</u> 95.5% of the students met their behavior goal.</p> <p><u>Math goal:</u> 95.5% of the students met or exceeded the math goal.</p> <p><u>Literacy Goal:</u> 100% of the students met or exceeded the ELA goal.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> <u>x</u> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups? We don’t disaggregate the data, we had a total of 30 students across two classrooms.
- What strategies are in place to support this goal area? Large group, small group, family goals, individual student goals, Classroom engagement model, pbis, 2<sup>nd</sup> step, responsive classroom,

We collect the following data in determining if we met our goal: individual student assessment data such as TS Gold data, and information gathered through Classroom Engagement Model (CEM) assessment data, as well as information gathered through anecdotal, walk through and formal teacher observations. We currently do not disaggregate the data. We have several strategies put in place to support these goals. Teachers practice both large group and small group instruction, with a strong emphasis on SEL instruction. Both family goals and individual student goals are incorporated into the learning. CEM, PBIS and Responsive Classroom provide structure, strategies and support for improving tier 1 instruction and safe learning environment.

**All Students in Third Grade Achieving Grade-Level Literacy**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Overall proficiency for 3<sup>rd</sup> graders in reading, as measured by MCA, will increase 5 % each year until we reach or exceed the state average for all sub groups/demographics.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>NCS 3<sup>rd</sup> graders increased 8% from two years ago to score 27.3% proficient in reading on the 2021 spring assessment. This is in comparison to scoring 19.2 % proficient in spring of 2019. (this works out to an average of 4% increase each year, so we did not meet our goal.)</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

We collected MCA, reading assessment proficiency data. When we break down the data into sub-groups, we find that 3<sup>rd</sup> grade Native American students increased in proficiency by 6.7% over the last 2 years, going from 10% proficient in Spring 2019 to 16.7% proficient in spring 2021. 3<sup>rd</sup> grade white students increased in proficiency 13.3% over the last 2 years, going from 26.7% proficient in spring 2019, to 40% proficient in spring 2021. We suspect that COVID -19 played a role in skewing out 3<sup>rd</sup> grade MCA data. 4 students out of 26 did not participate in MCA testing due to COVID-19. While initially, it appears that white students experienced significant growth, and more growth than their native peers, the same number of white students (4) were proficient both test years, but fewer overall students tested during 2021. With Native students, however, the actual number of students proficient doubled, from 1 student proficient in 2019 to 2 proficient in 2021. Strategies in place to support growth in ELA are Responsive Classroom professional development for all classroom teachers, to help improve tier 1 instruction and learning environment, 2<sup>nd</sup> STEP instruction for all elementary students, to support a healthy and safe learning environment.

**Close the Achievement Gap(s) Between Student Groups**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Difference in overall proficiency in Reading and Math between White students and Native students will decrease by 2 % per year, until disparity in achievement is no longer present</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Difference in overall proficiency across all grades in MATH between White students and Native Students increased by 1.1%. The gap across all grades between white and native students' proficiency was 12.7% in 2019, and the gap increased to 13.8% points in 2021.</p> <p>Difference in overall proficiency across all grades in READING between White students and Native Students increased by 17.6% The gap between grades 3-6 white and native students' proficiency was 9.6% in 2019, and the gap increased to 27.2% points in 2021.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

We looked at MCS Reading and Math proficiency data across all grades for Northland Community Schools. We looked specifically at proficiency data of our WHITE population and compared it to proficiency of our NATIVE

students at both years, 2019 and 2021. Proficiency dropped across both subgroups between 2019 and 2021, however the drop was much more significant for Native students. Both in percent and numbers proficient. Strategies we are employing are to improve tier 1 instruction for all students by purchasing and adopting new ELA curriculum. We also invested in training all our elementary classroom teachers in Responsive Classroom to improve learning environment and increase student engagement. We invested in training our core 7-12 grade teachers in AVID to improve tier 1 instruction across all subjects, improve the climate of the school to support academic excellence and improve students' active engagement in their learning. We also try to incorporate native arts and language as offerings for credit in the H.S. and support the integration of native culture music and traditions into the celebrations of our school, in attempts to make the school more welcoming and culturally responsive. We no longer offer Distance Learning as an option.

**All Students Career and College-Ready by Graduation**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>80% of students enrolled in grades 11 at Northland High School will receive a cumulative grade point average of 2.0 or higher.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>85.7% of students enrolled in grades 11 at Northland High School received a cumulative grade point average of 2.0 or higher during the 2020 - 2021 school year.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

We collected cumulative grade point average for our 11 grade students enrolled in NCS. We did not disaggregate this data by student groups. The strategies we have in place to help all students do better in school is to have all students in grades 7 and 8 take an AVID/Homeroom class, where they learn the academic skills necessary to excel in HS classes. We also built in a 3-week grade check and intervention system to identify and provide tier 2 and 3 support to 7-12 grade students who need it. We also provide ongoing teacher professional development for all core 7-12 grade teachers so they can incorporate AVID strategies into their lessons. We ask students and staff to create academic focused goals. We also offer a HS support room, a place where students who are struggling with social or emotional or academic challenges have an alternative place to find support and get composure. We are hoping the overall result of this is to create a HS learning environment that respects and supports the various needs of our students, and creates classrooms that are more engaging and culturally responsive, and that our students have more skills to excel in their classes.

**All Students Graduate**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>The 4-year Graduation Rate for Northland Community School students in the class of 2020 who graduated in 2020 or earlier will be 95% or higher.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>The 4-year Graduation Rate for Northland Community School students in the class of 2020 who graduated in 2020 or earlier was 82.6%.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

We looked at 4-year graduation rates. We did not disaggregate the data by student groups. The strategies we have in place to support increases in our 4-year graduation rate are to implement AVID in the classroom by training to teachers to improved tier 1 instruction across all HS classes and by training students to improve their organization and active engagement in their learning. We also created a comprehensive MTSS system by which all students grades are checked every 3 weeks and students who are failing are providing with increasing levels of support, including but not limited to an guided study (academic intervention hour) organizational support, and more targeted interventions. We also offer a HS support room where students experiencing dysregulation can find a space to find their center and then return to class. We also offer credit recovery to help students make up for lost and missing credits needed to make progress towards graduation. We offer after school tutoring as well, one-to-one technology and heavily focus on having a safe and welcoming learning environment for all students.

## 2020-21 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals is on track. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

### **This progress report has two parts:**

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

*MDE understands this past school year (2020-21) brought on unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.*

**\*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

## Achievement and Integration

**District Name:** Northland Community School

**A and I Contact:** Mary Yakibchuk

**Title:** Principal

**Phone:** 218-566-2351 ext. 32014

**Email:** myakibchuk@isd118.org

### ***Annual Public Reporting***

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

<https://www.isd118.k12.mn.us/cms/lib/MN50000760/Centricity/Domain/35/Worlds%20Best%20Worforce%20Summary%20Achievement%20Integration.pdf>

- Provide the direct website link to the A&I materials.

<https://www.isd118.k12.mn.us/cms/lib/MN50000760/Centricity/Domain/35/Worlds%20Best%20Worforce%20Summary%20Achievement%20Integration.pdf>

### ***Annual Public Meeting***

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.

Jan 20, 5:30 pm.

**Achievement and Integration Goal 1**

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>The number of course credits earned in upper-level math and science courses by Northland American Indian students will increase from 3% during the 2018-19 school year to 33% by the 2021-22 school year as measured by an annual school-wide course credit audit</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>1 of 9 credits earned in upper-level math and science courses was by Native American Student in 2019-2020 school year.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>0 of 9 credits earned in upper-level math and science courses were by Native American Student in 2020-2021 school year.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Unable to Report</p>

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

We look at the number of upper-level math and science courses as defined by offering college credit (College in the Schools courses) that are offered, as well as the number of credits earned in our shared certified Nursing Assistance course and then determine, of all those credits earned, what percentage of those credits were earned by Native American students. The strategies in place to support this goal are:

1-1 First Robotics Program implemented between Northland Community and Hill City School.

1-2 Health Career Certified Nursing Assistant (CNA) Program

1-3 Lego League Robotics



**Achievement and Integration Goal 2**

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>Northland students will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically diverse, socioeconomically) from an average comfort level of 1 out of 5 to an average comfort level of 4 out of 5, by the end of the 2021-2022 school year, as measured by a district-created survey utilizing a 5-point Likert scale.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>Unable to report</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to Report</p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Unable to Report

**Achievement and Integration Goal 3**

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>The percentage of students enrolled in courses with highly effective and trained teachers implementing culturally, linguistic, and equitable responsive instructional practices will increase from 10% in 2019 to 50% in 2022 as measured by equity walkthroughs and student course participation data.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input checked="" type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>Unable to Report</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to Report</p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Unable to report

**Please note:** If you have more than three goals, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

## ***Integration***

**Narrative is required. 200-word limit.**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

The greatest impact is that we are forging a stronger and tighter relationship with our neighboring district, Hill City. What started out as an opportunity to offer shared classes (where students from either district could attend, such as for CAN Course and Native arts course, has now blossomed into a partnership where our councilors and principals meet to discuss how we can share even more resources and courses. This improved partnership will ultimately bring more opportunities for students from both districts to intermingle. We have also honored the native American culture by offering native arts classes for credit. This class is attractive to a diverse group of students and proves to be a valuable experience in learning about the native history, culture, and arts from a first-hand perspective.

## ***Impacts from Online Learning***

**Narrative is required. 200-word limit.**

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

First Robotics competition was impacted with canceled competitions. We also had an overall poorer integration of students across districts in multiple goal areas. Since we did not get any students to register from Hill City for the Native Arts class, we moved one of the Native Arts classes to our off-campus Learning Center, where we serve girls 7-12 grade from Little Sand Group Home. They LOVED the class. This was an unexpected benefit from Covid. Covid also impacted our ability to collect data on different parts of the grant, such as doing walk-through with an academic focus. Our focus DISTRICT-WIDE was on safety for students and staff, and doing the best we could to keep our students and staff healthy and the school open for in-person learning. Doing walk-through observations with a focus on anything but our #1 priority would have been a serious blow to an already fragile and fatigued staff. Student surveys focused on how to support them through social emotional and academic challenges of learning during a pandemic, what resources they needed and what worked well for them, not .

## **Racially Identifiable Schools**

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

***Achievement and Integration Goal 1***

<b>Goal Statement</b>	<b>Achievement or Integration Goal?</b>	<b>Baseline</b>	<b>Actual Result (2020-21 SY)</b>	<b>On Track?</b>
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following:  <input type="checkbox"/> Achievement Goal  <input type="checkbox"/> Integration Goal  <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check <b>one</b> of the following:  <input type="checkbox"/> On Track  <input type="checkbox"/> Not on Track  <input type="checkbox"/> Goal Met  <input type="checkbox"/> Unable to Report

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Type response here

***Achievement and Integration Goal 2***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Type response here

***Achievement and Integration Goal 3***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

**Please note:** If you have more than three goals for this RIS, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

### ***Integration***

**Narrative is required. 200-word limit.**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

### ***Impacts from Online Learning***

**Narrative is required. 200-word limit.**

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Type response here

# *Northland Community Schools*

Independent School District #118

## **School Board Report**

**Date:** December 2021



## **Community Education**

**Report Submitted by:** Jennifer Welk

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

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### **Celebrations:**

- Craig Anderson has resigned after serving as chairman on the advisory board for ten years.
- Boys and girls basketball has been participating in Grand Rapids Area Basketball Association on Saturdays and is doing well.
- Community Education Advisory Council meeting is February 9th, 2022, 5:30 – 6:30 pm. Northland High School Board Room.
- The Youth Enrichment Program is doing well providing tutoring and a snack or a meal on games nights to our 6-12<sup>th</sup> graders.
- Pots in front of the school were decorated for winter by Jennifer Welk, Patty and Mark Lange. Northland Monument , Patty and Mark Lange, donated the supplies again this year.

### **Concerns:**

None at this time

**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

**Independent School District #118 (District)  
AND  
Northland-Remer Education Minnesota (Union)**

WHEREAS, the Coronavirus (COVID-19) pandemic has prompted many necessary changes for school districts and educators for the 2021-22 school year; and

WHEREAS the district and the union agree that the current collective bargaining agreement (CBA) between the parties governs terms and conditions of employment; and

WHEREAS, Article VII, Section 7B of the CBA addresses compensation when teachers substitute during their prep period; and

WHEREAS, Article VII, Section 7B of the CBA addresses compensation for subbing outside of prep periods for counselors, social workers, nurses, special education teachers, and Dean of Students; and

WHEREAS, Article VII, Section 7B of the CBA does not address compensation for all certified staff subbing outside of their prep period.

NOW THEREFORE, be it resolved; that for the 2021-22 school year, the following language supplements the language in the collective bargaining agreement between the parties.

**I. Substitute Coverage**

- A. In the event the District is unable to find a substitute to cover an educator’s absence, other staff may be asked to volunteer to cover for the absence. Such assignment will be made only upon mutual agreement. Anytime teachers agree to teach and/or supervise a class of another teacher at the same time they have a class of their own, they will be compensated at the substitute rate of pay ½ day for 2-3 class periods or full day for 4+ class periods.

The parties further agree:

This agreement addresses the 2021-23 collective bargaining agreement only and sets no precedent, nor shall it be introduced by either party in any proceeding as evidence of a past practice.

For the District:

For the Union

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\_\_\_\_\_

\_\_\_\_\_  
  
\_\_\_\_\_

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

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