

MEMO TO: Board of Education
TOPIC: Regular School Board Meeting
FROM: Steve D. Cairns, Superintendent
DATE: February 14, 2019

A Regular School Board Meeting of the Board of Education will be held February 19, 2019 at 7:30 PM in the High School Room 101.

Agenda

1. CALL TO ORDER

A. Pledge

2. PREVIEW OF AGENDA

During this time any board member may pull any item(s) from the Consent Agenda

3. ADDITIONS TO THE AGENDA

4. CONSENT AGENDA

A. Minutes - February 4	6
B. Invoices - February 2019 - \$105,952.06 - Ck# 59748-59805	8
C. Hand Payables - January 2019 - \$58,591.11 - Ck# 32871-32903	21
D. Statement of Cash Balances - January 2019 - \$3,679,889.13	29
E. Budget Comparison	30
F. Wires Payments - January 2019 - \$176,335.71	31
G. Auxiliary Accounts	33

5. COMMUNICATIONS

A. School Board Recognition Week - February 18-22

Resolution

WHEREAS, The Bagley School District recognizes the importance of public education in our community; and

WHEREAS, The Bagley School District appreciates the vital role played by those individuals who, as local school board members, establish policies to ensure an efficient, effective school system; and

WHEREAS, school board members serve as a voice that enables our community to preserve local management and control of our public schools; and

WHEREAS, school board members are charged with representing our local education interests to state and federal governments and ensuring compliance with state and

federal laws; and

WHEREAS, school board members selflessly devote their knowledge, time and talents as advocates for our schoolchildren;

WHEREAS, local school board members are strong advocates for public education and responsible for communicating the needs of the school district to the public and the public's expectations to the district;

NOW THEREFORE, BE IT RESOLVED, that the Bagley Public School District recognizes and salutes the members of the Bagley School Board by proclaiming February 18-22, 2019, as School Board Recognition Week.

- B. Strategic Planning Meeting has been moved to March 18th. Board needs to determine the start time of the meeting.
- C. Snow Week Activities Update - Tony Kerr
- D. To recognize the bus drivers who work to safely transport more than 760,000 students to school each day across Minnesota, Gov. Tim Walz proclaimed Wednesday, February 27, as School Bus Driver Appreciation Day in the state.

6. **STUDENT INPUT AND RECOGNITION**

A. Student Athletes of the Week

1) February 6

Kenly Gordon (So., Boys Basketball)

Zachary Anderson (So., Boys Basketball)

Eleesa Hermiston (Sr., Dance Team)

Kyra Frank (So., Girls Basketball)

2) February 13

Kylli Anderson (Jr., Girls Basketball)

Zowie Willette (7th, Girls Basketball)

Paul Ramsrud (7th, Boys Basketball)

Jacob Anderson (8th, Boys Basketball)

- B. Congratulations to Jacey Benson on being selected as a RJ Broadcasting Good Student Award winner the week of February 2.
- C. Senior of the Month - January
Hannah Agnes
- D. Elementary Students of the Month - December
 - 1) Jordi Cloose, Ariyah Fraley, Calvin Erbst, Treston Willberg, Lydia Martin, Grayden Schoenborn, Michael Clay, Chloe Bushelle, Elizabeth Sandretzky, Jack LaCroix, Eli Phrakankham, Marshal Hanson, Jayden Mudge, Lily Weller, Hogan Haney, Elexis Soderstrom, Wyatt Gerbracht, Whittney Plante, Lela Netland, Maci Kaasa, Ethan Proulx, Evan LaFond, Melissa Huschle, Gavin Bruers, Kaine LaFrinere
- E. Congratulations to the Bagley Dance Team on making it to the Finals and their 6th

place finish at the MSHSL State High Kick Competition. Also, congratulations to Bayli Dukek and Elee Hermiston on being selected to the All-Tournament Team. Great season Bagley Dance Team!

F. Congratulations to Will Beaulieu for being awarded the White Earth Nation Boys and Girls Club Student of the Year.

He wrote a speech, interviewed and presented his speech to judges, parents, students and staff of the Boys and Girls Club last night at the Shooting Star Casino. He wins a \$1000 scholarship, and will be moving onto the State Boys and Girls Club Student of the Year in St. Paul, MN.

G. Congratulations to Brycen Friborg on winning an All Conference Honorable Mention Award for the 2018-2019 Math League Season!!!!

7. PUBLIC AGENDA ITEM

8. COMMITTEE REPORTS

A. Athletics

B. District Advisory

C. Meet and Confer

- 1) Once again there were no items brought to us for meet and confer. Mike Malterud will be available after conferences that evening if board members want to come, but there is no agenda.

D. Negotiations

E. Security

F. Transportation

G. Wellness

H. Other

9. REPORTS AND PRESENTATIONS

A. Superintendent Search Update/Timeline 36

B. Policy First Reading & Comments

- 1) Policy 458 - Direct Deposit - Revised 37

C. School Improvement Plan - Kristi Moritz & Tony Kerr 38

D. Music Department Fundraiser - Josh Gunderson 126
Butter Braids

E. BHS Music Department Fundraiser - Josh Gunderson 127
Concert Performance

10. SCHOOL BOARD ACTION

A. Policy Second Reading & Adoption

- 1) Policy 618 Assessment of Student Achievement - Revision 128
- B. Approval of Revised 2018-2019 Final Budget 141
- C. Budget Resolution
 - Directing the superintendent and the administration to consider the financial condition of the district and submit plans including the possible discontinuance of programs or curtailment of programs, discontinuance of positions or curtailment of positions to effectuate economies in the school district and reduce expenditures.
- D. Bagley Youth Hockey Association Lease Agreement 142
 - The School District has a signed Lease Agreement and Amendment with the Bagley Youth Hockey Association (BYHA) paid in full through March 31, 2021. Under that existing Lease Agreement and Amendment, the School District's costs were \$5,725 each year of the lease. The BYHA has recently completed an extensive building and remodeling project including new locker rooms and spectator observation areas. The Association has requested some financial assistance from the School District to help offset these increased costs of operations.
 - I recommend, the School Board NOT consider additional lease payments during the 2018-2019 school year, due to the current budget shortfall in the District. The School Board may consider adding a lease payment of \$5,000 payable after July 1, 2019 and a payment of \$10,000 payable after July 1, 2020. Both of these lease payments are in addition to the preexisting Lease Agreement and Amendment with the Bagley Youth Hockey Association. See attachments.
 - FYI no action - Beyond fiscal year 2020-2021, the School District may enter a 5-year Lease Agreement with the Bagley Youth Hockey Association from July 1, 2021 through June 30, 2026. The annual payment consideration in the amount of \$15,500 per year, may be considered. Annual Lease Payments can be placed on School District's tax levy.
- E. Staffing
 - 1) Personal Unpaid Leave Request - Employee A. Employee A is requesting 5 additional unpaid days off.
 - 2) Personal Unpaid Leave Request - Employee B. Employee B is requesting 1 additional unpaid day off.
 - 3) Resignation - Michael Macy, Para Educator, effective February 26, 2019

11. NEXT MEETINGS AGENDA ITEMS

12. FUTURE MEETINGS

- School Board Meeting - March 4, 2019, at 7:30 p.m. in High School Room 101
- Special School Board Meeting - March 13, 2019, at 7:00 p.m. in High School Room 101
- Special School Board Meeting for Superintendent Interviews - March 15, 2019 at 4:00 p.m. in High School Room 100
- Special School Board Meeting for Superintendent Interviews - March 16, 2019 at 9:00

a.m. in High School Room 100

13. **ADJOURNMENT**

**BAGLEY PUBLIC SCHOOLS
REGULAR SCHOOL BOARD MEETING
FEBRUARY 4, 2019
MINUTES**

The regular meeting of the School Board, Independent School District #162 was held on February 4, 2019, at 7:30 p.m. in High School Room 101. Members present: Jamie Grover, Amy Fontaine, Renee Benson, Jeremy Davies, Wendy Fultz, Don Nordlund, and Superintendent Cairns. Members absent: Adam Broden.

Clerk Grover called the meeting to order and opened with the Pledge of Allegiance to the Flag.

1. Superintendent Cairns apprised the Board that Governor Tim Walz was quoted saying that MN schools would not be punished if they fall short the State's instructional time laws. MDE must agree to change the legislation to provide a partial waiver of the instructional time requirement. The Governor cannot make these changes on his own accord.
2. A motion was made by Jeremy Davies, seconded by Renee Benson, to approve the following consent agenda items:
 - A. January 22, 2019 Regular Meeting Minutes
 - B. February 1 Special Meeting MinutesMotion passed 6-0.
3. Superintendent Cairns apprised the Board that January's enrollment is holding steady and we will continue to closely watch enrollment.
4. Clerk Grover announced that Hallie Lindgren, Alex Syverson, McKenna Melbo, and Adrienne LaFerriere were the January 23 Athletes of the Month.
5. Congratulations to the SECTION 8A ONE ACT PLAY CHAMPIONS Bagley High School's "Lafayette No. 1"! The cast & crew scored a 1-1-2 for a FIRST place win at the Section Competition on Saturday in Win-E-Mac. Bagley's OAP team will represent our school at the State Festival this Thursday at 1:30 in St. Paul at the O'Shaughnessey Auditorium on the campus of St. Catherine's University.
6. A motion was made by Amy Fontaine, seconded by Wendy Fultz to approve the hat day fundraiser for the math league. Students may not wear a hoodie as a hat. Motion passed 6-0.
7. A motion was made by Jeremy Davies, seconded by Don Nordlund to approve the math league corn hole tournament fundraiser on March 16th. Motion passed 6-0.
8. First reading and comments of the following policy was held:
 - A. Policy 618 – Assessment of Student Achievement
9. A motion was made by Jeremy Davies, seconded by Renee Benson to accept the resignation of Terri Knutson, paraprofessional, effective February 20, 2019. Motion passes 6-0.
10. A motion was made by Renee Benson, seconded Wendy Fultz to establish the 2019-2020 school calendar at 181 days which includes three emergency days. Both schools will have 170 student contact days. Motion passed 6-0.

11. Items for the Next Agenda:

- A. Policy Updates
- B. Superintendent Search Update
- C. Board Appreciation Recognition
- D. Bagley Youth Hockey Association Lease Agreement
- E. Land Transfer – City of Bagley to District

12. Future Meetings:

- A. Special School Board Meeting – Tuesday, February 19, 2019, at 6:00 p.m. in BHS Room 101.
- B. Regular School Board Meeting – Tuesday, February 19, 2019, at 7:30 p.m. in BHS Room 101.

13. A motion was made by Amy Fontaine to adjourn the meeting at 7:49 p.m. Motion passes 6-0.

Adam Broden, Chairman
School Board
Ind. School District #162

Jamie Grover, Clerk
School Board
Ind. School District #162

Bagley Public Schools #162 February 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59748	1118		AMAZON CAPITAL SERVICES		Check		
				E 01 005 810 000 401 181	PLEASE SEE ATTACHED ORDER		\$148.80		
	PO#: 67625	Voucher #:	69955	Invoice	Invoice No: 1GQV-3JN3-4CNR	2/19/2019	Paid Amt:	\$148.80	
				E 01 030 211 305 401 000	PLEASE SEE ATTACHED		\$24.57		
	PO#: 67643	Voucher #:	70072	Invoice	Invoice No: 141R-G1LR-JQ1X	2/19/2019	Paid Amt:	\$24.57	
				E 01 100 200 000 401 000	BACKORDERED ITEMS		\$69.00		
	PO#: 67641	Voucher #:	70073	Invoice	Invoice No: 1X74-NH6F-V4XQ	2/19/2019	Paid Amt:	\$69.00	
				E 01 100 200 000 401 000	PLEASE SEE ATTACHED		\$188.11		
	PO#: 67641	Voucher #:	70074	Invoice	Invoice No: 1KPJ-QKTN-R1FC	2/19/2019	Paid Amt:	\$188.11	
								Check Amount:	\$430.48
0162	FNB	59749	01725		AMERIPRIDE LINEN, INC.		Check		
				E 01 300 361 830 305 000	Consulting/Fees For Services		\$110.16		
	PO#:	Voucher #:	70069	Invoice	Invoice No: 3501314287	2/19/2019	Paid Amt:	\$110.16	
				E 01 300 255 000 305 000	Fees For Services-Industrial Tech		\$76.56		
	PO#:	Voucher #:	70070	Invoice	Invoice No: 3501314286	2/19/2019	Paid Amt:	\$76.56	
				E 01 005 760 720 305 000	Fees For Services-Reg Transportation		\$79.20		
CO	PO#:	Voucher #:	70071	Invoice	Invoice No: 3501314309	2/19/2019	Paid Amt:	\$79.20	
								Check Amount:	\$265.92
0162	FNB	59750	02470		ANDERSON TRUCK & DIESEL		Check		
				E 01 005 760 720 401 000	General Supplies-Reg Transportation		\$14.09		
	PO#:	Voucher #:	70089	Invoice	Invoice No: 16578	2/19/2019	Paid Amt:	\$14.09	
								Check Amount:	\$14.09
0162	FNB	59751	04830		BAGLEY AUTO VALUE		Check		
				E 01 310 810 000 401 000	General Supplies-Maintenance		\$58.98		
				E 01 005 760 720 401 000	General Supplies-Reg Transportation		\$413.39		
	PO#:	Voucher #:	70132	Invoice	Invoice No: JAN19	2/19/2019	Paid Amt:	\$472.37	
								Check Amount:	\$472.37
0162	FNB	59752	06849		BELTRAMI INDUSTRIAL SERVICES,		Check		
				E 01 005 760 720 305 000	Fees For Services-Reg Transportation		\$288.75		
	PO#:	Voucher #:	70125	Invoice	Invoice No: 28948	2/19/2019	Paid Amt:	\$288.75	
								Check Amount:	\$288.75
0162	FNB	59753	07813		BEMIDJI CHRYSLER CENTER		Check		
				E 01 005 760 720 401 000	General Supplies-Reg Transportation		\$19.55		
	PO#:	Voucher #:	70133	Invoice	Invoice No: 157593	2/19/2019	Paid Amt:	\$19.55	
				E 01 005 760 720 350 000	Repair and Main Serv-Reg Transportation		\$129.34		
	PO#:	Voucher #:	70134	Invoice	Invoice No: 333035	2/19/2019	Paid Amt:	\$129.34	
								Check Amount:	\$148.89

Bagley Public Schools #162 February 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59754	08625		BEMIDJI WELDERS SUPPLY		Check		
				E 01	300 255 000 430 000	Instructional Supply-Industrial Tech		\$120.42	
PO#:	Voucher #:	69972	Invoice		Invoice No: 10003636	2/19/2019	Paid Amt:	\$120.42	
				E 01	300 255 000 305 000	Fees For Services-Industrial Tech		\$85.50	
PO#:	Voucher #:	70075	Invoice		Invoice No: 30001433	2/19/2019	Paid Amt:	\$85.50	
				E 01	005 865 347 401 000	Gen. Supplies - Physical Hazards		\$101.70	
PO#:	Voucher #:	70101	Invoice		Invoice No: 10004853	2/19/2019	Paid Amt:	\$101.70	
				E 01	300 255 000 430 000	Instructional Supply-Industrial Tech		\$449.91	
PO#:	Voucher #:	70102	Invoice		Invoice No: 10004804	2/19/2019	Paid Amt:	\$449.91	
							Check Amount:	\$757.53	
0162	FNB	59755	09119		BIO CORPORATION		Check		
				E 01	300 260 000 430 000	PLEASE SEE ATTACHED		\$665.40	
PO#: 67634	Voucher #:	70077	Invoice		Invoice No: 541022	2/19/2019	Paid Amt:	\$665.40	
							Check Amount:	\$665.40	
0162	FNB	59756	12219		BSN SPORTS		Check		
				E 01	300 292 000 401 295	General Supplies-Athletic Support		\$987.05	
PO#:	Voucher #:	69942	Invoice		Invoice No: 904213853	2/19/2019	Paid Amt:	\$987.05	
				E 01	300 292 000 401 295	General Supplies-Athletic Support		\$512.55	
PO#:	Voucher #:	69943	Invoice		Invoice No: 904207916	2/19/2019	Paid Amt:	\$512.55	
				E 01	300 292 000 401 295	General Supplies-Athletic Support		\$304.60	
PO#:	Voucher #:	70114	Invoice		Invoice No: 904375768	2/19/2019	Paid Amt:	\$304.60	
							Check Amount:	\$1,804.20	
0162	FNB	59757	1661		CARLSON PARTS STORE		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$110.20	
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$2,005.91	
PO#:	Voucher #:	70131	Invoice		Invoice No: JAN19	2/19/2019	Paid Amt:	\$2,116.11	
							Check Amount:	\$2,116.11	
0162	FNB	59758	17509		COLE PAPERS INC.		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$63.32	
PO#:	Voucher #:	69971	Invoice		Invoice No: 9508277	2/19/2019	Paid Amt:	\$63.32	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$217.83	
PO#:	Voucher #:	70048	Invoice		Invoice No: 9510108	2/19/2019	Paid Amt:	\$217.83	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$738.90	
PO#:	Voucher #:	70128	Invoice		Invoice No: 9514134	2/19/2019	Paid Amt:	\$738.90	
							Check Amount:	\$1,020.05	
0162	FNB	59759	1366		REMIT I COMO OIL & PROPANE		Check		
				E 01	005 760 720 440 000	Fuels-Reg Transportation		\$2,650.80	
PO#:	Voucher #:	69974	Invoice		Invoice No: 1604804	2/19/2019	Paid Amt:	\$2,650.80	

Bagley Public Schools #162 February 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59759	1366		REMIT I COMO OIL & PROPANE		Check		
				E 01 005 760 720 440 000	Fuels-Reg Transportation			\$3,061.11	
	PO#:	Voucher #:	70090	Invoice	Invoice No: 1692017	2/19/2019	Paid Amt:		\$3,061.11
							Check Amount:		\$5,711.91
0162	FNB	59760	18377		CONSTRUCTION SPECIALTIES, INC.		Check		
				E 01 310 810 000 305 000	Fees For Services-Maintenance			\$1,125.00	
	PO#:	Voucher #:	69967	Invoice	Invoice No: 2050	2/19/2019	Paid Amt:		\$1,125.00
							Check Amount:		\$1,125.00
0162	FNB	59761	21200		DAROOS INC.		Check		
				E 01 300 292 000 490 295	Food-Athletic Support			\$122.00	
	PO#:	Voucher #:	69944	Invoice	Invoice No: 011487	2/19/2019	Paid Amt:		\$122.00
				E 01 300 292 000 490 295	Food-Athletic Support			\$40.00	
	PO#:	Voucher #:	69945	Invoice	Invoice No: 0114517	2/19/2019	Paid Amt:		\$40.00
				E 01 300 292 000 490 295	Food-Athletic Support			\$62.00	
	PO#:	Voucher #:	69946	Invoice	Invoice No: 0114571	2/19/2019	Paid Amt:		\$62.00
				E 01 300 292 000 490 295	Food-Athletic Support			\$62.00	
	PO#:	Voucher #:	69958	Invoice	Invoice No: 0114860	2/19/2019	Paid Amt:		\$62.00
				E 01 300 292 000 490 295	Food-Athletic Support			\$32.00	
	PO#:	Voucher #:	69965	Invoice	Invoice No: 0115043	2/19/2019	Paid Amt:		\$32.00
				E 01 300 292 000 490 295	Food-Athletic Support			\$62.00	
	PO#:	Voucher #:	69966	Invoice	Invoice No: 0115021	2/19/2019	Paid Amt:		\$62.00
				E 01 300 292 000 490 295	Food-Athletic Support			\$122.00	
	PO#:	Voucher #:	69984	Invoice	Invoice No: 0115095	2/19/2019	Paid Amt:		\$122.00
				E 01 300 292 000 490 295	Food-Athletic Support			\$122.00	
	PO#:	Voucher #:	70037	Invoice	Invoice No: 0115538	2/19/2019	Paid Amt:		\$122.00
				E 01 300 292 000 490 295	Food-Athletic Support			\$60.00	
	PO#:	Voucher #:	70038	Invoice	Invoice No: 0115757	2/19/2019	Paid Amt:		\$60.00
				E 01 300 292 000 490 295	Food-Athletic Support			\$122.00	
	PO#:	Voucher #:	70039	Invoice	Invoice No: 0115458	2/19/2019	Paid Amt:		\$122.00
				E 01 300 292 000 490 295	Food-Athletic Support			\$62.00	
	PO#:	Voucher #:	70040	Invoice	Invoice No: 0115632	2/19/2019	Paid Amt:		\$62.00
				E 01 300 292 000 490 295	Food-Athletic Support			\$60.00	
	PO#:	Voucher #:	70041	Invoice	Invoice No: 0115321	2/19/2019	Paid Amt:		\$60.00
				E 01 300 292 000 490 295	Food-Athletic Support			\$242.00	
	PO#:	Voucher #:	70042	Invoice	Invoice No: 0113537	2/19/2019	Paid Amt:		\$242.00
				E 01 300 292 000 490 295	Food-Athletic Support			\$152.00	
	PO#:	Voucher #:	70043	Invoice	Invoice No: 0111502	2/19/2019	Paid Amt:		\$152.00
				E 01 300 292 000 490 295	Food-Athletic Support			\$62.00	
	PO#:	Voucher #:	70044	Invoice	Invoice No: 0114857	2/19/2019	Paid Amt:		\$62.00

10

Bagley Public Schools #162 February 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59761	21200		DAROOS INC.		Check		
				E 01	300 292 000 490 295	Food-Athletic Support		\$122.00	
PO#:	Voucher #:	70045	Invoice		Invoice No: 0114487	2/19/2019	Paid Amt:		\$122.00
				E 01	300 292 000 490 295	Food-Athletic Support		\$20.00	
PO#:	Voucher #:	70046	Invoice		Invoice No: 0112276	2/19/2019	Paid Amt:		\$20.00
				E 01	300 292 000 490 295	Food-Athletic Support		\$140.00	
PO#:	Voucher #:	70047	Invoice		Invoice No: 0113539	2/19/2019	Paid Amt:		\$140.00
				E 01	300 292 000 490 295	Food-Athletic Support		\$122.00	
PO#:	Voucher #:	70079	Invoice		Invoice No: 0115820	2/19/2019	Paid Amt:		\$122.00
				E 01	300 292 000 490 295	Food-Athletic Support		\$182.00	
PO#:	Voucher #:	70109	Invoice		Invoice No: 0116020	2/19/2019	Paid Amt:		\$182.00
								Check Amount:	\$1,970.00
0162	FNB	59762	21204		DARRELL'S AUTO GLASS		Check		
				E 01	005 760 720 305 000	Fees For Services-Reg Transportation		\$60.00	
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$205.00	
PO#:	Voucher #:	70129	Invoice		Invoice No: 27331	2/19/2019	Paid Amt:		\$265.00
								Check Amount:	\$265.00
0162	FNB	59763	1170		DEAN FOODS NC		Check		
				E 02	005 770 701 495 000	Milk-Lunches		\$478.55	
PO#:	Voucher #:	70053	Invoice		Invoice No: 17714052	2/19/2019	Paid Amt:		\$478.55
				E 02	005 770 701 495 000	Milk-Lunches		\$478.55	
PO#:	Voucher #:	70054	Invoice		Invoice No: 17714019	2/19/2019	Paid Amt:		\$478.55
				E 02	005 770 701 495 000	Milk-Lunches		\$374.45	
PO#:	Voucher #:	70055	Invoice		Invoice No: 17714081	2/19/2019	Paid Amt:		\$374.45
				E 02	005 770 701 495 000	Milk-Lunches		\$112.44	
PO#:	Voucher #:	70056	Invoice		Invoice No: 17714110	2/19/2019	Paid Amt:		\$112.44
				E 02	005 770 701 495 000	Milk-Lunches		\$350.90	
PO#:	Voucher #:	70057	Invoice		Invoice No: 17714139	2/19/2019	Paid Amt:		\$350.90
				E 02	005 770 701 495 000	Milk-Lunches		\$276.40	
PO#:	Voucher #:	70058	Invoice		Invoice No: 17714165	2/19/2019	Paid Amt:		\$276.40
				E 02	005 770 701 495 000	Milk-Lunches		\$247.84	
PO#:	Voucher #:	70059	Invoice		Invoice No: 17714199	2/19/2019	Paid Amt:		\$247.84
				E 02	005 770 701 495 000	Milk-Lunches		\$205.67	
PO#:	Voucher #:	70060	Invoice		Invoice No: 17714020	2/19/2019	Paid Amt:		\$205.67
				E 02	005 770 701 495 000	Milk-Lunches		\$112.42	
PO#:	Voucher #:	70061	Invoice		Invoice No: 17714053	2/19/2019	Paid Amt:		\$112.42
				E 02	005 770 701 495 000	Milk-Lunches		\$130.75	
PO#:	Voucher #:	70062	Invoice		Invoice No: 17714082	2/19/2019	Paid Amt:		\$130.75

Bagley Public Schools #162 February 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59763	1170		DEAN FOODS NC		Check		
				E 02 005 770	701 495 000 Milk-Lunches			\$49.17	
	PO#:	Voucher #:	70063	Invoice	Invoice No: 17714083	2/19/2019	Paid Amt:		\$49.17
				E 02 005 770	701 495 000 Milk-Lunches			\$255.59	
	PO#:	Voucher #:	70064	Invoice	Invoice No: 17714111	2/19/2019	Paid Amt:		\$255.59
				E 02 005 770	701 495 000 Milk-Lunches			\$41.72	
	PO#:	Voucher #:	70065	Invoice	Invoice No: 17714140	2/19/2019	Paid Amt:		\$41.72
				E 02 005 770	701 495 000 Milk-Lunches			\$163.95	
	PO#:	Voucher #:	70066	Invoice	Invoice No: 17714166	2/19/2019	Paid Amt:		\$163.95
				E 02 005 770	701 495 000 Milk-Lunches			\$140.56	
	PO#:	Voucher #:	70067	Invoice	Invoice No: 17713989	2/19/2019	Paid Amt:		\$140.56
				E 02 005 770	701 495 000 Milk-Lunches			\$119.61	
	PO#:	Voucher #:	70068	Invoice	Invoice No: 17714200	2/19/2019	Paid Amt:		\$119.61
								Check Amount:	\$3,538.57
0162	FNB	59764	27140		FARMERS PUBLISHING CO., INC.		Check		
				E 04 005 580	325 401 000 PRINTING BROCHURES & SHIPPING - WIN1			\$544.89	
				E 04 005 505	321 401 000 CE COMMUNITY ED WINTER/SPRING BRO			\$544.90	
				E 01 100 200	000 401 000 VPK - COMMUNITY ED WINTER/SPRING BR			\$544.89	
	PO#: 67655	Voucher #:	70116	Invoice	Invoice No: 67655	2/19/2019	Paid Amt:		\$1,634.68
				E 01 005 110	000 305 000 Fees For Services-Business Office			\$680.07	
	PO#:	Voucher #:	70117	Invoice	Invoice No: JAN19	2/19/2019	Paid Amt:		\$680.07
								Check Amount:	\$2,314.75
0162	FNB	59765	30521		GALEN'S SUPERMARKET		Check		
				E 01 300 292	000 490 295 Food-Athletic Support			\$1,364.40	
	PO#:	Voucher #:	70110	Invoice	Invoice No: 40923	2/19/2019	Paid Amt:		\$1,364.40
				E 01 100 203	000 401 000 SUPPLIES FOR STAFF MEETING 1-21-19			\$131.89	
	PO#: 67628	Voucher #:	70111	Invoice	Invoice No: 1151353	2/19/2019	Paid Amt:		\$131.89
				E 02 005 770	701 490 000 Food-Lunches			\$35.64	
				E 04 005 582	344 490 000 Food-School Readiness			\$9.80	
				E 01 310 810	000 401 000 General Supplies-Maintenance			\$120.85	
	PO#:	Voucher #:	70112	Invoice	Invoice No: JAN19	2/19/2019	Paid Amt:		\$166.29
				E 01 300 403	740 433 000 Special Supplies Severe -Profound			\$11.53	
	PO#:	Voucher #:	70146	Invoice	Invoice No: 831344	2/19/2019	Paid Amt:		\$11.53
								Check Amount:	\$1,674.11
0162	FNB	59766	30935		GARDEN VALLEY TELEPHONE		Check		
				E 04 005 505	321 320 000 Telephone-Comm Ed			\$39.92	
				E 04 005 580	325 320 000 Telephone -ECFE			\$39.92	

12

Bagley Public Schools #162 February 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0162	FNB	59766	30935		GARDEN VALLEY TELEPHONE		Check
				E 01	310 810 000 320 000 Telephone-Maintenance		\$3,604.44
	PO#:	Voucher #:	69978	Invoice	Invoice No: 200794286	2/19/2019	Paid Amt: \$3,684.28
							Check Amount: \$3,684.28
0162	FNB	59767	33291		GRAINGER		Check
				E 01	310 810 000 401 000 General Supplies-Maintenance		\$300.00
	PO#:	Voucher #:	69970	Invoice	Invoice No: 9057276926	2/19/2019	Paid Amt: \$300.00
				E 01	310 810 000 401 000 General Supplies-Maintenance		\$195.00
	PO#:	Voucher #:	70083	Invoice	Invoice No: 9059388604	2/19/2019	Paid Amt: \$195.00
							Check Amount: \$495.00
0162	FNB	59768	35214		HANDYMANS, INC.		Check
				E 01	310 810 000 401 000 General Supplies-Maintenance		\$103.66
	PO#:	Voucher #:	70126	Invoice	Invoice No: 111866	2/19/2019	Paid Amt: \$103.66
							Check Amount: \$103.66
0162	FNB	59769	36839		HILL RIVER ELECTRIC, INC.		Check
				E 01	310 810 000 305 000 Fees For Services-Maintenance		\$108.00
	PO#:	Voucher #:	70094	Invoice	Invoice No: 4596	2/19/2019	Paid Amt: \$108.00
							Check Amount: \$108.00
0162	FNB	59770	40833		JAG BODY SHOP		Check
				E 01	300 291 000 305 125 Consulting/Fees For Services-OAP		\$65.00
	PO#:	Voucher #:	70088	Invoice	Invoice No: 001573	2/19/2019	Paid Amt: \$65.00
							Check Amount: \$65.00
0162	FNB	59771	42294		JOSTENS INC		Check
				E 01	300 211 000 401 199 General Supplies-Graduation		\$24.00
	PO#:	Voucher #:	69960	Invoice	Invoice No: 22376277	2/19/2019	Paid Amt: \$24.00
							Check Amount: \$24.00
0162	FNB	59772	43077		KENNEDY & GRAVEN, CHARTERED		Check
				E 01	005 010 000 305 000 Fees for Service-School Board		\$1,375.50
	PO#:	Voucher #:	70106	Invoice	Invoice No: 146852	2/19/2019	Paid Amt: \$1,375.50
							Check Amount: \$1,375.50
0162	FNB	59773	44164		LAKES VENDING, INC.		Check
				E 01	300 292 000 490 295 Food-Athletic Support		\$474.00
	PO#:	Voucher #:	70081	Invoice	Invoice No: 5820:117379	2/19/2019	Paid Amt: \$474.00
				E 01	300 292 000 490 295 Food-Athletic Support		\$140.00
	PO#:	Voucher #:	70105	Invoice	Invoice No: 5820:113011	2/19/2019	Paid Amt: \$140.00
							Check Amount: \$614.00

Bagley Public Schools #162 February 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59774	45724		LIGHTSPEED TECHNOLOGIES, INC.		Check		
				E 01	005 810 000 401 181	PLEASE SEE ATTACHED QUOTE # Q-01563		\$190.00	
		PO#: 67624	Voucher #: 70078	Invoice	Invoice No: 119334	2/19/2019		Paid Amt: \$190.00	
								Check Amount: \$190.00	
0162	FNB	59775	46136		LISTROM'S DISPOSAL, INC.		Check		
				E 01	310 810 000 330 000	Utilities-Maintenance		\$2,578.41	
		PO#:	Voucher #: 70093	Invoice	Invoice No: JAN19	2/19/2019		Paid Amt: \$2,578.41	
								Check Amount: \$2,578.41	
0162	FNB	59776	47595		MARCO, INC.		Check		
				E 01	100 203 000 380 000	Computer/Technology Lease		\$2,146.03	
		PO#:	Voucher #: 70122	Invoice	Invoice No: 377134176	2/19/2019		Paid Amt: \$2,146.03	
								Check Amount: \$2,146.03	
0162	FNB	59777	49273		MEDTOX LABORATORIES		Check		
				E 01	005 110 000 305 160	Fees For Services-Drug Testing		\$19.41	
		PO#:	Voucher #: 70113	Invoice	Invoice No: 01201966597	2/19/2019		Paid Amt: \$19.41	
								Check Amount: \$19.41	
0162	FNB	59778	50656		MIDWEST BUS PARTS, INC		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$209.15	
		PO#:	Voucher #: 70124	Invoice	Invoice No: 116232	2/19/2019		Paid Amt: \$209.15	
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$269.69	
		PO#:	Voucher #: 70130	Invoice	Invoice No: 117305	2/19/2019		Paid Amt: \$269.69	
								Check Amount: \$478.84	
0162	FNB	59779	51665		MINNESOTA HISTORICAL SOCIETY		Check		
				E 01	300 640 316 366 000	WORKSHOP REGISTRATION - IMMIGRATIO		\$300.00	
		PO#: 67605	Voucher #: 70031	Invoice	Invoice No: 19257	2/19/2019		Paid Amt: \$300.00	
								Check Amount: \$300.00	
0162	FNB	59780	51523		MN DEPT OF LABOR & INDUSTRY		Check		
				E 01	310 810 000 820 000	Dues,Memberships,Lic, Fees		\$200.00	
		PO#:	Voucher #: 70099	Invoice	Invoice No: ALR0092585I	2/19/2019		Paid Amt: \$200.00	
								Check Amount: \$200.00	
0162	FNB	59781	54129		MUSIC INSTRUMENT REPAIR		Check		
				E 01	300 259 000 350 000	REPAIR TO CONN TRUMPET, GETZEN TRUI		\$137.60	
				E 01	300 259 000 350 000	CLARINET CASE		\$15.00	
		PO#: 67631	Voucher #: 69953	Invoice	Invoice No: 012219	2/19/2019		Paid Amt: \$152.60	
								Check Amount: \$152.60	

Bagley Public Schools #162 February 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59782	78206		MYTANA MFG CO., INC.		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$78.75	
	PO#:	Voucher #:	69969	Invoice	Invoice No: 221609	2/19/2019	Paid Amt:	\$78.75	
							Check Amount:	\$78.75	
0162	FNB	59783	55660		NAYLOR'S HEATING AND REFRIGERATION, LLC.		Check		
				E 01	005 865 380 530 000	Equipment		\$6,980.00	
	PO#:	Voucher #:	70092	Invoice	Invoice No: 131037	2/19/2019	Paid Amt:	\$6,980.00	
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$805.00	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$14.12	
	PO#:	Voucher #:	70095	Invoice	Invoice No: 131353	2/19/2019	Paid Amt:	\$819.12	
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$525.00	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$8.96	
	PO#:	Voucher #:	70096	Invoice	Invoice No: 131317	2/19/2019	Paid Amt:	\$533.96	
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$450.00	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$421.50	
	PO#:	Voucher #:	70097	Invoice	Invoice No: 131280	2/19/2019	Paid Amt:	\$871.50	
				E 01	005 850 302 530 000	2nd billing		\$11,000.00	
15	PO#: 67502	Voucher #:	70098	Invoice	Invoice No: 131084	2/19/2019	Paid Amt:	\$11,000.00	
							Check Amount:	\$20,204.58	
0162	FNB	59784	60900		NCS PEARSON, INC.		Check		
				E 01	100 203 000 401 000	0158658973 PLS-5 RECORD FORMS - PK 50		\$181.50	
				E 01	100 203 000 401 000	SHIPPING		\$10.89	
	PO#: 67620	Voucher #:	70051	Invoice	Invoice No: 11957475	2/19/2019	Paid Amt:	\$192.39	
							Check Amount:	\$192.39	
0162	FNB	59785	55863		NEI BOTTLING, INC.		Check		
				E 01	300 292 000 490 295	Food-Athletic Support		\$242.00	
	PO#:	Voucher #:	69947	Invoice	Invoice No: 120469	2/19/2019	Paid Amt:	\$242.00	
				E 01	300 292 000 490 295	Food-Athletic Support		\$491.00	
	PO#:	Voucher #:	69959	Invoice	Invoice No: 120476	2/19/2019	Paid Amt:	\$491.00	
				E 01	300 292 000 490 295	Food-Athletic Support		\$531.00	
	PO#:	Voucher #:	70080	Invoice	Invoice No: 103326	2/19/2019	Paid Amt:	\$531.00	
				E 01	300 292 000 490 295	Food-Athletic Support		\$480.00	
	PO#:	Voucher #:	70084	Invoice	Invoice No: 802355	2/19/2019	Paid Amt:	\$480.00	
							Check Amount:	\$1,744.00	
0162	FNB	59786	57845		NORTH CENTRAL PARTS & SERVICE		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$362.73	
	PO#:	Voucher #:	70123	Invoice	Invoice No: 257083	2/19/2019	Paid Amt:	\$362.73	

Bagley Public Schools #162 February 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0162	FNB	59786	57845		NORTH CENTRAL PARTS & SERVICE		Check	
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$376.84
		PO#:	Voucher #:	70143	Invoice	Invoice No: 256868		2/19/2019
							Paid Amt:	\$376.84
							Check Amount:	\$739.57
0162	FNB	59787	58148		NORTHLAND COLLEGE		Check	
				E 01	998 211 000 394 000	to Other Agencies-PSEO, RG ED		\$6,750.00
		PO#:	Voucher #:	70030	Invoice	Invoice No: 00361766		2/19/2019
							Paid Amt:	\$6,750.00
							Check Amount:	\$6,750.00
0162	FNB	59788	58420		NORTHWEST SERVICE COOPERATIVE		Check	
				E 01	005 640 316 366 000	Travel		\$15.00
				E 01	100 640 316 366 000	Travel-Staff Development		\$140.00
				E 01	300 640 316 366 000	Travel-Staff Development		\$945.00
		PO#:	Voucher #:	69979	Invoice	Invoice No: 2888		2/19/2019
							Paid Amt:	\$1,100.00
				E 01	005 110 000 305 160	Fees For Services-Drug Testing		\$30.25
		PO#:	Voucher #:	69985	Invoice	Invoice No: 2903		2/19/2019
							Paid Amt:	\$30.25
				E 01	100 203 000 369 000	Student Travel		\$110.00
		PO#:	Voucher #:	70148	Invoice	Invoice No: 2933		2/19/2019
							Paid Amt:	\$110.00
							Check Amount:	\$1,240.25
0162	FNB	59789	61874		PINE TO PRAIRIE CO-OP CENTER		Check	
				E 01	998 211 000 394 000	to Other Agencies-PSEO, RG ED		\$731.50
		PO#:	Voucher #:	70082	Invoice	Invoice No: 020619		2/19/2019
							Paid Amt:	\$731.50
							Check Amount:	\$731.50
0162	FNB	59790	62215		POPPLERS MUSIC INC		Check	
				E 01	300 259 000 430 000	04479271 SLIPPERY GENTLEMEN		\$7.99
				E 01	300 259 000 430 000	08724922 BABY ELEPHANT WALK		\$50.00
				E 01	300 259 000 430 000	JUPITER VALVE GUIDE - BARITONE		\$0.00
				E 01	300 259 000 430 000	00E196132 CLASSICAL DUETS FOR ALL B FI		\$7.99
				E 01	300 259 000 430 000	00E196130 CLASSICAL DUETS FOR ALL E FI		\$7.99
				E 01	300 259 000 430 000	00PROBK01329 DUETS FOR ALL B		\$7.99
				E 01	300 259 000 430 000	RKA1025 RICO TENOR SAX REED 2.5, BOX		\$37.95
				E 01	300 259 000 430 000	04474280 CONCERT REPERTOIRE FOR BR/		\$5.99
				E 01	300 259 000 430 000	04474320 CONCERT REPERTOIRE FOR BR/		\$5.99
				E 01	300 259 000 430 000	04474290 CONCERT REPERTOIRE FOR BR/		\$5.99
				E 01	300 259 000 430 000	04474520 BRASS RECITAL FOR BRASS SEX		\$0.00
				E 01	300 259 000 430 000	04474490 BRASS RECITAL FOR BRASS SEX		\$0.00
				E 01	300 259 000 430 000	04474460 BRASS RECITAL FOR BRASS SEX		\$0.00
				E 01	300 259 000 430 000	04474530 BRASS RECITAL FOR BRASS SEX		\$0.00
				E 01	300 259 000 430 000	00-PRDBK01377 DUET FOR ALL ALTO SAX A		\$7.99
				E 01	300 259 000 430 000	CP537 ENTRY OF THE GLADIATORS		\$65.00

10

Bagley Public Schools #162 February 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59790	62215		POPPLERS MUSIC INC		Check		
				E 01	300 259 000 430 000	00-BD 9917 BURNUM & BAILEYS FAVORITE		\$62.00	
				E 01	300 259 000 430 000	CLBARIS BARI CLARINET REED SOFT		\$17.95	
				E 01	300 259 000 430 000	PCG POPPLERS CORK GREASE		\$7.50	
				E 01	300 259 000 430 000	Freight		\$6.95	
	PO#: 67638	Voucher #:	70118	Invoice	Invoice No: 2219388	2/19/2019	Paid Amt:	\$305.27	
				E 01	300 258 000 430 000	00274941 A MILLION DREAMS		\$45.00	
				E 01	300 258 000 430 000	00274940 A MILLION DREAMS		\$45.00	
				E 01	300 258 000 430 000	0027139 ALL ABOARD - TRAIN MEDLEY		\$59.00	
				E 01	300 258 000 430 000	MF2196 KYRIE - FROM MEMORIA		\$20.00	
				E 01	300 258 000 430 000	SBMP1338 SISI NI MOJA		\$18.00	
				E 01	300 258 000 430 000	USP GROUND		\$5.00	
				E 01	300 258 000 430 000	MY SOUL'S BEEN ANCHORD IN THE LORD		\$16.80	
	PO#: 67637	Voucher #:	70119	Invoice	Invoice No: 2240776	2/19/2019	Paid Amt:	\$208.80	
				E 01	300 259 000 430 000	9517 GIBRALTAR DOUBLE CONGA STAND		\$119.99	
	PO#: 67632	Voucher #:	70120	Invoice	Invoice No: 2231032	2/19/2019	Paid Amt:	\$119.99	
							Check Amount:	\$634.06	
0162	FNB	59791	62843		PSAT/NMSQT		Check		
				E 01	300 710 000 461 000	Standardized Tests-HS Guidance Office		\$352.00	
	PO#:	Voucher #:	70147	Invoice	Invoice No: 381901027A	2/19/2019	Paid Amt:	\$352.00	
							Check Amount:	\$352.00	
0162	FNB	59792	63020		PUBLIC UTILITIES		Check		
				E 01	310 810 000 330 000	Utilities-Maintenance		\$29,556.77	
	PO#:	Voucher #:	70091	Invoice	Invoice No: JAN19	2/19/2019	Paid Amt:	\$29,556.77	
							Check Amount:	\$29,556.77	
0162	FNB	59793	1373		REALITYWORKS INC		Check		
				E 01	300 241 000 430 000	PLEASE SEE ATTACHED QUOTE # 70607 FC		\$211.00	
	PO#: 67611	Voucher #:	69973	Invoice	Invoice No: 11405	2/19/2019	Paid Amt:	\$211.00	
							Check Amount:	\$211.00	
0162	FNB	59794	1101		ROMA KOWA COFFEE ROASTERS, INC		Check		
				E 01	005 020 000 401 000	General Supplies-Supt. Office		\$73.76	
	PO#:	Voucher #:	70100	Invoice	Invoice No: 9367	2/19/2019	Paid Amt:	\$73.76	
							Check Amount:	\$73.76	
0162	FNB	59795	65899		ROYAL TIRE, INC.		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$287.60	
	PO#:	Voucher #:	70135	Invoice	Invoice No: 317-34837	2/19/2019	Paid Amt:	\$287.60	

Bagley Public Schools #162 February 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59795	65899		ROYAL TIRE, INC.		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$740.42	
PO#:	Voucher #:	70136	Invoice	Invoice No:	317-34838	2/19/2019	Paid Amt:	\$740.42	
							Check Amount:	\$1,028.02	
0162	FNB	59796	67160		SCHOOL SPECIALTY, INC.		Check		
				E 01	300 050 000 401 000	PLEASE SEE ATTACHED		\$169.46	
PO#: 67618	Voucher #:	69956	Invoice	Invoice No:	208122269519	2/19/2019	Paid Amt:	\$169.46	
			E 01	300 212 000 430 000	PAINT ACRYLIC MARS BLACK TRUE FLOW I		\$37.62		
			E 01	300 212 000 430 000	SHIPPING		\$9.95		
PO#: 67617	Voucher #:	69957	Invoice	Invoice No:	208122272472	2/19/2019	Paid Amt:	\$47.57	
			E 01	300 256 000 430 000	MARKERS EXPO DRY ERASE - PK 12		\$132.56		
PO#: 67623	Voucher #:	70052	Invoice	Invoice No:	208122298974	2/19/2019	Paid Amt:	\$132.56	
			E 01	300 050 000 401 000	PLEASE SEE ATTACHED		\$127.46		
PO#: 67635	Voucher #:	70076	Invoice	Invoice No:	208122320458	2/19/2019	Paid Amt:	\$127.46	
							Check Amount:	\$477.05	
0162	FNB	59797	1439		SOLUS LED		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$479.60	
PO#:	Voucher #:	69968	Invoice	Invoice No:	303225	2/19/2019	Paid Amt:	\$479.60	
							Check Amount:	\$479.60	
0162	FNB	59798	71810		STELLHER HUMAN SERVICES, INC.		Check		
				E 01	100 605 175 394 000	to Other Agencies-Impact Aid		\$1,926.95	
PO#:	Voucher #:	70085	Invoice	Invoice No:	161586	2/19/2019	Paid Amt:	\$1,926.95	
							Check Amount:	\$1,926.95	
0162	FNB	59799	71823		STEMS		Check		
				E 01	005 010 000 401 000	GET WELL FLOWERS FOR ALLEN NANKIVE		\$30.00	
				E 01	005 010 000 401 000	335 LOMOND DRIVE, BAGLEY		\$0.00	
PO#: 67594	Voucher #:	69954	Invoice	Invoice No:	723	2/19/2019	Paid Amt:	\$30.00	
							Check Amount:	\$30.00	
0162	FNB	59800	79179		VERIZON WIRELESS		Check		
				E 01	310 810 000 320 000	Telephone-Maintenance		\$200.05	
PO#:	Voucher #:	70121	Invoice	Invoice No:	9823234103	2/19/2019	Paid Amt:	\$200.05	
							Check Amount:	\$200.05	
0162	FNB	59801	79331		VISA		Check		
				E 01	005 110 000 305 000	Fees For Services-Business Office		\$15.00	
PO#:	Voucher #:	70115	Invoice	Invoice No:	1032060007	2/19/2019	Paid Amt:	\$15.00	
							Check Amount:	\$15.00	

18

Bagley Public Schools #162 February 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59802	80135		WARD'S SCIENCE		Check		
				E 01	300 260 000 430 000	BACKORDERED ITEMS		\$103.97	
	PO#: 67633	Voucher #: 70049	Invoice	Invoice No: 8084998601		2/19/2019	Paid Amt:	\$103.97	
			E 01	300 260 000 430 000	PLEASE SEE ATTACHED			\$309.64	
	PO#: 67633	Voucher #: 70050	Invoice	Invoice No: 8084988157		2/19/2019	Paid Amt:	\$309.64	
								Check Amount:	\$413.61
0162	FNB	59803	80788		WESTWOOD BUILDING CENTER, INC.		Check		
				E 01	300 291 000 401 125	OPEN PO FOR SET SUPPLIES - ONE ACT AI		\$77.37	
	PO#: 67609	Voucher #: 70033	Invoice	Invoice No: 204461		2/19/2019	Paid Amt:	\$77.37	
								Check Amount:	\$77.37
0162	FNB	59804	81075		WILLBERGS AUTO CENTER		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$76.19	
	PO#:	Voucher #: 70127	Invoice	Invoice No: 87241		2/19/2019	Paid Amt:	\$76.19	
								Check Amount:	\$76.19
0162	FNB	59805	1654		XYZ TEXTBOOKS		Check		
				E 01	300 211 302 460 000	PLEASE SEE ATTACHED QUOTE FOR COLL		\$1,530.00	
				E 01	300 211 302 460 000	SHIPPING - ESTIMATED		\$71.73	
19	PO#: 67441	Voucher #: 70032	Invoice	Invoice No: 4508		2/19/2019	Paid Amt:	\$1,601.73	
								Check Amount:	\$1,601.73
								Report Total:	\$105,952.06

Bagley Public Schools #162
February 2019 Check Register
Fund Summary

Fund	Description	Total
01	General Fund	\$101,198.42
02	Food Service	\$3,574.21
04	Community Services	\$1,179.43
Report Total		\$105,952.06

Bagley Public Schools #162 January 2019 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0162	FNB	32871	17509		COLE PAPERS INC.		Check
				E 01	310 810 000 401 000	General Supplies-Maintenance	\$1,014.96
PO#:	Voucher #:	69801	Invoice	Invoice No:	9493133	1/2/2019	Paid Amt: \$1,014.96
							Check Amount: \$1,014.96
0162	FNB	32872	1659		BIMBO BAKERIES USA		Check
				E 02	005 770 701 490 000	Food-Lunches	\$195.20
PO#:	Voucher #:	69810	Invoice	Invoice No:	35055	1/3/2019	Paid Amt: \$195.20
							Check Amount: \$195.20
0162	FNB	32873	49575		MESPA		Check
				E 01	100 050 000 366 000	Travel-Elem Office	\$370.00
PO#:	Voucher #:	69811	Invoice	Invoice No:	1319	1/3/2019	Paid Amt: \$370.00
							Check Amount: \$370.00
0162	FNB	32874	64630		REGION I ESV		Check
				E 01	005 110 000 366 000	Travel-Business Office	\$195.00
PO#:	Voucher #:	69812	Invoice	Invoice No:	1319	1/3/2019	Paid Amt: \$195.00
							Check Amount: \$195.00
0162	FNB	32875	33350		US FOODSERVICE - GRAND FORKS		Check
				E 02	005 770 701 490 000	Food-Lunches	\$1,086.54
				E 02	005 770 705 490 000	Food-Breakfast	\$264.85
				E 02	005 770 701 401 000	General Supplies-Lunches	\$117.55
PO#:	Voucher #:	69813	Invoice	Invoice No:	4452738	1/3/2019	Paid Amt: \$1,468.94
				E 02	005 770 701 490 000	Food-Lunches	\$1,226.40
				E 02	005 770 705 490 000	Food-Breakfast	\$376.52
				E 02	005 770 701 401 000	General Supplies-Lunches	\$38.84
PO#:	Voucher #:	69814	Invoice	Invoice No:	4452737	1/3/2019	Paid Amt: \$1,641.76
							Check Amount: \$3,110.70
0162	FNB	32876	1170		DEAN FOODS NC		Check
				E 02	005 770 701 495 000	Milk-Lunches	\$443.10
PO#:	Voucher #:	69823	Invoice	Invoice No:	17713756	1/4/2019	Paid Amt: \$443.10
				E 02	005 770 701 495 000	Milk-Lunches	\$268.74
PO#:	Voucher #:	69824	Invoice	Invoice No:	17713786	1/4/2019	Paid Amt: \$268.74
				E 02	005 770 701 495 000	Milk-Lunches	\$343.23
PO#:	Voucher #:	69825	Invoice	Invoice No:	17713816	1/4/2019	Paid Amt: \$343.23
				E 02	005 770 701 495 000	Milk-Lunches	\$311.43
PO#:	Voucher #:	69826	Invoice	Invoice No:	17713849	1/4/2019	Paid Amt: \$311.43
				E 02	005 770 701 495 000	Milk-Lunches	\$420.77
PO#:	Voucher #:	69827	Invoice	Invoice No:	17713878	1/4/2019	Paid Amt: \$420.77

Bagley Public Schools #162 January 2019 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	32876	1170		DEAN FOODS NC		Check		
				E 02 005 770	701 495 000 Milk-Lunches			\$49.02	
PO#:	Voucher #:	69828	Invoice	Invoice No:	17713879	1/4/2019	Paid Amt:	\$49.02	
				E 02 005 770	701 495 000 Milk-Lunches			\$343.16	
PO#:	Voucher #:	69829	Invoice	Invoice No:	17713968	1/4/2019	Paid Amt:	\$343.16	
				E 02 005 770	701 495 000 Milk-Lunches			\$175.53	
PO#:	Voucher #:	69830	Invoice	Invoice No:	17713757	1/4/2019	Paid Amt:	\$175.53	
				E 02 005 770	701 495 000 Milk-Lunches			\$125.77	
PO#:	Voucher #:	69831	Invoice	Invoice No:	17713787	1/4/2019	Paid Amt:	\$125.77	
				E 02 005 770	701 495 000 Milk-Lunches			\$193.35	
PO#:	Voucher #:	69832	Invoice	Invoice No:	17713817	1/4/2019	Paid Amt:	\$193.35	
				E 02 005 770	701 495 000 Milk-Lunches			\$160.34	
PO#:	Voucher #:	69833	Invoice	Invoice No:	17713850	1/4/2019	Paid Amt:	\$160.34	
				E 02 005 770	701 495 000 Milk-Lunches			\$209.22	
PO#:	Voucher #:	69834	Invoice	Invoice No:	17713969	1/4/2019	Paid Amt:	\$209.22	
				E 02 005 770	701 495 000 Milk-Lunches			\$233.44	
PO#:	Voucher #:	69835	Invoice	Invoice No:	17713880	1/4/2019	Paid Amt:	\$233.44	
				E 02 005 770	701 495 000 Milk-Lunches			\$42.31	
PO#:	Voucher #:	69836	Invoice	Invoice No:	17713909	1/4/2019	Paid Amt:	\$42.31	
								Check Amount:	\$3,319.41
0162	FNB	32877	61525		PETTY CASH FUND		Check		
				E 01 005 110	000 305 000 Fees For Services-Business Office			\$75.00	
				E 01 005 110	000 329 000 Postage/UPS-Business Office			\$12.91	
				E 01 300 296	000 305 205 Fees For Services-Girls BB			\$630.00	
				E 01 300 294	000 305 209 Fees For Services-Hockey			\$285.00	
				E 04 005 586	332 305 100 Fees For Services-Youth Enrich.- W. Rec			\$1,250.00	
				R 01 005 000	000 099 000 Misc Rev			\$475.00	
				E 08 005 790	000 898 202 Sharon Carlson Memorial Scholarship			\$500.00	
PO#:	Voucher #:	69837	Invoice	Invoice No:	010419	1/4/2019	Paid Amt:	\$3,227.91	
								Check Amount:	\$3,227.91
0162	FNB	32878	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02 005 770	701 490 000 Food-Lunches			\$2,654.17	
				E 02 005 770	705 490 000 Food-Breakfast			\$20.70	
				E 02 005 770	701 401 000 General Supplies-Lunches			\$32.42	
PO#:	Voucher #:	69840	Invoice	Invoice No:	4562624	1/7/2019	Paid Amt:	\$2,707.29	
				E 02 005 770	701 490 000 Food-Lunches			\$1,078.07	
				E 02 005 770	705 490 000 Food-Breakfast			\$132.38	
PO#:	Voucher #:	69841	Invoice	Invoice No:	4562625	1/7/2019	Paid Amt:	\$1,210.45	
								Check Amount:	\$3,917.74

22

Bagley Public Schools #162 January 2019 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	32879	1305		KONICA MINOLTA PREMIER FINANCE		Check		
				E 01	300 211 000 380 000	Computer/Technology Lease		\$953.05	
		PO#:	Voucher #:	69853	Invoice	Invoice No: 373600360	1/7/2019	Paid Amt:	\$953.05
								Check Amount:	\$953.05
0162	FNB	32880	47595		MARCO, INC.		Check		
				E 01	300 211 000 380 000	Computer/Technology Lease		\$525.10	
				E 01	030 211 305 380 000	Computer/Technology Lease		\$21.88	
				E 01	005 760 720 380 000	Computer/Technology Lease		\$43.76	
				E 01	005 110 000 380 000	Computer/Technology Lease		\$87.48	
				E 01	100 203 000 380 000	Computer/Technology Lease		\$240.67	
				E 04	005 505 321 380 000	Computer/Technology Lease		\$43.76	
		PO#:	Voucher #:	69854	Invoice	Invoice No: 374236685	1/7/2019	Paid Amt:	\$962.65
								Check Amount:	\$962.65
0162	FNB	32881	77875		US BANK		Check		
				E 01	005 850 000 305 390	Fees For Services-2013B		\$1,750.00	
		PO#:	Voucher #:	69852	Invoice	Invoice No: 5220048	1/7/2019	Paid Amt:	\$1,750.00
								Check Amount:	\$1,750.00
0162	FNB	32882	1659		BIMBO BAKERIES USA		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$185.45	
		PO#:	Voucher #:	69888	Invoice	Invoice No: 35143	1/10/2019	Paid Amt:	\$185.45
								Check Amount:	\$185.45
0162	FNB	32883	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$1,491.65	
				E 02	005 770 705 490 000	Food-Breakfast		\$361.76	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$74.80	
		PO#:	Voucher #:	69886	Invoice	Invoice No: 4624306	1/10/2019	Paid Amt:	\$1,928.21
				E 02	005 770 701 490 000	Food-Lunches		(\$116.07)	
		PO#:	Voucher #:	69887	Invoice	Invoice No: 4624306	1/10/2019	Paid Amt:	(\$116.07)
								Check Amount:	\$1,812.14
0162	FNB	32884	1690		BIG RIVER GROUP, LLC.		Check		
				E 01	005 010 000 305 000	Fees for Service-School Board		\$4,000.00	
		PO#:	Voucher #:	69893	Invoice	Invoice No: 11419	1/14/2019	Paid Amt:	\$4,000.00
								Check Amount:	\$4,000.00
0162	FNB	32885	52367		MINNEAPOLIS HILTON		Check		
				E 01	005 010 000 366 000	Fees for Service-School Board		\$285.14	
				E 01	005 020 000 366 000	Travel-Supt. Office		\$285.14	
		PO#:	Voucher #:	69897	Invoice	Invoice No: 11419	1/14/2019	Paid Amt:	\$570.28
								Check Amount:	\$570.28

Bagley Public Schools #162 January 2019 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	32886	73661		SYSCO NORTH DAKOTA		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$651.70	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$16.72	
PO#:	Voucher #:	69896	Invoice	Invoice No:	195425303	1/14/2019	Paid Amt:	\$668.42	
							Check Amount:	\$668.42	
0162	FNB	32887	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 701 490 000	Food-Lunches		(\$132.95)	
PO#:	Voucher #:	69895	Invoice	Invoice No:	4624307	1/14/2019	Paid Amt:	(\$132.95)	
				E 02	005 770 701 490 000	Food-Lunches		\$1,319.21	
				E 02	005 770 705 490 000	Food-Breakfast		\$123.80	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$101.56	
PO#:	Voucher #:	69898	Invoice	Invoice No:	4692102	1/14/2019	Paid Amt:	\$1,544.57	
				E 02	005 770 701 490 000	Food-Lunches		\$891.93	
				E 02	005 770 705 490 000	Food-Breakfast		\$137.25	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$95.77	
PO#:	Voucher #:	69899	Invoice	Invoice No:	4624307	1/14/2019	Paid Amt:	\$1,124.95	
				E 02	005 770 701 490 000	Food-Lunches		\$130.79	
PO#:	Voucher #:	69900	Invoice	Invoice No:	4692099	1/14/2019	Paid Amt:	\$130.79	
				E 02	005 770 701 490 000	Food-Lunches		\$66.99	
PO#:	Voucher #:	69901	Invoice	Invoice No:	4692100	1/14/2019	Paid Amt:	\$66.99	
				E 02	005 770 701 490 000	Food-Lunches		\$82.00	
				E 02	005 770 705 490 000	Food-Breakfast		\$28.46	
PO#:	Voucher #:	69902	Invoice	Invoice No:	4692104	1/14/2019	Paid Amt:	\$110.46	
				E 02	005 770 701 490 000	Food-Lunches		\$1,084.24	
				E 02	005 770 705 490 000	Food-Breakfast		\$178.36	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$82.97	
PO#:	Voucher #:	69903	Invoice	Invoice No:	4692103	1/14/2019	Paid Amt:	\$1,345.57	
							Check Amount:	\$4,190.38	
0162	FNB	32888	1085		MCTM		Check		
				E 01	300 640 316 366 000	REGISTRATION FOR KRISTI OBEIRNE		\$225.00	
PO#: 67613	Voucher #:	69907	Invoice	Invoice No:	011419	1/15/2019	Paid Amt:	\$225.00	
							Check Amount:	\$225.00	
0162	FNB	32889	58426		NORTHWEST MINNESOTA FOUNDATION		Check		
				R 01	005 000 000 099 000	Misc Rev		\$505.00	
PO#:	Voucher #:	69908	Invoice	Invoice No:	011419	1/15/2019	Paid Amt:	\$505.00	
							Check Amount:	\$505.00	
0162	FNB	32890	61525		PETTY CASH FUND		Check		
				E 01	005 110 000 305 000	Fees For Services-Business Office		\$45.00	
				E 08	005 790 000 898 000	Scholarships-High Flyer		\$1,000.00	

24

Bagley Public Schools #162 January 2019 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0162	FNB	32890	61525		PETTY CASH FUND		Check
				R 01	005 000 000 099 000	Misc Rev	\$175.00
				E 01	300 294 000 305 209	Fees For Services-Hockey	\$285.00
				E 01	100 203 000 401 101	General Supplies-Elem Auxiliary Accounts	\$137.45
				R 04	005 000 321 050 000	Fees from Patrons-Comm Ed	\$20.00
				E 01	300 260 000 430 000	Instructional Supply-Science	\$26.14
				E 01	300 292 000 401 295	General Supplies-Athletic Support	\$328.00
				E 01	300 294 000 305 205	Fees For Services-Boys BB	\$1,020.00
				E 01	300 291 000 305 136	Fees For Services-Student Helpers	\$135.58
				R 01	300 000 000 050 180	Chromebook Insurance	\$10.00
				E 01	300 296 000 305 205	Fees For Services-Girls BB	\$180.00
PO#:	Voucher #:	69931	Invoice	Invoice No:	011719	1/17/2019	Paid Amt: \$3,362.17
							Check Amount: \$3,362.17
0162	FNB	32891	73661		SYSCO NORTH DAKOTA		Check
				E 02	005 770 701 490 000	Food-Lunches	\$312.24
				E 02	005 770 705 490 000	Food-Breakfast	\$199.75
PO#:	Voucher #:	69932	Invoice	Invoice No:	195429220	1/17/2019	Paid Amt: \$511.99
							Check Amount: \$511.99
0162	FNB	32892	33350		US FOODSERVICE - GRAND FORKS		Check
				E 02	005 770 701 490 000	Food-Lunches	\$528.43
				E 02	005 770 705 490 000	Food-Breakfast	\$260.85
PO#:	Voucher #:	69933	Invoice	Invoice No:	4751056	1/17/2019	Paid Amt: \$789.28
				E 02	005 770 701 490 000	Food-Lunches	\$421.11
PO#:	Voucher #:	69934	Invoice	Invoice No:	4751057	1/17/2019	Paid Amt: \$421.11
							Check Amount: \$1,210.39
0162	FNB	32893	1147		US POSTAL SERVICE(POSTAGE BY PHONE)		Check
				E 01	005 110 000 329 000	Postage/UPS-Business Office	\$2,000.00
PO#:	Voucher #:	69941	Invoice	Invoice No:	011819	1/18/2019	Paid Amt: \$2,000.00
							Check Amount: \$2,000.00
0162	FNB	32894	05598		KUBIAK'S FAMILY FOODS		Check
				E 01	300 407 740 433 000	INCENTIVES	\$51.89
PO#: 67567	Voucher #:	69948	Invoice	Invoice No:	00118201-159	1/22/2019	Paid Amt: \$51.89
				E 01	300 408 740 433 000	INCENTIVES	\$46.00
PO#: 67593	Voucher #:	69949	Invoice	Invoice No:	00291853	1/22/2019	Paid Amt: \$46.00
							Check Amount: \$97.89
0162	FNB	32895	33350		US FOODSERVICE - GRAND FORKS		Check
				E 02	005 770 701 490 000	Food-Lunches	\$1,247.04

25

Bagley Public Schools #162 January 2019 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	32895	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 705 490 000	Food-Breakfast		\$410.91	
PO#:		Voucher #:	69950	Invoice	Invoice No: 4821715	1/22/2019	Paid Amt:	\$1,657.95	
				E 02	005 770 701 490 000	Food-Lunches		\$88.82	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$122.82	
PO#:		Voucher #:	69951	Invoice	Invoice No: 4821713	1/22/2019	Paid Amt:	\$211.64	
				E 02	005 770 701 490 000	Food-Lunches		\$1,043.56	
				E 02	005 770 705 490 000	Food-Breakfast		\$176.06	
PO#:		Voucher #:	69952	Invoice	Invoice No: 4821714	1/22/2019	Paid Amt:	\$1,219.62	
							Check Amount:	\$3,089.21	
0162	FNB	32896	1659		BIMBO BAKERIES USA		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$143.85	
PO#:		Voucher #:	69962	Invoice	Invoice No: 35210	1/24/2019	Paid Amt:	\$143.85	
							Check Amount:	\$143.85	
0162	FNB	32897	1305		KONICA MINOLTA PREMIER FINANCE		Check		
				E 01	300 211 000 380 000	Computer/Technology Lease		\$953.05	
PO#:		Voucher #:	69961	Invoice	Invoice No: 376169504	1/24/2019	Paid Amt:	\$953.05	
							Check Amount:	\$953.05	
0162	FNB	32898	61525		PETTY CASH FUND		Check		
				E 01	100 203 000 401 000	General Supplies-Elem		\$153.76	
				E 01	300 255 000 430 000	Instructional Supply-Industrial Tech		\$133.60	
				E 01	300 296 000 305 205	Fees For Services-Girls BB		\$980.00	
				E 01	300 294 000 305 209	Fees For Services-Hockey		\$570.00	
				E 01	300 294 000 305 205	Fees For Services-Boys BB		\$915.00	
				E 01	300 291 000 401 125	General Supplies-One Act Play		\$150.00	
				E 01	100 203 000 430 000	Instructional Supply-Elem		\$34.54	
				R 01	100 000 000 099 000	Misc Rev- Elem		\$3.99	
				E 01	005 760 720 305 000	Fees For Services-Reg Transportation		\$111.00	
				E 01	300 292 000 366 295	Travel		\$40.00	
				E 01	300 296 000 820 208	Dues-Softball		\$58.50	
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$67.68	
PO#:		Voucher #:	69963	Invoice	Invoice No: 012419	1/24/2019	Paid Amt:	\$3,218.07	
							Check Amount:	\$3,218.07	
0162	FNB	32899	18860		BAGLEY COOP OIL ASSN.		Check		
				E 01	310 810 000 440 000	Heating Fuel-Maintenance		\$148.00	
				E 01	005 760 720 440 000	Fuels-Reg Transportation		\$6,406.88	
				E 01	005 760 720 305 000	Fees For Services-Reg Transportation		\$10.00	

Bagley Public Schools #162 January 2019 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	32899	18860		BAGLEY COOP OIL ASSN.		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$4.50	
PO#:	Voucher #:	69964	Invoice	Invoice No:	012419	1/24/2019	Paid Amt:	\$6,569.38	
							Check Amount:	\$6,569.38	
0162	FNB	32900	11500		BOWL INN		Check		
				E 01	100 203 000 369 101	AR BOWLING		\$177.50	
PO#: 67626	Voucher #:	69975	Invoice	Invoice No:	142	1/25/2019	Paid Amt:	\$177.50	
							Check Amount:	\$177.50	
0162	FNB	32901	1688		FRAUENHOLTZ, TODD		Check		
				E 01	100 640 316 305 000	BEST PRACTICES IN TEACHING MATHEMA		\$600.00	
PO#: 67597	Voucher #:	69977	Invoice	Invoice No:	012519	1/25/2019	Paid Amt:	\$600.00	
							Check Amount:	\$600.00	
0162	FNB	32902	1689		O'DELL, JENNA		Check		
				E 01	100 640 316 305 000	BEST PRACTICES IN TEACHING MATHEMA		\$600.00	
PO#: 67598	Voucher #:	69976	Invoice	Invoice No:	012519	1/25/2019	Paid Amt:	\$600.00	
							Check Amount:	\$600.00	
0162	FNB	32903	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$2,108.04	
				E 02	005 770 705 490 000	Food-Breakfast		\$353.85	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$45.73	
PO#:	Voucher #:	69980	Invoice	Invoice No:	4950339	1/28/2019	Paid Amt:	\$2,507.62	
				E 02	005 770 701 490 000	Food-Lunches		\$57.42	
PO#:	Voucher #:	69981	Invoice	Invoice No:	4950345	1/28/2019	Paid Amt:	\$57.42	
				E 02	005 770 701 490 000	Food-Lunches		\$159.50	
PO#:	Voucher #:	69982	Invoice	Invoice No:	4950341	1/28/2019	Paid Amt:	\$159.50	
				E 02	005 770 701 490 000	Food-Lunches		\$1,792.13	
				E 02	005 770 705 490 000	Food-Breakfast		\$341.03	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$26.62	
PO#:	Voucher #:	69983	Invoice	Invoice No:	4950338	1/28/2019	Paid Amt:	\$2,159.78	
							Check Amount:	\$4,884.32	
								Report Total:	\$58,591.11

Bagley Public Schools #162
January 2019 Hand Payables Check Register
Fund Summary

Fund	Description	Total
01	General Fund	\$28,538.15
02	Food Service	\$27,239.20
04	Community Services	\$1,313.76
08	Trust Fund	\$1,500.00
Report Total		\$58,591.11

Bagley Public Schools
Treasurer's Report
Period Ended January 31, 2019

CASH SUMMARY	General	Food Service	Community Service	Capital Projects	Debt Redemption	Trust	Total
Ending Cash Balances	<u>2,908,717.55</u>	<u>89,605.85</u>	<u>309,722.99</u>	<u>299,454.56</u>	<u>66,024.72</u>	<u>6,363.46</u>	3,679,889.13
OPERATING ANALYSIS							
Revenues							
Current Month Receipts	1,204,175.90	45,939.46	36,801.22	0.00	2,722.43	0.00	1,289,639.01
Previous Months	<u>4,562,727.40</u>	<u>198,456.64</u>	<u>83,108.72</u>	<u>0.00</u>	<u>301,729.24</u>	<u>0.00</u>	<u>5,146,022.00</u>
Total YTD Revenues	<u>5,766,903.30</u>	<u>244,396.10</u>	<u>119,909.94</u>	<u>0.00</u>	<u>304,451.67</u>	<u>0.00</u>	<u>6,435,661.01</u>
Current Month Expenditures	1,502,074.17	44,713.54	15,173.77	0.00	357,107.50	1,500.00	1,920,568.98
Previous Months	<u>5,917,612.29</u>	<u>248,174.24</u>	<u>101,120.09</u>	<u>0.00</u>	<u>87,107.50</u>	<u>0.00</u>	<u>6,354,014.12</u>
Total YTD Expenditures	<u>7,419,686.46</u>	<u>292,887.78</u>	<u>116,293.86</u>	<u>0.00</u>	<u>444,215.00</u>	<u>1,500.00</u>	<u>8,274,583.10</u>
Revenues Over (Under) Expenditures	<u>(1,652,783.16)</u>	<u>(48,491.68)</u>	<u>3,616.08</u>	<u>0.00</u>	<u>(139,763.33)</u>	<u>(1,500.00)</u>	<u>(1,838,922.09)</u>

BUDGET ANALYSIS							
Revenues							
YTD Revenues	5,766,903.30	244,396.10	119,909.94	0.00	304,451.67	0.00	6,435,661.01
Budget	<u>12,835,984.00</u>	<u>567,850.00</u>	<u>255,705.00</u>	<u>0.00</u>	<u>403,689.00</u>	<u>1,000.00</u>	<u>14,064,228.00</u>
Over (Under) Budget	<u>(7,069,080.70)</u>	<u>(323,453.90)</u>	<u>(135,795.06)</u>	<u>0.00</u>	<u>(99,237.33)</u>	<u>(1,000.00)</u>	<u>(7,627,566.99)</u>
% Budget Received	<u>44.93%</u>	<u>43.04%</u>	<u>46.89%</u>	<u>0.00%</u>	<u>75.42%</u>	<u>0.00%</u>	<u>45.76%</u>
Expenditures							
YTD Expenditures	7,419,686.46	292,887.78	116,293.86	0.00	444,215.00	1,500.00	8,274,583.10
Budget	<u>13,344,671.00</u>	<u>588,310.00</u>	<u>228,876.00</u>	<u>0.00</u>	<u>444,215.00</u>	<u>1,100.00</u>	<u>14,607,172.00</u>
Over (Under) Budget	<u>(5,924,984.54)</u>	<u>(295,422.22)</u>	<u>(112,582.14)</u>	<u>0.00</u>	<u>0.00</u>	<u>400.00</u>	<u>(6,332,988.90)</u>
% Budget Expended (Over)	<u>55.60%</u>	<u>49.78%</u>	<u>50.81%</u>	<u>0.00%</u>	<u>100.00%</u>	<u>136.36%</u>	<u>56.65%</u>

INDEPENDENT SCHOOL DISTRICT 162					
STATEMENT OF REVENUES AND EXPENDITURES					
BUDGET AND ACTUAL					
GENERAL FUND					
THROUGH MONTH ENDED JANUARY 31, 2019					
WITH COMPARATIVE AMOUNTS FOR THE YEAR ENDED JUNE 30, 2018					
	2019			2018	
	Budgeted Amounts			Over (Under)	
	Original	Final	Actual	Final Budget	Actual
REVENUES					
Local Property Taxes	1,340,373	1,340,373	437,602.39	(902,770.61)	1,212,779
Other Local and County Revenues	227,300	227,300	143,365.93	(83,934.07)	297,425
Revenues from State Sources	10,651,011	10,651,011	3,580,116.50	(7,070,894.50)	10,563,316
Revenues from Federal Sources	607,300	607,300	279,571.70	(327,728.30)	739,950
Investment Earnings	10,000	10,000	6,044.39	(3,955.61)	10,203
TOTAL REVENUES	12,835,984	12,835,984	4,446,700.91	(8,389,283)	12,823,672
EXPENDITURES					
District and School Administration					
Wages	613,570	613,570	345,431.79	(268,138.21)	584,811
Benefits	165,198	165,198	90,359.44	(74,838.56)	154,231
Supplies/Services	51,775	51,775	52,488.69	713.69	64,050
District Support Services					
Wages	122,940	122,940	72,538.18	(50,401.82)	123,748
Benefits	28,000	28,000	15,076.76	(12,923.24)	26,726
Supplies/Services	165,095	165,095	126,359.80	(38,735.20)	172,195
Regular Instruction					
Wages	3,740,657	3,740,657	1,718,863.51	(2,021,793.49)	3,636,451
Benefits	1,074,221	1,074,221	541,453.10	(532,767.90)	979,404
Supplies/Services	761,807	761,807	389,482.71	(372,324.29)	691,619
Vocational Instruction					
Wages	52,600	52,600	22,185.60	(30,414.40)	51,558
Benefits	8,385	8,385	3,543.09	(4,841.91)	8,136
Supplies/Services	4,900	4,900	1,661.31	(3,238.69)	2,435
Special Education					
Wages	1,030,905	1,030,905	469,829.46	(561,075.54)	1,036,492
Benefits	247,169	247,169	109,715.50	(137,453.50)	222,609
Supplies/Services	979,519	979,519	551,126.79	(428,392.21)	959,223
Instructional Support Services					
Wages	291,778	291,778	166,338.58	(125,439.42)	349,104
Benefits	55,482	55,482	39,654.33	(15,827.67)	90,188
Supplies/Services	179,320	179,320	65,750.74	(113,569.26)	247,250
Pupil Support Services					
Wages	538,090	538,090	293,514.15	(244,575.85)	509,825
Benefits	103,495	103,495	50,887.07	(52,607.93)	84,438
Supplies/Services	448,995	448,995	439,011.86	(9,983.14)	307,755
Site, Buildings & Equipment					
Wages	566,793	566,793	302,974.11	(263,818.89)	562,079
Benefits	117,360	117,360	59,796.91	(57,563.09)	117,640
Supplies/Services	1,965,095	1,965,095	1,460,121.62	(504,973.38)	1,722,900
Fiscal & Other Fixed Costs					
	31,522	31,522	31,521.36	(0.64)	34,638
TOTAL EXPENDITURES	13,344,671	13,344,671	7,419,686.46	(5,924,985)	12,739,505
Excess (Deficiency) of Revenues					
Over (Under) Expenditures	(508,687)	(508,687)	(2,972,986)	(2,464,299)	84,167

Bagley Public Schools #162 January 2019 Wire Payments Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	1015			IRS		Wire		
				B 01 215 010	FICA Payable			\$9,025.02	
				B 01 215 011	Fed W/H Payable			\$1,182.46	
PO#:	Voucher #:	69791	Invoice	Invoice No:	M201906S0	1/14/2019	Paid Amt:	\$10,207.48	
				B 01 215 010	FICA Payable			\$15.72	
				B 01 215 011	Fed W/H Payable			\$205.98	
PO#:	Voucher #:	69795	Credit	Invoice No:	Z201906A0	1/14/2019	Paid Amt:	(\$221.70)	
							Check Amount:	\$9,985.78	
0162	FNB	62905			PUBLIC EMPLOYEES RET ASSOC		Wire		
				B 01 215 017	PERA Payable			\$26,256.15	
PO#:	Voucher #:	69757	Invoice	Invoice No:	M2019060	1/14/2019	Paid Amt:	\$26,256.15	
				B 01 215 017	PERA Payable			\$283.28	
PO#:	Voucher #:	69780	Invoice	Invoice No:	Z2019060	1/14/2019	Paid Amt:	\$283.28	
				B 01 215 017	PERA Payable			\$7,438.85	
PO#:	Voucher #:	69794	Invoice	Invoice No:	M201906S0	1/14/2019	Paid Amt:	\$7,438.85	
				B 01 215 017	PERA Payable			\$253.06	
PO#:	Voucher #:	69797	Credit	Invoice No:	Z201906A0	1/14/2019	Paid Amt:	(\$253.06)	
							Check Amount:	\$33,725.22	
0162	FNB	1014			TRA		Wire		
				B 01 215 018	TRA Payable			\$59,137.28	
PO#:	Voucher #:	69753	Invoice	Invoice No:	M2019060	1/14/2019	Paid Amt:	\$59,137.28	
				B 01 215 018	TRA Payable			\$435.02	
PO#:	Voucher #:	69790	Invoice	Invoice No:	M201906S0	1/14/2019	Paid Amt:	\$435.02	
				B 01 215 018	TRA Payable			\$87.84	
PO#:	Voucher #:	69798	Invoice	Invoice No:	Z201906A0	1/14/2019	Paid Amt:	\$87.84	
							Check Amount:	\$59,660.14	
0162	FNB	09890			NW SERVICE COOP SCHOOL		Wire		
				B 01 215 030	Insurance Payable			\$70,308.48	
				B 01 215 030	Insurance Payable			\$2,145.02	
PO#:	Voucher #:	69734	Invoice	Invoice No:	M2019060	1/14/2019	Paid Amt:	\$72,453.50	
							Check Amount:	\$72,453.50	
0162	FNB	1016			MN DEPT OF REVENUE		Wire		
				B 01 215 013	State W/H Payable			\$637.32	
PO#:	Voucher #:	69792	Invoice	Invoice No:	M201906S0	1/16/2019	Paid Amt:	\$637.32	
				B 01 215 013	State W/H Payable			\$126.25	
PO#:	Voucher #:	69796	Credit	Invoice No:	Z201906A0	1/16/2019	Paid Amt:	(\$126.25)	
							Check Amount:	\$511.07	
							Report Total:	\$176,335.71	

31

Bagley Public Schools #162
January 2019 Wire Payments Register
Fund Summary

Fund Description	Total
01 General Fund	\$176,335.71
Report Total	\$176,335.71

Elementary Auxiliary Account
January 31, 2019

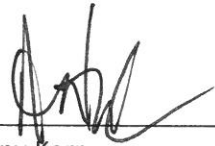
	1/1/19	Receipts	Disbursements	1/31/19
Student Activities	\$323.84	130.2	\$48.48	\$405.56
Title VII	\$24.92			\$24.92
Total	\$348.76	\$130.20	\$48.48	\$430.48

BAGLEY ELEM SCHOOL
 AUXILARY ACCOUNT
 FY 19

	7/1/18	Receipts	Disbursements	6/30/19
Student Activities	\$260.05	\$253.95	\$108.44	\$405.56
Title VII	\$24.92	\$0.00	\$0.00	\$24.92
Total	\$284.97	\$253.95	\$108.44	\$430.48

Bagley High School Auxiliary Master Account-2017-2018 School Year

Jan 1-31				
Auxiliary Accounts:	Beg Balance	Receipts	Disbursements	End Balance
Class of 2019	\$743.61		\$199.60	\$544.01
Class of 2020	\$246.58			\$246.58
Class of 2021	\$207.71			\$207.71
Class of 2022	\$245.19			\$245.19
Class of 2023	\$80.99			\$80.99
Class of 2024	\$165.49			\$165.49
Band/Choir	\$12,724.98	\$11,104.00	\$13,943.00	\$9,885.98
Cultural Club	\$0.49			\$0.49
Media Club	\$1,985.97			\$1,985.97
Prom	\$937.98			\$937.98
Robotics	\$3,431.88	\$500.00	\$475.05	\$3,456.83
Student Council	\$13,249.46	\$9.65		\$13,259.11
Flyer Pride	\$990.59			\$990.59
Life Skills	\$217.36		\$20.67	\$196.69
Math League	\$29.10			\$29.10
TOTALS	\$35,257.38	\$11,613.65	\$14,638.32	\$32,232.71



 Tony Kerr
 High School Principal

2/5/19

 Date

**Bagley School District
Superintendent Search Timeline**

February 1, 2019	Board adopts search timeline, reviews hiring criteria, application procedures, search procedures
February 1, 2019 to March 5, 2019	MSBA advertises position vacancy, receives applications, and responds to applicants' inquiries (MSBA, MASA, and EdPost Websites)
February 4, 2019 to February 8, 2019	Hiring criteria and vacancy announcement approved
February 19, 2019 <i>(6:00 p.m. Special Meeting)</i>	Board meets for interview training and to develop interview questions and procedures
March 5, 2019	Application Deadline
March 6, 2019	MSBA conducts initial screening, preliminary verification of references, and pre-interviews of selected applicants, and provides a copy of completed applications for board members review
March 7, 2019 to March 13, 2019	Board members individually review applications
March 13, 2019 <i>(7:00 p.m. Special Meeting)</i>	Board determines finalists; finalizes interview questions and interview procedures
March 15, 2019 <i>(4:00 p.m. Special Meeting)</i> to March 16, 2019 <i>(9:00 a.m. Special Meeting)</i>	Board conducts first round of interviews; MSBA onsite for first round of non-school board member interviews, if requested
March 19, 2019 to March 22, 2019 <i>(Specific meeting dates and times to be determined)</i>	Board conducts reference checks and holds second round of interviews; board selects finalist, or, if needed, schedules site visits*
March 22, 2019 to March 26, 2019 <i>(Specific meeting dates and times to be determined)</i>	Board committee negotiates contract with finalist
March 26, 2019 <i>(7:00 p.m. Special Meeting)</i>	Board approves employment contract
July 1, 2019	New superintendent reports to work

Dated: February 1, 2019

458 Direct Deposit

Board Adopted: April 4, 2005

Board Revised: ~~June 19, 2017~~ March 4, 2019

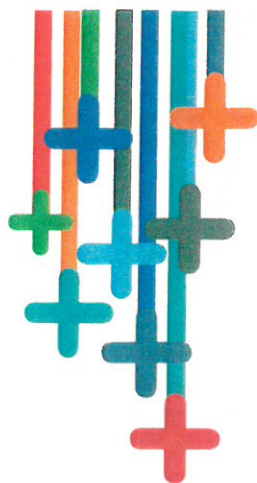
~~It is the policy of ISD 162 to pay employees by direct deposit. Beginning April 1, Employees objecting to direct deposit for payroll checks can choose one of the following two options: 1) By default, the employee may have their checks mailed to them via the U.S. Postal Service the day before pay day, or 2) by signing a Pay Check Request Form, the employee may have the District Office hold their check and the "employee" can pick up their check on pay day, between 1:30 pm – 3:30 pm. If the employee has not picked up their check, the check will be mailed via the U.S. Postal Service on that day.~~

It is the policy of ISD 162 that employees are required to receive payment for wages by direct deposit, as permitted by Minn. Stat. 471.426. This policy is effective beginning April 1, 2019. Employees must complete a direct deposit form to provide the authorization and account information necessary for the District to make direct deposits. Paper checks will not be available for pick-up at the School District. Employees that have not submitted a direct deposit authorization on time, will have payroll checks mailed to their home address via the U.S. Postal Service.



SUCCESSING with *Positive Action*

Carol Gerber Allred, Ph.D.





[THE POSITIVE ACTION[®] SYSTEM]

Let's begin with the big picture. The *Positive Action* program is actually a system—a comprehensive, integrated set of components that serve the individual, school, family and community. The components coordinate around a common theme, or philosophy, and fit together seamlessly in any configuration but also work as a powerful, coherent approach to the whole ecosystem of learning. Having a good knowledge of the system with its components is critical to designing a customized *Positive Action* program appropriate to help you meet your short- and long-term needs and goals.

Positive Action Mission Statement: The mission of the *Positive Action* System is to promote positive actions in individuals, schools, families and communities and empower their greatness for creating happy, healthy and successful lives.

Vision: To see everyone doing positive actions in the school, home and community to create a society that is positive, safe and respectful of one another.

Values:

That all people have the opportunity to learn:

- To empower their greatness by personally developing themselves through positive actions.
- To manage their thoughts positively.
- To choose positive actions.
- To recognize that they feel good about themselves when they do positive actions.
- To develop their personal physical and mental wellness.
- To be responsible for their own behavior.
- To become “other” oriented by treating others the way they like to be treated.
- To be honest with themselves and others.
- To improve themselves continually by setting goals.

That all people will live in positive environments that use and reinforce positive actions in their school, home and community.



[SKILLS BY UNIT]

Unit 1	<p>Defining self-concept, why it is important and how to form it.</p> <ul style="list-style-type: none"> • Understanding Philosophy • Understanding Thoughts-Actions-Feelings Circle 	<ul style="list-style-type: none"> • Understanding the difference between positive and negative actions 	
Unit 2	<p>Physical positive actions:</p> <ul style="list-style-type: none"> • Exercising • Eating nutritiously • Healthy sleep • Good hygiene • Avoiding harmful substances 	<p>Intellectual positive actions:</p> <ul style="list-style-type: none"> • Solving problems well • Making good decisions • Motivation to learn • Thinking skills • Value of good memory 	
Unit 3	<p>Social/Emotional positive actions:</p> <ul style="list-style-type: none"> • Managing thoughts • Managing actions • Managing feelings • Managing time 	<ul style="list-style-type: none"> • Managing energy • Managing money • Managing possessions • Managing talents 	
Unit 4	<p>Social/Emotional positive actions by treating others the way you want to be treated:</p> <ul style="list-style-type: none"> • Seeing the good in others • Respecting others • Saying nice things to others 	<ul style="list-style-type: none"> • Empathy • Fairness • Kindness • Cooperation • Not bullying 	
Unit 5	<p>Social/Emotional positive actions:</p> <ul style="list-style-type: none"> • Being in touch with reality • Telling yourself the truth • Telling others the truth • Not blaming others 	<ul style="list-style-type: none"> • Not making excuses • Not rationalizing • Knowing strengths and weaknesses • Integrity 	
Unit 6	<p>Social/Emotional positive actions:</p> <ul style="list-style-type: none"> • Setting physical goals • Setting intellectual goals • Setting social and emotional goals • Believing in your potential 	<ul style="list-style-type: none"> • Having courage to try • Turning problems into opportunities • Persisting and determination • Broadening your horizons 	



[TOOLS]

Implementing *Positive Action* is easy and straightforward. All toolkits contain a manual and a complete set of materials that guide and support the lessons and activities.

Positive Action tools are:



Grade 4 Kit

A PreK–12 classroom kit for each teacher and 30 students. Scripted lessons take 15–20 minutes. *



A **Counselor's Kit** for counselors, therapists, social workers, school psychologists and others.



Elementary Climate Development Kit

School/Site-Wide **Climate Development Kits** (Elementary and Secondary) for leaders to engage everyone in the school/site in developing a positive school/site climate.



Family Kit for families to use at home.



Family Classes Kit

Family and Parenting Classes Kits to teach families and parents how to use the Family Kit at home.



Community Kit to engage the community members and various community groups.



Tools



Secondary Drug Supplement Kit

Drug Education Supplement Kits (Elementary and Secondary) to supplement the regular curriculum or stand alone.



Bullying Prevention Supplement Kit to supplement the regular curriculum or stand alone.



Conflict Resolution Supplement Kit to supplement the regular curriculum or stand alone.



Family Classes Refresher Kit

Refresher Kits to replace consumables for all Positive Action tools.

All tools are complete, engaging and easy-to-use and based on the same foundational content. They establish a common vocabulary and shared vision for the entire system.

Spanish language kits are available for K, Grades 1–4, Grades 7–8, Drug Prevention, Conflict Resolution and Family Kit. Subscription Plans are available for K–8 in 3-, 5- and 7-year terms. A subscription plan features a Refresher Kit without a set of the student activity sheets. It includes the right to reproduce the student activity sheets for one classroom for the term of the subscription.

**The curriculum is aligned to Common Core and state standards and works for all tiers: Multi-Tiered System of Supports (MTSS), Response to Intervention (RTI), Positive Behavior Intervention Support (PBIS) and other versions of tiered learning.*

Standing True

Purpose: To introduce the positive action of telling ourselves the truth by standing up for ourselves and resisting peer pressure, so we feel good about ourselves.

Materials Needed None

Materials Provided None

Procedure

Say Imagine you were given a special space tool that can move you around. The thing about the space tool is you can't control it except by what you do in response to it. It's like being in a high wind: If you don't decide where and how it's going to move you, it will move you wherever it wants. The results of this space tool can be good or bad. It can slam you into a brick wall or it can move you forward toward your dearest dreams. What determines the outcome is what you choose to do in response to it.

This imaginary space tool is like the subject of today's lesson: peer pressure. What is peer pressure? (*Wait for responses: Your peers are your classmates and friends; pressure is a pushing.*) Peer pressure is when you feel pushed to do the things your classmates and friends want you to do. Sometimes this is positive and good for you; sometimes it can create problems—as Libby, the girl in our story, will find out.

Teacher Read the story, then elicit discussion using the questions that follow.

LIBBY'S PURPLE CURLS

"Hey! Look at this, you guys!"

Ronda and Libby looked up from their magazines.

"No! I mean it—look!" Marty sat crosswise in the big stuffed chair, pointing excitedly at a page. Both girls, lying down on the floor, crawled over to look.

"Isn't that the craziest hair color you've ever seen?"

Marty giggled. In the picture was a teenage girl with curly purple hair sprouting everywhere.

Ronda and Libby stared. "Yeah. It sure is crazy," Ronda said.

Libby agreed. "That is crazy. I sure wouldn't do that to my hair!" She tossed her long brown hair, and shuddered. "Would you?"

Ronda felt her black shiny hair and said, "No way!"

Marty stared at the picture while the other two went back to their magazines. Suddenly, she got a sparkle in her eye.

"I've got an idea. Why don't we all do it? I mean, we can go to the store and get that dye that lasts like six weeks, and we can all go to school just like this. Can't you just see the look on Mrs. McCloud's face?"

Ronda and Libby looked up. They both giggled.

"She'd probably faint," Libby said.

"She would! She would!" Marty agreed. "Let's do it!"

"Huh?" Both girls chorused.

"No kidding," Marty insisted. "We'll all three get permanents and we'll go to school and everyone will faint. Come on, you guys. Let's do it!"

Marty was clearly the leader. The other two hesitated.

Then Ronda said, "Do you think we should? What happens if we don't like it?"

"Well, it isn't forever—and we'll start something new. The other kids will want to dye their hair purple, too. Can't you just see Mrs. McCloud's face?"

Marty rolled off the chair in a spasm of giggles.

Ronda started to laugh, too. "Can't you just see her old eyebrows go straight up? And her face get all red?" She held her stomach, she was laughing so hard.

"And then she'll clear her throat about twenty times, and...and..." Libby had caught the giggles, too.

Marty sat back up in the chair. "I'm serious. Let's do it. We'll all get the hair dye tonight and tomorrow Taft Elementary will be on the map. We'll have reporters out there taking pics of the purple-curl girls."

Libby was still gasping. "Sure, I'll do it," she said. "I'm not a chicken. Are you guys?"

"It's a deal, then?" That was Marty. "Let's shake."

That night, Libby's older sister said, "Are you sure you want to dye your hair? What will dad say? Well...okay...but what if you don't like it? Okay. It's your hair."

She opened the bottle. Libby screwed up her nose. "Ugh! That stuff stinks," she said.

Two hours later, after the stinky solutions and water ran down her forehead and back, after her hair was painted and wrapped and heated and washed and painted some more, then pulled, twisted, rolled, and dried, Libby's sister said, "Okay, now go look at your crazy hair!"

Libby was shocked! "Oh...it's awful!" she cried.

"It looks just like the picture," her sister said smugly.

"The hair looks like the picture, but I don't!" Libby wailed.

The next morning she had to meet Marty and Ronda. It was good she had two friends in this thing, too. She grabbed an old cap and stuffed her purple curls under it until she got to school. She didn't want anyone laughing at her.

Her heart sank when she saw Marty and Ronda under the big elm tree. Marty's long blonde hair was pulled back and fell down her back like gold glass. Ronda's hair was like always—dark, sleek waves.

"Hi, Lib!" she called as she bounced over to the car. "What's with the cap?" With tears running down her cheeks, Libby pulled off the cap, and the purple hair flew every where.

"Oh, no! Marty! Look! She did it!"

Marty ran over. "Libby why did you do that?" she cried. "We didn't mean it! We were just being silly."

Just then the bell rang. "Let's go!" Marty shouted, and Ronda said, "Yes! I can't wait to see Mrs. McCloud's face! Come on, Lib!" and they ran off without waiting.

In the car, Libby sat like a lump with tears running down her face. "I didn't want to," she sobbed. "I just did it because I thought they'd say I was chicken if I didn't."

Libby's sister sighed and rumbled her purple hair.

"Lib," she said, "You'll find many times your friends will ask you to do some thing you don't want to do. I can tell it doesn't feel very good right now."

Libby sniffled. "It feels terrible. Next time I'm going to do what I want to, even if I never have any friends!"

"You'll always have friends, Lib, no matter what they say, as long as you do what is good for you."

She looked at her younger sister huddled against the car door. "You know what?" she said with a warm smile. "Your purple curls aren't too bad. And no one else has purple hair. I guess people will notice that you're special, because you did what you agreed to do—even though it was uncomfortable. But you'll still be special when all the purple is gone."

Libby looked up and ran her fingers through the strange-feeling hair. "I guess it does," she whispered.

"Well?" her sister asked.

"Well,...I guess I'll go be the purplest girl in school," Libby answered. "Thanks. You're a great sister for understanding."

They squeezed hands, as Libby shook her curls before running to beat the tardy bell.

DISCUSSION QUESTIONS

- How did Libby allow her friends to influence her actions? (*Wait for responses: She let them talk her into doing something she didn't want to do.*)
- What did Libby learn about the importance of self-honesty? (*Wait for responses: She learned to value her own judgment.*)

Say Think of a time when you felt peer pressure. If you didn't give in to the peer pressure, trace your Positive Thought-Action-Feeling Circle. First you thought you would do what was best for yourself, even if it made your friends unhappy. Then you did that positive action. Finally, you had that great feeling you get when you are honest with yourself and you act accordingly. Or perhaps you gave in to the peer pressure. If so, think of another way you could have handled it. What positive thought could you have had? Now imagine yourself doing the positive action suggested by that positive thought. Maybe it was to just walk away. Or maybe it was saying, "No, thanks." Now allow yourself to have that good feeling you get about yourself when you complete a Positive Thought-Action-Feeling Circle. The more you practice this, the better you will get at flipping negative circles to positive circles. Then you'll trust yourself, and you'll gain confidence that you'll keep your integrity even in difficult social situations.

Note: Lesson 108 examines the influence of media on behavior. Remind students to bring an example of media or advertising pressure they feel is designed to influence the behavior of others.

Lesson 134

Purpose: To review the concept of three basic human needs (physical, intellectual, and social and emotional) and how the use of positive actions in each area results in an improved self-concept.

Materials Needed Pencils; crayons

Materials Provided Activity Sheet 134-7-2; Positive Action Envelopes

Procedure

Say Does everyone remember what we learned in Unit 2? It was all about the things we do for our bodies and mind: physical and intellectual positive actions. Then we learned about social and emotional positive actions in the units after that.

Teacher Through brief discussion, review these concepts with students:

- Need is a word we use for something that everyone has and must satisfy or take care of.
- There are three basic human needs:
 - **Physical Needs:** Things your body must have.
 - **Intellectual (Mental) Needs:** Things your mind requires.
 - **Social/Emotional Needs:** Things you must have to feel good about yourself and others.
- When you use positive actions to meet the needs of your body, mind, and feelings, you have improved how you think and feel about yourself.

Distribute Activity Sheet 134-7-2. Review instructions, and then allow students to work independently. Review answers with students, and allow them to color the pictures.



When they are finished, have the students keep the activity sheets in their Positive Action Envelopes. Activity Sheet 134-7-2 will be the second page in their "A Second Time Around with Positive Actions" Review Booklets.

Activity Sheet 134-7-2 Answer Key

Circle: Eat healthy foods.
Exercise every day.
Get enough sleep.

Underline: Be persistent!
Keep trying!
Manage you time wisely and share your time with others.
Work hard to learn new things.
Read.

Box: Be cheerful.
Try to think how others feel.



Comprehensive Needs Assessment Summary Report Overview

Introduction and Purpose

Under Every Student Succeeds Act (ESSA), the district or charter is responsible for leading and supporting a comprehensive needs assessment (CNA) process for schools identified for comprehensive or targeted support and improvement (CSI or TSI). The CNA Summary Report provides a template to capture all of the minimum requirements related to CNAs under ESSA.

A CNA is required for *each school* identified for support and improvement.

- **Schools identified for *Comprehensive Support and Improvement* are required to submit a CNA Summary Report to the Minnesota Department of Education (MDE)** (submit PDF to schoolsupport@state.mn.us) **no later than March 1, 2019**. Your Regional Center of Excellence team member should be copied on this submission. Prior to submission, CNA Summary Reports must have been reviewed and approved by the district or charter. Note: if the district or charter has a CNA template they would prefer to use, they may do so provided the local template meets all of the state plan requirements as determined by a Regional Center Director or the Director of School Support at MDE.
- **Schools identified for *Targeted Support and Improvement* are *not* required to submit a CNA Summary Report to MDE.** The district or charter has the sole oversight role for school improvement activities under Minnesota's ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the CNA process. Use of this CNA Summary Report is encouraged but not required.

Districts, charters and schools are encouraged to engage in a robust comprehensive needs assessment as a critical first step in supporting school improvement. By reviewing and analyzing multiple evidence and data sets in relation to each other (demographic, perception, student learning, school process, and fidelity), a school system can better understand what is working and what is not working, including what factors or root-causes are at play that lead to those results. Schools must disaggregate the data by ethnicity and special student populations and examine for

gaps and inequities in student achievement/outcomes. When done well, a CNA allows for the evaluation of past and prediction of new or modified strategies, processes, and programs that best meet the learning needs of all students.

Outcomes

Following the CNA process with fidelity will help a school system to evaluate past strategies, practices, and programs, and predict what new strategies, practices, and programs will best meet the learning needs of all students.

The ultimate outcome is the school and district/charter teams use data-based decision making, research, and multiple stakeholder voices to identify the right focus (also known as an evidence-based practice, program or strategy) for their school improvement plan.

Preparation and Materials

In advance, a full review of the process, protocols, and supporting documents is important. This includes:

- “Five Categories of Evidence/Data” presentation resource
- “Data Source Inventory” document resource
- “Planning Your Needs Assessment” document resource
- “Designing Your Needs Assessment” document resource
- Data analysis protocols, such as:
 - ORID (Objective, Reflective, Interpretive, Decisional)
 - DIE Method (Describe, Interpret, Evaluate)
 - Independent Review to Large Group Consensus
- “An Introduction to Root Cause Analysis” document resource
- Root-Cause Protocols
 - Hypothesis Setting
 - Five Whys
 - Fishbone

These materials are shared at the Regional Center of Excellence Continuous Improvement workshops and can be accessed through your Regional Center Advocate or schoolsupport@state.mn.us.

In preparation for CNA meetings, at least one team member must be able to access and prepare data (e.g., spreadsheets, visualizations) so the team can spend their time in data analysis as opposed to data preparation.

Who Should Be Involved

A school level continuous improvement team should be established that includes voices of educators, staff and community. District or charter staff should be represented on this team or have clear communication links established between the school and its district or charter. The continuous improvement team is accountable for making the school improvement work happen, including engaging in the comprehensive needs assessment process.

Specifically, school administration, district and/or school assessment coordinator, data coaches, and members of the school leadership team(s) charged with the school improvement work should be involved in the CNA process.

- At least one person on the team needs to have full access to all secure reports.
- At least one team member should have the ability to work with spreadsheets to visualize and manipulate data sets.

Time

To do this process with fidelity, there are several phases to the work.

- Preparing: 2-4 hours
- Planning: Recommended to allow four hours for an initial planning meeting, and up to a week to gather and prepare available data.
- Initial Analysis: 2-4 hours is recommended for initial analysis depending on the protocol and number of staff involved.
- Digging Deeper/Root-Cause: Once additional data has been gathered as identified during the initial analysis, 2-4 hours is recommended to complete a root-cause process.

It is important to note that there may be time needed (possibly multiple days) between steps to allow for any work or research needed to inform the next step.

Directions Overview

The following is an overview of a CNA process. Note that more detailed descriptions are provided with each step in the tool itself, and that training provided by Regional Center staff also provides greater detail for each step of the CNA process.

- Preparing - Review all documents associated with evidence, data, and the CNA process.
- Planning - The leadership team completes the planning and design for the CNA process using the planning and design resources to determine:

- who is involved
- how it will be completed
- what will be needed
- when it will be done

Additionally, an individual(s) must ensure that all available data is gathered, visualizations are built, and copies (physical or digital) are ready for each step.

- Initial Analysis - Identify successes and prioritize concerns
 - It is recommended that the leadership team does an initial analysis prior to engaging all staff. This allows leadership to see if their initial analysis aligns with that of the overall staff. Initial analysis may also be completed jointly with the leadership team and staff.
 - When completed, teams will be able to evaluate previous school strategies, practice, and programs to find successes and opportunities to modify, adjust, and/or improve.
- Digging Deeper/Root-Cause - Using the Prioritized success and concerns, dig deeper into linked data using the “Five Why’s” or “Fishbone” process to confirm successes, and to find possible causes for concerns. This step often needs additional data identified during initial analysis.

Leading the Conversation

Facilitating the initial analysis and root-cause process can be done in many ways. It is recommended that the facilitator use a discussion protocol for these meetings so that team members have a way of engaging in a structured conversation that produces potential next steps. Below are three example protocols to lead the work with staff.

Initial Analysis Process Examples	Root-Cause Process Examples
ORID	Hypothesis Setting
DIE Method	Five Whys***
Independent Review to Large Group Consensus	Fishbone

Using the CNA Summary Report as a guide, leadership will ensure that all parts are completed, including all items in the data review and data summary sections.

Modifications or Variations

There are several potential modifications or variations of the comprehensive needs assessment process. The following is a non-exhaustive list of changes.

- All settings are encouraged to include additional sources of educational data as a part of their comprehensive needs assessment.
- Sometimes as a result of a CNA and root cause analysis, the school leadership team may desire additional data to review in order to check their root-cause assumptions. For example: a team may hypothesize that school climate is the root cause of low graduation and attendance rates as well as high behavior incidents. However, the team does not have the data it might need to dig deeper into school climate work, such as the results of a student or family perception survey.
- Some school settings will not have Minnesota Comprehensive Assessment (MCA) or other standardized assessments results, in which case their academic measures must be used. Therefore, the sections on the CNA Summary Report that refer to MCA data will need to be ignored and/or substituted with local evidence/data.
- Engagement of all members within a system is best done by first following the data source inventory processes at all levels (district leadership, school leadership, staff). After that, engagement of all members in the data analysis process is critical.
 - This can be done at multiple levels during the spring, summer, and fall as members are available, and timing best works within the system. The important factor is to engage as many members as possible as early as possible.

Schools/districts can adapt the process based on the best data that is available at the time, provided they meet minimum requirements for data points to review. It is important to note what additional data will help over the next year, and take steps to build those data sets for the next CNA process.

Citations

- The process has been modified from the “Needs Assessment Continuum,” “Continuous Improvement Process,” and “Root-Cause Continuum” from the Minnesota Department of Education.
- Other supporting materials have been modified from:
 - Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.
 - Brook, P. (1997). Planning and conducting needs assessments: A practical guide. *Evaluation Practice*, 18(2), 179-180. doi:10.1016/s0886-1633(97)90022-2
 - “School Improvement Planning Basics: Root Cause Analysis” (2012), Clark County Schools.

Comprehensive Needs Assessment Summary Report

Reviewing and analyzing multiple evidence and data sets in relation to each other (Demographic, Perception, Student Learning, School Process, and Fidelity) allows a school system to understand how they are getting their results (what is working and what is not working), including what factors or root-causes are at play that lead to those results. When done well, a needs assessment allows for the prediction of new or modified adult strategies, processes, and programs that best meet the learning needs of all students. The CNA is done as part of the [EXPLORATION](#) stage in [Active Implementation](#).

In districts, with a designated Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) school, in partnership with stakeholders, complete needs assessments for schools that examine:

- Academic achievement information from math and reading MCAs for all students and for student groups,
- Performance on all indicators of the state accountability system for all students and for student groups,
- The reason(s) schools were identified for comprehensive support and improvement,
- At the districts' discretion, performance on locally selected indicators that affect student outcomes.

55

District or Charter Information	District Phone, Fax, Email
District/Charter Name and Number ISD#162	Supt/Director Phone: -694-6184
Superintendent/Director Steven Cairns	Supt/Director Email: scairns@bagley.k12.mn.us
District Address: 202 Bagley Ave. NW Bagley MN. 56621	District/Charter Fax 218-694-3225

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Bagley High School, 472, 7-12	Phone: 218-694-3120

School Address: 1130 Ave. N Bagley MN 56621	Fax: 218-694-3225
Principal: Tony Kerr	Email: tkerr@bagley.k12.mn.us

The above school is identified as a **Choose an item** school.

Select the reason(s) for identification by clicking on the selection boxes below.

Student Group	4 Year Graduation Rate	Math Academic Achievement	Reading Academic Achievement	English Learner Progress Toward English Proficiency	Math Academic Progress	Reading Academic Progress	Graduation Rate (4 and 7 year rate)	Attendance
All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic/Latino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian/Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Hawaiian/Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black/African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two or more races	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRP (Free/Reduced-Priced meal eligible)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SpEd (Special Education)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELL (English language Learner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continuous Improvement Leadership Team

Enter the name and position information for each member of your continuous improvement leadership team. To add additional rows, put the cursor in the last box and click the **Tab** key.

Name	Position (e.g., principal, lead teacher, community member)
Jenny Fraley	School Councilor
Maranda Pula	Math Teacher
Perry Nelson	English Teacher
Mike Malterud	Tech Ed.
Tony Kerr	Principal
Kara Wass	Special Education Department Chair

Demographic Information

Use the [Minnesota Report Card](#) or [Secure Reports](#) to complete the following information using the demographic data from the current year (most recent testing year).

Student Group	Percent of Total Enrollment	Enrollment Count
American Indian/Alaskan Native	22.7%	101
Asian	0.5%	2
Hawaiian/Pacific Islander	0.0%	0
Hispanic	0.9%	4
Black, not of Hispanic Origin	1.4%	6
White, not of Hispanic Origin	70.0%	311
Two or More Races	4.5%	20
English Learner	0.0%	0
Special Education	19.4%	86
Free/Reduced-Price Lunch	41.9%	186
Homeless	Enter enrollment percent here	Enter enrollment count here
Neglected	Enter enrollment percent here	Enter enrollment count here

Delinquent	Enter enrollment percent here	Enter enrollment count here
Foster Care	Enter enrollment percent here	Enter enrollment count here
Military	Enter enrollment percent here	Enter enrollment count here
High Mobility	Enter enrollment percent here	Enter enrollment count here

Data Review

At minimum, the data points identified in the left column in the table below need to be analyzed as part of the initial analysis. What is learned from each data point is entered into the middle column. If there is a need to dig deeper into the data or if questions about how it may be linked to other data, or any other next steps, that information is entered into the right column. A school may have additional data points that are reviewed, and those can be added to the summary report. As teams complete the following table, keep in mind that:

- Data review should include data from multiple sources: academic, non-academic, program, perception, and fidelity data.
- Information below represents possible data sources to be used at minimum.
- Rows can be added or deleted as needed.
- Some schools will not have MCA, or other standardized assessments, and should use their local student academic and achievement evidence/data. Therefore, the sections on the CNA Summary Report that refer to MCA data can be disregarded and/or substituted with local evidence/data.

Supporting data documentation for all data sources identified below must be maintained at the school/district.

61

Data	Reflection	Next Steps
What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	What did you learn from the data you reviewed?	If needed, what will you do next to advance the data review process?
Review Enrollment Data	474	Identify Next Data Source or Next Steps
Academic Achievement (grades 3-8, 10, 11): Review MCA/Minnesota Test of Academic Skills (MTAS) Proficiency and Achievement Level Data at a School Level <u>MCA/MTAS Reading:</u> The Bagley High School MCA Reading proficiency for ALL students increased by 28% from 42.6% in 2017 to 54.8% in	Made gains with meets and exceeds for free and reduces Relationship between Attendance and credit recovery	Identify Next Data Source or Next Steps Get NWEA Pre- ACT Course Completion

<p>2018. The District did accomplish its Reading goal. The District performed below the State average of 61.1% in 2018.</p> <p><u>MCA/MTAS Math:</u> The Bagley High School MCA Math proficiency for ALL students decreased 7% from 41.2% in 2017 to 38.4% in 2018. The District did not accomplish its Math goal. The Bagley School District performed below the State average of 58.7% in 2018.</p>		
<p>Academic Achievement (grades 3-8, 10, 11):</p> <p>Review MCA/MTAS Proficiency and Achievement Level Data by Student Group</p> <p><u>2018 MCA/MTAS Reading Results by Subgroups:</u></p> <ul style="list-style-type: none"> a. AMI students MCA Reading proficiency increased from 20.6% in 2017 to 29.3% in 2018. b. Free Lunch students MCA Reading proficiency increased from 31% in 2017 to 44.3% in 2018. c. Sp Ed Students MCA Reading proficiency increased from 17.5% in 2017 to 36.4% in 2018. <p><u>2018 MCA/MTAS Math Results by Subgroups:</u></p> <ul style="list-style-type: none"> a. AMI student MCA Math proficiency increased from 17.1% in 2017 to 26.8% in 2018. 	<p>Enter Reflection Here</p> <p>*because it is so close, it is hard to spot anomalies</p> <p>Students not attaining necessary skills to pass to the next level of rigor---is this a systemic issue?</p> <p>Curriculum alignments-we are aligned 7-12 are we bridging the gap between elementary and 7th grade--</p>	

<p>b. Free Lunch student MCA Math Proficiency decreased from 36.5% in 2017 to 31.6% in 2018.</p> <p>c. Sp Ed student MCA Math proficiency increased from 21.4% in 2017 to 25% in 2018.</p>		
<p>Academic Achievement (grades 3-8, 10, 11):</p> <p>Review MCA/MTAS Proficiency and Achievement Level Data by Grade*</p> <p><u>MCA/MTAS Reading 7th Grade:</u> The Bagley High School MCA/MTAS Reading proficiency for 7th Grade students increased by 19.3% from 38.4% in 2017 to 57.7% in 2018. The 7th grade did perform just below the State 7th grade average of 59.5% in 2018.</p> <p><u>MCA/MTAS Reading 8th Grade:</u> The Bagley High School MCA/MTAS Reading proficiency for 8th Grade students increased by 2.1% from 38.5% in 2017 to 40.6% in 2018. The 8th grade did perform below the State 8th grade average of 60.0% in 2018.</p> <p><u>MCA/MTAS Reading 10th Grade:</u> The Bagley High School MCA/MTAS Reading proficiency for 10th Grade students increased by 18.5% from 51.5% in 2017 to 70.0% in 2018. The 10th</p>	<p>Enter Reflection Here</p> <p>8th grade will be the first grade level to graduate with the new math curriculum</p>	<p>Identify Next Data Source or Next Steps</p> <p>Start looking at MCA scores with the 8th grade math and see if there is a correlation between previous years who did not have the new curriculum</p>

<p>grade did perform above the State 10th grade average of 60.9% in 2018.</p> <p><u>MCA/MTAS Math 7th Grade:</u> The Bagley High School MCA/MTAS Math proficiency for 7th grade students increased by 9.8% from 28.2% in 2017 to 38.0% in 2018. The 7th grade performed below the State 7th grade average of 55.9% in 2018.</p> <p><u>MCA/MTAS Math 8th Grade:</u> The Bagley High School MCA/MTAS Math proficiency for 8th grade students decreased by 5.1% from 51.5% in 2017 to 46.4% in 2018. The 8th grade performed below the State 8th grade average of 58.9% in 2018.</p> <p><u>MCA/MTAS Math 11th Grade:</u> The Bagley High School MCA/MTAS Math proficiency for 11th grade students decreased by 14.4% from 44.6% in 2017 to 30.2% in 2018. The 11th grade performed below the State 11th grade average of 49.4% in 2018.</p>		
<p>Academic Progress (grades 4-8):</p> <p>Review MCA/MTAS Maintenance of Achievement Level Data at a School Level</p> <p><u>MCA/MTAS Maintenance of Achievement for Reading:</u> For the Bagley High School, of the 15 students that Exceeded in 2017,</p>	<p>Enter Reflection Here</p>	<p>Identify Next Data Source or Next Steps</p>

<p>6 dropped to Meets. Of the 52 students that Met in 2017, 11 dropped to Partially Meets and 6 moved up to Exceeds. Of the 32 students that Partially Met in 2017, 6 dropped to Does Not Meet, 12 moved up to Meets and 1 moved up to Exceeds. Of the 46 students that Did Not Meet in 2017, 5 moved up to Partially Meets and 2 moved up to Meets. Therefore, BHS gained 4 students as far as being proficient (Meets or Exceeds) from previous year (2017).</p> <p><u>MCA/MTAS Maintenance of Achievement for Math:</u> For the Bagley High School, of the 9 students that Exceeded in 2017, 3 dropped to Meets. Of the 35 students that Met in 2017, 3 dropped to Partially Meets and 8 moved up to Exceeds. Of the 49 students that Partially Met in 2017, 7 dropped to Does Not Meet, 17 moved up to Meets and 1 moved up to Exceeds. Of the 53 students that Did Not Meet in 2017, 16 moved up to Partially Meets and 2 moved up to Meets. Therefore, BHS gained 17 students as far as being proficient (Meets or Exceeds) from previous year (2017).</p>		
<p>Academic Progress (grades 4-8):</p> <p>Review MCA/MTAS Maintenance of Achievement Level Data by Student Group</p>	<p>Enter Reflection Here</p>	<p>Identify Next Data Source or Next Steps</p>

Reading MCA/MTAS Maintenance of Achievement by Subgroups:

- a. AMI students, of the 2 students that Exceeded in 2017, both dropped to Meets. Of the 6 students that Met in 2017, 3 dropped to Partially Meets and 1 moved up to Exceeds. Of the 8 students that Partially Met in 2017, 2 dropped to Does Not Meet, 1 moved up to Meets and 1 moved up to Exceeds. Of the 14 students that Did Not Meet in 2017, 2 moved up to Partially Meets. Therefore, AMI lost 1 student as far as being proficient (Meets or Exceeds) from 2017.
- b. Free Lunch students, of the 3 students that Exceeded in 2017, 1 dropped to Meets. Of the 21 students that Met in 2017, 4 dropped to Partially Meets and 2 moved up to Exceeds. Of the 17 students that Partially Met in 2017, 2 dropped to Does Not Meet, 6 moved up to Meets and 1 moved up to Exceeds. Of the 26 students that Did Not Meet in 2017, 3 moved up to Partially Meets and 1 moved up to Meets. Therefore, Free Lunch Students gained 4 student as far as being proficient (Meets or Exceeds) from 2017.
- c. Sp Ed Students, of the 2 students that Exceeded in 2017, both remained Exceeds. Of the 6 students that Met in 2017, 1 dropped to Partially Meets and 1 moved up to Exceeds. Of the 4 students that Partially Met in 2017, 1 dropped to Does Not Meet, 1 moved up to Meets. Of

the 14 students that Did Not Meet in 2017, 1 moved up to Partially Meets. Therefore, Free Lunch Students didn't gain nor loss as far as being proficient (Meets or Exceeds) from 2017.

Math MCA/MTAS Maintenance of Achievement by Subgroups:

- a. AMI students, of the 1 student that Exceeded in 2017, that one student dropped to Meets. Of the 3 students that Met in 2017, 1 moved up to Exceeds. Of the 5 students that Partially Met in 2017, 1 dropped to Does Not Meet, 3 moved up to Meets and 1 moved up to Exceeds. Of the 21 students that Did Not Meet in 2017, 9 moved up to Partially Meets. Therefore, AMI gained 4 student as far as being proficient (Meets or Exceeds) from 2017.
- b. Free Lunch students, of the 3 students that Exceeded in 2017, 2 dropped to Meets. Of the 11 students that Met in 2017, 1 dropped to Partially Meets and 2 moved up to Exceeds. Of the 22 students that Partially Met in 2017, 2 dropped to Does Not Meet, 7 moved up to Meets. Of the 32 students that Did Not Meet in 2017, 9 moved up to Partially Meets and 1 moved up to Meets. Therefore, Free Lunch Students gained 6 students as far as being proficient (Meets or Exceeds) from 2017.
- c. Sp Ed Students, of the 5 students that Met in 2017, they all remained at Meets

<p>for 2018. Of the 4 students that Partially Met in 2017, 3 moved up to Meets. Of the 18 students that Did Not Meet in 2017, 3 moved up to Partially Meets. Therefore, Free Lunch Students gained 3 students as far as being proficient (Meets or Exceeds) from 2017.</p>		
<p>Academic Progress (grades 4-8):</p> <p>Review MCA/MTAS Maintenance of Achievement Level Data by Grade*</p> <p><u>MCA/MTAS Reading 7th Grade:</u> of the 10 student that Exceeded in 2017, 5 dropped to Meets. Of the 30 students that Met in 2017, 6 dropped to Partially Meets and 4 moved up to Exceeds. Of the 16 students that Partially Met in 2017, 1 dropped to Does Not Meet, 9 moved up to Meets and 1 moved up to Exceeds. Of the 17 students that Did Not Meet in 2017, 3 moved up to Partially Meets and 1 moved up to Meets. Therefore, 7th grade gained 5 students as far as being proficient (Meets or Exceeds) from 2017.</p> <p><u>MCA/MTAS Reading 8th Grade:</u> of the 5 student that Exceeded in 2017, 1 dropped to Meets. Of the 22 students that Met in 2017, 5 dropped to Partially Meets and 2 moved up to Exceeds. Of the 16 students that Partially Met in 2017, 5 dropped to Does Not Meet and 3 moved up to Meets. Of the 25 students that Did Not</p>	<p>Enter Reflection Here</p>	<p>Identify Next Data Source or Next Steps</p>

Meet in 2017, 2 moved up to Partially Meets and 1 moved up to Meets. Therefore, 8th grade losted 1 student as far as being proficient (Meets or Exceeds) from 2017.

MCA/MTAS Math 7th Grade: of the 6 student that Exceeded in 2017, 3 dropped to Meets. Of the 19 students that Met in 2017, 1 dropped to Partially Meets and 2 moved up to Exceeds. Of the 26 students that Partially Met in 2017, 3 dropped to Does Not Meet and 6 moved up to Meets. Of the 27 students that Did Not Meet in 2017, 9 moved up to Partially Meets. Therefore, 7th grade gained 5 students as far as being proficient (Meets or Exceeds) from 2017.

MCA/MTAS Math 8th Grade: of the 3 student that Exceeded in 2017, all remained at Exceeds for 2018. Of the 16 students that Met in 2017, 2 dropped to Partially Meets and 6 moved up to Exceeds. Of the 23 students that Partially Met in 2017, 4 dropped to Does Not Meet, 11 moved up to Meets and 1 moved up to Exceeds. Of the 26 students that Did Not Meet in 2017, 7 moved up to Partially Meets and 2 moved up to Meets. Therefore, 8th grade gained 12 student as far as being proficient (Meets or Exceeds) from 2017.

Progress Toward English Language Proficiency (grades 1-12):

Enter Reflection Here

Identify Next Data Source or Next Steps

<p>Review ACCESS for ELL’s Growth and Proficiency Data</p>		
<p>Graduation Rate:</p> <p>Review 4-, 5-, 6-, and 7-year Graduation Rate Data at School Level</p> <p><u>4-year Graduation Rate:</u> 81.7% Graduated, 5.0% Continuing, 10% Dropped Out, and 3.3% Unknown</p> <p><u>5-year Graduation Rate:</u> 76.4% Graduated, 1.8% Continuing, and 21.8% Dropped Out</p> <p><u>6-year Graduation Rate:</u> 86.9% Graduated, 9.8% Dropped Out and 3.3% Unknown</p> <p><u>7-year Graduation Rate:</u> 88.7% Graduated, 7% Dropped Out and 4.2% Unknown</p>	<p>Enter Reflection Here</p> <p>Do kids who transfer count for us? Yes and no.</p> <p>Amazing how the grad rate increases with time--- why does this not count?</p>	<p>Identify Next Data Source or Next Steps</p>
<p>Graduation Rate:</p> <p>Review 4-, 5-, 6-, and 7-year Graduation Rate Data by Student Group</p> <p><u>4-year Graduation Rate:</u></p> <ul style="list-style-type: none"> a. AMI students: 64.7% Graduated, 17.6% Continuing, 11.8% Dropped Out, and 5.9% Unknown b. Free/Reduced Lunch Meal students: 69.7% Graduated, 6.1% Continuing, 18.2% Dropped Out, and 6.1% Unknown c. Special Ed students: 80% Graduated, 10% Continuing, and 10% Dropped Out <p><u>5-year Graduation Rate:</u></p>	<p>Enter Reflection Here</p> <p>2017 rates</p> <p>Much larger dropout rate with free and reduced than the school as a whole</p> <p>The trend is continuing</p> <p>(Root Cause)</p>	<p>Identify Next Data Source or Next Steps</p> <p>Look at credit recovery</p> <p>How will it work</p> <p>This is an identified focus</p>

71

<p>a. AMI students: 66.7% Graduated, and 33.3% Dropped Out</p> <p>b. Free/Reduced Lunch Meal students: 59.4% Graduated, 3.1% Continuing, and 37.5% Dropped Out</p> <p>c. Special Ed students: Criteria was too small to report</p> <p><u>6-year Graduation Rate:</u></p> <p>a. AMI students: 54.5% Graduated, and 45.5% Dropped Out</p> <p>b. Free/Reduced Lunch Meal students: 80% Graduated, 14.3% Dropped Out, and 5.7% Unknown</p> <p>c. Special Ed students: 76.9% Graduated and 23.1% Dropped Out</p> <p><u>7-year Graduation Rate:</u></p> <p>a. AMI students: 88.2% Graduated and 11.8% Dropped Out</p> <p>b. Free/Reduced Lunch Meal students: 87% Graduated, 8.7% Dropped Out, and 4.3% Unknown</p> <p>c. Special Ed students: criteria too small to report</p>	<p>Senior attendance rates fall- why? Is it a generation of students, engagement, complacency---historically is this the case with seniors at BHS?</p> <p>What is working here? Why?</p>	<p>Look at grade level</p> <p>Attendance</p> <p>Talk to kids who fit in this category.</p> <p>Correlation between attendance and grad rate</p>
<p>Consistent Attendance (percent of students <i>not</i> chronically absent for school year; grades 1-12):</p> <p>Review Attendance Data at School Level</p> <p>67.68% - of students in the Bagley Secondary School were not chronically absent in 2018.</p>	<p>Enter Reflection Here</p> <p>Chronically absent is less than 90%</p>	<p>Identify Next Data</p> <p>Source or Next Steps</p> <p>What do we do to target attendance issues?</p>

<p>Consistent Attendance (percent of students <i>not</i> chronically absent for school year; grades 1-12):</p> <p>Review Attendance Data by Student Group</p> <p>d. AMI students – 46.80% of students were not chronically absent in 2018</p> <p>e. Free Lunch students – 60.11% of students were not chronically absent in 2018</p> <p>f. Sp Ed Students – 59.09% of students were not chronically absent in 2018</p>	<p>Enter Reflection Here</p> <p>More free and reduced have attendance issues 40% of the F/R are chronically absent.</p> <p>Root Cause</p>	<p>Identify Next Data</p> <p>Source or Next Steps</p> <p>Does this affect the spot we are in, How?Why?</p>
<p>Consistent Attendance (percent of students <i>not</i> chronically absent for school year; grades 1-12):</p> <p>Review Attendance Data by Grade</p>	<p>59 students missing 7 class periods or more</p> <p>49 are free and reduces= 83%</p> <p>Bagley secondary= regular attendance according to MDE report card 67.7%</p>	<p>Correlation between Spec Ed. Free and reduced attendance data.</p> <p>Possible demographics trends</p>
<p>Review perception data collected from staff, students, families, or other stakeholders.</p>		<p>Identify Next Data Source or Next Steps</p>
<p>Review additional data sources (e.g. implementation data, behavior data</p>		<p>Identify Next Data Source or Next Steps</p>

*Indicates the data set is not required by ESSA, but may be important for your needs assessment.

Equitable Resource Distribution

Review the district and school level resources among and within schools with respect to each of the following areas:

Areas to Consider	Reflection What did you learn from the data you reviewed?	Next Steps What will you do next to advance the data review process?
1. Disproportionate rates of inexperienced, out-of-field, or ineffective teachers	Enter Reflection Here 8 teachers are probationary 2 of the 8 are out of field	Look at student schedules to insure we are not scheduling students with inexperienced teachers from year to year
1. Per-pupil expenditures (across schools and student groups)	Enter Reflection Here \$10,000	
2. At the districts' discretion, district- and school-level budgeting and resource allocation, including access and availability of advanced coursework, preschool programs, and instructional materials and technology.		

2. Comprehensive Needs Assessment Summary

The Comprehensive Needs Assessment (CNA) results are used to determine the following:

- Subjects and skills for which teaching and learning need to be improved.
- Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.
- Needs of the school relative to each of the components required in a School wide Program.

Use the section below to list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns

Successes

After reviewing the data in step 1, what successes have been identified by the team?

Reading: MCA reading scores increased for all students. Free and reduced increased from 44.3 to 48.7

Mathematics: MCA math scored increased for all students. Free and reduced increased from 31.6 to 34.8.

Graduation (if required): Graduation rated increased for all students. Free and reduced 4-year graduation rated increased from 69.7 to 76.7.

Other: 67.7 % of all students attend school regularly.

Prioritized Concerns:

After reviewing the data in step 1, what concerns were noted?

Graduation (if required): We are below average for free and reduced students graduating in 4 years. Students are experiencing credit deficiencies

Attendance: 60.11% of free and reduced students are chronically absent

Hypothesized Root Causes:

A Root Cause is an early controllable factor in a chain of factors which impacts student learning. Use the action plan to implement a strategy to address hypothesized root cause.

Graduation (if required): “Why are there larger dropout rates with free and reduced students?”

Root: Staff need help in supporting the students. Students are credit deficient and get too far behind.

Strategy: Early identification of credit deficiency. Immediate in house credit recovery.

Attendance: “Why are 60.11 % of free ad reduced students chronically absent?”

Root: There is a lack of connection between family, student, and the benefit of school.

Strategy: To use the frameworks of MIERS to construct a safety net for students who are failing to come to school. We will build a rubric and keep close eye on students who are not earning credits on time, poor attendance, discipline and mental health concerns. Once the students are identified, a fluid team will create an intervention plan specific to the student.

Other:

Note: Comprehensive needs assessment supporting documentation should be maintained at the school and district/charter. Documentation includes leadership team and professional learning team meeting agendas and minutes, summary sheets, etc.



School Improvement Plan Overview

Introduction and Purpose

The School Improvement (SI) Plan answers the question, “How are we going to get to where we want to be?” It is different from typical, annual plans that are written to close a gap or achieve a couple goals. The SI Plan is written to achieve the vision of the school and is about keeping the entire system together and moving forward.

The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as “strategies” in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), the district or charter—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

For schools identified under ESSA, the plan must:

- a) Improve student outcomes.
- b) Be informed by all indicators in the accountability system, including student performance in Minnesota’s long-term goals.
- c) Based on a school level comprehensive needs assessment.
- d) Include at least one strategy or evidence-based intervention that:
 - Is aligned to the accountability indicator(s) for which the school was identified
 - Is supported by the strongest level of evidence available
 - Is appropriate to the needs of the schools in the student populations
 - May be selected from a state provided list

- e) Include strategies to increase access to experienced, qualified and effective teachers for underserved students at the school and classroom levels.
- f) Identifies resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of this plan.
- g) Be resourced appropriately.
- h) Describe how early stakeholder input was solicited and used plan development, and how stakeholders will participate in plan implementation.
- i) Be approved by the school, the district or charter, and the state (comprehensive support and improvement schools only).
- j) Are made publicly available, such as on a school or district website, with required materials under World's Best Workforce.
- k) Upon approval and implementation, is monitored and periodically reviewed by the state.

A school improvement (SI) plan is required for *each school* identified for support and improvement.

- **Schools identified for *Comprehensive Support and Improvement* are required to submit a SI Plan to the Minnesota Department of Education (MDE)** [submit PDF to MDE.schoolsupport@state.mn.us] **no later than March 1, 2019**. Your Regional Center of Excellence team member should be copied on this submission. This plan should already have been reviewed and approved by the district or charter prior to submitting to the state. Note: if the district or charter has a school improvement plan template they would prefer to use, they may do so provided the local template meets all of the state plan requirements as determined by a Regional Center Director or the Director of School Support at MDE.
- **Schools identified for *Targeted Support and Improvement (TSI)* are not required to submit a CNA Summary Report to MDE**. The district or charter has the sole oversight role for school improvement activities under Minnesota's ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the SI Plan. Use of this SI Plan is encouraged but not required.

Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

Preparation and Materials

In advance, a full review of the process, protocols, and supporting documents is important. This includes:

- "School Improvement Plan Template"

- “Hexagon Tool”
- Determining a stakeholder communication/engagement plan

Who Should Be Involved

A school level school improvement team should be established that includes voices of educators, staff and community. District or charter staff should be represented on this team or have clear communication links established between the school and its district or charter. The school improvement team is accountable for making the school improvement work happen, including the development and implementation of the SI plan.

Time

To do this process with fidelity

- Preparing: includes the time to review all documentation, and identification of stakeholders outside of the system to engage in the process. 1-2 hours
- Strategy, practice, program research: includes the time to research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system. Depending on the time of year and availability of leadership/staff, the research should take from one to two weeks.
- Strategy, practice, program selection: Using the hexagon tool, find which option(s) the system is most ready to implement. 2-8 hours.
- Creating the SI Plan: 4-8 hours.
- It is important to note that there may be time needed (possibly multiple days) between steps to allow for any work or research needed to inform the next step.

Directions Overview

Preparing

- Review all documents associated with the SI Plan and strategy selection. Determine how to communicate with and engage all stakeholders, within and outside of the school system.

Strategy, practice, program research

- Research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system.
- Where possible, compare research of similar school systems with similar demographics and student groups.

Strategy, practice, program selection

- Using the Hexagon tool from NIRN (see citation below), select the strategy, practice, or program that is identified as being the best fit for the system.

Creating the SI Plan

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually.
- The SI Plan consists of the baseline data, goals, objectives, selected strategy, activities to implement, person(s) responsible for each activity, how the success of each activity will be measured, what resources are needed, due dates, and when activities will take place on the timeline.
 - In the “Plan for Strategy” sections, be sure to consider and include all actions that will be associated with successful implementation of the strategy. To add rows in this section, place the cursor on the right side of the bottom row and click the “return” or “enter” button on your keyboard.
- The plan must include the activities for implementing and monitoring fidelity of the strategy.
- The plan must include stakeholder communication and engagement strategies and plans.

Leading the Conversation

- Using the SI Plan Template, leadership will ensure that all parts are completed, including all items under the “Plan for Strategy” section.
- Facilitating the process can be done in many ways. It is important to use protocols that allow for all stakeholder voices to be shared when determining all actions to implement a strategy.

Modifications or Variations

Describe options for use:

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually. However, it may be written for an initial one year cycle if:

- There was not enough data to complete a root-cause process. In this case, a strategy may be used based on the best hypothesis and additional data collected to revisit the root-cause process.
- Due to other factors within the system, a one year goal is in the best interests of the system.
- Delegating strategy research to multiple people can save time on the research step of the process.
- A system may select only one strategy to implement, but may select up to three. It is recommended that a system not try to implement more than three strategies in a given year.

Citations

- Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.
- NIRN - The National Implementation Research Network. (n.d.). Retrieved from <http://nirn.fpg.unc.edu/>

School Improvement (SI) Plan

The purpose of the school improvement (SI) plan is to lay out the vision, including strategies and actions, person(s) responsible, measurement, costs/funding sources, timelines, and anything that must be considered. The SI Plan will move the system forward to the vision. The SI Plan is work done in the INSTALLATION stage. Using what is learned through the EXPLORATION stage, the leadership team can acquire or repurpose needed resources for implementation.

Contact Information

District or Charter Information	District Phone, Fax, Email
District/Charter Name and Number Bagley ISD#162	Supt/Director Phone: 218-694-6184
Superintendent/Director Steven Cairns	Supt/Director Email: scairns@bagley.k12.mn.us
District Address: 202 Bagley Ave. NW Bagley MN. 56621	District/Charter Fax: 218-694-3225

Who is the main contact at the district or charter level for the ESSA school support and improvement work?

Name of Main Contact: Steven Cairns	Role in District/Charter: Superintendent
Phone Number: 218-694-6184	E-mail Address: scairns@bagley.k12.mn.us

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Bagley High School, 472, 7-12	Phone: 218-694-3120

School Address: 1130 Ave. N Bagley MN 56621	Fax: 218-694-3225
Principal: Tony Kerr	Email: tkerr@bagley.k12.mn.us

Who is the main contact at the school for the ESSA school support and improvement work?

Name of Main Contact: Tony Kerr	Role in School: Principal
Phone Number: 218-694-3120	E-mail Address: tkerr@bagley.k12.mn.us

Stakeholder Engagement and Communications Plan

Describe your stakeholder engagement activities and how you will communicate with stakeholders.

Click or tap here to enter text.

Use the following table to outline a communications plan for the ESSA support and improvement work.

When will the communication take place	What is the message	Who is the audience	How will it be communicated
March	Present the living CIS/ CNA/SIP	School Board/ Public	Verbal presentation/ Smartboard
March	CIS team will present the CNA to the the Leadership team	Department heads.	Face to face
March	Leadership team will begin to build a communication plan for the public	The public stakeholders	Open meeting forum

School Improvement Strategy(ies)--Summary

Identify the strategies, practices, or programs team has selected for implementation. This will be the focus of the school improvement effort the identification cycle (three years). It is strongly recommended that schools focus their school improvement effort and seek deep, consistent implementation of one or two strategies.

Strategy #1	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	MIERS.
...to address this Root-Cause(s)	There is a lack of connection between family, student, and the benefit of school.
Which will help us meet this student outcome Goal*	<p>Bagley High School's four-year graduation rate will improve from 81.7% in 2017 to 85% in 2021, with no student groups falling lower than 85%.</p> <p>Bagley High Schools three year attendance rate will improve from 67.7% to 76.7% by 2021, with no student groups falling below 90%..</p> <p>Construct a fluid team that is relevant to the student in need. We will identify students examining grades, discipline, attendance, and mental health concerns. We will set up a support meeting with the student and their family and build a support plan as a team for the student.</p>

#2	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
-----------	---

The Strategy we are going to implement is	Credit recovery
to address the Root Cause	Staff need help in supporting the students. Students are credit deficient and get too far behind.
Which will help us meet this student outcome Goal*	<p>Bagley High School's four-year graduation rate will improve from 81.7% in 2017 to 85% in 2021, with no student groups falling lower than 85%.</p> <p>Implementation of a more swift credit recovery program starting second semester of 9th grade for all students who have failed to earn a credit, or partial credit necessary for graduation.</p>

#3	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Click or tap here to enter text.
to address the Root Cause	
Which will help us meet this student outcome Goal*	Enter a SMART goal.

*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Plan for Strategy #1

Strategy #1: MIERS.

Root-Cause: There is a lack of connection between family, student, and the benefit of school.

Goal: Bagley High School’s four-year graduation rate will improve from 81.7% in 2017 to 85% in 2021, with no student groups falling lower than 85%.

Bagley High Schools three year attendance rate will improve from 67.7% to 76.7% by 2021, with no student groups falling below 90%..

Construct a fluid team that is relevant to the student in need. We will identify students examining grades, discipline, attendance, and mental health concerns. We will set up a support meeting with the student and their family and build a support plan as a team for the student.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A u g u s t	S e p t e m b e r	O c t o b e r	N o v e m b e r	D e c e m b e r	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e	J u l y	Due Date
Create a team	Principal	A list of team members will be created	none	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	May 31, 2019
Set thresholds for attendance, behavior, and course completion	Leadership team	Build a rubric to guide the process	2 hours per team member extra contract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	March 29,2019

			pay (\$27.50 p/h).															
How to collect data	CIS team	examine credit deficiencies and student attendance	continuous monthly ½ hour meetings- no cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schedule meetings CONSIDER COST	principal		Monthly meeting 1 hr pay for each team member (\$27.50)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD on MIERS	Leadership team	Work with RCE to build a plan and PD	unknown															
Communication- who will we communicate this	Principal to the school board CIS team to the Leadership team Leadership team to staff																	

Implementation	Leadership team																		
Brainstorm interventions once we have the list	CIS team and Leadership team																		
Monitor	CIS team																		
Continued PD and Communication	Principal																		

To add additional action steps, Place cursor to the right of the last row and click "enter."



Progress Toward Goal #1: *(To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - Click here to enter text.
- How has student achievement been impacted? What is the evidence?
 - Click or tap here to enter text.
- How will implementation be adjusted and/or supported moving into the next year?
 - Click or tap here to enter text.

Plan for Strategy #2

Strategy #2: Credit recovery

Root-Cause: Staff need help in supporting the students. Students are credit deficient and get too far behind.

Goal: Bagley High School's four-year graduation rate will improve from 81.7% in 2017 to 85% in 2021, with no student groups falling lower than 85%.

Implementation of a more swift credit recovery program starting second semester of 9th grade for all students who have failed to earn a credit, or partial credit necessary for graduation.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	p	a	u	u	
				g	p	t	v	c	n	b	r	r	y	n	n	
				s	t	e	e	e	e	r	h	i		e	e	
				t	e	m	m	m	r	a						
					m	b	b	b	a							
					b	e	e	e	r							
					e	r	r	r	y							
					r											
Create a team	Principal	A list of team members will be created	none	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	May 31, 2019
Set thresholds for attendance, behavior, and course completion	Leadership team	Build a rubric to guide the process	2 hours per team member extra contract pay (\$27.50 p/h).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	March 29,2019

How to collect data	CIS team	examine credit deficiencies and student attendance	continuous monthly ½ hour meetings- no cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Schedule meetings CONSIDER COST	principal		Monthly meeting 1 hr pay for each team member (\$27.50)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PD on MIERS	Leadership team	Work with RCE to build a plan and PD	unknown														
Communication- who will we communicate this	Principal to the school board CIS team to the Leadership team Leadership team to staff																
Implementation	Leadership team																

06

Brainstorm interventions once we have the list	CIS team and Leadership team																		
Monitor	CIS team																		
Continued PD and Communication	Principal																		

To add additional action steps, Place cursor to the right of the last row and click "enter."

Progress Toward Goal #2: *(To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - Click here to enter text.
- How has student achievement been impacted? What is the evidence?
 - Click or tap here to enter text.
- How will implementation be adjusted and/or supported moving into the next year?
 - Click or tap here to enter text



Comprehensive Needs Assessment Summary Report Overview

Introduction and Purpose

Under Every Student Succeeds Act (ESSA), the district or charter is responsible for leading and supporting a comprehensive needs assessment (CNA) process for schools identified for comprehensive or targeted support and improvement (CSI or TSI). The CNA Summary Report provides a template to capture all of the minimum requirements related to CNAs under ESSA.

A CNA is required for *each school* identified for support and improvement.

- **Schools identified for *Comprehensive Support and Improvement* are required to submit a CNA Summary Report to the Minnesota Department of Education (MDE)** (submit PDF to schoolsupport@state.mn.us) **no later than March 1, 2019**. Your Regional Center of Excellence team member should be copied on this submission. Prior to submission, CNA Summary Reports must have been reviewed and approved by the district or charter. Note: if the district or charter has a CNA template they would prefer to use, they may do so provided the local template meets all of the state plan requirements as determined by a Regional Center Director or the Director of School Support at MDE.
- **Schools identified for *Targeted Support and Improvement* are *not* required to submit a CNA Summary Report to MDE.** The district or charter has the sole oversight role for school improvement activities under Minnesota's ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the CNA process. Use of this CNA Summary Report is encouraged but not required.

Districts, charters and schools are encouraged to engage in a robust comprehensive needs assessment as a critical first step in supporting school improvement. By reviewing and analyzing multiple evidence and data sets in relation to each other (demographic, perception, student learning, school process, and fidelity), a school system can better understand what is working and what is not working, including what factors or root-causes are at play that lead to those results. Schools must disaggregate the data by ethnicity and special student populations and examine for gaps and inequities in student achievement/outcomes. When done well, a CNA allows for the evaluation of past and prediction of new or modified strategies, processes, and programs that best meet the learning needs of all students.

Outcomes

Following the CNA process with fidelity will help a school system to evaluate past strategies, practices, and programs, and predict what new strategies, practices, and programs will best meet the learning needs of all students.

The ultimate outcome is the school and district/charter teams use data-based decision making, research, and multiple stakeholder voices to identify the right focus (also known as an evidence-based practice, program or strategy) for their school improvement plan.

Preparation and Materials

In advance, a full review of the process, protocols, and supporting documents is important. This includes:

- “Five Categories of Evidence/Data” presentation resource
- “Data Source Inventory” document resource
- “Planning Your Needs Assessment” document resource
- “Designing Your Needs Assessment” document resource
- Data analysis protocols, such as:
 - ORID (Objective, Reflective, Interpretive, Decisional)
 - DIE Method (Describe, Interpret, Evaluate)
 - Independent Review to Large Group Consensus
- “An Introduction to Root Cause Analysis” document resource
- Root-Cause Protocols
 - Hypothesis Setting
 - Five Whys
 - Fishbone

These materials are shared at the Regional Center of Excellence Continuous Improvement workshops and can be accessed through your Regional Center Advocate or schoolsupport@state.mn.us.

In preparation for CNA meetings, at least one team member must be able to access and prepare data (e.g., spreadsheets, visualizations) so the team can spend their time in data analysis as opposed to data preparation.

Who Should Be Involved

A school level continuous improvement team should be established that includes voices of educators, staff and community. District or charter staff should be represented on this team or have clear communication links established between the school and its district or charter. The continuous improvement team is accountable for making the school improvement work happen, including engaging in the comprehensive needs assessment process.

Specifically, school administration, district and/or school assessment coordinator, data coaches, and members of the school leadership team(s) charged with the school improvement work should be involved in the CNA process.

- At least one person on the team needs to have full access to all secure reports.
- At least one team member should have the ability to work with spreadsheets to visualize and manipulate data sets.

Time

To do this process with fidelity, there are several phases to the work.

- Preparing: 2-4 hours
- Planning: Recommended to allow four hours for an initial planning meeting, and up to a week to gather and prepare available data.
- Initial Analysis: 2-4 hours is recommended for initial analysis depending on the protocol and number of staff involved.
- Digging Deeper/Root-Cause: Once additional data has been gathered as identified during the initial analysis, 2-4 hours is recommended to complete a root-cause process.

It is important to note that there may be time needed (possibly multiple days) between steps to allow for any work or research needed to inform the next step.

Directions Overview

The following is an overview of a CNA process. Note that more detailed descriptions are provided with each step in the tool itself, and that training provided by Regional Center staff also provides greater detail for each step of the CNA process.

- Preparing - Review all documents associated with evidence, data, and the CNA process.
- Planning - The leadership team completes the planning and design for the CNA process using the planning and design resources to determine:
 - who is involved
 - how it will be completed
 - what will be needed
 - when it will be done

Additionally, an individual(s) must ensure that all available data is gathered, visualizations are built, and copies (physical or digital) are ready for each step.

- Initial Analysis - Identify successes and prioritize concerns
 - It is recommended that the leadership team does an initial analysis prior to engaging all staff. This allows leadership to see if their initial analysis aligns with that of the overall staff. Initial analysis may also be completed jointly with the leadership team and staff.
 - When completed, teams will be able to evaluate previous school strategies, practice, and programs to find successes and opportunities to modify, adjust, and/or improve.

- Digging Deeper/Root-Cause - Using the Prioritized success and concerns, dig deeper into linked data using the “Five Why’s” or “Fishbone” process to confirm successes, and to find possible causes for concerns. This step often needs additional data identified during initial analysis.

Leading the Conversation

Facilitating the initial analysis and root-cause process can be done in many ways. It is recommended that the facilitator use a discussion protocol for these meetings so that team members have a way of engaging in a structured conversation that produces potential next steps. Below are three example protocols to lead the work with staff.

Initial Analysis Process Examples	Root-Cause Process Examples
ORID	Hypothesis Setting
DIE Method	Five Whys
Independent Review to Large Group Consensus	Fishbone

Using the CNA Summary Report as a guide, leadership will ensure that all parts are completed, including all items in the data review and data summary sections.

Modifications or Variations

There are several potential modifications or variations of the comprehensive needs assessment process. The following is a non-exhaustive list of changes.

- All settings are encouraged to include additional sources of educational data as a part of their comprehensive needs assessment.
- Sometimes as a result of a CNA and root cause analysis, the school leadership team may desire additional data to review in order to check their root-cause assumptions. For example: a team may hypothesize that school climate is the root cause of low graduation and attendance rates as well as high behavior incidents. However, the team does not have the data it might need to dig deeper into school climate work, such as the results of a student or family perception survey.
- Some school settings will not have Minnesota Comprehensive Assessment (MCA) or other standardized assessments results, in which case their academic measures must be used. Therefore, the sections on the CNA Summary Report that refer to MCA data will need to be ignored and/or substituted with local evidence/data.
- Engagement of all members within a system is best done by first following the data source inventory processes at all levels (district leadership, school leadership, staff). After that, engagement of all members in the data analysis process is critical.
 - This can be done at multiple levels during the spring, summer, and fall as members are available, and timing best works within the system. The important factor is to engage as many members as possible as early as possible.

Schools/districts can adapt the process based on the best data that is available at the time, provided they meet minimum requirements for data points to review. It is important to note what additional data will help over the next year, and take steps to build those data sets for the next CNA process.

Citations

- The process has been modified from the “Needs Assessment Continuum,” “Continuous Improvement Process,” and “Root-Cause Continuum” from the Minnesota Department of Education.
- Other supporting materials have been modified from:
 - Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.
 - Brook, P. (1997). Planning and conducting needs assessments: A practical guide. *Evaluation Practice*, 18(2), 179-180. doi:10.1016/s0886-1633(97)90022-2
 - “School Improvement Planning Basics: Root Cause Analysis” (2012), Clark County Schools.

Comprehensive Needs Assessment Summary Report

Reviewing and analyzing multiple evidence and data sets in relation to each other (Demographic, Perception, Student Learning, School Process, and Fidelity) allows a school system to understand how they are getting their results (what is working and what is not working), including what factors or root-causes are at play that lead to those results. When done well, a needs assessment allows for the prediction of new or modified adult strategies, processes, and programs that best meet the learning needs of all students. The CNA is done as part of the [EXPLORATION](#) stage in [Active Implementation](#).

In districts, with a designated Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) school, in partnership with stakeholders, complete needs assessments for schools that examine:

- Academic achievement information from math and reading MCAs for all students and for student groups,
- Performance on all indicators of the state accountability system for all students and for student groups,
- The reason(s) schools were identified for comprehensive support and improvement,
- At the districts' discretion, performance on locally selected indicators that affect student outcomes.

District or Charter Information	District Phone, Fax, Email
Bagley Independent School District #162	Supt/Director Phone: 218-694-6164
Superintendent/Director Steve Cairns	Supt/Director Email: scairns@bagley.k12.mn.us
202 Bagley Ave N, Bagley, MN 56621	District/Charter Fax: 218-694-3221

School Information	School Phone, Fax, Email
Bagley Elementary School #162 K-6	Phone: 218-694-6528
202 Bagley Ave. NW Bagley, MN 56621	Fax: 218-694-3450
Principal: Kristi Moritz	Email: kmoritz@bagley.k12.mn.us

The above school is identified as a Targeted Support and Improvement school.

Select the reason(s) for identification by clicking on the selection boxes below.

Student Group	4 Year Graduation Rate	Math Academic Achievement	Reading Academic Achievement	English Learner Progress Toward English Proficiency	Math Academic Progress	Reading Academic Progress	Graduation Rate (4 and 7 year rate)	Attendance
All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic/Latino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian/Alaska Native	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Hawaiian/Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black/African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two or more races	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRP (Free/Reduced-Priced meal eligible)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SpEd (Special Education)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ELL (English language Learner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continuous Improvement Leadership Team

Enter the name and position information for each member of your continuous improvement leadership team. To add additional rows, put the cursor in the last box and click the **Tab** key.

Name	Position (e.g., principal, lead teacher, community member)
Kristi Moritz	Principal
Amanda Sorgaard	Teacher
Reva Renollet	Teacher
Cassie Dahl	Teacher
Steve Cairns	Superintendent
Peter Larson	Teacher
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Demographic Information

Use the [Minnesota Report Card](#) or [Secure Reports](#) to complete the following information using the demographic data from the current year (most recent testing year).

Student Group	Percent of Total Enrollment	Enrollment Count
American Indian/Alaskan Native	17%	96
Asian	0.2%	1
Hawaiian/Pacific Islander	0%	0
Hispanic	0.9%	5
Black, not of Hispanic Origin	1.2%	7
White, not of Hispanic Origin	70.2%	396
Two or More Races	10.5%	59
English Learner	0%	0
Special Education	17.9%	101
Free/Reduced-Price Lunch	56.4%	318
Homeless	0%	0

Student Group	Percent of Total Enrollment	Enrollment Count
Neglected	N/A	N/A
Delinquent	N/A	N/A
Foster Care	N/A	N/A
Military	N/A	N/A
High Mobility	N/A	N/A

1. Data Review

At minimum, the data points identified in the left column in the table below need to be analyzed as part of the initial analysis. What is learned from each data point is entered into the middle column. If there is a need to dig deeper into the data or if questions about how it may be linked to other data, or any other next steps, that information is entered into the right column. A school may have additional data points that are reviewed, and those can be added to the summary report. As teams complete the following table, keep in mind that:

- Data review should include data from multiple sources: academic, non-academic, program, perception, and fidelity data.
- Information below represents possible data sources to be used at minimum.
- Rows can be added or deleted as needed.
- Some schools will not have MCA, or other standardized assessments, and should use their local student academic and achievement evidence/data. Therefore, the sections on the CNA Summary Report that refer to MCA data can be disregarded and/or substituted with local evidence/data.

Supporting data documentation for all data sources identified below must be maintained at the school/district.

Data	Reflection	Next Steps
What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	What did you learn from the data you reviewed?	If needed, what will you do next to advance the data review process?
Review Enrollment Data	Our student population is decreasing.	We will dig deeper to determine why our student population is decreasing.

<p>Data</p> <p>What data sources will the team review?</p> <p>What activities will the team engage in to explore possible instructional strategies/practices?</p>	<p>Reflection</p> <p>What did you learn from the data you reviewed?</p>	<p>Next Steps</p> <p>If needed, what will you do next to advance the data review process?</p>
<p>Academic Achievement (grades 3-8, 10, 11):</p> <p>Review MCA/Minnesota Test of Academic Skills (MTAS) Proficiency and Achievement Level Data at a School Level</p>	<p>We have increased our reading scores from 42.1% to 47.8%.</p> <p>We have increased our math scores from 44.3% to 45.8%. When looking at this increase we concluded we have many veteran teachers who are familiar with the math curriculum.</p>	<p>Reading: Our school is going to participate in professional development opportunities in the area of Guided Reading. We are also going to look at having students complete a diagnostic screening at the beginning of the school year to determine which students need further testing in the area of reading.</p> <p>Math: We are going to analyze the standards as a staff during PLC time. We are also going to look into scheduling options and how we can support our students.</p>

<p>Data</p> <p>What data sources will the team review?</p> <p>What activities will the team engage in to explore possible instructional strategies/practices?</p>	<p>Reflection</p> <p>What did you learn from the data you reviewed?</p>	<p>Next Steps</p> <p>If needed, what will you do next to advance the data review process?</p>
<p>Academic Achievement (grades 3-8, 10, 11):</p> <p>Review MCA/MTAS Proficiency and Achievement Level Data by Student Group</p>	<p>American Indian: Our American Indian student population is a subgroup we identified with the lowest scores in both math and reading. We have increased paraprofessional support for our students through title 6 and AIEA.</p> <p>Free/Reduced Lunch: We have concluded that we have a high population of students who qualify for free or reduced lunch. In the area of reading our students who qualify for free/reduced lunch increased their proficiency from 36.9% in 2017 to 39.3% in 2018. In the area of math this population of students increased their proficiency from 36% to 36.1%</p> <p>Special Education: We have discussed communication between the classroom and special education teachers to ensure that concepts being taught in the special education classroom align with concepts being taught by the classroom teacher.</p>	<p>American Indian: As a school we are looking at utilizing our local Boys and Girls Club to provide support to our American Indian students with academic work.</p> <p>Special Education: We have discussed increasing the amount of instructional time our students receive in regards to the areas of math and reading.</p> <p>As a school we will continue to ensure that our students' needs are being met by monitoring and providing interventions as needed.</p>

<p>Academic Achievement (grades 3-8, 10, 11):</p> <p>Review MCA/MTAS Proficiency and Achievement Level Data by Grade*</p>	<p>Third Grade: In math our students scored with 61.1% proficiency compared to 66.4% of students who scored proficiently statewide. In reading our students scored with 43.2% proficiency in comparison to the statewide 55.7% of students who scored proficiency. This grade level scored below the Elementary School average.</p> <p>Fourth Grade: Students in Fourth Grade scored 52.9% proficiently compared to the state average of 64.9% in the area of math. Fourth Grade students scored 44.3% proficiently compared to the statewide score of 55.5% in the area of reading.</p> <p>Fifth Grade: In reading our fifth grade students scored with 55.3% proficiency in comparison to the statewide proficiency 66.9%. In the area of math our fifth grade students scored with 36.6% proficiency compared to the state proficiency rate of 54.7%.</p> <p>Sixth Grade: Sixth grade students scored with 27% proficiency compared to statewide proficiency of 53.6% in the area of math. In the area of reading sixth grade students scored with 43.2% proficiency compared to the statewide proficiency of 64.5%.</p>	
<p>Academic Progress (grades 4-8):</p> <p>Review MCA/MTAS Maintenance of Achievement Level Data at a School Level</p>	<p>Bagley Elementary students grades four through six went from 42.1% proficiency to 47.8% proficiency in the area of reading. Students in grades four through six went from 44.3%</p>	<p>Teachers in our district are also taking data into consideration when planning instruction. Data driven instruction is being used to meet the needs of all our student populations. Teachers are utilizing best practices to teach standards and form</p>

<p>Data</p> <p>What data sources will the team review?</p> <p>What activities will the team engage in to explore possible instructional strategies/practices?</p>	<p>Reflection</p> <p>What did you learn from the data you reviewed?</p>	<p>Next Steps</p> <p>If needed, what will you do next to advance the data review process?</p>
	<p>proficiency to 45.8% proficiency in the area of math.</p>	<p>assessments. We provide our students with Individualized instruction that meets the student at their individualized ability.</p>

<p>Academic Progress (grades 4-8): Review MCA/MTAS Maintenance of Achievement Level Data by Student Group</p>	<p>When reviewing the achievement level of our American Indian student population we concluded that in the area of reading this population of students went from 19% proficient in 2016 to 20% in 2018. In math, this population of students has increased their proficiency from 24.1% in 2016 to 27.3% in 2018.</p> <p>The achievement level of our student population that qualifies for free/reduced lunch were performing with 36.9% proficiency in 2016 in the area of reading. In 2018 this population of students are performing with 39.3% proficiency. In the area of math these students are performing with 38.8% proficiency in 2016 and were forming at 36.1% in 2018.</p> <p>Our special education student population was performing with 18.3% proficiency in 2016 in reading. This student population performed with 22.2% proficiency in 2018. In the area of math this group of students was performing with 22% proficiency in 2016 and increased to 27.8% in 2018.</p>	<p>In order to maintain proficiency in regards to our American Indian population we have implemented a study hall for grades three through six. Our paraprofessionals are also supporting this population of students in third grade in the area of reading.</p> <p>Teachers in our district are also taking data into consideration when planning instruction. Data driven instruction is being used to meet the needs of all our student populations. Teachers are utilizing best practices to teach standards and form assessments. We provide our students with Individualized instruction that meets the student at their individualized ability.</p>
---	--	--

<p>Data</p> <p>What data sources will the team review?</p> <p>What activities will the team engage in to explore possible instructional strategies/practices?</p>	<p>Reflection</p> <p>What did you learn from the data you reviewed?</p>	<p>Next Steps</p> <p>If needed, what will you do next to advance the data review process?</p>
<p>Academic Progress (grades 4-8):</p> <p>Review MCA/MTAS Maintenance of Achievement Level Data by Grade*</p>	<p>Fourth Grade: Our students in fourth grade in the area of reading were performing with 39.2% proficiency in 2016 and increased to 45.6% proficiency in 2018. In math this population of students were performing with 47.3% proficiency in 2016 and increased to 54.4% proficient in 2018.</p> <p>Fifth Grade: Our students in fifth grade in the area of reading were performing with 53.9% proficiency in 2016 to 55.9% proficient in 2018. In math this population of students decreased from 46.1% in 2016 to 36.9% in 2018.</p> <p>Sixth Grade: Our sixth grade students in the area of reading were performing with 38.4% proficiency in 2016 and increased to 42.5% proficient in 2018. In math this population of students have decreased their proficiency from 38.3% in 2016 to 27.3% in 2018.</p>	<p>Title II funds were utilized to decrease class sizes by adding an additional section of fourth grade.</p> <p>Two reading interventionist positions have been added to provide extra support to our students in third through sixth grade. As a school we are also applying for an ADSIS Grant to fund two math interventionists in addition to the LLI Programs we are currently providing.</p> <p>Grade levels will plan using Planbook to monitor the progress of the standards being taught to ensure standards are being met. We will use assessment data to drive instruction to meet the needs of students.</p>

Data What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	Reflection What did you learn from the data you reviewed?	Next Steps If needed, what will you do next to advance the data review process?
Progress Toward English Language Proficiency (grades 1-12): Review ACCESS for ELL's Growth and Proficiency Data	Bagley does not have any ELL students enrolled	N/A
Graduation Rate: Review 4-, 5-, 6-, and 7-year Graduation Rate Data at School Level	Bagley Elementary is a K-6 school.	N/A
Graduation Rate: Review 4-, 5-, 6-, and 7-year Graduation Rate Data by Student Group	Bagley Elementary is a K-6 school.	N/A
Consistent Attendance (percent of students <i>not</i> chronically absent for school year; grades 1-12): Review Attendance Data at School Level	After reviewing our attendance data at the school level we have conclude that we have 81.42% of our students present.	We have set up an automatic call system to notify parents their child is not in school.

Data What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	Reflection What did you learn from the data you reviewed?	Next Steps If needed, what will you do next to advance the data review process?
Consistent Attendance (percent of students <i>not</i> chronically absent for school year; grades 1-12): Review Attendance Data by Student Group	<p>On average our American Indian population has a consistent attendance rate of 67.45%.</p> <p>On average our Special Education population has a consistent attendance rate of 79.95%.</p> <p>On average our Free/Reduced population has a consistent attendance rate of 79.1%.</p>	<p>We plan to build a positive school environment to create a desire for better attendance. We will also work with Indian Education Program to help our attendance rate.</p>
Consistent Attendance (percent of students <i>not</i> chronically absent for school year; grades 1-12): Review Attendance Data by Grade*	<p>On average 82.2% of Bagley elementary students in grades 1-6 are consistently in attendance.</p> <p>At this time North Star does not have attendance data by grade level.</p>	<p>We plan to build a positive school environment to create a desire for better attendance. We will also work with Indian Education Program to help our attendance rate.</p>
Review perception data collected from staff, students, families, or other stakeholders.	<p>The survey to gather this information from last year was not valid.</p>	<p>We are working on creating a new survey for parent, students and staff.</p>
Review additional data sources (e.g. implementation data, behavior data)	<p>The behavior data seems incomplete from last year.</p>	<p>We are working on creating a reporting system for our behaviors through region 1. We hope to increase our SEL teaching in the regular education classroom.</p>

*Indicates the data set is not required by ESSA, but may be important for your needs assessment.

Equitable Resource Distribution

Review the district and school level resources among and within schools with respect to each of the following areas:

Areas to Consider	Reflection	Next Steps
1. Disproportionate rates of inexperienced, out-of-field, or ineffective teachers	All K-12 students are taught by fully licensed in-field teachers in their academic core subject classes. The only out-of-field teachers on Tier 1 or Tier 2 licenses are located in Special Education and Physical Education. These teachers are enrolled in college coursework to obtain a Tier 3 or 4 teaching licensure.	What did you learn from the data you reviewed? What will you do next to advance the data review process? Maintain our core teaching staff as tier 3 or 4 licensure.
2. Per-pupil expenditures (across schools and student groups)	Bagley spends \$12,246.39 which is higher than area districts.	N/A
3. At the districts’ discretion, district- and school-level budgeting and resource allocation, including access and availability of advanced coursework, preschool programs, and instructional materials and technology.	Preschool: Bagley has ECFE, School Readiness and VPK. Technology: Bagley has 1 to 1 technology a technology integrationist that helps train staff. Instructional materials: Bagley has a curriculum cycle that reviews and adopts new curriculum every 7 years.	We are looking at expanding the 4 year old VPK.

112

2. Comprehensive Needs Assessment Summary

The Comprehensive Needs Assessment (CNA) results are used to determine the following:

- Subjects and skills for which teaching and learning need to be improved.
- Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.
- Needs of the school relative to each of the components required in a Schoolwide Program.

Use the section below to list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns

Successes

After reviewing the data in step 1, what successes have been identified by the team?

Reading: We have increased our overall reading scores.

Mathematics: We have increased our overall math scores

Graduation (if required): None

English Language Proficiency: None

Attendance: 82% of students are consistently in attendance.

Other: none

Prioritized Concerns:

After reviewing the data in step 1, what concerns were noted?

Reading: We are concerned about the overall trend of test scores decreasing across grade levels.

Mathematics: We are concerned about the overall trend of test scores decreasing across grade levels. We are concerned about the amount of intervention in Math.

Graduation (if required): none

English Language Proficiency: none

Attendance: We have a high number of students consistently missing school, including our subgroups.

Other: none

Hypothesized Root Causes:

A Root Cause is an early controllable factor in a chain of factors which impacts student learning. Use the action plan to implement a strategy to address hypothesized root cause.

Reading: We found our root cause to be student behavior that is impeding student learning and academic instruction.

Mathematics: We found our root cause to be student behavior that is impeding student learning and academic instruction.

Graduation (if required): None

English Language Proficiency: None

Attendance: We found a root cause to be students lacking motivation to consistently attend school. Another root cause is a lack of positive relationships with staff and peers.

Other: None

Note: Comprehensive needs assessment supporting documentation should be maintained at the school and district/charter. Documentation includes leadership team and professional learning team meeting agendas and minutes, summary sheets, etc.

Teach students how to use reading comprehension strategies.



School Improvement Plan Overview

Introduction and Purpose

The School Improvement (SI) Plan answers the question, “How are we going to get to where we want to be?” It is different from typical, annual plans that are written to close a gap or achieve a couple goals. The SI Plan is written to achieve the vision of the school and is about keeping the entire system together and moving forward.

The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as “strategies” in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), the district or charter—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

For schools identified under ESSA, the plan must:

- a) Improve student outcomes.
- b) Be informed by all indicators in the accountability system, including student performance in Minnesota’s long-term goals.
- c) Based on a school level comprehensive needs assessment.
- d) Include at least one strategy or evidence-based intervention that:
 - Is aligned to the accountability indicator(s) for which the school was identified
 - Is supported by the strongest level of evidence available
 - Is appropriate to the needs of the schools in the student populations
 - May be selected from a state provided list
- e) Include strategies to increase access to experienced, qualified and effective teachers for underserved students at the school and classroom levels.
- f) Identifies resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of this plan.
- g) Be resourced appropriately.
- h) Describe how early stakeholder input was solicited and used plan development, and how stakeholders will participate in plan implementation.

- i) Be approved by the school, the district or charter, and the state (comprehensive support and improvement schools only).
- j) Are made publicly available, such as on a school or district website, with required materials under World's Best Workforce.
- k) Upon approval and implementation, is monitored and periodically reviewed by the state.

A school improvement (SI) plan is required for *each school* identified for support and improvement.

- **Schools identified for *Comprehensive Support and Improvement* are required to submit a SI Plan to the Minnesota Department of Education (MDE)** [submit PDF to schoolsupport@state.mn.us] **no later than March 1, 2019**. Your Regional Center of Excellence team member should be copied on this submission. This plan should already have been reviewed and approved by the district or charter prior to submitting to the state. Note: if the district or charter has a school improvement plan template they would prefer to use, they may do so provided the local template meets all of the state plan requirements as determined by a Regional Center Director or the Director of School Support at MDE.
- **Schools identified for *Targeted Support and Improvement (TSI)* are not required to submit a CNA Summary Report to MDE**. The district or charter has the sole oversight role for school improvement activities under Minnesota's ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the SI Plan. Use of this SI Plan is encouraged but not required.

Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

Preparation and Materials

In advance, a full review of the process, protocols, and supporting documents is important. This includes:

- "School Improvement Plan Template"
- "Hexagon Tool"
- Determining a stakeholder communication/engagement plan

Who Should Be Involved

A school level school improvement team should be established that includes voices of educators, staff and community. District or charter staff should be represented on this team or have clear communication links established between the school and its district or charter. The school improvement team is accountable for making the school improvement work happen, including the development and implementation of the SI plan.

Time

To do this process with fidelity

- Preparing: includes the time to review all documentation, and identification of stakeholders outside of the system to engage in the process. 1-2 hours
- Strategy, practice, program research: includes the time to research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system. Depending on the time of year and availability of leadership/staff, the research should take from one to two weeks.
- Strategy, practice, program selection: Using the hexagon tool, find which option(s) the system is most ready to implement. 2-8 hours.
- Creating the SI Plan: 4-8 hours.
- It is important to note that there may be time needed (possibly multiple days) between steps to allow for any work or research needed to inform the next step.

Directions Overview

Preparing

- Review all documents associated with the SI Plan and strategy selection. Determine how to communicate with and engage all stakeholders, within and outside of the school system.

Strategy, practice, program research

- Research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system.
- Where possible, compare research of similar school systems with similar demographics and student groups.

Strategy, practice, program selection

- Using the Hexagon tool from NIRN (see citation below), select the strategy, practice, or program that is identified as being the best fit for the system.

Creating the SI Plan

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually.
- The SI Plan consists of the baseline data, goals, objectives, selected strategy, activities to implement, person(s) responsible for each activity, how the success of each activity will be measured, what resources are needed, due dates, and when activities will take place on the timeline.
 - In the “Plan for Strategy” sections, be sure to consider and include all actions that will be associated with successful implementation of the strategy. To add rows in this section, place the cursor on the right side of the bottom row and click the “return” or “enter” button on your keyboard.

- The plan must include the activities for implementing and monitoring fidelity of the strategy.
- The plan must include stakeholder communication and engagement strategies and plans.

Leading the Conversation

- Using the SI Plan Template, leadership will ensure that all parts are completed, including all items under the “Plan for Strategy” section.
- Facilitating the process can be done in many ways. It is important to use protocols that allow for all stakeholder voices to be shared when determining all actions to implement a strategy.

Modifications or Variations

Describe options for use:

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually. However, it may be written for an initial one year cycle if:
 - There was not enough data to complete a root-cause process. In this case, a strategy may be used based on the best hypothesis and additional data collected to revisit the root-cause process.
 - Due to other factors within the system, a one year goal is in the best interests of the system.
- Delegating strategy research to multiple people can save time on the research step of the process.
- A system may select only one strategy to implement, but may select up to three. It is recommended that a system not try to implement more than three strategies in a given year.

Citations

- Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.
- NIRN - The National Implementation Research Network. (n.d.). Retrieved from <http://nirn.fpg.unc.edu/>

School Improvement (SI) Plan

The purpose of the school improvement (SI) plan is to lay out the vision, including strategies and actions, person(s) responsible, measurement, costs/funding sources, timelines, and anything that must be considered. The SI Plan will move the system forward to the vision. The SI Plan is work done in the [INSTALLATION](#) stage. Using what is learned through the [EXPLORATION](#) stage, the leadership team can acquire or repurpose needed resources for implementation.

Contact Information

District or Charter Information	District Phone, Fax, Email
District/Charter Name and Number Bagley School District 162	Supt/Director Phone: 218-694-6184
Superintendent/Director Steve Cairns	Supt/Director Email: scairns@bagley.k12.mn.us
District Address: 202 Bagley Ave. NW Bagley, MN 56621	District/Charter Fax: 218-694-3225

Who is the main contact at the district or charter level for the ESSA school support and improvement work?

Name of Main Contact: Steve Cairns	Role in District/Charter: Superintendent
Phone Number: 218-694-6184	E-mail Address: scairns@bagley.k12.mn.usPr

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Bagley Elementary School K-6	Phone: 218-694-6528
School Address: 202 Bagley Ave. NW Bagley, MN 56621	Fax: 218-694-3450

School Information	School Phone, Fax, Email
Principal: Kristi Moritz	Email: kmoritz@bagley.k12.mn.us Phone: 218-694-6528 Fax 218-694-3450

Who is the main contact at the school for the ESSA school support and improvement work?

Name of Main Contact: Kristi Moritz	Role in School: Principal
Phone Number: 218-694-6528	E-mail Address: kmoritz@bagley.k12.mn.us

Stakeholder Engagement and Communications Plan

Describe your stakeholder engagement activities and how you will communicate with stakeholders.

Click or tap here to enter text.

Use the following table to outline a communications plan for the ESSA support and improvement work.

When will the communication take place	What is the message	Who is the audience	How will it be communicated
School Board Meeting	Approve the School Improvement Plan	Public	Presentation
Bagley Buzz	The Bagley Buzz will update the parents on the school Improvement plan.	Parent/Teachers	Newsletter
Calendar	The Calendar will update the parents on the School Improvement Plan.	Public	Calendar
Leadership Team Meetings	School Improvement Updates	Grade Level chairs	Meeting style

School Improvement Strategy--Summary

Identify the strategies, practices, or programs team has selected for implementation. This will be the focus of the school improvement effort the identification cycle (three years). It is strongly recommended that schools focus their school improvement effort and seek deep, consistent implementation of one or two strategies.

#1	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	We are going to teach student social emotional skills with the Positive Action Program.
to address the Root Cause	We found a root cause to be students lacking motivation to consistently attend school. Another root cause is a lack of positive relationships with staff and peers.
Which will help us meet this student outcome Goal*	Each year Bagley Elementary will decrease the gap by 3% between AMI, Free and Reduced Lunch, and Special Education in comparison to the overall percentage of students constantly in attendance.

Plan for Strategy #1

Strategy #1: We are going to teach student social emotional skills with the Positive Action Program.

Root-Cause: We found a root cause to be students lacking motivation to consistently attend school. Another root cause is a lack of positive relationships with staff and peers.

Goal: Each year Bagley Elementary will decrease the gap by 3% between AMI, Free and Reduced Lunch, and Special Education in compliance to the overall percentage of students constantly in attendance. .

Action Steps	Person(s) Responsible	Measurement	Resources Needed	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
Need: Time for Professional Development Plan: To use back to school professional development day	Leadership Team Principal	Schedule	Fee for trainer and materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sept.1
Need: Materials to the teachers before school starts. Plan: To order before school starts.	Principal	Budget	Kit for each teacher	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sept 1
Need: Ongoing professional development Plan: Using PLC time	Leadership Team Principal	PLC schedule Agenda/Sign in PD evals	Materials to share with PLC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Monthly
Need: Establish a process to continuously inform families of social emotional skill, and provide opportunities for input/ feedback Plan: Use newsletters, social media, and parent engagement activities.	Leadership Team Grade level teams Website lead	Schedule for newsletters and social media	Newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Monthly

Implementation: Teach students how to use several research-based SEL strategies	Teachers	Observation Lesson Plans Learning Targets	Materials		x	x												Sept

*To add additional action steps, Place cursor to the right of the last row and press **Enter**.*

125

Progress Toward Goal #1: *(To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - Click here to enter text.
- How has student achievement been impacted? What is the evidence?
 - Click or tap here to enter text.
- How will implementation be adjusted and/or supported moving into the next year?
 - Click or tap here to enter text.

Bagley Public Schools Fundraising Request Form

January 15, 2018

Name of Fundraising Group: HS Music Today's Date: 2/12/19

Advisor in Charge of Event: Gunderson Student Rep: Lyla Bos

Fundraising Activity: Butter braids

First Day of Fundraiser: 3/29/19 Last Day of Fundraiser: 4/12/19

Describe the fundraising activity: (Please attach all flyers/advertisements for this event to this form).

Note: All food fundraisers must comply with the Smart Snacks guidelines.

Students will sell frozen product to community prior to Easter. Product is a fruit pastry much like a danish. Sold in multiple flavors

Purpose for which funds will be used: Money will be used to help students pay for trip

Select One: Soliciting in school only Soliciting in school and community

Was this fundraiser done in the past? Yes No

Name of Vendor(s): Butter Braid Pastry

Is this fundraiser managed through the student activity account? Yes No

If yes, name of account: Fundraising / Music

If no, please explain: _____

Are school district facilities required: Yes No

If yes, a facility use permit must be completed. The fundraiser must be approved by the host and appear on the school calendar. Submit the Facility Use Permit Request along with a copy of the fundraiser request form.

IMPORTANT: This form must be signed by the Advisor and Principal and then sent to the School Board for approval. Once the fundraiser is approved, the form will be sent back to the Advisor for their records. The fundraiser cannot begin until this form has been signed and returned to the Advisor.

Upon completion of the Fundraiser, the Advisor is responsible for completing the "Fundraiser Accountability Form" and attaching to this original request and submitting to the Principal for review within 30 days. These forms should be retained with the student activity account records.

Advisor in Charge Signature: [Signature] Date: 2/12/19

OFFICE USE ONLY

Fundraiser Approved: Fundraiser Denied: More Information Needed:

Principal Signature: _____ Date: _____

Fundraiser Approved: Fundraiser Denied: More Information Needed:

Superintendent's Signature: _____ Date of School Board Approval: _____

Bagley Public Schools Fundraising Request Form

January 15, 2018

Name of Fundraising Group: HS Music Today's Date: 2/12

Advisor in Charge of Event: Gunders Student Rep: Lyla Beis

Fundraising Activity: Concert/Performance fundraiser

First Day of Fundraiser: 3/12/18 Last Day of Fundraiser: 3/12/18

Describe the fundraising activity: (Please attach all flyers/advertisements for this event to this form).

Note: All food fundraisers must comply with the Smart Snacks guidelines.

Students will put on a 7-12 Band & choir concert in the HS lunchroom. Parents will assist in selling "carnival/circus/fair" food & craft items. Including hotdogs & chips & soda, pop corn & cotton candy

Purpose for which funds will be used: Money will be used to offset NYC Trip costs

Select One: Soliciting in school only Soliciting in school and community

Was this fundraiser done in the past? Yes No

Name of Vendor(s): None

Is this fundraiser managed through the student activity account? Yes No

If yes, name of account: Music / Fundraisers

If no, please explain: _____

Are school district facilities required? Yes No

If yes, a facility use permit must be completed. The fundraiser must be approved by the host and appear on the school calendar. Submit the Facility Use Permit Request along with a copy of the fundraiser request form.

IMPORTANT: This form must be signed by the Advisor and Principal and then sent to the School Board for approval. Once the fundraiser is approved, the form will be sent back to the Advisor for their records. The fundraiser cannot begin until this form has been signed and returned to the Advisor.

Upon completion of the Fundraiser, the Advisor is responsible for completing the "Fundraiser Accountability Form" and attaching to this original request and submitting to the Principal for review within 30 days. These forms should be retained with the student activity account records.

Advisor in Charge Signature: _____ Date: 2/12/19

OFFICE USE ONLY

Fundraiser Approved: Fundraiser Denied: More Information Needed:

Principal Signature: _____ Date: _____

Fundraiser Approved: Fundraiser Denied: More Information Needed:

Superintendent's Signature: _____ Date of School Board Approval: _____

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete the Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of the Graduation Requirements.

III. DEFINITIONS

- A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- C. "Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. "Benchmark" means the specific knowledge or skills that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- E. "Computer-adaptive assessments" means fully adaptive assessments.
- F. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.

- G. “Exemplar” means an actual example of student work on a performance assessment determined to represent student performance that earns a score of “3” or “4” in accordance with the rubric as defined in item “F.” *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]*
- H. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level. *[Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]*
- I. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.
- J. “Performance assessment” means any assessment method that will measure demonstrated student performance of the specifications of a content standard. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]*
- K. “Profile of Learning” refers to the graduation content standards previously required by state law which the school district has retained as part of its locally established graduation requirements. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]*
- L. “Required standard” means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.
- M. “Rubric” means the criteria set by the Commissioner of the Minnesota Department of Education (MDE) that must be used by a district to score student work that meets the specifications of a content standard.
- N. “Specifications” means what a student must know and be able to do to complete a Profile of Learning content standard. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]*

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The *[school board/superintendent/director of instruction]* shall establish criteria by which student performance of the Profile of Learning or other locally adopted Graduation Standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete the reference to the Profile of Learning.]*
- B. The superintendent shall ensure that students and parents or guardians are

provided with notice of the process by which program Graduation Standards will be assessed.

- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of the Profile of Learning Graduation Standards at all levels and/or transition to assessments under the Minnesota Academic Standards. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete the reference to the Profile of Learning.]*

V. STANDARDS FOR PERFORMANCE ASSESSMENTS

- A. Performance assessments are expected to provide opportunities for students to demonstrate their achievement of the Profile of Learning Graduation Standards. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete the reference to the Profile of Learning.]*

Scoring criteria for performance assessment include:

1. A score of “4,” that signifies student work that meets or exceeds the rubric for the score of “4”;
2. A score of “3,” that signifies student work that meets the rubric for the score of “3”;
3. A score of “2,” that signifies student work that meets the rubric for the score of “2”;
4. A score of “1,” that signifies student work that meets the rubric for the score of “1”;
5. A score of “0,” that signifies incomplete work on the specifications of a content standard;
6. Incomplete student work receiving a score of “0” does not complete a content standard.
7. When a student, under provisions of an individualized education program (IEP) or Section 504 accommodation plan, completes the specifications of a modified content standard as determined in the student’s plan, the school district shall record the score as “pass-individual”;
8. When a student’s IEP or Section 504 accommodation plan exempts the student from a content standard, the school district shall record “exempt” for that content standard;

9. When an LEP student, under the provisions of an LEP individual graduation plan completes the specifications of a modified content standard, the school district shall record the score as “pass-LEP”; and
 10. When an LEP student, under the provisions of an individual graduation plan, completes all specifications of a content standard solely in a language other than English, except for work in learning area ten, the school district shall record the score as “pass-LEP.”
- B. The school district may use one or more assessment methods to measure student performance on one or more content standards.
 - C. The grade level of a student shall not prohibit a student from receiving the highest state exemplar score upon completion of a content standard. A student may receive a score of “0” that signifies incomplete student work on a standard. The assessment of the content standard must be included as part of the students grade for a subject or course.
 - D. The school district will convene an annual meeting of selected teachers and administrators to review performance assessments used to measure student performance. Recommendations and comments regarding the procedures for assessment of student achievement will be submitted to the District Curriculum Coordinator for review.

VI. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state’s required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state’s academic standards.
2. The school district will administer annually, in accordance with the process determined by MDE, the state-constructed tests to all students in grades 3 through 8 and at the high school level as follows:

- a. annual reading and mathematics assessments in grades 3 through 7;
 - b. state-developed grade 8 and high school reading and mathematics tests aligned with state academic standards; and
 - c. annual science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
 4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
 5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

C. Rigorous Course of Study Waiver

1. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 - a. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;

- b. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 - c. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- 2. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
 - 3. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Commencing with the 2014-2015 school year, student assessments, in alignment with state academic standards, shall include career and college readiness benchmarks. Mathematics, reading, and writing assessments for students in grades 8 and 10 must be predictive of a nationally normed assessment for career and college readiness. This nationally recognized assessment must be a college entrance exam and given to students in grade 11. This series of assessments must include a college placement diagnostic exam and contain career exploration elements.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. Students in grade 10 or 11 not yet academically ready for a career or college based on their growth in academic achievement between grades 8 and 10 must take the college placement diagnostic exam before taking the college entrance

exam under Section VII.D. Students, their families, the school, and the district can then use the results of the college placement diagnostic exam for targeted instruction, intervention, or remediation and improve students' knowledge and skills in core subjects sufficient for a student to graduate and have a reasonable chance to succeed in a career or college without remediation.

- D. All students, except those eligible for alternative assessments, must be given the college entrance part of these assessments in grade 11. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.
- E. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- F. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

618 ASSESSMENT OF STUDENT ACHIEVEMENT

Board Adopted: February 3, 2014

Board Revised: ~~December 3, 2018~~ February 2019

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

- A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- C. "Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- E. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree,

diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

- F. “Computer-adaptive assessments” means fully adaptive assessments.
- G. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- H. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- I. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- J. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level. *[Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]*
- K. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.
- L. “Required standard” means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The School Board shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued

improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's

performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.

5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Rigorous Course of Study Waiver

1. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 - a. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 - b. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 - c. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
2. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic

standard that the site requires for graduation under this section.

3. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VI. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

2019 Preliminary Budget	Revenues	Expenditures		Current Fund Balances
				\$600,000.00 Assigned for Bus Purchases
				\$303,678.00 Designated for Severance/Insurance Premiums
				\$3,199,122.00 Total General Fund
General Fund	\$12,835,984.00	\$13,344,671.00	(\$508,687.00)	\$3,199,122.00
Staff Development	\$140,197.00	\$140,197.00	\$0.00	\$28,672.00
LTFM	\$545,448.00	\$545,448.00	\$0.00	\$185,497.00
Health & Safety			\$0.00	(\$1,119.00)
Operating Capital	\$237,433.00	\$633,854.00	(\$396,421.00)	\$380,447.00
Learning & Development	\$241,132.00	\$241,132.00	\$0.00	\$0.00
State Approved Alt. Programs	\$40,409.00	\$40,409.00	\$0.00	\$5,327.00
Gifted & Talented	\$14,437.00	\$14,437.00	\$0.00	\$0.00
Basic Skills	\$841,911.00	\$841,911.00	\$0.00	\$0.00
Career and Technical Programs	\$34,021.00	\$65,885.00	(\$31,864.00)	\$0.00
Safe Schools	\$38,830.00	\$38,830.00	\$0.00	(\$586.00)
Unassigned	\$10,702,166.00	\$10,782,568.00	(\$80,402.00)	\$1,697,206.00
Food Service Fund	\$567,850.00	\$588,310.00	(\$20,460.00)	\$133,620.00
Community Service Fund	\$255,705.00	\$228,876.00	\$26,829.00	\$266,846.00
Debt Redemption Fund	\$403,689.00	\$444,215.00	(\$40,526.00)	\$100,943.00
Trust Fund	\$1,009.00	\$1,100.00	(\$91.00)	\$7,869.00
Total All Funds	\$14,064,237.00	\$14,607,172.00	(\$542,935.00)	

Need a motion to adopt the FY 19 Budgets as presented

* Budgets that have Expenditures over Revenues will draw down from reserves

2019 Final Budget	Revenues	Expenditures		Current Fund Balances
				\$321,195.00 Assigned for Bus Purchases
				\$303,678.00 Designated for Severance/Insurance Premiums
				\$3,199,122.00 Total General Fund
General Fund	\$13,143,459.00	\$13,627,504.00	(\$484,045.00)	\$3,199,122.00
Staff Development	\$140,197.00	\$140,197.00	\$0.00	\$28,672.00
LTFM	\$545,448.00	\$552,815.00	(\$7,367.00)	\$185,497.00
Health & Safety			\$0.00	(\$1,119.00)
Operating Capital	\$237,433.00	\$642,130.00	(\$404,697.00)	\$659,252.00
Learning & Development	\$241,132.00	\$241,132.00	\$0.00	\$0.00
State Approved Alt. Programs	\$40,409.00	\$40,409.00	\$0.00	\$5,327.00
Gifted & Talented	\$14,437.00	\$14,437.00	\$0.00	\$0.00
Basic Skills	\$841,911.00	\$841,911.00	\$0.00	\$0.00
Career and Technical Programs	\$37,633.00	\$66,651.00	(\$29,018.00)	\$0.00
Safe Schools	\$38,830.00	\$40,000.00	(\$1,170.00)	(\$586.00)
Unassigned	\$11,006,029.00	\$11,047,822.00	(\$41,793.00)	\$1,697,206.00
Food Service Fund	\$583,650.00	\$600,614.00	(\$16,964.00)	\$133,620.00
Community Service Fund	\$264,205.00	\$234,909.00	\$29,296.00	\$266,846.00
Debt Redemption Fund	\$403,689.00	\$444,215.00	(\$40,526.00)	\$100,943.00
Trust Fund	\$1,009.00	\$1,100.00	(\$91.00)	\$7,869.00
Total All Funds	\$14,396,012.00	\$14,908,342.00	(\$512,330.00)	

* Budgets that have Expenditures over Revenues will draw down from reserves

0

*J. Beuchard
Kaiser Arena*

A.F. KAISER ARENA LEASE AGREEMENT

THIS LEASE AGREEMENT, made and entered into this 1st day of April, 1999, by and between the Bagley Youth Hockey Association, _____, Bagley, Minnesota 56621, hereinafter called BYHA, and Independent School District 162, _____, Bagley, Minnesota 56621, hereinafter called the School.

WHEREAS, BYHA owns, occupies and operates the A.F. Kaiser Arena, located in the City of Bagley, Minnesota; and

WHEREAS, the School desires to lease ice time and space for school-sponsored activities; and

WHEREAS, BYHA and the School agree that A.F. Kaiser Arena will continue to function as an ice arena during the period of this Agreement.

NOW THEREFORE, in consideration of the payment of rent and the keeping and performance of the terms and conditions herein by the School, BYHA does hereby lease unto the School, ice time and the premises of the A.F. Kaiser Arena located in Bagley, Minnesota.

1. TERM: TO HAVE AND TO USE the premises for a term of twenty (20) years commencing as of the date stated above.
2. RENT: The School, in consideration of the foregoing, covenants and agrees to pay BYHA the sum of One Hundred and Fourteen Thousand and Five Hundred Dollars (\$114,500.00) rental for ice time and the use of A.F. Kaiser Arena. Said payment shall be paid in two equal installments; with the first payment of Fifty-seven Thousand Two Hundred Fifty Dollars (\$57,250.00) due on or before January ~~22~~ 26, 1999 and the remainder due on or before July 1, 1999. *J. Beuchard
Kaiser Arena*
3. ADDITIONAL CHARGES: BYHA and the School agree that the rent paid by the School will satisfy the total financial commitment of the School for A.F. Kaiser Arena during the period of the Agreement. There shall be no further charges for pre-kindergarten through grade 12 use of the arena during the winter period between October 1 and March 31. During the non-winter period between April 1 and September 30, the

School will not be responsible for rental charges but will be responsible for utilities and janitorial services associated with School use of the arena.

4. **USE:** A.F. Kaiser Arena may be used by the School for school-sponsored activities on an unlimited year-round basis whenever the building is not scheduled by BYHA for another activity.
5. **ADDITIONAL SERVICES:** During each year of the Agreement BYHA shall provide, without charge, fifteen hours of ice time to the Bagley youth figure skating program.
6. **ASSIGNMENT OF LEASE:** The School shall not assign this lease or sublet the premises or any part thereof without prior written consent of BYHA.
7. **ALTERATIONS:** The School shall not make any alterations or additions to the arena without first obtaining prior written consent of BYHA. If any such alteration or additions are made without the prior written consent of BYHA, BYHA may correct or remove the same and the School shall be liable for any and all expenses associated with the correction or removal.
8. **LIABILITY:** The School agrees to defend, indemnify and hold harmless BYHA from any and all claims brought by anyone arising out of the School's use of the arena and the School's furnishings, fixtures and equipment kept, maintained or used on said premises.

The School agrees that their liability insurance will name BYHA as an additional insured with regard to the School's use of the arena, in an amount at least to the maximum liability limits under Minnesota law and agrees to provide a Certificate of Insurance or other document demonstrating that such insurance has been procured to BYHA.

9. **WAIVER:** A waiver of any term or condition of this Agreement by BYHA shall not be deemed to imply or constitute a further waiver of such breach or a waiver of any term or condition contained herein. It is further understood and agreed that any oral statement by any representative of the BYHA shall not change the conditions of this agreement, but it is an expression or opinion and confers no right upon the School. BYHA and the School may however, agree in writing by approval of their respective

board or council and attach alterations to this contract by addendum.

10. SEVERABILITY: If any term or condition of this Agreement is invalid or unenforceable under present or future laws effective during the term of this Agreement, it is the intention of both BYHA and the School that the remainder of this Agreement shall not be affected thereby and that in lieu of each such term or condition, there be added as a part of this Agreement a term or condition as similar as may be possible and be legal, valid and enforceable.
11. SUPERCESSION: It is understood that this Agreement supercedes any previous agreement entered into between the parties concerning use of A.F. Kaiser Arena, whether oral or written.

IN WITNESS WHEREOF, the parties have set their hands on the dates indicated below intending to be bound thereby.

BAGLEY YOUTH HOCKEY ASSOCIATION:

BY: Kari Berk Date: 1-25-99
President

BY: Byron Stubb Date: _____

INDEPENDENT SCHOOL DISTRICT 162:

BY: Paul Neill Date: 1-25-99
Chair, School Board

BY: Paula M. Dovi Date: 1-25-99

AMENDMENT TO LEASE

This Amendment, made this 19th day of June, 2006, by and between the Bagley Youth Hockey Association, P.O. Box 54, Bagley, Minnesota 56621, hereinafter called BYHA, and Independent School District 162, 202 Bagley Avenue NW, Bagley, Minnesota 56621, hereinafter called the School, serves to modify and amend that certain Lease Agreement entered into by and between BYHA and the School on the 1st day of April, 1999.

The following term of the April 1, 1999 Lease is hereby modified and amended: in consideration of the payment of rents and the keeping and performance of the terms and conditions by the School, BYHA does hereby extend the lease unto the School for ice time and the premises of the A.F. Kaiser Arena located in Bagley, Minnesota for an additional two (2) years up and until March 31, 2021. The School, in consideration of the foregoing, agrees to pay BYHA the sum of Eleven Thousand Four Hundred Fifty Dollars (\$11,450.00). Said payment shall be paid in two equal installments of Five Thousand Seven Hundred Twenty-Five Dollars, with the first payment due on or before June 30, 2006 and the second payment due on or before July 31, 2006.

This Amendment and the remaining terms, conditions, and covenants set forth in the April 1, 1999 Lease represent the entire agreement between the parties.

In Testimony Thereof, Both parties hereunto set their hands dates indicated below intending to be bound thereby.

BAGLEY YOUTH HOCKEY ASSOCIATION

BY: *Kip O. [Signature]* DATE: *June 22, 2006*
Approved by BYHA board action on June 15, 2006
INDEPENDENT SCHOOL DISTRICT 162

BY: *J. B. [Signature]* DATE: *6/22/06*
per Bd approval on 6/19/06

AMENDMENT #2 TO LEASE

This Amendment, made this 19th day of February, 2019, by and between the Bagley Youth Hockey Association, P.O. Box 54, Bagley Minnesota 56621, hereinafter called BYHA, and the Independent Schools District #162, 202 Bagley Avenue NW, Bagley Minnesota 56621, hereinafter called the School, serves to modify and amend that certain Lease Agreement entered into by and between BYHA and School on the 1st day of April 1999 (a 20 year lease), and the Amendment to the Lease (additional 2 years) entered into by and between BYHA and School on the 19th day of June, 2006.

Following the term of the April 1, 1999 Lease and during the term of the Amendment to the Lease of June 19, 2006, is hereby modified and amended: in consideration of the payment of rents and the keeping and performance of the terms and conditions by the School, BYHA hereby accepts a lease increase, determined by the School District, during the final two (2) years of the Amended Lease of June 19, 2006, up and until June 30, 2021, paid by the School for ice time and the premises of the A.F. Kaiser Arena located in Bagley, Minnesota. The School, in consideration of the foregoing, agrees to pay BYHA the sum of Fifteen Thousand Dollars (\$15,000.00). Said payment shall be paid in two installments. A payment of \$5,000.00 on or after July 1, 2019 for FY 2020, and the second payment of \$10,000.00 on or after July 1, 2020 for FY 2021.

This Amendment #2 and the remaining terms, conditions, and covenants set forth in the April 1, 1999 Lease and the Amendment to the Lease on June 19, 2006, represent the entire agreement between the parties.

In Testimony Thereof, both parties hereto set their hands dates indicated below intending to be bound thereby.

BAGLEY YOUTH HOCKEY ASSOCIATION

BY: _____ DATE: _____

INDEPENDENT SCHOOL DISTRICT #162

BY: _____ DATE: _____