

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

A Regular School Board Meeting of the Board of Education will be held March 18, 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	4
March 4 Closed Board meeting	
March 4 Regular Board meeting	
March 13 Special Board meeting	
B. Invoices - March 2019 - \$129,840.55 - Ck# 59806-59875	8
C. Hand Payables - February 2019 - \$79,785.21 - Ck# 32904-32947	21
D. Statement of Cash Balances - February 2019 - \$3,812,520.56	31
E. Budget Comparison	32
F. Wires Payments - February 2019 - \$335,449.43	33
G. Auxiliary Accounts	36

5. COMMUNICATIONS

A. MSBA Phase III training in TRF on April 24. Advanced registration closes April 16
MSBA Phase IV training in TRF on April 11. Advanced registration closes April 3

6. STUDENT INPUT AND RECOGNITION

A. Senior of the Month - February
James Hvezda

B. Elementary Students of the Month - January

1) Ava Evans, Hunter Dahlke, Oliver Huschle, Grey Gamber, Olivia Kortan, Jonathan

Thomas, Alaina Erickson, Easton Burgoon, Eliya Elgersma, Ida Larson, Audrey Shongo, Madison Mullan, Jackson Moen, CharLee Benson, Jodi Neeland, Reid Gerbracht, Lily Sandretzky, Mason Mudge, Cathryn Mondt, Dani Skarison, Emma Crist, Abbi Christianson, Aliyaa Stevens, Ava Phrakonkham, and Brooke Erickson

C. Congratulations to Jorgen Hamel on being selected as a RJ Broadcasting Good Student Award winner the week of March 11.

7. PUBLIC AGENDA ITEM

A. Direct Deposit Concern - Willa Olson 39

8. INFORMATION ITEMS

A. BES Principal Report 40

B. BHS Principal Report 41

C. Community Education

D. Superintendent Report

E. Committee Reports

1) Athletics

2) District Advisory

3) Meet and Confer

4) Negotiations

5) Security

6) Transportation

7) Wellness

8) Other

9. SCHOOL BOARD ACTION ITEMS

A. School Improvement Plan - Kristi Moritz 42

B. Parent Survey - Kristi Moritz 88

C. State History Day Competition and Overnight - Carol Bliss Quinn 89

D. AIEA Annual Compliance Documents - Carol Vik 92

E. Staffing

1) Personal Unpaid Leave Request - Employee A. Employee A is requesting 1 additional unpaid day off.

2) Personal Unpaid Leave Request - Employee B. Employee B is requesting 1 additional unpaid day off.

3) Resignation - Jenny Fraley, School Counselor, effective at the end of the 2018-2019 SY.

- 4) Personal Unpaid Leave Request - Employee C. Employee C is requesting 4 additional unpaid days off.

F. Bagley Elementary Roofing Project

101

10. NEXT MEETINGS AGENDA ITEMS

11. FUTURE MEETINGS

School Board Special Meeting for Second Round of Superintendent Interviews - March 19, 2019, at 4:30 p.m. in High School Room 100

Special School Board Meeting for approval of Superintendent Contract - March 26, 2019, in High School Room 101

School Board Meeting - April 1, 2019, at 7:30 p.m. in High School Room 101

12. ADJOURNMENT

**BAGLEY PUBLIC SCHOOLS
SPECIAL SCHOOL BOARD MEETING
MARCH 4, 2019
MINUTES**

The special meeting of the School Board, Independent School District #162 was held on March 4, 2019, at 7:00 p.m. in the Superintendent's Office. Members present: Adam Broden, Wendy Fultz, Amy Fontaine, Renee Benson, Jeremy Davies, Don Nordlund and Superintendent Cairns. Members absent: Jamie Grover.

Chairman Broden called the meeting to order and opened with the Pledge of Allegiance to the Flag.

1. A motion was made by Jeremy Davies, seconded by Renee Benson to close the meeting at 7:01 p.m.
2. Board discussed School District security updates, projects, and protocols. Discussion was led by SRO Neil Dolan.
3. A motion was made by Amy Fontaine, seconded by Jeremy Davies to reopen the meeting at 7:25 p.m. Motion passed 7-0.
4. A motion was made by Amy Fontaine to adjourn the meeting at 7:26 p.m. Motion passed 7-0.

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

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

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

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

Chairman Broden called the meeting to order and opened with the Pledge of Allegiance to the Flag.

1. Superintendent Cairns distributed miscellaneous communications.
2. A motion was made by Jeremy Davies, seconded by Renee Benson, to approve the following consent agenda items:
 - A. February 19 Special Meeting Minutes
 - B. February 19 Regular Meeting MinutesMotion passed 6-0.
3. Superintendent Cairns apprised the Board that March's enrollment is holding steady.
4. Governor Tim Walz has proclaimed March 3-9, 2019, Paraprofessional Recognition Week. There are over 20,000 paraprofessionals in Minnesota working hard every day to make sure every child has the education they need to succeed in school and life. Thank you for your hard work and dedication!
5. Chairman Broden announced that the Bagley Dance Team - Aleah Nelson, Bayli Dukek, Brigg Abraham, Cori Bonik, Demi Keough, Elee Hermiston, Ellie Bonik, Hallie Lindgren, Izabell Gerbracht, Kennedy Grover, Kia Nelson, Macy Strandlien, Sarah Pullins, Sophia Jesness, Tessa Tramm, and Tiffany Gerbracht were the February 20 Athletes of the Month.
6. Congratulations to Samantha Molitor for her exhibit at the Regional Science Fair last Friday. Samantha received the silver medal for Senior High Projects, the U.S. Office of Naval Research medal, recognition award and a \$50.00 gift card as well as the Bemidji State University Nursing Program Award and another \$50.00 gift card.
7. Congratulations to the BFCG Peewee Hockey Team on your Championship win at Regions. Good Luck at State on March 15-17th!
8. Congratulations to the BFCG Bantam Hockey Team on your terrific season and your District Championship Win!
9. Congratulations to the BFCG Squirts for their 3rd place win and the terrific sportsmanship shown to the team that they beat.
10. Board discussion was held on Policy 603 – Curriculum Development in reference to the BES School Improvement Plan curriculum. Director Nordlund stated that there is misunderstanding about the curriculum development policy and that not all curriculum needs to go through the curriculum committee. The district curriculum advisory committee gives assistance only at the request of the superintendent. Director Davies feels that social/emotional curriculum can be controversial and feels all curriculum should go through the district advisory committee. Superintendent Cairns asked the Board to trust the leadership team and their process of choosing the curriculum. If the Board doesn't then the Board need to revise the curriculum policy.

The Board asked that the principals to provide regular building updates/reports at meetings.

11. A motion was made by Amy Fontaine, seconded by Don Nordlund requesting the BES Principal and team to re-present the BES School Improvement Plan and curriculum purchase. Motion passed 6-0.

12. Superintendent Cairns and Chairman Broden met with the Clearwater Agricultural Society Board in January. Again, the School District reiterated their proposal for a lease to own option. The issue of safe parking was discussed. The Fair Board has since responded they are not interested in the selling the property, but would like to propose a counter offer for a lease. The School District has not received any correspondence from the Clearwater Agricultural Society to date.
13. A motion was made by Renee Benson, seconded by Amy Fontaine to revise Policy 458 – Direct Deposit. Motion passed 6-0.
14. A motion was made by Don Nordlund, seconded by Renee Benson to accept the resignation of Katrina Rasmussen, food service, effective March 8, 2019. Motion passed 6-0.
15. A motion was made by Amy Fontaine, seconded by Renee Benson to accept the resignation of Katherine Holst, DCD teacher, effective at the end of the 208-2019 school year. Motion passed 6-0.
16. A motion was made by Amy Fontaine, seconded by Don Nordlund to approve the personal unpaid leave request for Employee A. Employee A is requesting one additional unpaid day off. Motion passed 6-0.
17. A motion was made by Amy Fontaine, seconded by Renee Benson to approve the medical unpaid leave request for Employee B. Employee B is requesting extended medical leave. Motion passed 6-0.
18. A motion was made by Renee Benson, seconded by Amy Fontaine to approve the personal unpaid leave request for Employee C. Employee C is requesting four additional unpaid days off. Motion passed 6-0.
19. Items for the Next Agenda:
 - A. BES School Improvement Plan Presentation and Curriculum Purchase
20. Future Meetings:
 - A. Special School Board Meeting for the Superintendent Search Process – March 13, 2019, at 7:00 p.m. in BHS Room 101.
 - B. Special School Board Meeting for Superintendent Interviews – March 15, 2019, at 4:00 p.m. in BHS Room 100.
 - C. Special School Board Meeting for Superintendent Interviews – March 16, 2019, at 9:00 a.m. in BHS Room 101
 - D. Special School Board Meeting for Strategic Planning One-Year Evaluation – March 18, 2019, at 6:00 p.m. in BHS Room 101
 - E. School Board Meeting – March 18, 2019, at 7:30 p.m. in BHS Room 101
21. A motion was made by Amy Fontaine to adjourn the meeting at 8:24 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
SPECIAL SCHOOL BOARD MEETING
MARCH 13, 2019
MINUTES**

The special meeting of the School Board, Independent School District #162 was held on March 13, 2019, at 7:00 p.m. at High School Room 101. Members present: Adam Broden, Amy Fontaine, Jamie Grover, Renee Benson, Wendy Fultz, Jeremy Davies, Don Nordlund and Superintendent Cairns. Members absent: None.

Chairman Broden called the meeting to order and opened with the Pledge of Allegiance to the Flag.

1. A motion was made by Jeremy Davies, seconded by Renee Benson to approve the special meeting agenda. Motion passed 7-0.
2. A motion was made by Don Nordlund, seconded by Wendy Fultz to hire Angela Gerbracht as the business manager effective July 1, 2019. Motion passed 7-0.
3. A motion was made by Jeremy Davies, seconded by Renee Benson to adopt the first and second round interview questions with ability to modify second round questions, if needed. Motion passed 7-0.
4. Chairman Broden was appointed to perform reference check on the second round finalists.
5. A motion was made by Wendy Fultz, seconded by Renee Benson to adopt first and second round interview schedules with suggested changes. Motion passed 7-0.
6. A motion was made by Jeremy Davies, seconded by Wendy Fultz to accept MSBA recommendation for 1st round interview candidates. The finalists are: Terri Anderson Mann, Sue Richards Chase, Bryan Hackbarth, and Erich Heise. Motion passed 7-0.
7. A motion was made by Amy Fontaine to adjourn the meeting at 8:09 p.m.

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

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

Bagley Public Schools #162
March 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59806	00390		ACME TOOLS		Check		
				E 01	300 399 675 555 000	Framing Nailer		\$399.00	
				E 01	300 399 675 555 000	T-Square		\$17.99	
PO#:	67652	Voucher #:	70244	Invoice	Invoice No: 6397223	3/18/2019	Paid Amt:	\$416.99	
				E 01	300 399 675 555 000	Reciprocating Saw		\$259.00	
				E 01	300 399 675 555 000	Stapler		\$79.99	
PO#:	67652	Voucher #:	70245	Invoice	Invoice No: 6395472	3/18/2019	Paid Amt:	\$338.99	
				E 01	300 399 675 555 000	PLEASE SEE ATTACHED QUOTE		\$1,476.43	
PO#:	67652	Voucher #:	70355	Invoice	Invoice No: 6445039	3/18/2019	Paid Amt:	\$1,476.43	
							Check Amount:	\$2,232.41	
0162	FNB	59807	1118		AMAZON CAPITAL SERVICES		Check		
				E 01	005 810 000 401 181	VERBATIM CD/DVD PAPER SLEEVES WITH		\$3.99	
				E 01	005 810 000 401 181	VERBATIM DV+R		\$22.74	
PO#:	67671	Voucher #:	70203	Invoice	Invoice No: 1YG4-43L7-HNXG	3/18/2019	Paid Amt:	\$26.73	
				E 01	100 216 401 490 000	FAMILY LITERACY		\$63.29	
				E 01	100 203 000 401 000	FAMILY LITERACY		\$104.51	
PO#:	67665	Voucher #:	70228	Invoice	Invoice No: 1NT6-PCK6-HPJH	3/18/2019	Paid Amt:	\$167.80	
				E 01	005 810 000 401 181	VIVO LCD REPLACEMENT SCREEN		\$119.94	
PO#:	67675	Voucher #:	70274	Invoice	Invoice No: 1WWF-FPW1-NXYQ	3/18/2019	Paid Amt:	\$119.94	
				E 01	005 810 000 401 181	DENTSING 43 WH BATTERY FOR DELL CHF		\$309.30	
PO#:	67675	Voucher #:	70307	Invoice	Invoice No: 1D9P-MWVN-XMQD	3/18/2019	Paid Amt:	\$309.30	
				E 01	100 203 000 401 000	TOTES FOR PARAPROFESSIONAL DAY		\$152.75	
PO#:	67677	Voucher #:	70323	Invoice	Invoice No: 111K-DDNC-LPM4	3/18/2019	Paid Amt:	\$152.75	
				E 01	005 810 000 401 181	TONER CARTRIDGE		\$29.99	
PO#:	67680	Voucher #:	70354	Invoice	Invoice No: 1YDK-KHVT-VDGC	3/18/2019	Paid Amt:	\$29.99	
							Check Amount:	\$806.51	
0162	FNB	59808	01725		AMERIPRIDE LINEN, INC.		Check		
				E 01	300 361 830 305 000	Consulting/Fees For Services		\$55.08	
PO#:		Voucher #:	70271	Invoice	Invoice No: 3501337495	3/18/2019	Paid Amt:	\$55.08	
				E 01	005 760 720 305 000	Fees For Services-Reg Transportation		\$39.60	
PO#:		Voucher #:	70272	Invoice	Invoice No: 3501337512	3/18/2019	Paid Amt:	\$39.60	
				E 01	300 255 000 305 000	Fees For Services-Industrial Tech		\$38.28	
PO#:		Voucher #:	70273	Invoice	Invoice No: 3501337493	3/18/2019	Paid Amt:	\$38.28	
							Check Amount:	\$132.96	
0162	FNB	59809	04830		BAGLEY AUTO VALUE		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$84.96	
PO#:		Voucher #:	70275	Invoice	Invoice No: 37099294	3/18/2019	Paid Amt:	\$84.96	

Bagley Public Schools #162 March 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59809	04830		BAGLEY AUTO VALUE		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$24.98	
		PO#:	Voucher #:	70276	Invoice	Invoice No: 37098825	3/18/2019	Paid Amt:	\$24.98
								Check Amount:	\$109.94
0162	FNB	59810	06113		BAGLEY OIL CO.		Check		
				E 01	310 810 000 440 000	Heating Fuel-Maintenance		\$409.25	
		PO#:	Voucher #:	70258	Invoice	Invoice No: 9283	3/18/2019	Paid Amt:	\$409.25
								Check Amount:	\$409.25
0162	FNB	59811	06849		BELTRAMI INDUSTRIAL SERVICES,		Check		
				E 01	005 760 720 305 000	BUS TOW TO NORTH CENTRAL		\$2,362.50	
		PO#: 67685	Voucher #:	70356	Invoice	Invoice No: 29000	3/18/2019	Paid Amt:	\$2,362.50
								Check Amount:	\$2,362.50
0162	FNB	59812	08280		BEMIDJI REGIONAL INTERDISTRICT		Check		
				E 01	100 420 740 399 000	Purchase of Spec Ed Contracted		\$5,586.20	
		PO#:	Voucher #:	70210	Invoice	Invoice No: 022819	3/18/2019	Paid Amt:	\$5,586.20
								Check Amount:	\$5,586.20
0162	FNB	59813	08326		BEMIDJI STATE UNIVERSITY		Check		
				E 01	998 211 000 394 000	to Other Agencies-PSEO, RG ED		\$7,459.92	
		PO#:	Voucher #:	70336	Invoice	Invoice No: 031119	3/18/2019	Paid Amt:	\$7,459.92
								Check Amount:	\$7,459.92
0162	FNB	59814	08625		BEMIDJI WELDERS SUPPLY		Check		
				E 01	300 255 000 305 000	Fees For Services-Industrial Tech		\$85.50	
		PO#:	Voucher #:	70204	Invoice	Invoice No: 30002103	3/18/2019	Paid Amt:	\$85.50
				E 01	005 865 347 401 000	PLEASE SEE ATTACHED QUOTE		\$1,234.60	
		PO#: 67640	Voucher #:	70268	Invoice	Invoice No: 10005825	3/18/2019	Paid Amt:	\$1,234.60
				E 01	300 255 000 430 000	Instructional Supply-Industrial Tech		\$281.60	
		PO#:	Voucher #:	70269	Invoice	Invoice No: 10005817	3/18/2019	Paid Amt:	\$281.60
				E 01	300 255 000 430 000	Instructional Supply-Industrial Tech		\$12.70	
		PO#:	Voucher #:	70322	Invoice	Invoice No: 10006299	3/18/2019	Paid Amt:	\$12.70
								Check Amount:	\$1,614.40
0162	FNB	59815	1090		BJORKLUND COMPENSATION CONSULTING, LLC		Check		
				E 01	005 110 000 305 000	Fees For Services-Business Office		\$390.00	
		PO#:	Voucher #:	70338	Invoice	Invoice No: 00004013	3/18/2019	Paid Amt:	\$390.00
				E 01	005 110 000 305 000	Fees For Services-Business Office		\$145.00	
		PO#:	Voucher #:	70339	Invoice	Invoice No: 00004014	3/18/2019	Paid Amt:	\$145.00
								Check Amount:	\$535.00

Bagley Public Schools #162 March 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59816	46510		BOB LOWTH FORD, INC		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$215.76	
PO#:	Voucher #:	70243	Invoice	Invoice No:	59417	3/18/2019	Paid Amt:	\$215.76	
							Check Amount:	\$215.76	
0162	FNB	59817	1403		BONDED LOCK AND KEY		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$320.00	
PO#:	Voucher #:	70256	Invoice	Invoice No:	0000047142	3/18/2019	Paid Amt:	\$320.00	
							Check Amount:	\$320.00	
0162	FNB	59818	12219		BSN SPORTS		Check		
				E 01	300 292 000 401 295	General Supplies-Athletic Support		\$798.65	
PO#:	Voucher #:	70238	Invoice	Invoice No:	904415071	3/18/2019	Paid Amt:	\$798.65	
				E 01	300 211 000 401 301	T-SHIRTS - STUDENTS OF THE MONTH - PL		\$250.10	
PO#: 67630	Voucher #:	70239	Invoice	Invoice No:	904423829	3/18/2019	Paid Amt:	\$250.10	
				E 01	300 292 000 401 295	General Supplies-Athletic Support		\$1,216.60	
PO#:	Voucher #:	70306	Invoice	Invoice No:	904538432	3/18/2019	Paid Amt:	\$1,216.60	
							Check Amount:	\$2,265.35	
0162	FNB	59819	1661		CARLSON PARTS STORE		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$20.27	
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$1,697.17	
PO#:	Voucher #:	70324	Invoice	Invoice No:	FEB19	3/18/2019	Paid Amt:	\$1,717.44	
							Check Amount:	\$1,717.44	
0162	FNB	59820	16717		CLEARWATER CO LANDFILL		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$3,250.00	
PO#:	Voucher #:	70257	Invoice	Invoice No:	030319	3/18/2019	Paid Amt:	\$3,250.00	
							Check Amount:	\$3,250.00	
0162	FNB	59821	17509		COLE PAPERS INC.		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$42.73	
PO#:	Voucher #:	70260	Invoice	Invoice No:	9516921	3/18/2019	Paid Amt:	\$42.73	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$52.10	
PO#:	Voucher #:	70352	Invoice	Invoice No:	9523112	3/18/2019	Paid Amt:	\$52.10	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$2,137.08	
PO#:	Voucher #:	70353	Invoice	Invoice No:	9523518	3/18/2019	Paid Amt:	\$2,137.08	
							Check Amount:	\$2,231.91	
0162	FNB	59822	1366		REMIT I COMO OIL & PROPANE		Check		
				E 01	005 760 720 440 000	Fuels-Reg Transportation		\$2,853.49	
PO#:	Voucher #:	70309	Invoice	Invoice No:	150601741	3/18/2019	Paid Amt:	\$2,853.49	
							Check Amount:	\$2,853.49	

Bagley Public Schools #162 March 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59823	19582		CULINEX		Check		
				E 02	005 770 701 401 000	General Supplies-Lunches		\$130.00	
		PO#:	Voucher #:	70242	Invoice	Invoice No: 792779	3/18/2019	Paid Amt:	\$130.00
				E 02	005 770 701 401 000	General Supplies-Lunches		\$51.70	
		PO#:	Voucher #:	70264	Invoice	Invoice No: 793621	3/18/2019	Paid Amt:	\$51.70
								Check Amount:	\$181.70
0162	FNB	59824	21200		DAROOS INC.		Check		
				E 01	300 292 000 490 295	Food-Athletic Support		\$62.00	
		PO#:	Voucher #:	70246	Invoice	Invoice No: 0116348	3/18/2019	Paid Amt:	\$62.00
				E 01	300 292 000 490 295	Food-Athletic Support		\$60.00	
		PO#:	Voucher #:	70247	Invoice	Invoice No: 0116276	3/18/2019	Paid Amt:	\$60.00
				E 01	300 292 000 490 295	Food-Athletic Support		\$120.00	
		PO#:	Voucher #:	70248	Invoice	Invoice No: 0116544	3/18/2019	Paid Amt:	\$120.00
				E 04	005 505 321 401 000	General Supplies-Comm Ed		\$23.51	
		PO#:	Voucher #:	70249	Invoice	Invoice No: 0117054	3/18/2019	Paid Amt:	\$23.51
				E 01	300 292 000 490 295	Food-Athletic Support		\$182.00	
		PO#:	Voucher #:	70250	Invoice	Invoice No: 0117024	3/18/2019	Paid Amt:	\$182.00
				E 01	300 292 000 490 295	Food-Athletic Support		\$50.00	
		PO#:	Voucher #:	70251	Invoice	Invoice No: 0116952	3/18/2019	Paid Amt:	\$50.00
								Check Amount:	\$497.51
0162	FNB	59825	21204		DARRELL'S AUTO GLASS		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$53.50	
				E 01	005 760 720 305 000	Fees For Services-Reg Transportation		\$60.00	
		PO#:	Voucher #:	70329	Invoice	Invoice No: 27393	3/18/2019	Paid Amt:	\$113.50
				E 01	005 760 720 305 000	Fees For Services-Reg Transportation		\$39.85	
		PO#:	Voucher #:	70330	Invoice	Invoice No: 26575	3/18/2019	Paid Amt:	\$39.85
								Check Amount:	\$153.35
0162	FNB	59826	1170		DEAN FOODS NC		Check		
				E 02	005 770 701 495 000	Milk-Lunches		\$86.73	
		PO#:	Voucher #:	70278	Invoice	Invoice No: 17714248	3/18/2019	Paid Amt:	\$86.73
				E 02	005 770 701 495 000	Milk-Lunches		\$137.68	
		PO#:	Voucher #:	70279	Invoice	Invoice No: 17714277	3/18/2019	Paid Amt:	\$137.68
				E 02	005 770 701 495 000	Milk-Lunches		\$94.66	
		PO#:	Voucher #:	70280	Invoice	Invoice No: 17714292	3/18/2019	Paid Amt:	\$94.66
				E 02	005 770 701 495 000	Milk-Lunches		\$67.99	
		PO#:	Voucher #:	70281	Invoice	Invoice No: 17714323	3/18/2019	Paid Amt:	\$67.99
				E 02	005 770 701 495 000	Milk-Lunches		\$95.68	
		PO#:	Voucher #:	70282	Invoice	Invoice No: 17714368	3/18/2019	Paid Amt:	\$95.68

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Bagley Public Schools #162 March 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59826	1170		DEAN FOODS NC		Check		
				E 02 005 770	701 495 000 Milk-Lunches			\$146.63	
	PO#:	Voucher #:	70283	Invoice	Invoice No: 17714374	3/18/2019	Paid Amt:		\$146.63
				E 02 005 770	701 495 000 Milk-Lunches			\$239.40	
	PO#:	Voucher #:	70284	Invoice	Invoice No: 17714398	3/18/2019	Paid Amt:		\$239.40
				E 02 005 770	701 495 000 Milk-Lunches			\$52.48	
	PO#:	Voucher #:	70285	Invoice	Invoice No: 17714431	3/18/2019	Paid Amt:		\$52.48
				E 02 005 770	701 495 000 Milk-Lunches			\$223.39	
	PO#:	Voucher #:	70286	Invoice	Invoice No: 17714249	3/18/2019	Paid Amt:		\$223.39
				E 02 005 770	701 495 000 Milk-Lunches			\$257.34	
	PO#:	Voucher #:	70287	Invoice	Invoice No: 17714276	3/18/2019	Paid Amt:		\$257.34
				E 02 005 770	701 495 000 Milk-Lunches			\$223.39	
	PO#:	Voucher #:	70288	Invoice	Invoice No: 17714291	3/18/2019	Paid Amt:		\$223.39
				E 02 005 770	701 495 000 Milk-Lunches			\$173.04	
	PO#:	Voucher #:	70289	Invoice	Invoice No: 17714324	3/18/2019	Paid Amt:		\$173.04
				E 02 005 770	701 495 000 Milk-Lunches			\$128.14	
	PO#:	Voucher #:	70290	Invoice	Invoice No: 17714369	3/18/2019	Paid Amt:		\$128.14
				E 02 005 770	701 495 000 Milk-Lunches			\$278.76	
	PO#:	Voucher #:	70291	Invoice	Invoice No: 17714375	3/18/2019	Paid Amt:		\$278.76
				E 02 005 770	701 495 000 Milk-Lunches			\$457.85	
	PO#:	Voucher #:	70292	Invoice	Invoice No: 17714397	3/18/2019	Paid Amt:		\$457.85
								Check Amount:	\$2,663.16
0162	FNB	59827	1447		EAPC ARCHITECTS ENGINEERS		Check		
				E 01 005 865	370 305 000 Consulting/Fees For Services			\$911.26	
	PO#:	Voucher #:	70334	Invoice	Invoice No: 43116	3/18/2019	Paid Amt:		\$911.26
								Check Amount:	\$911.26
0162	FNB	59828	22689		FARGO PUBLIC SCHOOL DISTRICT		Check		
				E 01 998 211	000 392 000 Payments to Out-of-State Dist/			\$157.18	
	PO#:	Voucher #:	70211	Invoice	Invoice No: 0000049965	3/18/2019	Paid Amt:		\$157.18
				E 01 998 211	000 392 000 Payments to Out-of-State Dist/			\$235.77	
	PO#:	Voucher #:	70344	Invoice	Invoice No: 50297	3/18/2019	Paid Amt:		\$235.77
								Check Amount:	\$392.95
0162	FNB	59829	27140		FARMERS PUBLISHING CO., INC.		Check		
				E 01 005 110	000 305 000 Fees For Services-Business Office			\$467.52	
	PO#:	Voucher #:	70310	Invoice	Invoice No: February 2019	3/18/2019	Paid Amt:		\$467.52
								Check Amount:	\$467.52
0162	FNB	59830	29841		FUN EXPRESS		Check		
				E 01 100 620	000 401 000 DINOSAUR PENCILS			\$90.00	

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Bagley Public Schools #162 March 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59830	29841		FUN EXPRESS		Check		
				E 01	100 620 000 401 000	SHIPPING		\$9.95	
		PO#: 67669	Voucher #: 70205	Invoice	Invoice No: 694954427-01	3/18/2019	Paid Amt:	\$99.95	
							Check Amount:	\$99.95	
0162	FNB	59831	30521		GALEN'S SUPERMARKET		Check		
				E 01	300 292 000 490 295	Food-Athletic Support		\$1,175.40	
		PO#:	Voucher #: 70277	Invoice	Invoice No: 221543, 101126	3/18/2019	Paid Amt:	\$1,175.40	
				E 02	005 770 701 490 000	Food-Lunches		\$27.13	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$187.04	
		PO#:	Voucher #: 70294	Invoice	Invoice No: FEB19	3/18/2019	Paid Amt:	\$214.17	
				E 01	300 403 740 433 000	Special Supplies Severe -Profound		\$151.81	
		PO#:	Voucher #: 70308	Invoice	Invoice No: FEB19	3/18/2019	Paid Amt:	\$151.81	
							Check Amount:	\$1,541.38	
0162	FNB	59832	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	
				E 01	310 810 000 320 000	Telephone-Maintenance		\$3,754.96	
		PO#:	Voucher #: 70200	Invoice	Invoice No: 200799736	3/18/2019	Paid Amt:	\$3,834.80	
							Check Amount:	\$3,834.80	
0162	FNB	59833	33491		GRAND FORKS PUBLIC SCHOOL DIS		Check		
				E 01	998 211 000 392 000	Payments to Out-of-State Dist/		\$640.08	
		PO#:	Voucher #: 70230	Invoice	Invoice No: 13913	3/18/2019	Paid Amt:	\$640.08	
				E 01	998 211 000 392 000	Payments to Out-of-State Dist/		\$137.16	
		PO#:	Voucher #: 70312	Invoice	Invoice No: 13939	3/18/2019	Paid Amt:	\$137.16	
				E 01	998 211 000 392 000	Payments to Out-of-State Dist/		\$45.72	
		PO#:	Voucher #: 70313	Invoice	Invoice No: 13940	3/18/2019	Paid Amt:	\$45.72	
							Check Amount:	\$822.96	
0162	FNB	59834	36729		HERC-U-LIFT		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$336.12	
		PO#:	Voucher #: 70351	Invoice	Invoice No: W405839	3/18/2019	Paid Amt:	\$336.12	
							Check Amount:	\$336.12	
0162	FNB	59835	37835		HOUGHTON MIFFLIN CO.		Check		
				E 01	100 407 740 433 000	PLEASE SEE ATTACHED		\$87.50	
				E 01	100 216 401 430 000	PLEASE SEE ATTACHED		\$87.50	
		PO#: 67667	Voucher #: 70202	Invoice	Invoice No: 710142137	3/18/2019	Paid Amt:	\$175.00	
				E 01	100 407 740 433 000	SYSTEM 44 SEATS - ANNUAL HOSTING FEE		\$60.00	
				E 01	100 407 740 433 000	SYSTEM 44 SEATS - ANNUAL HOSTING FEE		\$140.00	

Bagley Public Schools #162 March 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59835	37835		HOUGHTON MIFFLIN CO.		Check		
				E 01	100 407 740 433 000	PLEASE SEE ATTACHED QUOTE		\$0.00	
		PO#: 67650	Voucher #: 70240	Invoice	Invoice No: 710141177	3/18/2019		Paid Amt: \$200.00	
								Check Amount: \$375.00	
0162	FNB	59836	39224		INTERQUEST DETECTION CANINES		Check		
				E 01	300 211 000 305 000	HALF DAY VISITS		\$315.00	
		PO#: 67280	Voucher #: 70343	Invoice	Invoice No: 193nmFeb2019	3/18/2019		Paid Amt: \$315.00	
								Check Amount: \$315.00	
0162	FNB	59837	1509		IRONHIDE EQUIPMENT, INC.		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$30.33	
		PO#:	Voucher #: 70267	Invoice	Invoice No: 15580B	3/18/2019		Paid Amt: \$30.33	
								Check Amount: \$30.33	
0162	FNB	59838	43010		KEN K THOMPSON JEWELERS		Check		
				E 01	300 292 000 401 295	OPEN PO FOR THE 2018-2019 SY FOR TROI		\$370.00	
		PO#: 67674	Voucher #: 70321	Invoice	Invoice No: 001-101256	3/18/2019		Paid Amt: \$370.00	
								Check Amount: \$370.00	
0162	FNB	59839	43077		KENNEDY & GRAVEN, CHARTERED		Check		
				E 01	005 010 000 305 000	Fees for Service-School Board		\$380.00	
		PO#:	Voucher #: 70218	Invoice	Invoice No: 147133	3/18/2019		Paid Amt: \$380.00	
								Check Amount: \$380.00	
0162	FNB	59840	44164		LAKES VENDING, INC.		Check		
				E 01	300 292 000 490 295	Food-Athletic Support		\$169.00	
		PO#:	Voucher #: 70231	Invoice	Invoice No: 44164	3/18/2019		Paid Amt: \$169.00	
								Check Amount: \$169.00	
0162	FNB	59841	46136		LISTROM'S DISPOSAL, INC.		Check		
				E 01	310 810 000 330 000	Utilities-Maintenance		\$2,578.41	
		PO#:	Voucher #: 70302	Invoice	Invoice No: FEB19	3/18/2019		Paid Amt: \$2,578.41	
								Check Amount: \$2,578.41	
0162	FNB	59842	46581		LUTHERAN SOCIAL SERVICE/FGP		Check		
				E 01	005 110 000 305 000	GRANDPARENT PROGRAM COST SHARE		\$300.00	
		PO#: 67670	Voucher #: 70232	Invoice	Invoice No: 352	3/18/2019		Paid Amt: \$300.00	
								Check Amount: \$300.00	
0162	FNB	59843	46808		MACKIN EDUCATIONAL RESOURCES		Check		
				E 01	100 620 000 470 000	PLEASE SEE ATTACHED ORDER		\$271.25	
		PO#: 67619	Voucher #: 70198	Invoice	Invoice No: 568677	3/18/2019		Paid Amt: \$271.25	
				E 01	100 620 000 470 000	OPERATION ROUND-UP FUNDS		\$128.07	
		PO#: 67619	Voucher #: 70199	Invoice	Invoice No: 570533	3/18/2019		Paid Amt: \$128.07	
								Check Amount: \$399.32	

Bagley Public Schools #162 March 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59844	47595		MARCO, INC.		Check		
				E 01	100 203 000 380 000	Computer/Technology Lease	\$2,146.03		
PO#:	Voucher #:	70340	Invoice	Invoice No:	379729932	3/18/2019	Paid Amt:	\$2,146.03	
				E 01	300 211 000 380 000	Computer/Technology Lease	\$1,329.45		
PO#:	Voucher #:	70341	Invoice	Invoice No:	379729395	3/18/2019	Paid Amt:	\$1,329.45	
							Check Amount:	\$3,475.48	
0162	FNB	59845	47626		MARK'S HARDWARE		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance	\$229.23		
				E 01	300 361 830 433 000	Special-Voc-Woods	\$145.37		
				E 01	300 291 000 401 126	General Supplies-Drama Club	\$62.20		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation	\$7.99		
PO#:	Voucher #:	70252	Invoice	Invoice No:	JAN19	3/18/2019	Paid Amt:	\$444.79	
				E 01	005 760 720 401 000	General Supplies-Reg Transportation	\$100.12		
				E 01	300 291 000 401 126	General Supplies-Drama Club	\$8.58		
				E 01	300 361 830 433 000	Special-Voc-Woods	\$88.56		
				E 01	310 810 000 401 000	General Supplies-Maintenance	\$228.99		
PO#:	Voucher #:	70320	Invoice	Invoice No:	FEB18	3/18/2019	Paid Amt:	\$426.25	
							Check Amount:	\$871.04	
0162	FNB	59846	49273		MEDTOX LABORATORIES		Check		
				E 01	005 110 000 305 160	Fees For Services-Drug Testing	\$55.00		
PO#:	Voucher #:	70331	Invoice	Invoice No:	02201966597	3/18/2019	Paid Amt:	\$55.00	
							Check Amount:	\$55.00	
0162	FNB	59847	50656		MIDWEST BUS PARTS, INC		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation	\$2,985.15		
PO#:	Voucher #:	70349	Invoice	Invoice No:	117825	3/18/2019	Paid Amt:	\$2,985.15	
				E 01	005 760 720 401 000	General Supplies-Reg Transportation	\$1,048.39		
PO#:	Voucher #:	70350	Invoice	Invoice No:	117827	3/18/2019	Paid Amt:	\$1,048.39	
							Check Amount:	\$4,033.54	
0162	FNB	59848	52095		MINNESOTA SCHOOL BOARDS ASSOC.		Check		
				E 01	005 010 000 366 000	Travel-School Board	\$190.00		
PO#:	Voucher #:	70206	Invoice	Invoice No:	22108V7X1Z8	3/18/2019	Paid Amt:	\$190.00	
				E 01	005 010 000 305 000	Fees for Service-School Board	\$2,500.00		
PO#:	Voucher #:	70207	Invoice	Invoice No:	22072B4J2K7	3/18/2019	Paid Amt:	\$2,500.00	
				E 01	005 010 000 401 000	General Supplies-School Board	\$2,100.00		
PO#:	Voucher #:	70208	Invoice	Invoice No:	22071Y0Q5N3	3/18/2019	Paid Amt:	\$2,100.00	
				E 01	005 010 000 366 000	Travel-School Board	\$190.00		
PO#:	Voucher #:	70345	Invoice	Invoice No:	21688V6C4G8	3/18/2019	Paid Amt:	\$190.00	
							Check Amount:	\$4,980.00	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59849	53461		MOORHEAD ISD # 0152		Check		
				E 01	998 211 000 390 000	Ed Pay to MN Sch Ds		\$270.20	
		PO#:	Voucher #:	70197	Invoice	Invoice No: 022819	3/18/2019	Paid Amt:	\$270.20
								Check Amount:	\$270.20
0162	FNB	59850	55660		NAYLOR'S HEATING AND REFRIGERATION, LLC.		Check		
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$1,395.00	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$955.32	
		PO#:	Voucher #:	70296	Invoice	Invoice No: 131448	3/18/2019	Paid Amt:	\$2,350.32
				E 01	005 865 366 305 000	Consulting/Fees For Services		\$1,940.00	
				E 01	005 865 366 401 000	General Supplies		\$3,307.45	
		PO#:	Voucher #:	70297	Invoice	Invoice No: 131744	3/18/2019	Paid Amt:	\$5,247.45
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$199.00	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$248.92	
		PO#:	Voucher #:	70298	Invoice	Invoice No: 131683	3/18/2019	Paid Amt:	\$447.92
				E 02	005 770 701 305 000	Fees For Services-Lic and Inspections		\$590.00	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$452.35	
		PO#:	Voucher #:	70299	Invoice	Invoice No: 131592	3/18/2019	Paid Amt:	\$1,042.35
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$740.00	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$553.45	
		PO#:	Voucher #:	70300	Invoice	Invoice No: 131578	3/18/2019	Paid Amt:	\$1,293.45
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$90.00	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$2.24	
		PO#:	Voucher #:	70301	Invoice	Invoice No: 131577	3/18/2019	Paid Amt:	\$92.24
								Check Amount:	\$10,473.73
0162	FNB	59851	60900		NCS PEARSON, INC.		Check		
				E 01	100 401 740 433 000	0158036336 CEIF - 5 RECORD FORMS - AGE		\$96.00	
		PO#: 67639	Voucher #:	70201	Invoice	Invoice No: 11983216	3/18/2019	Paid Amt:	\$96.00
								Check Amount:	\$96.00
0162	FNB	59852	55863		NEI BOTTLING, INC.		Check		
				E 01	300 292 000 490 295	Food-Athletic Support		\$231.00	
		PO#:	Voucher #:	70235	Invoice	Invoice No: 103336	3/18/2019	Paid Amt:	\$231.00
								Check Amount:	\$231.00
0162	FNB	59853	58148		NORTHLAND COLLEGE		Check		
				E 01	998 211 000 394 000	to Other Agencies-PSEO, RG ED		\$1,243.22	
		PO#:	Voucher #:	70229	Invoice	Invoice No: 00362263	3/18/2019	Paid Amt:	\$1,243.22
								Check Amount:	\$1,243.22
0162	FNB	59854	58167		NORTHLAND FIRE PROTECTION		Check		
				E 01	005 865 363 305 000	Fees For Services		\$300.00	

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Bagley Public Schools #162 March 2019 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0162	FNB	59854	58167		NORTHLAND FIRE PROTECTION		Check
				E 01	005 865 363 305 000 Fees For Services		\$0.00
PO#:	Voucher #:	70333	Invoice	Invoice No:	35331	3/18/2019	Paid Amt: \$300.00
							Check Amount: \$300.00
0162	FNB	59855	59060		OFFICE DEPOT, INC.		Check
				E 01	005 020 000 401 000 WITE OUT		\$10.99
				E 01	005 020 000 401 000 POST-IT NOTE		\$12.44
PO#: 67662	Voucher #:	70233	Invoice	Invoice No:	274779863001	3/18/2019	Paid Amt: \$23.43
				E 01	005 110 000 401 000 LOGITECH WIRELESS KEYBOARD		\$59.99
PO#: 67662	Voucher #:	70234	Invoice	Invoice No:	274774287001	3/18/2019	Paid Amt: \$59.99
							Check Amount: \$83.42
0162	FNB	59856	62817		PRO-ED, INC.		Check
				E 01	100 203 000 401 000 8374 PAT-3 SUMMARY/RESPONSE FORMS -		\$59.00
				E 01	100 203 000 401 000 Freight		\$5.90
PO#: 67621	Voucher #:	70216	Invoice	Invoice No:	2758550	3/18/2019	Paid Amt: \$64.90
							Check Amount: \$64.90
0162	FNB	59857	63020		PUBLIC UTILITIES		Check
				E 01	310 810 000 330 000 Utilities-Maintenance		\$37,478.90
PO#:	Voucher #:	70261	Invoice	Invoice No:	FEB19	3/18/2019	Paid Amt: \$37,478.90
							Check Amount: \$37,478.90
0162	FNB	59858	65001		RENNEBERG HARDWOODS, INC.		Check
				R 01	300 361 830 619 000 MATERIALS PURCHASED FOR RESALE		\$3,660.68
PO#:	Voucher #:	70236	Invoice	Invoice No:	019545	3/18/2019	Paid Amt: \$3,660.68
							Check Amount: \$3,660.68
0162	FNB	59859	65651		ROGER'S TWO WAY RADIO, INC.		Check
				E 01	005 760 720 401 000 General Supplies-Reg Transportation		\$250.00
				E 01	005 760 720 305 000 Fees For Services-Reg Transportation		\$50.00
PO#:	Voucher #:	70337	Invoice	Invoice No:	12973	3/18/2019	Paid Amt: \$300.00
							Check Amount: \$300.00
0162	FNB	59860	65899		ROYAL TIRE, INC.		Check
				E 01	005 760 720 401 000 General Supplies-Reg Transportation		\$668.28
PO#:	Voucher #:	70325	Invoice	Invoice No:	317-35125	3/18/2019	Paid Amt: \$668.28
				E 01	005 760 720 401 000 General Supplies-Reg Transportation		\$1,436.12
PO#:	Voucher #:	70326	Invoice	Invoice No:	317-35126	3/18/2019	Paid Amt: \$1,436.12
				E 01	005 760 720 401 000 General Supplies-Reg Transportation		\$264.24
PO#:	Voucher #:	70327	Invoice	Invoice No:	317-35127	3/18/2019	Paid Amt: \$264.24

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59860	65899		ROYAL TIRE, INC.		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$355.23	
		PO#:	Voucher #:	70328	Invoice	Invoice No: 317-35136	3/18/2019	Paid Amt:	\$355.23
								Check Amount:	\$2,723.87
0162	FNB	59861	1518		rSCHOOL TODAY		Check		
				E 01	300 292 000 820 295	Dues,Memberships,Lic, Fees		\$470.00	
		PO#:	Voucher #:	70241	Invoice	Invoice No: 44186	3/18/2019	Paid Amt:	\$470.00
								Check Amount:	\$470.00
0162	FNB	59862	66928		SCHOLASTIC BOOK CLUBS, INC.		Check		
				E 01	100 200 000 430 000	137 BOOKS - REFERENCE ORDER # T52515		\$150.62	
		PO#: 67666	Voucher #:	70293	Invoice	Invoice No: T52515387	3/18/2019	Paid Amt:	\$150.62
								Check Amount:	\$150.62
0162	FNB	59863	1384		SEABERG SOLAR SALT		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$752.56	
		PO#:	Voucher #:	70332	Invoice	Invoice No: 3498	3/18/2019	Paid Amt:	\$752.56
								Check Amount:	\$752.56
0162	FNB	59864	67878		SFM		Check		
				E 01	100 203 000 270 000	Worker's Compensation-Elem		\$5.00	
				E 01	300 211 000 270 000	Worker's Compensation-High School		\$5.00	
		PO#:	Voucher #:	70217	Invoice	Invoice No: 2082189	3/18/2019	Paid Amt:	\$10.00
								Check Amount:	\$10.00
0162	FNB	59865	1439		SOLUS LED		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$41.10	
		PO#:	Voucher #:	70255	Invoice	Invoice No: 303253	3/18/2019	Paid Amt:	\$41.10
								Check Amount:	\$41.10
0162	FNB	59866	71810		STELLHER HUMAN SERVICES, INC.		Check		
				E 01	100 605 175 394 000	to Other Agencies-Impact Aid		\$1,926.95	
		PO#:	Voucher #:	70219	Invoice	Invoice No: 161595	3/18/2019	Paid Amt:	\$1,926.95
								Check Amount:	\$1,926.95
0162	FNB	59867	74083		TEACHER DIRECT		Check		
				E 01	100 203 000 401 000	340-18567 SAM ECONOMY VIEW - RD RING		\$71.70	
		PO#: 67663	Voucher #:	70270	Invoice	Invoice No: 2019/3317	3/18/2019	Paid Amt:	\$71.70
								Check Amount:	\$71.70
0162	FNB	59868	74179		TEAM LABORATORY CHEMICAL CORP.		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$443.50	
		PO#:	Voucher #:	70259	Invoice	Invoice No: 0014739	3/18/2019	Paid Amt:	\$443.50
								Check Amount:	\$443.50

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	59869	74181		TECH CHECK, LLC		Check		
				E 01	005 810 000 305 181	Consulting/Fees For Services-Technology		\$60.00	
PO#:	Voucher #:	70311	Invoice	Invoice No:	36674	3/18/2019	Paid Amt:	\$60.00	
							Check Amount:	\$60.00	
0162	FNB	59870	1489		TFD UNLIMITED, LLC		Check		
				E 01	100 203 000 401 000	MIXED COLOR STEREO EARBUDS HEADPH		\$110.00	
PO#: 67668	Voucher #:	70237	Invoice	Invoice No:	TFD4595	3/18/2019	Paid Amt:	\$110.00	
							Check Amount:	\$110.00	
0162	FNB	59871	75455		TIERNEY BROTHERS, INC.		Check		
				E 01	005 810 000 406 181	SMART LEARNING SUITE RENEWAL - MAY 1		\$1,351.35	
				E 01	005 810 000 406 181	QUOTE #146257		\$0.00	
PO#: 67646	Voucher #:	70209	Invoice	Invoice No:	789737	3/18/2019	Paid Amt:	\$1,351.35	
							Check Amount:	\$1,351.35	
0162	FNB	59872	1087		ULINE		Check		
				E 01	100 203 000 401 000	S-7632R DIE CUT HANDLE BAGS 12"X15" R		\$45.00	
				E 01	100 203 000 401 000	Freight		\$18.58	
PO#: 67664	Voucher #:	70265	Invoice	Invoice No:	106087531	3/18/2019	Paid Amt:	\$63.58	
							Check Amount:	\$63.58	
0162	FNB	59873	77875		US BANK		Check		
				E 01	005 850 000 305 391	Fees For Services-Capital Lease 2014A		\$1,750.00	
PO#:	Voucher #:	70342	Invoice	Invoice No:	5282308	3/18/2019	Paid Amt:	\$1,750.00	
							Check Amount:	\$1,750.00	
0162	FNB	59874	80788		WESTWOOD BUILDING CENTER, INC.		Check		
				E 01	300 291 000 401 126	General Supplies-Drama Club		\$4.84	
PO#:	Voucher #:	70266	Invoice	Invoice No:	204806	3/18/2019	Paid Amt:	\$4.84	
				R 01	300 361 830 619 000	MATERIALS PURCHASED FOR RESALE		\$886.74	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$417.56	
PO#:	Voucher #:	70295	Invoice	Invoice No:	FEB19	3/18/2019	Paid Amt:	\$1,304.30	
							Check Amount:	\$1,309.14	
0162	FNB	59875	81075		WILLBERGS AUTO CENTER		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$43.43	
PO#:	Voucher #:	70253	Invoice	Invoice No:	87728	3/18/2019	Paid Amt:	\$43.43	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$22.88	
PO#:	Voucher #:	70254	Invoice	Invoice No:	87687	3/18/2019	Paid Amt:	\$22.88	
							Check Amount:	\$66.31	
								Report Total:	\$129,840.55

Bagley Public Schools #162
March 2019 Check Register
Fund Summary

Fund	Description	Total
01	General Fund	\$125,822.86
02	Food Service	\$3,914.34
04	Community Services	\$103.35
Report Total		\$129,840.55

Bagley Public Schools #162 February 2019 Handpayables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	32904	01380		AMERICAN FAMILY LIFE ASSUR CO		Check		
				B 01	215 030			\$579.97	
				B 01	215 030			\$157.10	
PO#:	Voucher #:	69986	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$737.07	
							Check Amount:	\$737.07	
0162	FNB	32905	05405		BAGLEY EDUCATION ASSOC		Check		
				B 01	215 040			\$4,124.84	
PO#:	Voucher #:	70023	Invoice	Invoice No:	020119	2/1/2019	Paid Amt:	\$4,124.84	
							Check Amount:	\$4,124.84	
0162	FNB	32906	1659		BIMBO BAKERIES USA		Check		
				E 02	005 770 701 490 000			\$247.95	
PO#:	Voucher #:	70020	Invoice	Invoice No:	35239	2/1/2019	Paid Amt:	\$247.95	
							Check Amount:	\$247.95	
0162	FNB	32907	09975		BLUE CROSS BLUE SHIELD OF MN		Check		
				B 01	215 030			\$1,808.00	
PO#:	Voucher #:	70021	Invoice	Invoice No:	02012019	2/1/2019	Paid Amt:	\$1,808.00	
							Check Amount:	\$1,808.00	
0162	FNB	32908	67632		FURTHER		Check		
				B 01	215 027			\$5,496.64	
				B 01	215 027			(\$1,734.98)	
PO#:	Voucher #:	70004	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$3,761.66	
							Check Amount:	\$3,761.66	
0162	FNB	32909	46956		MADISON NATIONAL LIFE INS. CO., INC.		Check		
				B 01	215 030			\$229.06	
				B 01	215 030			(\$19.32)	
PO#:	Voucher #:	70000	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$209.74	
							Check Amount:	\$209.74	
0162	FNB	32910	49246		MEDICARE BLUE RX		Check		
				B 01	215 030			\$1,470.70	
PO#:	Voucher #:	70022	Invoice	Invoice No:	020119	2/1/2019	Paid Amt:	\$1,470.70	
							Check Amount:	\$1,470.70	
0162	FNB	32911	51127		MSEA		Check		
				B 01	215 033			\$1,408.81	
PO#:	Voucher #:	70001	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$1,408.81	
							Check Amount:	\$1,408.81	

Bagley Public Schools #162 February 2019 Handpayables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	32912	55745		NCPERS MINNESOTA		Check		
				B 01 215 031	Life Insur Payable			\$64.00	
PO#:	Voucher #:	70002	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$64.00	
							Check Amount:	\$64.00	
0162	FNB	32913	61525		PETTY CASH FUND		Check		
				E 01 005 110 000 305 000	Fees For Services-Business Office			\$15.00	
				E 01 005 760 720 440 000	Fuels-Reg Transportation			\$30.00	
				E 01 300 296 000 305 205	Fees For Services-Girls BB			\$830.00	
				E 01 300 294 000 305 205	Fees For Services-Boys BB			\$1,625.00	
				E 01 300 291 000 401 125	General Supplies-One Act Play			\$383.66	
				E 01 300 294 000 305 209	Fees For Services-Hockey			\$825.00	
PO#:	Voucher #:	70019	Invoice	Invoice No:	020119	2/1/2019	Paid Amt:	\$3,708.66	
							Check Amount:	\$3,708.66	
0162	FNB	32914	62610		PREPAID LEGAL SERVICES		Check		
				B 01 215 040	Dues and ID Theft			\$99.28	
				B 01 215 040	Dues and ID Theft			(\$8.63)	
PO#:	Voucher #:	70003	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$90.65	
							Check Amount:	\$90.65	
0162	FNB	32915	1116		THE OMNI GROUP		Check		
				B 01 215 005	Tax Shelter Payable			\$100.00	
				B 01 215 025	403 (b) Match			\$54.17	
PO#:	Voucher #:	69988	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$154.17	
				B 01 215 005	Tax Shelter Payable			\$347.22	
				B 01 215 025	403 (b) Match			\$291.67	
PO#:	Voucher #:	69989	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$638.89	
				B 01 215 005	Tax Shelter Payable			\$877.86	
				B 01 215 025	403 (b) Match			\$259.80	
PO#:	Voucher #:	69990	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$1,137.66	
				B 01 215 025	403 (b) Match			\$54.17	
PO#:	Voucher #:	69991	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$54.17	
				B 01 215 005	Tax Shelter Payable			\$750.00	
				B 01 215 025	403 (b) Match			\$125.00	
PO#:	Voucher #:	69992	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$875.00	
				B 01 215 005	Tax Shelter Payable			\$1,603.45	
				B 01 215 025	403 (b) Match			\$590.12	
PO#:	Voucher #:	69993	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$2,193.57	
				B 01 215 005	Tax Shelter Payable			\$1,300.00	
				B 01 215 025	403 (b) Match			\$145.83	
PO#:	Voucher #:	69994	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$1,445.83	

Bagley Public Schools #162 February 2019 Handpayables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	32915	1116		THE OMNI GROUP		Check		
				B 01 215 005	Tax Shelter Payable			\$30.00	
PO#:	Voucher #:	69995	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$30.00	
				B 01 215 005	Tax Shelter Payable			\$1,066.68	
				B 01 215 025	403 (b) Match			\$860.02	
PO#:	Voucher #:	69996	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$1,926.70	
				B 01 215 005	Tax Shelter Payable			\$125.00	
				B 01 215 025	403 (b) Match			\$33.34	
PO#:	Voucher #:	69997	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$158.34	
				B 01 215 005	Tax Shelter Payable			\$2,612.50	
				B 01 215 025	403 (b) Match			\$1,416.65	
PO#:	Voucher #:	69998	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$4,029.15	
				B 01 215 005	Tax Shelter Payable			\$312.49	
				B 01 215 025	403 (b) Match			\$312.49	
PO#:	Voucher #:	69999	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$624.98	
							Check Amount:	\$13,268.46	
0162	FNB	32916	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02 005 770 701 490 000	Food-Lunches			\$321.98	
				E 02 005 770 705 490 000	Food-Breakfast			\$44.98	
				E 02 005 770 701 401 000	General Supplies-Lunches			\$26.62	
PO#:	Voucher #:	70018	Invoice	Invoice No:	5007207	2/1/2019	Paid Amt:	\$393.58	
							Check Amount:	\$393.58	
0162	FNB	32917	80288		WELLS FARGO BANK OF MN		Check		
				B 01 215 030	Insurance Payable			\$100.00	
PO#:	Voucher #:	70005	Invoice	Invoice No:	M2019070	2/1/2019	Paid Amt:	\$100.00	
							Check Amount:	\$100.00	
0162	FNB	32918	64630		REGION I ESV		Check		
				E 01 005 810 000 366 181	Travel			\$215.00	
PO#:	Voucher #:	70024	Invoice	Invoice No:	2/1/2019	2/1/2019	Paid Amt:	\$215.00	
							Check Amount:	\$215.00	
0162	FNB	32919	61530		PETTY CASH - TRAVEL		Check		
				E 01 005 110 000 366 000	Travel-Business Office			\$52.87	
				E 01 300 296 000 369 214	Team Travel-Dance			\$230.00	
				E 01 300 640 316 366 000	Travel-Staff Development			\$555.26	
				E 01 300 294 000 366 207	Travel-Boys Track			\$172.54	
				E 01 300 296 000 366 207	Travel-Girls Track			\$172.54	
				E 01 005 760 720 440 000	Fuels-Reg Transportation			\$24.15	
				E 01 005 010 000 366 000	Travel-School Board			\$485.05	
				E 01 300 291 000 369 125	Team Travel - One Act Play			\$1,806.00	

Bagley Public Schools #162 February 2019 Handpayables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	32919	61530		PETTY CASH -TRAVEL		Check		
				E 01	100 640 316 366 000	Travel-Staff Development		\$28.61	
PO#:	Voucher #:	70029	Invoice	Invoice No:	020419	2/4/2019	Paid Amt:	\$3,527.02	
							Check Amount:	\$3,527.02	
0162	FNB	32920	73661		SYSCO NORTH DAKOTA		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$430.89	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$129.13	
PO#:	Voucher #:	70028	Invoice	Invoice No:	195436993	2/4/2019	Paid Amt:	\$560.02	
							Check Amount:	\$560.02	
0162	FNB	32921	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$547.43	
				E 02	005 770 705 490 000	Food-Breakfast		\$49.41	
PO#:	Voucher #:	70025	Invoice	Invoice No:	5074350	2/4/2019	Paid Amt:	\$596.84	
				E 02	005 770 701 490 000	Food-Lunches		\$1,151.50	
				E 02	005 770 705 490 000	Food-Breakfast		\$12.04	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$78.26	
PO#:	Voucher #:	70026	Invoice	Invoice No:	5007208	2/4/2019	Paid Amt:	\$1,241.80	
				E 02	005 770 701 490 000	Food-Lunches		\$1,893.37	
PO#:	Voucher #:	70027	Invoice	Invoice No:	5074349	2/4/2019	Paid Amt:	\$1,893.37	
							Check Amount:	\$3,732.01	
0162	FNB	32922	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 #:	70035	Invoice	Invoice No:	376613550	2/5/2019	Paid Amt:	\$962.65	
							Check Amount:	\$962.65	
0162	FNB	32923	1085		MCTM		Check		
				E 01	300 640 316 366 000	Travel-Staff Development		\$225.00	
PO#:	Voucher #:	70034	Invoice	Invoice No:	1919	2/5/2019	Paid Amt:	\$225.00	
							Check Amount:	\$225.00	
0162	FNB	32924	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$376.94	
				E 02	005 770 705 490 000	Food-Breakfast		\$205.46	
PO#:	Voucher #:	70036	Invoice	Invoice No:	5133964	2/5/2019	Paid Amt:	\$582.40	
							Check Amount:	\$582.40	

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Bagley Public Schools #162 February 2019 Handpayables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0162	FNB	32925	73661		SYSCO NORTH DAKOTA		Check
				E 02	005 770 701 490 000	Food-Lunches	\$405.00
		PO#:	Voucher #:	70086	Invoice	Invoice No: 195442020	2/6/2019
							Paid Amt: \$405.00
							Check Amount: \$405.00
0162	FNB	32926	33350		US FOODSERVICE - GRAND FORKS		Check
				E 02	005 770 701 490 000	Food-Lunches	\$332.45
				E 02	005 770 705 490 000	Food-Breakfast	\$144.10
				E 02	005 770 701 401 000	General Supplies-Lunches	\$40.59
		PO#:	Voucher #:	70087	Invoice	Invoice No: 5133965	2/6/2019
							Paid Amt: \$517.14
							Check Amount: \$517.14
0162	FNB	32927	1659		BIMBO BAKERIES USA		Check
				E 02	005 770 701 490 000	Food-Lunches	\$284.85
		PO#:	Voucher #:	70103	Invoice	Invoice No: 21275	2/7/2019
							Paid Amt: \$284.85
							Check Amount: \$284.85
0162	FNB	32928	61525		PETTY CASH FUND		Check
				R 04	005 000 321 050 000	Fees from Patrons-Comm Ed	\$105.00
				E 01	300 291 000 305 125	Consulting/Fees For Services-OAP	\$50.00
				E 01	300 291 000 305 136	Fees For Services-Student Helpers	\$147.90
				E 01	300 291 000 401 125	General Supplies-One Act Play	\$51.18
				E 01	300 296 000 305 205	Fees For Services-Girls BB	\$1,295.00
				E 01	300 294 000 305 205	Fees For Services-Boys BB	\$1,230.00
				E 01	300 291 000 401 140	General Supplies-Math Club	\$200.00
				E 01	005 760 720 305 000	Fees For Services-Reg Transportation	\$307.00
		PO#:	Voucher #:	70104	Invoice	Invoice No: 020819	2/8/2019
							Paid Amt: \$3,386.08
							Check Amount: \$3,386.08
0162	FNB	32929	47595		MARCO, INC.		Check
				E 01	300 211 000 380 000	Computer/Technology Lease	\$1,329.45
		PO#:	Voucher #:	70107	Invoice	Invoice No: 377133582	2/11/2019
							Paid Amt: \$1,329.45
							Check Amount: \$1,329.45
0162	FNB	32930	61530		PETTY CASH - TRAVEL		Check
				E 01	300 291 000 369 141	Team Travel-History Day	\$200.00
				E 01	300 291 000 369 119	Team Travel - Science Fair	\$20.00
				E 01	300 296 000 369 214	Team Travel-Dance	\$4,788.00
		PO#:	Voucher #:	70108	Invoice	Invoice No: 021119	2/11/2019
							Paid Amt: \$5,008.00
							Check Amount: \$5,008.00
0162	FNB	32931	58533		NWD-MASC		Check
				E 01	300 211 000 369 000	STUDENT REGISTRATION	\$520.00
				E 01	300 211 000 366 000	ADVISOR REGISTRATION	\$20.00

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Bagley Public Schools #162 February 2019 Handpayables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	32931	58533		NWD-MASC		Check		
				E 01	300 211 000 366 000			***SEND CHECK UP TO PERRY NELSON BE	\$0.00
		PO#: 67659	Voucher #: 70145	Invoice	Invoice No: 021219	2/12/2019	Paid Amt:	\$540.00	
							Check Amount:	\$540.00	
0162	FNB	32932	62099		PLAYSCRIPTS, INC.		Check		
				E 01	300 291 000 305 125			ROYALTY FEE FOR STATE OAP FESTIVAL P	\$50.00
		PO#: 67653	Voucher #: 70144	Invoice	Invoice No: 2174672	2/12/2019	Paid Amt:	\$50.00	
							Check Amount:	\$50.00	
0162	FNB	32933	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 701 490 000			Food-Lunches	\$1,156.73
				E 02	005 770 705 490 000			Food-Breakfast	\$59.87
		PO#:	Voucher #: 70137	Invoice	Invoice No: 5264541	2/12/2019	Paid Amt:	\$1,216.60	
				E 02	005 770 701 490 000			Food-Lunches	\$2,110.05
				E 02	005 770 705 490 000			Food-Breakfast	\$68.11
		PO#:	Voucher #: 70138	Invoice	Invoice No: 521825	2/12/2019	Paid Amt:	\$2,263.01	
				E 02	005 770 701 490 000			Food-Lunches	\$102.08
		PO#:	Voucher #: 70139	Invoice	Invoice No: 5264538	2/12/2019	Paid Amt:	\$102.08	
				E 02	005 770 701 490 000			Food-Lunches	\$957.66
				E 02	005 770 705 490 000			Food-Breakfast	\$176.77
		PO#:	Voucher #: 70140	Invoice	Invoice No: 5211823	2/12/2019	Paid Amt:	\$1,134.43	
				E 02	005 770 701 490 000			Food-Lunches	\$278.71
				E 02	005 770 705 490 000			Food-Breakfast	\$231.13
		PO#:	Voucher #: 70141	Invoice	Invoice No: 5264540	2/12/2019	Paid Amt:	\$745.17	
				E 02	005 770 701 490 000			Food-Lunches	\$31.90
		PO#:	Voucher #: 70142	Invoice	Invoice No: 5264539	2/12/2019	Paid Amt:	\$31.90	
							Check Amount:	\$5,493.19	
0162	FNB	32934	47802		MARRIOTT MINNEAPOLIS CITY CENT		Check		
				E 01	300 296 000 369 214			Team Travel-Dance	\$3,685.16
		PO#:	Voucher #: 70151	Invoice	Invoice No: 021319	2/13/2019	Paid Amt:	\$3,685.16	
							Check Amount:	\$3,685.16	
0162	FNB	32935	51060		MASA		Check		
				E 01	005 020 000 366 000			CONFERENCE REGISTRATION - MARCH 7 &	\$329.00
				E 01	005 020 000 366 000			ADDITIONAL LUNCH TICKET - STEVE REIME	\$30.00
		PO#: 67661	Voucher #: 70149	Invoice	Invoice No: 021319	2/13/2019	Paid Amt:	\$359.00	
							Check Amount:	\$359.00	

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Bagley Public Schools #162 February 2019 Handpayables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0162	FNB	32936	1706		MINNEAPOLIS MARRIOTT NORTHWEST		Check	
				E 01	005 020 000 366 000	MASA CONFERENCE - MARCH 6 & 7, 2019		\$320.52
		PO#: 67660	Voucher #: 70150	Invoice	Invoice No: 021319	2/13/2019	Paid Amt:	\$320.52
							Check Amount:	\$320.52
0162	FNB	32937	61525		PETTY CASH FUND		Check	
				E 01	300 294 000 820 209	Dues,Memberships,Lic, Fees-Hockey		\$75.00
				E 01	005 760 720 440 000	Fuels-Reg Transportation		\$70.00
				E 01	100 203 000 401 101	General Supplies-Elem Auxilary Accounts		\$160.00
				E 01	300 294 000 305 205	Fees For Services-Boys BB		\$1,130.00
				E 01	300 296 000 305 205	Fees For Services-Girls BB		\$1,210.00
				E 01	300 294 000 305 209	Fees For Services-Hockey		\$285.00
				E 01	300 291 000 401 125	General Supplies-One Act Play		\$90.00
				E 01	005 110 000 305 000	Fees For Services-Business Office		\$15.00
				E 01	300 296 000 305 205	Fees For Services-Girls BB		(\$405.00)
		PO#:	Voucher #: 70153	Invoice	Invoice No: 021319	2/13/2019	Paid Amt:	\$2,630.00
							Check Amount:	\$2,630.00
0162	FNB	32938	61530		PETTY CASH - TRAVEL		Check	
				E 01	005 760 720 366 000	Travel-Reg Transportation		\$161.58
				E 01	100 050 000 366 000	Travel-Elem Office		\$487.89
				E 01	300 296 000 369 214	Team Travel-Dance		\$75.00
				E 01	100 640 316 366 000	Travel-Staff Development		\$141.31
				E 01	300 291 000 369 125	Team Travel - One Act Play		\$2,030.99
		PO#:	Voucher #: 70154	Invoice	Invoice No: 021319	2/13/2019	Paid Amt:	\$2,896.77
							Check Amount:	\$2,896.77
0162	FNB	32939	1659		BIMBO BAKERIES USA		Check	
				E 02	005 770 701 490 000	Food-Lunches		\$86.40
		PO#:	Voucher #: 70156	Invoice	Invoice No: 35333	2/14/2019	Paid Amt:	\$86.40
							Check Amount:	\$86.40
0162	FNB	32940	73661		SYSCO NORTH DAKOTA		Check	
				E 02	005 770 701 490 000	Food-Lunches		\$421.76
		PO#:	Voucher #: 70155	Invoice	Invoice No: 195445847	2/14/2019	Paid Amt:	\$421.76
							Check Amount:	\$421.76
0162	FNB	32941	33350		US FOODSERVICE - GRAND FORKS		Check	
				E 02	005 770 701 490 000	Food-Lunches		\$41.47
		PO#:	Voucher #: 70157	Invoice	Invoice No: 5393150	2/22/2019	Paid Amt:	\$41.47
				E 02	005 770 701 490 000	Food-Lunches		\$972.82
				E 02	005 770 705 490 000	Food-Breakfast		\$164.47

Bagley Public Schools #162 February 2019 Handpayables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	32941	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02 005 770 701 401 000	General Supplies-Lunches			\$29.42	
PO#:	Voucher #:	70158	Invoice	Invoice No:	5393148	2/22/2019	Paid Amt:		\$1,166.71
				E 02 005 770 701 490 000	Food-Lunches			\$726.68	
				E 02 005 770 705 490 000	Food-Breakfast			\$176.84	
				E 02 005 770 701 401 000	General Supplies-Lunches			\$73.23	
PO#:	Voucher #:	70159	Invoice	Invoice No:	5393147	2/22/2019	Paid Amt:		\$976.75
				E 02 005 770 701 490 000	Food-Lunches			\$118.03	
PO#:	Voucher #:	70160	Invoice	Invoice No:	5393149	2/22/2019	Paid Amt:		\$118.03
				R 02 005 000 701 099 000	Misc Rev-Food Service			(\$115.86)	
PO#:	Voucher #:	70161	Invoice	Invoice No:	5930215	2/22/2019	Paid Amt:		(\$115.86)
							Check Amount:		\$2,187.10
0162	FNB	32942	1659		BIMBO BAKERIES USA		Check		
				E 02 005 770 701 490 000	Food-Lunches			\$82.50	
PO#:	Voucher #:	70193	Invoice	Invoice No:	35394	2/28/2019	Paid Amt:		\$82.50
				E 02 005 770 701 490 000	Food-Lunches			\$132.30	
PO#:	Voucher #:	70189	Invoice	Invoice No:	35365	2/28/2019	Paid Amt:		\$132.30
							Check Amount:		\$214.80
0162	FNB	32943	1305		KONICA MINOLTA PREMIER FINANCE		Check		
				E 01 300 211 000 380 000	Computer/Technology Lease			\$953.05	
PO#:	Voucher #:	70191	Invoice	Invoice No:	378521421	2/28/2019	Paid Amt:		\$953.05
							Check Amount:		\$953.05
0162	FNB	32944	61525		PETTY CASH FUND		Check		
				E 01 300 292 000 401 295	General Supplies-Athletic Support			\$20.00	
				E 01 300 294 000 305 205	Fees For Services-Boys BB			\$685.00	
				E 01 300 296 000 305 205	Fees For Services-Girls BB			\$495.00	
				E 01 005 760 720 305 000	Fees For Services-Reg Transportation			\$80.90	
				E 01 100 203 000 401 000	General Supplies-Elem			\$100.00	
				R 01 100 000 000 099 000	Misc Rev- Elem			\$29.16	
				E 01 300 211 000 401 301	General Supplies-HS Auxilary Account			\$72.00	
				E 01 100 216 401 490 000	Food			\$48.24	
				E 01 005 110 000 329 000	Postage/UPS-Business Office			\$12.28	
				E 01 300 291 000 305 133	Fees For Services-Chaperones			\$70.00	
				R 01 300 000 000 081 000	High School Yearbook			\$145.05	
				B 01 212 001	Sales Tax Payable			\$9.95	
				E 01 300 294 000 305 209	Fees For Services-Hockey			\$540.00	
				E 04 005 505 321 401 000	General Supplies-Comm Ed			\$230.95	
PO#:	Voucher #:	70187	Invoice	Invoice No:	022819	2/28/2019	Paid Amt:		\$2,538.53
							Check Amount:		\$2,538.53

Bagley Public Schools #162 February 2019 Handpayables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0162	FNB	32945	61530		PETTY CASH -TRAVEL		Check	
				E 01	300 294 000 369 207	Team Travel-Boys Track		\$65.00
				E 01	300 296 000 369 207	Team Travel-Girls Track		\$65.00
				E 01	300 296 000 369 205	Team Travel-Girls BB		\$370.00
				E 01	005 810 000 366 181	Travel		\$113.82
				E 01	300 296 000 369 214	Team Travel-Dance		\$78.72
				E 01	005 760 720 366 000	Travel-Reg Transportation		\$103.62
				E 01	300 294 000 366 204	Travel-Baseball		\$249.38
				E 01	005 110 000 366 000	Travel-Business Office		\$122.07
				E 01	300 258 000 369 000	Team Travel-Vocal Music		\$75.00
				E 01	300 259 000 369 000	Team Travel-Inst. Music		\$75.00
				E 01	300 294 000 369 205	Team Travel-Boys BB		\$150.00
PO#:	Voucher #:	70188	Invoice	Invoice No:	02282019	2/28/2019	Paid Amt:	\$1,467.61
							Check Amount:	\$1,467.61
0162	FNB	32946	1376		PITNEY BOWES GLOBAL FINANCIAL SERVICES		Check	
				E 01	005 110 000 370 000	Rentals and Leases		\$459.00
PO#:	Voucher #:	70192	Invoice	Invoice No:	3102931837	2/28/2019	Paid Amt:	\$459.00
							Check Amount:	\$459.00
0162	FNB	32947	33350		US FOODSERVICE - GRAND FORKS		Check	
				E 02	005 770 701 490 000	Food-Lunches		\$630.50
				E 02	005 770 705 490 000	Food-Breakfast		\$625.47
				E 02	005 770 701 401 000	General Supplies-Lunches		\$133.03
PO#:	Voucher #:	70190	Invoice	Invoice No:	5465333	2/28/2019	Paid Amt:	\$1,389.00
				E 02	005 770 701 490 000	Food-Lunches		\$516.75
				E 02	005 770 705 490 000	Food-Breakfast		\$160.23
PO#:	Voucher #:	70194	Invoice	Invoice No:	5524113	2/28/2019	Paid Amt:	\$676.98
				E 02	005 770 701 490 000	Food-Lunches		\$323.76
PO#:	Voucher #:	70195	Invoice	Invoice No:	5524112	2/28/2019	Paid Amt:	\$323.76
				E 02	005 770 701 490 000	Food-Lunches		\$884.34
				E 02	005 770 705 490 000	Food-Breakfast		\$57.62
				E 02	005 770 701 401 000	General Supplies-Lunches		\$21.88
PO#:	Voucher #:	70196	Invoice	Invoice No:	5524114	2/28/2019	Paid Amt:	\$963.84
							Check Amount:	\$3,353.58
							Report Total:	\$79,785.21

Bagley Public Schools #162
February 2019 Handpayables Check Register
Fund Summary

Fund	Description	Total
01	General Fund	\$60,925.72
02	Food Service	\$18,479.78
04	Community Services	\$379.71
Report Total		\$79,785.21

**Bagley Public Schools
Treasurer's Report
Period Ended February 28, 2019**

CASH SUMMARY	General	Food Service	Community Service	Capital Projects	Debt Redemption	Trust	Total
Ending Cash Balances	3,039,386.95	97,817.70	303,473.17	299,454.56	66,024.72	6,363.46	3,812,520.56
OPERATING ANALYSIS							
Revenues							
Current Month Receipts	1,020,200.71	52,400.32	8,322.51	0.00	0.00	0.00	1,080,923.54
Previous Months	5,766,903.30	244,396.10	119,909.94	0.00	304,451.67	0.00	6,435,661.01
Total YTD Revenues	6,787,104.01	296,796.42	128,232.45	0.00	304,451.67	0.00	7,516,584.55
Current Month Expenditures	849,712.41	45,375.43	13,496.25	0.00	0.00	0.00	908,584.09
Previous Months	7,419,686.46	292,887.78	116,293.86	0.00	444,215.00	1,500.00	8,274,583.10
Total YTD Expenditures	8,269,398.87	338,263.21	129,790.11	0.00	444,215.00	1,500.00	9,183,167.19
Revenues Over (Under) Expenditures	<u>(1,482,294.86)</u>	<u>(41,466.79)</u>	<u>(1,557.66)</u>	<u>0.00</u>	<u>(139,763.33)</u>	<u>(1,500.00)</u>	<u>(1,666,582.64)</u>
BUDGET ANALYSIS							
Revenues							
YTD Revenues	6,787,104.01	296,796.42	128,232.45	0.00	304,451.67	0.00	7,516,584.55
Budget	13,144,891.00	583,650.00	264,205.00	0.00	403,689.00	1,009.00	14,397,444.00
Over (Under) Budget	<u>(6,357,786.99)</u>	<u>(286,853.58)</u>	<u>(135,972.55)</u>	<u>0.00</u>	<u>(99,237.33)</u>	<u>(1,009.00)</u>	<u>(6,879,850.45)</u>
% Budget Received	51.63%	50.85%	48.54%	0.00%	75.42%	0.00%	52.21%
Expenditures							
YTD Expenditures	8,269,398.87	338,263.21	129,790.11	0.00	444,215.00	1,500.00	9,183,167.19
Budget	13,627,504.00	600,614.00	234,909.00	0.00	444,215.00	1,100.00	14,908,342.00
Over (Under) Budget	<u>(5,358,105.13)</u>	<u>(262,350.79)</u>	<u>(105,118.89)</u>	<u>0.00</u>	<u>0.00</u>	<u>400.00</u>	<u>(5,725,574.81)</u>
% Budget Expended (Over)	60.68%	56.32%	55.25%	0.00%	100.00%	136.36%	61.60%

INDEPENDENT SCHOOL DISTRICT 162					
STATEMENT OF REVENUES AND EXPENDITURES					
BUDGET AND ACTUAL					
GENERAL FUND					
THROUGH MONTH ENDED FEBRUARY 28, 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	489,360.98	(851,012.02)	1,212,779
Other Local and County Revenues	227,300	268,283	193,266.66	(75,016.34)	297,425
Revenues from State Sources	10,651,011	10,747,232	5,630,396.77	(5,116,835.23)	10,563,316
Revenues from Federal Sources	607,300	779,003	462,054.76	(316,948.24)	739,950
Investment Earnings	10,000	10,000	12,024.84	2,024.84	10,203
TOTAL REVENUES	12,835,984	13,144,891	6,787,104.01	(6,357,787)	12,823,672
EXPENDITURES					
District and School Administration					
Wages	613,570	612,324	395,877.12	(216,446.88)	584,811
Benefits	165,198	173,643	103,127.38	(70,515.62)	154,231
Supplies/Services	51,775	80,815	59,253.34	(21,561.66)	64,050
District Support Services					
Wages	122,940	126,155	82,675.68	(43,479.32)	123,748
Benefits	28,000	27,032	17,213.93	(9,818.07)	26,726
Supplies/Services	165,095	172,380	128,658.00	(43,722.00)	172,195
Regular Instruction					
Wages	3,740,657	3,817,589	2,042,450.36	(1,775,138.64)	3,636,451
Benefits	1,074,221	1,122,434	628,701.26	(493,732.74)	979,404
Supplies/Services	761,807	713,021	422,798.66	(290,222.34)	691,619
Vocational Instruction					
Wages	52,600	53,246	26,622.72	(26,623.28)	51,558
Benefits	8,385	8,505	4,251.70	(4,253.30)	8,136
Supplies/Services	4,900	4,900	1,749.87	(3,150.13)	2,435
Special Education					
Wages	1,030,905	1,033,756	567,817.87	(465,938.13)	1,036,492
Benefits	247,169	270,312	132,230.70	(138,081.30)	222,609
Supplies/Services	979,519	958,670	557,248.30	(401,421.70)	959,223
Instructional Support Services					
Wages	291,778	354,489	188,433.95	(166,055.05)	349,104
Benefits	55,482	76,957	45,086.73	(31,870.27)	90,188
Supplies/Services	179,320	254,867	72,601.12	(182,265.88)	247,250
Pupil Support Services					
Wages	538,090	551,232	348,027.69	(203,204.31)	509,825
Benefits	103,495	105,226	60,367.03	(44,858.97)	84,438
Supplies/Services	448,995	465,781	455,163.79	(10,617.21)	307,755
Site, Buildings & Equipment					
Wages	566,793	536,450	343,340.72	(193,109.28)	562,079
Benefits	117,360	115,457	67,979.35	(47,477.65)	117,640
Supplies/Services	1,965,095	1,960,741	1,486,200.24	(474,540.76)	1,722,900
Fiscal & Other Fixed Costs					
	31,522	31,522	31,521.36	(0.64)	34,638
TOTAL EXPENDITURES	13,344,671	13,627,504	8,269,398.87	(5,358,105)	12,739,505
Excess (Deficiency) of Revenues					
Over (Under) Expenditures	(508,687)	(482,613)	(1,482,295)	(999,682)	84,167

Bagley Public Schools #162 February 2019 Wire Payments Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	1016			MN DEPT OF REVENUE		Wire		
				B 01 215 013	State W/H Payable			\$22,841.72	
PO#:	Voucher #:	70008	Invoice	Invoice No:	M2019070	2/13/2019	Paid Amt:	\$22,841.72	
				B 01 215 013	State W/H Payable			\$1,448.24	
PO#:	Voucher #:	70013	Invoice	Invoice No:	M201907S0	2/13/2019	Paid Amt:	\$1,448.24	
				B 01 215 013	State W/H Payable			\$342.64	
PO#:	Voucher #:	70017	Invoice	Invoice No:	Z2019070	2/13/2019	Paid Amt:	\$342.64	
								Check Amount:	\$24,632.60
0162	FNB	09890			NW SERVICE COOP SCHOOL		Wire		
				B 01 215 030	Insurance Payable			\$69,679.60	
PO#:	Voucher #:	69987	Invoice	Invoice No:	M2019070	2/13/2019	Paid Amt:	\$69,679.60	
				B 01 215 030	Insurance Payable			\$1,753.90	
PO#:	Voucher #:	70152	Invoice	Invoice No:	021319	2/13/2019	Paid Amt:	\$1,753.90	
								Check Amount:	\$71,433.50
0162	FNB	1015			IRS		Wire		
				B 01 215 010	FICA Payable			\$90,179.52	
				B 01 215 011	Fed W/H Payable			\$44,676.95	
PO#:	Voucher #:	70007	Invoice	Invoice No:	M2019070	2/13/2019	Paid Amt:	\$134,856.47	
				B 01 215 010	FICA Payable			\$7,927.56	
				B 01 215 011	Fed W/H Payable			\$2,282.23	
PO#:	Voucher #:	70012	Invoice	Invoice No:	M201907S0	2/13/2019	Paid Amt:	\$10,209.79	
				B 01 215 010	FICA Payable			\$1,084.28	
				B 01 215 011	Fed W/H Payable			\$617.88	
PO#:	Voucher #:	70016	Invoice	Invoice No:	Z2019070	2/13/2019	Paid Amt:	\$1,702.16	
								Check Amount:	\$146,768.42
0162	FNB	51276			MINNESOTA CHILD SUPPORT PAY CT		Wire		
				B 01 215 035	Garnishments			\$1,092.00	
PO#:	Voucher #:	70009	Invoice	Invoice No:	M2019070	2/13/2019	Paid Amt:	\$1,092.00	
								Check Amount:	\$1,092.00
0162	FNB	62905			PUBLIC EMPLOYEES RET ASSOC		Wire		
				B 01 215 017	PERA Payable			\$27,543.73	
PO#:	Voucher #:	70010	Invoice	Invoice No:	M2019070	2/14/2019	Paid Amt:	\$27,543.73	
				B 01 215 017	PERA Payable			\$865.48	
PO#:	Voucher #:	70014	Invoice	Invoice No:	M201907S0	2/14/2019	Paid Amt:	\$865.48	
				B 01 215 017	PERA Payable			\$2.11	
PO#:	Voucher #:	70015	Credit	Invoice No:	Z2019070	2/14/2019	Paid Amt:	(\$2.11)	
								Check Amount:	\$28,407.10

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Bagley Public Schools #162 February 2019 Wire Payments Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0162	FNB	1014			TRA		Wire	
				B 01 215 018	TRA Payable		\$58,928.22	
PO#:	Voucher #:	70006	Invoice	Invoice No:	M2019070	2/14/2019	Paid Amt: \$58,928.22	
				B 01 215 018	TRA Payable		\$4,187.59	
PO#:	Voucher #:	70011	Invoice	Invoice No:	M201907S0	2/14/2019	Paid Amt: \$4,187.59	
							Check Amount:	\$63,115.81
							Report Total:	\$335,449.43

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

Fund Description	Total
01 General Fund	\$335,449.43
Report Total	\$335,449.43

BAGLEY ELEM SCHOOL
 AUXILARY ACCOUNT
 FY 19

	7/1/18	Receipts	Disbursements	6/30/19
Student Activities	\$260.05	\$301.45	\$108.44	\$453.06
Title VII	\$24.92	\$0.00	\$0.00	\$24.92
Total	\$284.97	\$301.45	\$108.44	\$477.98


Elementary Auxiliary Account
February 28, 2019

	2/1/19	Receipts	Disbursements	2/28/19
Student Activities	\$405.56	47.5	\$1.00	\$452.06
Title VII	\$24.92			\$24.92
Total	\$430.48	\$47.50	\$1.00	\$476.98

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

Feb. 1-28				
Auxiliary Accounts:	Beg Balance	Receipts	Disbursements	End Balance
Class of 2019	\$544.01	\$180.00		\$724.01
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	\$9,885.98		\$100.00	\$9,785.98
Cultural Club	\$0.49			\$0.49
Media Club	\$1,985.97		\$138.94	\$1,847.03
Prom	\$937.98			\$937.98
Robotics	\$3,456.83		\$385.41	\$3,071.42
Student Council	\$13,259.11	\$2,777.16	\$2,762.18	\$13,274.09
Flyer Pride	\$990.59			\$990.59
Life Skills	\$196.69	\$68.25	\$35.11	\$229.83
Math League	\$29.10	\$77.00		\$106.10
TOTALS	\$32,232.71	\$3,102.41	\$3,421.64	\$31,913.48

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 Tony Kerr
 High School Principal

3/4/19
 Date

Please give to the District Office by 4:00 p.m. on the Wednesday prior to the meeting.

PUBLIC AGENDA APPLICATION

School Board Adopted: February 2, 2015

School Board Revised: August 20, 2018

Name Willa Olson
Address 33163 Stockyard Road Bagley MN 56621
Phone 218-694-6173
Topic you desire to address Policy of not being able to pick up our checks in the office

***All handouts, PowerPoints, documents, etc. that will be presented to School Board must be included to the Public Agenda Application.

Informational Notes:

1. You should share your thoughts in three to five minutes. The Board chair will monitor the time.
2. General comments will be presented during the agenda item: Communications/Open Forum
3. Comments relative to a specific agenda item will be heard when the appropriate agenda issue is heard by the Board. Public comment will be the first order of business for a particular agenda issue.
4. Patrons should not expect an immediate answer to their questions voiced during the public comment. It takes time for thoughtful research prior to responding. When appropriate, the School Board chair will direct follow-up activities.
5. An employee's reputation is very important. Therefore, public criticism of an employee is inappropriate at a School Board meeting. Any persons having a personnel complaint should reduce it to writing and submit it to the Superintendent of Schools. If the concern is with the Superintendent, it should be put in written form and shared with the Chairperson of the Board.
6. Matters proposed for placement on the agenda which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.
7. The school board chair shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.

March 18th Board Meeting
Elementary Principal Report
Kristi Moritz

- Attendance Percentage 91.26%
 - Behavioral referrals to date 280 (this includes all write-ups)
 - Behavioral referrals last year at this time 374
 - We are down 94 (25%)
-
- Literacy Night/Book fair was a huge success. We had around 600 people attend.
 - Bagley Elementary participated in Read Across America.
 - The High School Band will be performing for the Elementary on Friday.
 - We conducted a technology bandwidth test at the Elementary. We will be all set for MCA testing.
 - Bagley Elementary Staff did a wonderful job coming together with all our recent challenges with our building.
 - The DARE program in the 6th grade is going well. It is taught by our school resource officer, Neil Dolan.
 - Our Pee Wee hockey team advanced to state.
 - The volleyball camp for 3-6 grade had 27 students attend and the coaches did a great job.
 - Elementary Basketball's season wrapped up. All the teams did a fantastic job.
 - Elementary Wrestling is still underway. Their next meet is on Tuesday in Fosston.

Items on the Horizon

- We will be holding Parent Teacher conference the first week in April.

March 18th School Board Meeting

High School Principals Report

Tony Kerr

- Attendance Percentage-91.60%
- ~~Behavioral referrals to date-1227~~
- ~~Behavioral referrals last year- 1769~~
- ~~We are down 542 referrals- 31%~~

When we cross referenced this data with another report we uncovered a discrepancy, specifically with the number of *tardies* and *disorderly* referrals being reported. This data is inaccurate. The plan is to examine the *disorderly* referrals and see how many have been misreported. The Discipline Summary report incidence reports are showing differences in total referrals. We will investigate this as well.

- ❖ Food shelf donations for February- \$991.87 and 131 items of food.
- ❖ CIS team presented our School Improvement Plan to the leadership team, we have consulted with the Regional Center of Excellence and will be constructing our communication plan.
- ❖ Clearwater county and the Epilepsy Foundation presented a training on Seizures to the high school staff Wednesday.
- ❖ Band and Choir Carnival fundraiser went very well, and many attended.
- ❖ Positive phone calls for the high school have exceeded 1000 calls with a total of 1169 positive calls to families in our school community. This has earned the staff a reward- at 500 calls they received a brat feed.
- ❖ We ran technology tests for our broadband internet in the high school. We have the bandwidth to take the MCA exams all at one time, and on time. We were able to learn of weaknesses in the infrastructure, and as reported, we are in great shape.
- ❖ I would like to thank our custodians and maintenance workers for their flexibility and prompt response to requests and repairs. They are happy to do the work and are easy to work with.
Thank You!
- ❖ Spring Practices are getting underway. With the weather this year we will be expecting abbreviated and condensed competition schedules.
- ❖ Carol Bliss-Quinn will report on History Day and the Science Fair.

Items on the horizon

- We will be researching and exploring ideas for e-learning for snow days.
- We will be looking at in house on-line learning opportunities for students who are leaving the district for these options, we want to keep these kids.
- Student handbook review- tardies, bus and handbook referrals for severe behaviors.



[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]

<p>Unit 1</p>	<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 	
<p>Unit 2</p>	<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 	
<p>Unit 3</p>	<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 	
<p>Unit 4</p>	<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 	
<p>Unit 5</p>	<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 	
<p>Unit 6</p>	<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.

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
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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.

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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>
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<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	On average our American Indian population has a consistent attendance rate of 67.45%. On average our Special Education population has a consistent attendance rate of 79.95%. On average our Free/Reduced population has a consistent attendance rate of 79.1%.	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.
Consistent Attendance (percent of students <i>not</i> chronically absent for school year; grades 1-12): Review Attendance Data by Grade*	On average 82.2% of Bagley elementary students in grades 1-6 are consistently in attendance. At this time North Star does not have attendance data by grade level.	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.
Review perception data collected from staff, students, families, or other stakeholders.	The survey to gather this information from last year was not valid.	We are working on creating a new survey for parent, students and staff.
Review additional data sources (e.g. implementation data, behavior data)	The behavior data seems incomplete from last year.	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.

*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	<p>What did you learn from the data you reviewed?</p> <p>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.</p>	<p>What will you do next to advance the data review process?</p> <p>Maintain our core teaching staff as tier 3 or 4 licensure.</p>
2. Per-pupil expenditures (across schools and student groups)	<p>Bagley spends \$12,246.39 which is higher than area districts.</p>	<p>N/A</p>
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.	<p>Preschool: Bagley has ECFE, School Readiness and VPK.</p> <p>Technology: Bagley has 1 to 1 technology a technology integrationist that helps train staff.</p> <p>Instructional materials: Bagley has a curriculum cycle that reviews and adopts new curriculum every 7 years.</p>	<p>We are looking at expanding the 4 year old VPK.</p>

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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	Septemb	October	Novemb	Decemb	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

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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**.*

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.

Questions for Bagley Elementary Parent Survey
Choices for each statement

Strongly Agree Agree Neutral Disagree Strongly disagree

1. I feel welcome at Bagley Elementary School.
2. Staff members are friendly and courteous.
3. I receive timely responses to my concerns.
4. Bagley Elementary provides a safe environment for my child/children.
5. My child has a positive attitude towards school.
6. School/teacher newsletters and social media keep me informed about events and programs.
7. The student handbook is useful and explains policies and procedures clearly.
8. The school discipline procedures improve student behavior.
9. I am regularly informed about my child's academic progress.
10. My overall educational expectations of my child have been met.

Overnight or Out-of-State Trip Request Form

School Board Adopted: November 7, 2016

Group/Grade-Level Requesting trip: History Day Staff in Charge: Carol Bliss Quinn
Destination: St Paul, Mn.

Agency making the arrangements: Carol Bliss Quinn
Dates of Trip: 5/3 & 5/4/19 Number of School Days Missed: 0
Number of Students Participating: 9 Departure/Return Times: 3pm 5/3/19

Goal or purpose of the trip and its relationship to curriculum objectives: _____
State History Day Competition

Supervision requirements: one adult for every 8 students. Same gender chaperone must be included for each gender participating.
Staff Accompanying: Carol Bliss Quinn
Other Adults Accompanying: bus driver

Cost Factor:
Trip Funded by: Student/Parents Fundraiser School Other Indian Ed. Program
Cost per student: approx \$60.00
This cost includes: Trip cost for student (transportation, meals, lodging, admissions, etc.) \$ 0
Portion of trip cost for adult chaperones \$ 0
Other (please describe) \$ approx \$60.00 meals

What provision has been made for students with financial difficulties? Fund raising activities conducted?
hotel provides breakfast. Students have paid their activity fee to cover registration.

What efforts have been made to acquire the most cost effective price?
Carol Viks program will cover meal cost for eligible students. (5)

Transportation Information: How will students be transported?
Bus 1 Name of Company Bagley High School
Plane 0 Name of Airline _____
School District bus or van yes
School District not responsible for transportation _____
Other - explain _____

Meal (and lodging if relevant) arrangements (attach additional pages if necessary): _____
6 rooms total. 2 to be paid by Carol Viks program. Meals are student responsibility. 5 covered by Carol Viks program.

Description of trip plan and routes (attach additional pages if necessary): _____

To the sites, to the hotel, breakfast then
all day at competition. Stop @ Little Falls
to eat on way back.

Communication – Please attach a copy of the trip itinerary. Include parental and student input in the planning process and all parent meetings conducted to ensure full disclosure of the trip and associated topics to include but not limited to: purpose of the trip, cost (to include spending money), fund raising, adult chaperones, emergency telephone numbers, medical insurance needs, procedures for sending a student home in case of an emergency (medical, disciplinary, etc.) and itinerary.

Person in Charge Signature Coral Biss Zuma

Date 3/14/19

Building Principal Signature [Signature]

Date 3/14/19

Superintendent Signature _____

Date _____

Date School Board Approved _____

School Board Request

Carol Bliss Quinn

State History Day Competition and Overnight

State History Day is May 4, 2019. We would like to take 9 students and ask for:

- permission to attend the event
- District pays for 4 rooms overnight @ \$165.00 each
(2 for students and 2 for driver and teacher)
- Male driver will serve as chaperone
- Carol Vik's program will pay for an additional 2 rooms @\$165.00.
- per diem for teacher and driver
- a driver and transportation paid by the school

Leaving Bagley High School on May 3, 2019 at 3:00 pm and returning the night of May 4, 2019.

3:00 pm- Leave high school

7:00 pm- Dinner for students at hotel

May 4, 2019

7:30 am- Leave for University of Minnesota, Coffman Union

5:00 pm- Leave University of Minnesota for Bagley High School, stopping in Little Falls for dinner.

Annual Compliance Documentation

District/School Name and Number: Bagley Public Schools #162

AIPAC Resolution Vote

**Please indicate with a checkmark how the AIPAC voted by choosing Option 1 or Option 2.*

Option 1: A vote of Concurrence

The American Indian Parent Advisory Committee issued a vote of Concurrence: 20-0

Date of Concurrence vote: 3/11/19

Date the AIPAC presented the resolution to the school board: 3/18/19

OPTION 2: A vote of Non-Concurrence

The American Indian Parent Advisory Committee issued a vote of Non-Concurrence: _____

A vote of Non-Concurrence requires the AIPAC to provide specific recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of Indian Education.

Date of Non-Concurrence vote: _____

Date the AIPAC presented the resolution and recommendations to the school board: _____

Date the school board response is due: _____

THE DISTRICT/SCHOOL DOES NOT HAVE AN AIPAC

Our District/School does not have an AIPAC (indicate with checkmark)

Our district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, section 124D.78. The district superintendent will contact the Office of Indian Education to receive guidance on this process, its expectations and requirements.

Required signatures

**Please include a printed name along with your signature.*

School Board Chairperson

Steve D. Cairns - Steve Cairns

Superintendent or Charter/Tribal School Director

Sheila Thompson - Sheila Thompson

AIPAC Chairperson

Date

3-11-19

Date

3/12/19

Date

American Indian Parent Advisory Committee Resolution

Due annually on March 1

WHEREAS, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community;

WHEREAS, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s); and,

WHEREAS, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning; and,

WHEREAS, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

THEREFORE BE IT RESOLVED, that the AIPAC concurs that the school board and district are compliant with Minnesota Statutes, section 124D.78, and that the school board and district are meeting the needs of American Indian students.

We, the American Indian Parent Advisory Committee, issue a **Vote of Concurrence**. We attest that the school board and/or district are compliant with Minnesota Statutes and that the school board and/or district are meeting the needs of American Indian students; **or**,

We, the American Indian Parent Advisory Committee, issue a **Vote of Non-Concurrence**. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.



AIPAC Chairperson Printed Name and Signature

3/12/19

Date

American Indian Parent Advisory Committee

About AIPAC Membership

Per MN Statute 124D.78, Subd. 3, *The American Indian education parent advisory committee must be composed of parents of children eligible to be enrolled in American Indian education programs; secondary students eligible to be served; American Indian language and culture education teachers and paraprofessionals; American Indian teachers; counselors; adult American Indian people enrolled in educational programs; and representatives from community groups. A majority of each committee must be parents of children enrolled or eligible to be enrolled in the programs. The number of parents of American Indian and non-American Indian children shall reflect approximately the proportion of children of those groups enrolled in the programs.*

About the AIPAC Roster

- Names should be typed or printed clearly.
- American Indian identifier, committee role, and area of representation must be circled.
- District staff, such as administrators, directors, teachers, and counselors may attend AIPAC meetings and contribute to the IEPP process, but are not considered committee members unless they fall into the above cited criteria, and therefore SHOULD NOT be listed on the AIPAC Roster.
- *Non-committee members/district staff who attend AIPAC meetings and participate in the IEPP creation process should be listed on the Non-Committee Member Roster provided after the AIPAC roster.

**defined as district staff or personnel that have a vested interest and role in improving the educational outcomes of American Indian students, but who DO NOT identify as American Indian themselves.*

AIPAC Roster

Representative Name	American Indian (circle one)	Committee Role (circle one)	Primary Area of Representation (circle one)
Name: Jo Auginaosh	Yes <input type="radio"/> No <input checked="" type="radio"/>	Chairperson Vice-Chairperson Secretary	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member
Name: Nanette Witczek	Yes <input type="radio"/> No <input checked="" type="radio"/>	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Sheila Thompson	Yes <input type="radio"/> No <input checked="" type="radio"/>	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Betsy Guinn	Yes <input type="radio"/> No <input checked="" type="radio"/>	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Ronald Melina	Yes <input type="radio"/> No <input checked="" type="radio"/>	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian

Representative Name	American Indian (circle one)	Committee Role (circle one)	Primary Area of Representation (circle one)
Name: Heather Miller	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary <u>General Representative</u>	<u>Parent/Guardian of American Indian Student</u> American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Luella Thompson	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary <u>General Representative</u>	<u>Parent/Guardian of American Indian Student</u> American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Carol Vik	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary <u>General Representative</u>	<u>Parent/Guardian of American Indian Student</u> American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Melvin Thompson	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary <u>General Representative</u>	Parent/Guardian of American Indian Student American Indian Secondary Student <u>American Indian Community Member</u> Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Theodore Thompson	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary <u>General Representative</u>	Parent/Guardian of American Indian Student American Indian Secondary Student <u>American Indian Community Member</u> Teacher, Paraprofessional, or other district staff who identifies as American Indian

Representative Name	American Indian (circle one)	Committee Role (circle one)	Primary Area of Representation (circle one)
Name: Melody Auginaush	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Angela L. Neeland	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Brady Neeland	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Madison Estey	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Alicia Auginaush	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian

Representative Name	American Indian (circle one)	Committee Role (circle one)	Primary Area of Representation (circle one)
Name: Linden Beaulien	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary <u>General Representative</u>	Parent/Guardian of American Indian Student <u>American Indian Secondary Student</u> American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Cheryl Thompson	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary <u>General Representative</u>	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Michael Troxell	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary <u>General Representative</u>	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Michael Troxell	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary <u>General Representative</u>	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Tyler Troxell	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary <u>General Representative</u>	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian

Representative Name	American Indian (circle one)	Committee Role (circle one)	Primary Area of Representation (circle one)
Name: Brittany Natrass	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary <input checked="" type="radio"/> General Representative	<input checked="" type="radio"/> Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Geri Thompson	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary <input checked="" type="radio"/> General Representative	Parent/Guardian of American Indian Student <input checked="" type="radio"/> American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Krista Goodwin	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson <input checked="" type="radio"/> Secretary General Representative	American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Atlanta Leines	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary <input checked="" type="radio"/> General Representative	Parent/Guardian of American Indian Student <input checked="" type="radio"/> American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: James Hvezda SR	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson <input checked="" type="radio"/> Vice-Chairperson Secretary General Representative	<input checked="" type="radio"/> Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian

Non-Committee Member Roster

Name and Title: Kristi Moritz - Bagley Elementary Principal

Name and Title: Tony Kerr - Bagley High School Principal

Name and Title: Steve Cairns - Bagley Superintendent

Name and Title: LeAnne Schussman - Bagley High School Indian Ed Para

Name and Title: Graham Hensel - CTSS practitioner - Steilner

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Dyrdahl Construction, Inc.

**41846 211th Avenue
Bagley, MN 56621**

Invoice #: 00000323
3/15/2019

Page: 1

Independent School District #162
202 Bagley Ave NW
Bagley, MN 56621

Description	Amount
2/25/2019 - Mobilization of equipment and removing snow from top of roof with Excavator	\$1,975.00
2/27/2019 - Mobilization of equipment, 2 trucks and 1 loader to remove and haul away snow from around school.	\$2,705.00

Total	\$4,680.00
Amount	\$0.00
Balance	\$4,680.00

Thank you ~ We appreciate your business!

CLIENT

BAGLEY SCHOOL DISTRICT #162

PROJECT DESCRIPTION

BAGLEY ELEMENTARY SCHOOL ROOF REPAIR

CITY **BAGLEY**

STATE **MN**

ISSUE DATES

PRELIMINARY NOT FOR CONSTRUCTION

CD	CONSTRUCTION DOCUMENTS	###
MARK	DESCRIPTION	DATE

PROJECT NO: **20191830**

DRAWN BY: **SLR**

CHECKED BY: **SJW**

COPYRIGHT:
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DRAWING TITLE

STRUCTURAL PLAN & DETAILS

S201

REFERENCE NOTES:

- 1 1.5B20 ROOF DECK FASTENED TO SUPPORTS W/ 5/8" ϕ PUDDLE WELDS IN A 36/4 PATTERN
- 2 CONT. C12x20.7 STEEL CHANNEL
- 3 HSS4x4x1/4" PURLINS @ 2'-0" O/C. MAX. SPACING

DESIGN CODES - ALL CODES LATEST EDITION UON:

- AISC AMERICAN INSTITUTE OF STEEL CONSTRUCTION
AWS AMERICAN WELDING SOCIETY STANDARDS FOR WELDING AS MODIFIED BY AISC SPEC.
IBC INTERNATIONAL BUILDING CODE
ASCE AMERICAN SOCIETY OF CIVIL ENGINEERS - MINIMUM DESIGN LOADS FOR BUILDINGS AND OTHER STRUCTURES
ANSI AMERICAN NATIONAL STANDARDS INSTITUTE

NOTE: CODES ARE AMENDED AS REQUIRED BY THE STATE BUILDING CODE WITH JURISDICTION GOVERNING THE PROJECT LOCATION.

MATERIAL SPECIFICATIONS:

STRUCTURAL STEEL:

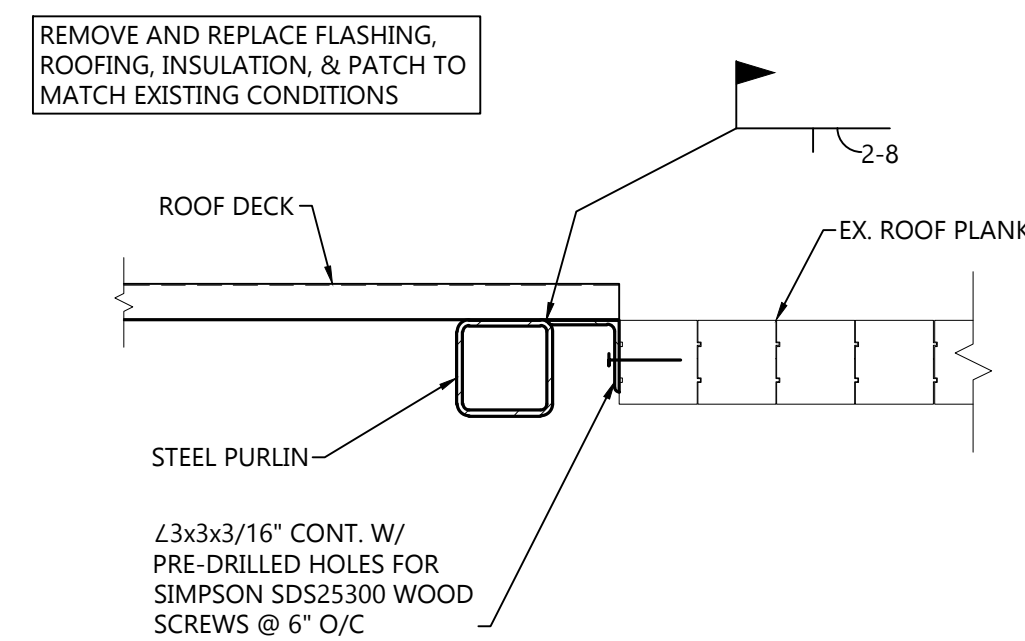
- W-FLANGE/W-TEE SHAPES ASTM A992 (Fy=50 KSI)
HSS SQUARE/RECTANGULAR SECTIONS ASTM A500 GRADE B (Fy=46 KSI)
PLATES/ANGLES/CHANNELS ASTM A36 (Fy=36 KSI)
HIGH STRENGTH BOLTS ASTM A325 TYPE N, UNLESS OTHERWISE NOTED
WELDING ELECTRODES E70XX
HEADED STUDS ASTM A108 TYPE B (Fu=65 KSI)

MASONRY:

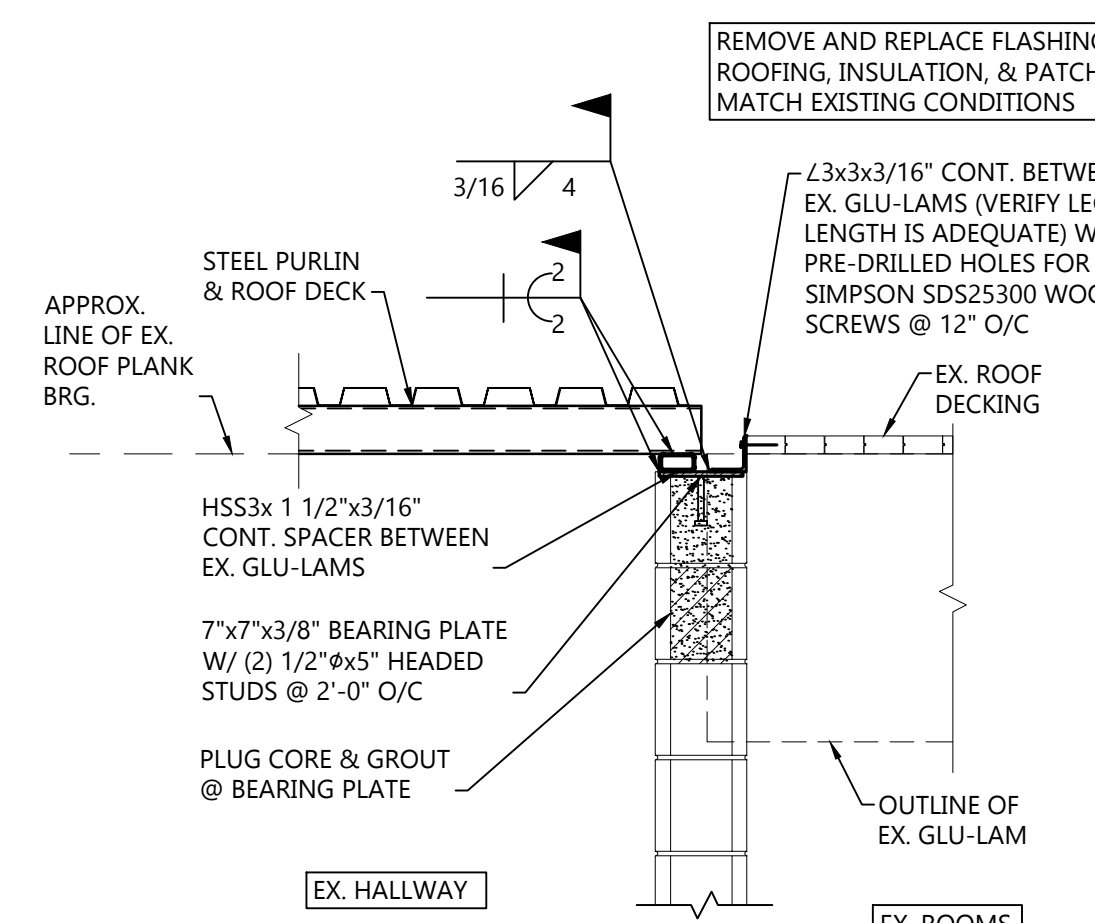
- CMU COMPRESSIVE STRENGTH fm = 1,500 PSI
GROUT FILL (ASTM C476) Fc = 3,000 PSI

GENERAL REQUIREMENTS:

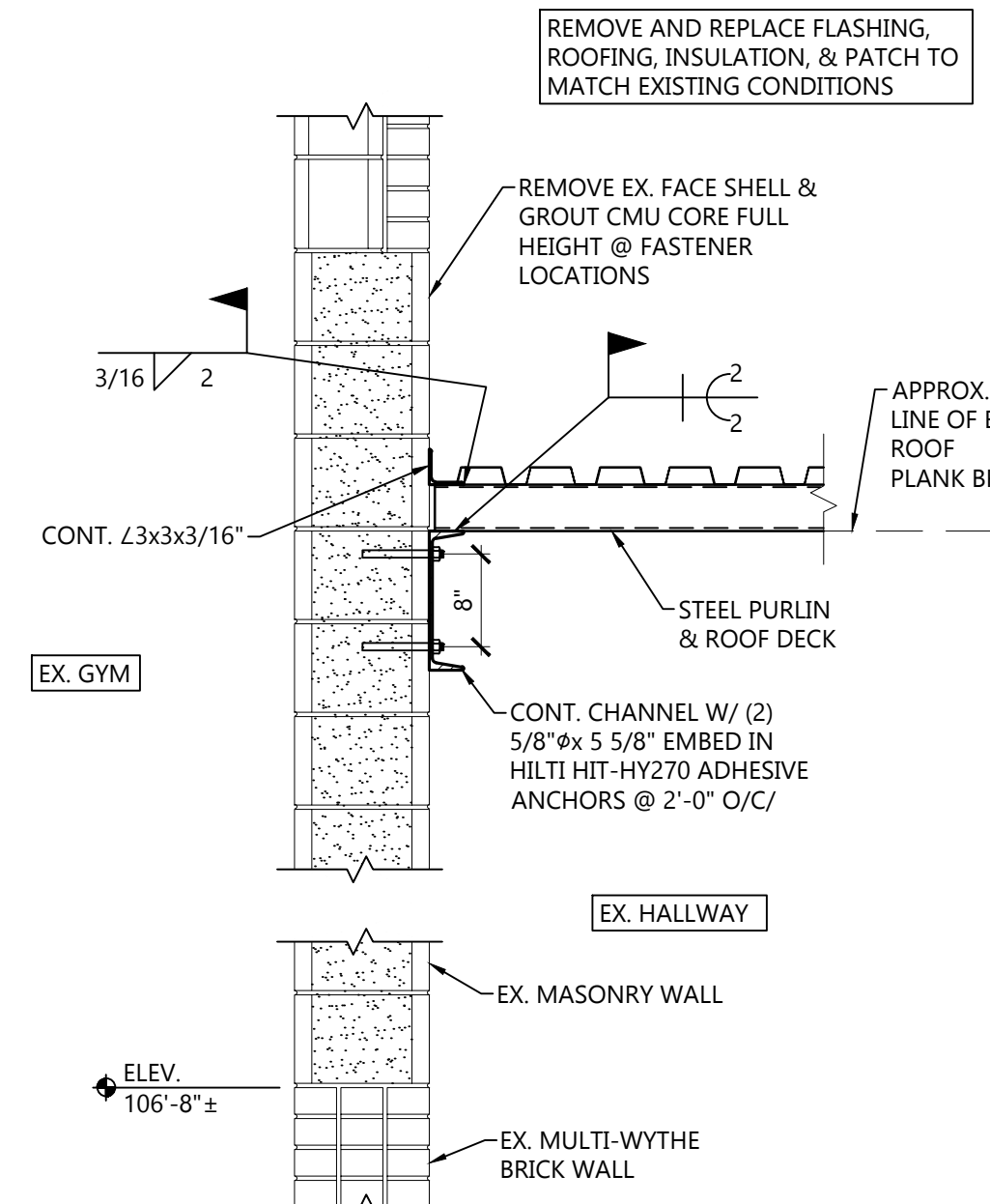
CONTRACTOR SHALL BE RESPONSIBLE TO COORDINATE ALL STRUCTURAL SYSTEMS WITH ARCHITECTURAL FINISHES, DETAILS, ETC. CONTRACTOR SHALL COORDINATE MECHANICAL AND ELECTRICAL SYSTEMS TO AVOID CUTTING OR ALTERING STRUCTURAL MEMBERS IN ANY MANNER. DO NOT FIELD CUT ANY STRUCTURAL STEEL BEAM, COLUMN, JOIST, ETC. WITHOUT WRITTEN APPROVAL FROM ENGINEER OF RECORD.
THE STRUCTURAL DESIGN IS BASED ONLY ON THE BUILDING IN ITS COMPLETED STATE. CONTRACTOR SHALL TAKE WHATEVER PRECAUTIONS ARE NECESSARY TO WITHSTAND ALL HORIZONTAL AND VERTICAL LOADINGS THAT MAY BE ENCOUNTERED DURING THE CONSTRUCTION PRIOR TO COMPLETION OF THE BUILDING.
THESE DRAWINGS DO NOT INCLUDE NECESSARY COMPONENTS FOR CONSTRUCTION SAFETY. PROVIDE CONSTRUCTION SHORING AND BRACING AS NECESSARY TO COMPLETE THE INSTALLATION OF ALL STRUCTURAL MEMBERS/FOOTINGS/ETC.
CONTRACTOR SHALL FIELD VERIFY ALL EXISTING DIMENSIONS, ELEVATIONS, AND CONDITIONS PRIOR TO BEGINNING WORK. REPORT ANY DISCREPANCIES TO A/E.



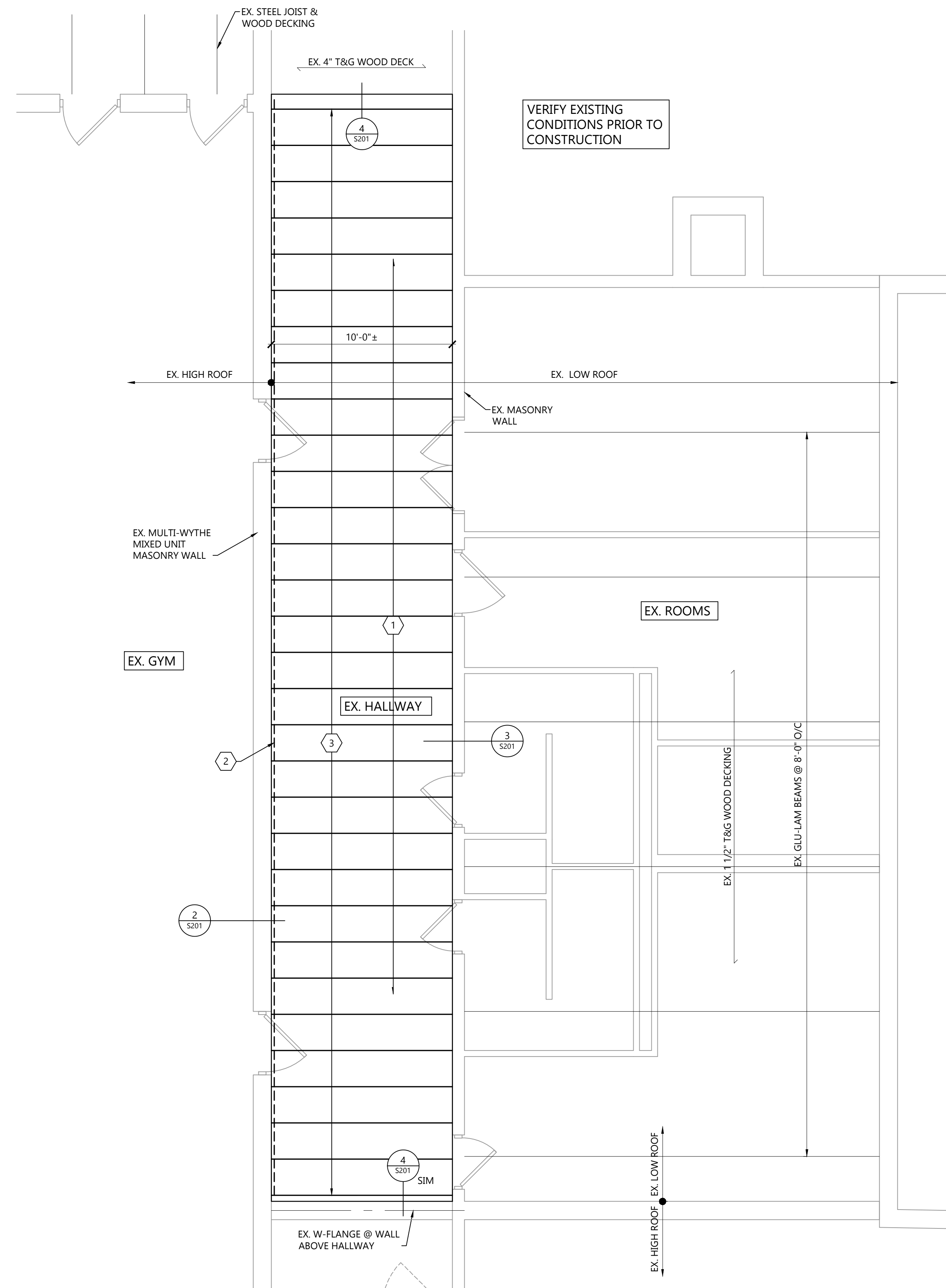
4 ROOF BEARING @ SIDELAP W/ EXISTING
S201 1 1/2"=1'-0"



3 ROOF BEARING @ EX. HALLWAY
S201 3/4"=1'-0"



2 ROOF BEARING @ EX. GYM
S201 3/4"=1'-0"



1 PARTIAL ROOF FRAMING PLAN
S201 1/4"=1'-0"



Quo

Company Address

P.O. Box 456, 2805 Washington Ave SE, Bemidji, MN 56601
 (P) 218-751-4433, eran@christianseninc.com

Date
Quotation #
Customer ID

Quotation For

Bagley ISD #162 - Elementary School Roof Repair
 c/o Steve Cairns, Superintendent
 202 Bagley Ave NW, Bagley, MN 56621
 (P) 218-694-6184, Ext. 3103, scairns@bagley.k12.mn.us

Quotation valid until:
Prepared by:

Comments or Special Instructions

Bid includes: All subs' contractors, EAPC Engineering and Planning, State design review & permitting.

Salesperson	P.O. Number	Ship Date	F.O.B. Point

Quantity	Description	Unit Price	Taxable?
1	Collapsed Roof	\$ 27,760.00	No
	Work From 2-25-19 Through 2-29-19		
	Removed snow on roof.		
	Removed Collapsed Roof, including ceiling tile, 12 x 12 tile, wood lath, 4 x 4 cedar from hallway wall to gym wall, 4 x 4 steel angle, rubber membrane, ballast, roof insulation, & down spouts.		
	Removed Variable Air Volume (VAV) units and associated duct work.		
	Removed piping to the VAV boxes, including the rooms to the South.		
	Removed Sprinkler system in hallway.		
	Removed ALL electrical systems through the hallway.		
	Re-fed systems needed for normal school function.		

Quantity	Description	Unit Price	Taxable?
	Re-secured the sprinkler main line and electrical conduit to wall.		
1	Repair Plans: EAPC Project # 20191830 S201 Dated 3-7-19	\$ 125,477.00	
	Includes Labor & Material For Build-Back		

Subtotal

Tax Rate

Sales Tax

Other

TOTAL

If you have any questions concerning this quotation, please contact:
Chris Christiansen
(218) 766-1199 Cell

Thank you for your business!



3/18/2019
1
BAGLEYISD162

3/25/2019
Chris Christiansen

Terms
Net 30

Amount
\$ 27,760.00

Amount	
\$	125,477.00

\$	153,237.00
	NA
\$	153,237.00