

MEMO TO: Board of Education
TOPIC: Regular School Board Meeting
FROM: Dr. Erich Heise, Superintendent
DATE: October 17, 2019

A Regular School Board Meeting of the Board of Education will be held October 21, 2019 at 7:00 PM in the Rice Lake Community Center.

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

A. Adoption - Resolution and Grant Application to MSHSL Foundation 4

4. CONSENT AGENDA

A. Minutes - October 7 and October 12 5

B. Invoices - October 2019 - \$294,601.84 - Ck# 60358-60434 8

C. Handpayables - September 2019 - \$248,586.70 - Ck# 33175-33220 23

D. Statement of Cash Balances - September 2019 - \$4,459,856.95 33

E. Budget Comparison 34

F. Wires Payments - September 2019 - \$338,393.04 35

G. Auxiliary Accounts 38

5. COMMUNICATIONS

6. STUDENT INPUT AND RECOGNITION

A. Athletes of the Week

1) October 9

Nicole Chesley - 7th grade, volleyball

Noa Halberg - 7th grade, football

Zowie Willette 8th grade, volleyball

7. PUBLIC AGENDA ITEM

8. INFORMATION ITEMS

A. BES Principal Report

B. BHS Principal Report	
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	
F. Policy First Reading & Comments	
1) Policy 615 - Testing Accommodations, Modifications, and Exemptions for IEPS, Section 504 Plans, LEP Students - Revised	41
2) Policy 616 - School District Accountability - Revised	45
3) Policy 620 - Credit for Learning - Revised	51
4) Policy 703 - Annual Audit - NEW	57
5) Policy 721 - Uniform Grant Guidance - Revised	59
6) Policy 802 - Disposition of Obsolete Equipment & Material - Revised	74
9. SCHOOL BOARD ACTION ITEMS	
A. WBWF Plan	78
B. Apptegy - Brenda Dukek Web Hosting (New Website), Instant Message and School App	
C. Policy Second Reading & Adoption	
1) Policy 462 – Keyless Entry Access Card Fee - Revised	105
2) Policy 840 – Facility and Equipment Use - Revised	106
3) Policy 414 – Mandated Reporting - Revised	110
4) Policy 421 – Gifts to Employees and School Board Members - Revised	117
5) Policy 510 – School Activities - NEW	119
6) Policy 516 – Student Medication - Revised	121
7) Policy 534 – Unpaid Meal Charges - Revised	126

8) Policy 601 – School District Curriculum and Instruction Goals - Revised	128
9) Policy 603 - Curriculum Development - Revised	134
10) Policy 613 – Graduation Requirements - Revised	137
D. Ratification of 2019-2021 Work Agreement	
1) Truancy Tracker/Coordinator	143
2) Dean of Students	144
3) Technology Coordinator	145
4) Director of Community Education/Area Learning Program	146
5) District Assessment/Media Center Coordinator	147
6) Head of Transportation	148
7) Bus Driver	149
10. NEXT MEETINGS AGENDA ITEMS	
11. FUTURE MEETINGS	
School Board Meeting - November 4, 2019, at 7:30 p.m. in High School Room 101	
12. ADJOURNMENT	

FORM A

**RESOLUTION OF SCHOOL BOARD SUPPORTING
FORM A APPLICATION TO MINNESOTA
STATE HIGH SCHOOL LEAGUE FOUNDATION**

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the District 162 School Board recognizes the value of student participation in extracurricular activities; and

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

THEREFORE, BE IT RESOLVED, that the Bagley District School Board supports the District's application to the Minnesota State High School League Foundation for a **FORM A** grant to offset student activity fees.

Date

Board Chair

Date

Board Clerk - Treasurer

**BAGLEY PUBLIC SCHOOLS
REGULAR SCHOOL BOARD MEETING
OCTOBER 7, 2019
MINUTES**

The regular meeting of the School Board, Independent School District #162 was held on October 7, 2019, at 7:30 p.m. in High School Room 101. Members present: Adam Broden, Amy Fontaine, Jamie Grover, Renee Benson, Jeremy Davies, Wendy Fultz, Don Nordlund and Superintendent Heise. 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 Wendy Fultz to approve the following consent agenda items:
 - A. September 16 Minutes
Motion passed 6-0.
2. Superintendent Heise reviewed the September and October enrollment numbers.
3. Congratulations to Doreen Zierer for being selected as the Region 8A Athletic Director of the Year.
4. October 2nd was National Custodial Workers Recognition Day. Thank you to our custodians for all their hard work and dedication in keeping our facilities in tip-top shape.
5. Chairman Broden announced following Athletes of the Week:
September 18 – Aiden Hanevold, and Kylli Anderson
September 25 – Jackson Kaiser, Tessa Tramm, Boysen Olson, Dyan Gray, Kennedy Grover and McKenna Melbo
October 2 – Drew Nelson, Kenny Gordon, Claire Nelson, Cori Bonik, Ayden Hagen and Liam Hagen.
6. Chairman Broden announced that Samuel Scherzer was the R & J Broadcasting Good Student Award Winner for September 21st.
7. Chairman Broden announced that Izabell Gerbracht is the September Senior of the Month.
8. BES Principal Moritz provided a review of the elementary school report card and the beginning of the year NWEA testing scores.
9. BHS Principal Kerr provided a high school MCA overview.
10. Superintendent Heise apprised the Board that the school fundraising law has changed and how it impacts the school district, including Flyer Pride.
11. Chairman Broden provided the Board an update on the Clearwater County Agriculture Society (Fair Grounds) lease agreement status. The Board set a special work session on October 12th at 8:00 a.m. to discuss district options and how to move forward.
12. Director Grover entered the meeting at 8:27 p.m.
13. First reading and comments of the following policy was held:
 - A. Policy 462 – Keyless Entry Access Card Fee
 - B. Policy 840 – Facility and Equipment Use

- C. Policy 414 – Mandated Reporting
- D. Policy 421 – Gifts to Employees and School Board Members
- E. Policy 510 – School Activities
- F. Policy 516 – Student Medication
- G. Policy 534 – Unpaid Meal Charges
- H. Policy 601 – School District Curriculum and Instruction Goals
- I. Policy 603 – Curriculum Development
- J. Policy 613 – Graduation Requirements

14. A motion was made by Jamie Grover, seconded by Renee Benson to approve the AIEA Grant application as presented by Carol Vik. Motion passed 7-0.
15. A motion was made by Jeremy Davies, seconded by Don Nordlund to approve the NIEA Overnight Trip for parents, students and staff October 8-12. Motion passed 7-0.
16. A motion was made by Amy Fontaine, seconded by Jamie Grover to approve the Spanish trip to Peru June 22 through July 1, 2020. There is no cost to the district for the trip. Motion passed 7-0.
17. Technology Director Dukek requested the Board to approve administration to have an option to join Verizon NASPO Contract for cell phones and services. Request failed to pass due to a lack of a motion.
18. A motion was made by Jeremy Davies, seconded by Jamie Grover to ratify the Head Cook 2019-2021 work agreement. Motion passed 7-0.
19. A motion was made by Don Nordlund, seconded by Amy Fontaine to ratify the Cleaner/Sweeper 2019-2021 work agreement. Motion passed 7-0.
20. A motion was made by Wendy Fultz, seconded by Jeremy Davies to hire Mary Jo Goldie as a food service cook. Motion passed 7-0.
21. A motion was made by Amy Fontaine, seconded Renee Benson to hire Tammy Loiland as a paraeducator contingent upon receipt of a satisfactory background check and meets MDE paraprofessional requirements. Motion passed 7-0.
22. Items for the Next Agenda:
 - A. Policies
23. Future Meetings:
 - A. Special Work Session – October 12, 2019, at 8:00 a.m. in BHS Room 101.
 - B. Public Hearing – October 21, 2019, at 6:00 p.m. at the Rice Lake Community Center. The regular School Board meeting will follow about 7:00 p.m.
24. A motion was made by Amy Fontaine to adjourn the meeting at 9:35 p.m. Motion passes 7-0.

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

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

**BAGLEY PUBLIC SCHOOLS
SCHOOL BOARD WORKING SESSION
OCTOBER 12, 2019
MINUTES**

The working session of Independent School District #162 was held on October 12, 2019, at 8:00 a.m. in High School Room 101. Members present: Adam Broden, Jamie Grover, Amy Fontaine, Jeremy Davies, Wendy Fultz and Don Nordlund. Members absent: Renee Benson.

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

1. Fair Grounds lease discussion – no action taken.
2. The meeting was adjourned at 9:09 a.m.

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

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

Bagley Public Schools #162 OCTOBER 2019 CHECK REGISTER

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	60358	1729		AG PARTS		Check		
				E 01	005 810 000 401 181	AIPAA01-HB-HC BLACK DIGITIZER W/GLAS		\$203.88	
				E 01	005 810 000 401 181	SHIPPING - FREE		\$0.00	
		PO#: 68289	Voucher #:	71939	Invoice	Invoice No: 1425299	10/19/2019	Paid Amt:	\$203.88
				E 01	005 810 000 401 181	LCD BEZEL DELL 11 3120 LCD BEZEL		\$215.40	
				E 01	005 810 000 401 181	TOP COVER DELL 11 3120 LCD TOP COVEF		\$359.40	
				E 01	005 810 000 401 181	SHIPPING - FREE		\$0.00	
		PO#: 68254	Voucher #:	71940	Invoice	Invoice No: INVOICE 1420821	10/19/2019	Paid Amt:	\$574.80
								Check Amount:	\$778.68
0162	FNB	60359	1671		ALEX RICHERT		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$770.00	
		PO#:	Voucher #:	72070	Invoice	Invoice No: 201901	10/19/2019	Paid Amt:	\$770.00
								Check Amount:	\$770.00
0162	FNB	60360	1118		AMAZON CAPITAL SERVICES		Check		
				E 01	300 255 302 530 170	JET 708404 JBOS BENCHTOP OSCILLATIN		\$469.98	
		PO#: 68296	Voucher #:	71923	Invoice	Invoice No: 1TQF-KFT3-Y4DR	10/19/2019	Paid Amt:	\$469.98
				E 01	300 212 000 401 000	KONICA MINOLTA BLACK TONER		\$77.98	
		PO#: 68281	Voucher #:	71924	Invoice	Invoice No: 1F9K-F6HX-RPDH	10/19/2019	Paid Amt:	\$77.98
				E 01	300 212 000 401 000	INK NOW PREMIUM COMPATIBLE YELLOW		\$50.96	
		PO#: 68281	Voucher #:	71925	Invoice	Invoice No: 1Q6K-WFH7-FCFV	10/19/2019	Paid Amt:	\$50.96
				E 01	005 760 720 401 000	KEN TOOL 34555 DUAL SEPARATION BAG		\$287.38	
		PO#: 68295	Voucher #:	71926	Invoice	Invoice No: 1QF4-VYWK-7HH1	10/19/2019	Paid Amt:	\$287.38
				E 01	005 810 000 401 181	APC BATTERY		\$51.90	
				E 01	005 810 000 401 181	2 PACK IPAD CHARGERS		\$169.50	
		PO#: 68272	Voucher #:	71927	Invoice	Invoice No: 1H3G-FYHM-JG4N	10/19/2019	Paid Amt:	\$221.40
				E 01	300 620 000 401 000	CRICUT		\$279.99	
				E 01	300 620 000 401 000	CRICUT MAT		\$28.95	
				E 01	300 620 000 401 000	SHIPPING		\$7.48	
		PO#: 68273	Voucher #:	71928	Invoice	Invoice No: 1FNL-NVGK-RYMR	10/19/2019	Paid Amt:	\$316.42
				E 01	100 203 000 460 000	DEADMAN RAPIDS		\$208.95	
		PO#: 68237	Voucher #:	71929	Invoice	Invoice No: 1F1R-TF3H-HFJG	10/19/2019	Paid Amt:	\$208.95
				E 01	100 203 000 460 000	DEADMAN RAPIDS		\$9.95	
		PO#: 68237	Voucher #:	71930	Invoice	Invoice No: 1HPR-LFCT-P9Y7	10/19/2019	Paid Amt:	\$9.95
				E 01	100 203 000 460 000	DEADMAN RAPIDS		\$39.80	
		PO#: 68237	Voucher #:	71931	Invoice	Invoice No: 19F1-XFDD-FM9G	10/19/2019	Paid Amt:	\$39.80
				E 01	100 203 000 460 000	DEADMAN RAPIDS		\$5.28	
				E 01	100 203 000 460 000	SONG OF SAMPO LAKE		\$49.75	
		PO#: 68237	Voucher #:	71932	Invoice	Invoice No: 1D43-31LJ-D9K1	10/19/2019	Paid Amt:	\$55.03

Bagley Public Schools #162 OCTOBER 2019 CHECK REGISTER

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	60360	1118		AMAZON CAPITAL SERVICES		Check		
				E 01	310 810 000 401 000	X-ACTO RANGER 55 MANUAL PENCIL SHAI	\$476.80		
	PO#: 68287	Voucher #:	71933	Invoice	Invoice No: 1Q6K-WFH7-JDDJ	10/19/2019	Paid Amt:	\$476.80	
				E 01	100 203 000 430 000	KITCHEN TIMER - 12 PK	\$21.99		
				E 01	100 203 000 430 000	3 IN 1 ALERTS TIMER 1013	\$16.50		
	PO#: 68286	Voucher #:	71934	Invoice	Invoice No: 1Q6K-WFH7-P4RH	10/19/2019	Paid Amt:	\$38.49	
				E 01	100 203 000 401 000	CARDSTOCK	\$16.98		
	PO#: 68256	Voucher #:	71935	Invoice	Invoice No: 1DPT-H194-4LJM	10/19/2019	Paid Amt:	\$16.98	
				E 01	100 203 000 460 000	DEADMAN RAPIDS	\$15.84		
				E 01	100 203 000 460 000	RIOT BY MARY CASSANOVA	\$14.32		
				E 01	100 203 000 460 000	SONG OF SAMPO LAKE	\$99.50		
	PO#: 68237	Voucher #:	71936	Invoice	Invoice No: 1XJ6-VXQC-QL6J	10/19/2019	Paid Amt:	\$129.66	
				E 01	100 200 000 401 000	PLEASE SEE ATTACHED	\$661.27		
	PO#: 68263	Voucher #:	71937	Invoice	Invoice No: 1QJQ-HJDL-7LLC	10/19/2019	Paid Amt:	\$661.27	
				E 01	005 810 000 401 181	MAC CHARGERS	\$170.91		
				E 01	005 810 000 401 181	D1 LABEL TAPE	\$9.89		
				E 01	005 810 000 401 181	WIRELESS KEYBOARD MOUSE	\$32.99		
				E 01	005 810 000 401 181	M TAPE - 6 PK	\$15.29		
				E 01	005 810 000 401 181	SEPTRE DISPLAY	\$85.99		
				E 01	005 810 000 401 181	DELL CHARGERS	\$13.89		
	PO#: 68267	Voucher #:	71938	Invoice	Invoice No: 1L7T-NRVY-PMC7	10/19/2019	Paid Amt:	\$328.96	
				E 01	100 203 000 401 000	PLEASE SEE ATTACHED	\$240.00		
				E 01	100 203 000 401 000	OVER BUDGET FOR GRANT	\$1.04		
	PO#: 68302	Voucher #:	72066	Invoice	Invoice No: 1XFD-QDGD-W947	10/19/2019	Paid Amt:	\$241.04	
							Check Amount:	\$3,631.05	
0162	FNB	60361	01725		AMERIPRIDE LINEN, INC.		Check		
				E 01	300 361 830 305 000	OPEN PURCHASE ORDER FOR 2019-2020 :	\$43.63		
	PO#: 68011	Voucher #:	71941	Invoice	Invoice No: 350365221	10/19/2019	Paid Amt:	\$43.63	
				E 01	300 255 000 305 000	OPEN PURCHASE ORDER FOR 2019-2020 :	\$64.77		
	PO#: 68012	Voucher #:	71942	Invoice	Invoice No: 350364804	10/19/2019	Paid Amt:	\$64.77	
				E 01	005 760 720 305 000	OPEN PURCHASE ORDER FOR THE 2019-2	\$44.85		
	PO#: 68098	Voucher #:	71943	Invoice	Invoice No: 350364618	10/19/2019	Paid Amt:	\$44.85	
							Check Amount:	\$153.25	
0162	FNB	60362	18860		BAGLEY COOP OIL ASSN.		Check		
				E 01	005 760 720 440 000	OPEN PURCHASE ORDER FOR THE 2019-2	\$8,550.21		
				E 01	310 810 000 401 000	General Supplies-Maintenance	\$237.78		
	PO#: 68101	Voucher #:	72057	Invoice	Invoice No: 9/30/2019	10/19/2019	Paid Amt:	\$8,787.99	
				E 01	300 292 000 490 295	OPEN PURCHASE ORDER FOR THE 2019-2	\$260.03		

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Bagley Public Schools #162 OCTOBER 2019 CHECK REGISTER

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	60362	18860		BAGLEY COOP OIL ASSN.		Check		
				E 01	300 292 000 490 295	Food-Athletic Support		\$277.31	
		PO#: 68028	Voucher #: 72058	Invoice	Invoice No: 09/30/2019				10/19/2019
								Paid Amt: \$537.34	
								Check Amount: \$9,325.33	
0162	FNB	60363	1625		BARTON READING & SPELLING SYSTEM		Check		
				E 01	100 216 401 401 000	LEVEL 1 PHONEMIC AWARENESS		\$250.00	
				E 01	100 216 401 401 000	LEVEL 2 CONSONANTS & SHORT VOWELS		\$250.00	
				E 01	100 216 401 401 000	SA SET 3: LEVEL 3 STAND ALONE CHAPTE		\$95.40	
				E 01	100 216 401 401 000	SHIPPING		\$29.90	
		PO#: 68258	Voucher #: 71947	Invoice	Invoice No: 88-80085				10/19/2019
								Paid Amt: \$625.30	
								Check Amount: \$625.30	
0162	FNB	60364	08280		BEMIDJI REGIONAL INTERDISTRICT		Check		
				E 01	005 760 723 396 000	Special Ed Salary - Purchased		\$1,400.00	
				E 01	005 760 723 397 000	Special Ed Fringe - Purchased		\$215.04	
				E 01	005 406 740 396 000	Visually Impaired Salary - Purchased		\$1,545.56	
				E 01	005 406 740 397 000	Visually Impaired Fringe - Purchased		\$237.40	
				E 01	005 411 740 397 000	Autism Fringe - Purchased		\$2,802.02	
				E 01	005 411 740 396 000	Autism Salary - Purchased		\$9,654.14	
				E 01	005 420 740 396 000	Special Ed Salary - Purchased		\$11,566.04	
				E 01	005 420 740 397 000	Special Ed Fringe - Purchased		\$3,308.83	
				E 01	100 402 740 397 000	MM Cognitive Dis. Fringe - Purchased		\$3,241.64	
				E 01	100 402 740 396 000	MM- Cognitive Dis. Salary - Purchased		\$11,729.40	
				E 01	100 412 740 396 000	ECSE Salary - Purchased		\$32,963.40	
				E 01	100 412 740 397 000	ECSE Fringe - Purchased		\$9,851.74	
				E 01	100 420 740 397 000	Special Ed Fringe - Purchased		\$926.43	
				E 01	100 420 740 396 000	Special Ed Salary - Purchased		\$5,120.00	
				E 01	300 407 740 396 000	Special Ed Salary - Purchased		\$13,832.20	
				E 01	300 407 740 397 000	Special Ed Fringe - Purchased		\$2,424.63	
				E 01	300 408 740 397 000	EBD Fringe - Purchased		\$1,086.43	
				E 01	300 408 740 396 000	EBD Salary - Purchased		\$5,120.00	
				E 01	300 416 740 396 000	Multi Needs Spec Ed Salary - Pur		\$7,030.66	
				E 01	300 416 740 397 000	Multi Needs Spec Ed Fringe - Pur		\$1,079.91	
				E 01	300 420 740 397 000	Special Ed Fringe - Purchased		\$2,263.32	
				E 01	300 420 740 396 000	Special Ed Salary - Purchased		\$11,480.00	
				E 01	005 408 740 396 000	Purchased Salaries		\$1,545.56	
				E 01	005 408 740 397 000	Purchased Benefits		\$237.40	
		PO#:	Voucher #: 71948	Invoice	Invoice No: FY20 1ST QTR				10/19/2019
								Paid Amt: \$140,661.75	
				E 01	005 401 740 399 000	Purchase of Spec Ed Contracted		\$841.75	
				E 01	005 407 740 399 000	Purchase of Spec Ed Contracted		\$420.88	

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Bagley Public Schools #162 OCTOBER 2019 CHECK REGISTER

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	60364	08280		BEMIDJI REGIONAL INTERDISTRICT		Check		
				E 01	005 410 740 399 000	Purchase of Spec Ed Contracted-Other Dis.		\$168.35	
				E 01	005 411 740 399 000	Purchase of Spec Ed Contracted-Autism		\$252.53	
	PO#:	Voucher #:	72073	Invoice	Invoice No:	OCTOBER 10, 2019	10/19/2019	Paid Amt:	\$1,683.51
								Check Amount:	\$142,345.26
0162	FNB	60365	08625		BEMIDJI WELDERS SUPPLY		Check		
				E 01	300 255 000 430 000	OPEN PO FOR 2019-2020 SY		\$85.50	
	PO#: 67841	Voucher #:	72072	Invoice	Invoice No:	30006755	10/19/2019	Paid Amt:	\$85.50
				E 01	300 255 000 430 000	OPEN PO FOR 2019-2020 SY		\$176.40	
	PO#: 67841	Voucher #:	72083	Invoice	Invoice No:	10020127	10/19/2019	Paid Amt:	\$176.40
								Check Amount:	\$261.90
0162	FNB	60366	1403		BONDED LOCK AND KEY		Check		
				E 01	310 810 000 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$482.40	
	PO#: 68056	Voucher #:	72067	Invoice	Invoice No:	49213	10/19/2019	Paid Amt:	\$482.40
								Check Amount:	\$482.40
0162	FNB	60367	1723		BOOKS N MORE		Check		
				E 01	300 259 000 350 000	INSTRUMENT REPAIR - TUBA		\$30.00	
	PO#: 68270	Voucher #:	71945	Invoice	Invoice No:	00004	10/19/2019	Paid Amt:	\$30.00
				E 01	300 259 000 350 000	INSTRUMENT REPAIR - TROMBONE, CLAR		\$75.00	
	PO#: 68270	Voucher #:	71946	Invoice	Invoice No:	00005	10/19/2019	Paid Amt:	\$75.00
								Check Amount:	\$105.00
0162	FNB	60368	12219		BSN SPORTS		Check		
				E 04	005 586 332 401 100	General Supplies-Youth Enrich.-W Rec		\$236.25	
	PO#:	Voucher #:	71944	Invoice	Invoice No:	906138686	10/19/2019	Paid Amt:	\$236.25
				E 01	300 292 000 401 295	OPEN PURCHASE ORDER FOR THE 2019-2		\$285.85	
	PO#: 68029	Voucher #:	72077	Invoice	Invoice No:	906211716	10/19/2019	Paid Amt:	\$285.85
				E 01	300 292 000 401 295	OPEN PURCHASE ORDER FOR THE 2019-2		\$40.60	
	PO#: 68029	Voucher #:	72078	Invoice	Invoice No:	906054571	10/19/2019	Paid Amt:	\$40.60
								Check Amount:	\$562.70
0162	FNB	60369	1661		CARLSON PARTS STORE		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$8.30	
				E 01	005 760 720 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$2,862.72	
	PO#: 68111	Voucher #:	71949	Invoice	Invoice No:	09302019	10/19/2019	Paid Amt:	\$2,871.02
								Check Amount:	\$2,871.02
0162	FNB	60370	1717		CHRISTIANSEN CONSTRUCTION CO., INC		Check		
				E 01	310 810 000 305 138	Consulting/Fees For Services-Safety Grant		\$9,336.00	
	PO#:	Voucher #:	71954	Invoice	Invoice No:	3.103	10/19/2019	Paid Amt:	\$9,336.00
								Check Amount:	\$9,336.00

Bagley Public Schools #162 OCTOBER 2019 CHECK REGISTER

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	60371	16355		CLARITY GLASS		Check		
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$540.00	
		PO#:	Voucher #:	71955	Invoice	Invoice No: 666064	10/19/2019	Paid Amt:	\$540.00
								Check Amount:	\$540.00
0162	FNB	60372	16717		CLEARWATER CO ENVIRONMENTAL SERVICE		Check		
				E 01	310 810 000 330 000	Utilities-Maintenance		\$46.00	
		PO#:	Voucher #:	71953	Invoice	Invoice No: SEPT 18, 2019	10/19/2019	Paid Amt:	\$46.00
								Check Amount:	\$46.00
0162	FNB	60373	16684		CLEARWATER CO HISTORICAL SOC		Check		
				E 01	300 620 000 401 000	YEARLY SUBSCRIPTION RENEWAL		\$15.00	
		PO#: 67798	Voucher #:	71950	Invoice	Invoice No: 9122019	10/19/2019	Paid Amt:	\$15.00
				E 01	100 620 000 401 000	YEARLY SUBSCRIPTION RENEWAL FOR BI		\$15.00	
		PO#: 67792	Voucher #:	71951	Invoice	Invoice No: 9122019	10/19/2019	Paid Amt:	\$15.00
								Check Amount:	\$30.00
0162	FNB	60374	17509		COLE PAPERS INC.		Check		
				E 01	310 810 000 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$114.57	
		PO#: 68058	Voucher #:	71956	Invoice	Invoice No: 3583829	10/19/2019	Paid Amt:	\$114.57
				E 01	310 810 000 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$1,820.51	
		PO#: 68058	Voucher #:	71957	Invoice	Invoice No: 9593274	10/19/2019	Paid Amt:	\$1,820.51
								Check Amount:	\$1,935.08
0162	FNB	60375	17691		COMFORT POINT, INC.		Check		
				E 01	005 865 380 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$1,994.81	
		PO#: 68096	Voucher #:	71958	Invoice	Invoice No: 547	10/19/2019	Paid Amt:	\$1,994.81
								Check Amount:	\$1,994.81
0162	FNB	60376	1366		COMO OIL & PROPANE		Check		
				E 01	005 760 720 440 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$1,536.75	
		PO#: 68116	Voucher #:	71959	Invoice	Invoice No: 1500138446	10/19/2019	Paid Amt:	\$1,536.75
				E 01	005 760 720 440 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$1,319.79	
		PO#: 68116	Voucher #:	71960	Invoice	Invoice No: 1500171991	10/19/2019	Paid Amt:	\$1,319.79
				E 01	005 760 720 440 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$1,587.45	
		PO#: 68116	Voucher #:	72079	Invoice	Invoice No: 1500230413	10/19/2019	Paid Amt:	\$1,587.45
								Check Amount:	\$4,443.99
0162	FNB	60377	19582		CULINEX		Check		
				E 02	005 770 701 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$267.33	
		PO#: 68176	Voucher #:	71961	Invoice	Invoice No: INV809301	10/19/2019	Paid Amt:	\$267.33
				E 02	005 770 701 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$62.40	
		PO#: 68176	Voucher #:	71962	Invoice	Invoice No: INV809852	10/19/2019	Paid Amt:	\$62.40

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	60377	19582		CULINEX		Check		
				E 02	005 770 701 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$113.92	
		PO#: 68176	Voucher #: 71963	Invoice	Invoice No: INV809844	10/19/2019	Paid Amt:	\$113.92	
							Check Amount:	\$443.65	
0162	FNB	60378	20240		D.W. DAVIES		Check		
				E 01	310 810 000 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$93.17	
		PO#: 68060	Voucher #: 71965	Invoice	Invoice No: 1585037	10/19/2019	Paid Amt:	\$93.17	
							Check Amount:	\$93.17	
0162	FNB	60379	21200		DAROOS INC.		Check		
				E 01	300 292 000 490 295	OPEN PURCHASE ORDER FOR THE 2019-2		\$606.00	
		PO#: 68030	Voucher #: 71964	Invoice	Invoice No: 9/16-10/8/19	10/19/2019	Paid Amt:	\$606.00	
							Check Amount:	\$606.00	
0162	FNB	60380	22487		DRAMATIC PUBLISHING		Check		
				E 01	300 291 000 401 126	0A7000 PERUSAL SCRIPT		\$9.95	
				E 01	300 291 000 401 126	SHIPPING		\$6.49	
		PO#: 68283	Voucher #: 71966	Invoice	Invoice No: 100058366	10/19/2019	Paid Amt:	\$16.44	
							Check Amount:	\$16.44	
0162	FNB	60381	27140		FARMERS PUBLISHING CO., INC.		Check		
				E 01	300 620 000 401 000	YEARLY SUBSCRIPTION RENEWAL FOR BI		\$29.00	
		PO#: 67799	Voucher #: 71967	Invoice	Invoice No: 9/30/2019	10/19/2019	Paid Amt:	\$29.00	
				E 01	300 050 000 401 000	General Supplies-HS Office		\$21.00	
		PO#:	Voucher #: 71968	Invoice	Invoice No: 9/30/19	10/19/2019	Paid Amt:	\$21.00	
				E 01	005 110 000 305 000	Fees For Services-Business Office		\$1,765.58	
		PO#:	Voucher #: 71969	Invoice	Invoice No: 9/30/2019	10/19/2019	Paid Amt:	\$1,765.58	
							Check Amount:	\$1,815.58	
0162	FNB	60382	1393		FRONTLINE TECHNOLOGIES		Check		
				E 01	100 050 000 405 000	ELEMENTARY		\$802.50	
				E 01	300 050 000 405 000	HIGH SCHOOL		\$802.50	
		PO#: 67890	Voucher #: 71970	Invoice	Invoice No: INVUS108473	10/19/2019	Paid Amt:	\$1,605.00	
							Check Amount:	\$1,605.00	
0162	FNB	60383	30521		GALEN'S SUPERMARKET		Check		
				E 01	300 292 000 490 295	OPEN PURCHASE ORDER FOR THE 2019-2		\$824.20	
		PO#: 68032	Voucher #: 72059	Invoice	Invoice No: 001000561025	10/19/2019	Paid Amt:	\$824.20	
				E 01	300 408 740 433 000	MISCELLANEOUS SUPPLIES & GROCERIE:		\$14.61	
		PO#: 68234	Voucher #: 72060	Invoice	Invoice No: 0172, 0148	10/19/2019	Paid Amt:	\$14.61	
				E 04	005 505 321 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$15.40	
		PO#: 68025	Voucher #: 72061	Invoice	Invoice No: 0028	10/19/2019	Paid Amt:	\$15.40	
				E 04	005 586 332 490 100	Food- Youth Enrichment - W. Rec		\$77.14	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	60383	30521		GALEN'S SUPERMARKET		Check		
				E 04	005 586 332 490 100	Food- Youth Enrichment - W. Rec		(\$10.32)	
	PO#:	Voucher #:	72062	Invoice	Invoice No: 0010, 0202	10/19/2019	Paid Amt:	\$66.82	
				E 01	100 203 000 401 000	SUPPLIES FOR CLASS EXPERIMENTS		\$7.81	
	PO#: 68144	Voucher #:	72063	Invoice	Invoice No: 0009	10/19/2019	Paid Amt:	\$7.81	
							Check Amount:	\$928.84	
0162	FNB	60384	1294		GARAGE DOOR GUYS, LLC		Check		
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$140.00	
	PO#:	Voucher #:	71978	Invoice	Invoice No: 0824	10/19/2019	Paid Amt:	\$140.00	
							Check Amount:	\$140.00	
0162	FNB	60385	30935		GARDEN VALLEY TELEPHONE		Check		
				E 01	005 110 000 401 000	General Supplies-Business Office		\$559.70	
	PO#:	Voucher #:	71971	Invoice	Invoice No: INV-14261	10/19/2019	Paid Amt:	\$559.70	
				E 04	005 580 325 320 000	Telephone -ECFE		\$41.55	
				E 04	005 505 321 320 000	Telephone-Comm Ed		\$378.79	
				E 01	310 810 000 320 000	Telephone-Maintenance		\$4,025.21	
	PO#:	Voucher #:	71979	Invoice	Invoice No: 200838187	10/19/2019	Paid Amt:	\$4,445.55	
							Check Amount:	\$5,005.25	
0162	FNB	60386	31740		GERRELLS SPORTS CENTER, INC		Check		
				E 01	300 292 000 401 295	OPEN PURCHASE ORDER FOR THE 2019-2		\$1,320.00	
	PO#: 68033	Voucher #:	71980	Invoice	Invoice No: 0017900-IN	10/19/2019	Paid Amt:	\$1,320.00	
							Check Amount:	\$1,320.00	
0162	FNB	60387	33291		GRAINGER		Check		
				E 01	310 810 000 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$89.84	
	PO#: 68066	Voucher #:	71972	Invoice	Invoice No: 9296678064	10/19/2019	Paid Amt:	\$89.84	
				E 01	310 810 000 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$17.97	
	PO#: 68066	Voucher #:	71973	Invoice	Invoice No: 9295239066	10/19/2019	Paid Amt:	\$17.97	
				E 01	310 810 000 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$230.23	
	PO#: 68066	Voucher #:	71974	Invoice	Invoice No: 9290234633	10/19/2019	Paid Amt:	\$230.23	
				E 01	310 810 000 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$252.80	
	PO#: 68066	Voucher #:	71975	Invoice	Invoice No: 9282094854	10/19/2019	Paid Amt:	\$252.80	
				E 01	310 810 000 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$184.00	
	PO#: 68066	Voucher #:	71976	Invoice	Invoice No: 9303131412	10/19/2019	Paid Amt:	\$184.00	
				E 01	310 810 000 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$45.00	
	PO#: 68066	Voucher #:	72074	Invoice	Invoice No: 9322545485	10/19/2019	Paid Amt:	\$45.00	
				E 01	310 810 000 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$56.94	
	PO#: 68066	Voucher #:	72081	Invoice	Invoice No: 9315096470	10/19/2019	Paid Amt:	\$56.94	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	60387	33291		GRAINGER		Check		
				E 01	310 810 000 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$135.00	
		PO#: 68066	Voucher #: 72102	Invoice	Invoice No: 9324454777	10/19/2019		Paid Amt: \$135.00	
								Check Amount: \$1,011.78	
0162	FNB	60388	33465		GRAND FORKS HERALD		Check		
				E 01	300 620 000 401 000	YEARLY SUBSCRIPTION RENEWAL FOR BI		\$139.23	
				E 01	300 620 000 401 000	START: 8/30/19 END: 6/1/20		\$0.00	
				E 01	300 620 000 401 000	VACATION HOLD: 12/23/19 - 12/31/19		\$0.00	
		PO#: 67801	Voucher #: 71977	Invoice	Invoice No: 8/30/2019-6/1/2019	10/19/2019		Paid Amt: \$139.23	
								Check Amount: \$139.23	
0162	FNB	60389	1754		HEGGERTY		Check		
				E 01	100 201 000 430 000	978-1-947260-21-4 PHONEMIC AWARENESS		\$79.95	
				E 01	100 201 000 430 000	978-1-947260-20-7 PHONEMIC AWARENESS		\$79.95	
				E 01	100 201 000 430 000	SHIPPING		\$12.00	
		PO#: 68285	Voucher #: 71981	Invoice	Invoice No: 44986	10/19/2019		Paid Amt: \$171.90	
								Check Amount: \$171.90	
0162	FNB	60390	36593		HEINEMANN		Check		
				E 01	100 422 740 401 000	INSTRUCTIONAL REPLACEMENTS SUPPLI		\$971.30	
				E 01	100 203 302 460 000	INSTRUCTIONAL REPLACEMENTS		\$25.30	
				E 01	100 203 302 460 000	Textbooks/Workbooks		(\$117.72)	
		PO#: 68250	Voucher #: 71984	Invoice	Invoice No: 7124446	10/19/2019		Paid Amt: \$878.88	
								Check Amount: \$878.88	
0162	FNB	60391	36729		HERC-U-LIFT		Check		
				E 01	310 810 000 305 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$148.36	
		PO#: 68089	Voucher #: 71983	Invoice	Invoice No: W415396	10/19/2019		Paid Amt: \$148.36	
								Check Amount: \$148.36	
0162	FNB	60392	1646		HUDL		Check		
				E 01	300 292 000 455 295	Non-Inst. Tech Supplies		\$1,250.00	
		PO#:	Voucher #: 71982	Invoice	Invoice No: INV00726047	10/19/2019		Paid Amt: \$1,250.00	
								Check Amount: \$1,250.00	
0162	FNB	60393	39224		INTERQUEST DETECTION CANINES		Check		
				E 01	300 211 000 305 000	1/2 DAY VISITS		\$315.00	
		PO#: 67809	Voucher #: 71985	Invoice	Invoice No: 193NM SEPT 2019	10/19/2019		Paid Amt: \$315.00	
								Check Amount: \$315.00	
0162	FNB	60394	40742		J&K TROPHY HOUSE		Check		
				E 01	300 292 000 401 295	OPEN PURCHASE ORDER FOR THE 2019-2		\$327.53	
		PO#: 68036	Voucher #: 71986	Invoice	Invoice No: 17	10/19/2019		Paid Amt: \$327.53	
								Check Amount: \$327.53	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	60395	41616		JOHN R. GREEN		Check		
				E 01	100 203 000 401 000	General Supplies-Elem		\$6.50	
	PO#:	Voucher #:	71987	Invoice	Invoice No: 49369.01	10/19/2019	Paid Amt:	\$6.50	
				E 01	100 216 401 401 000	General Supplies-Title I		\$20.90	
	PO#:	Voucher #:	71988	Invoice	Invoice No: 51260.01	10/19/2019	Paid Amt:	\$20.90	
				E 01	100 203 000 401 000	General Supplies-Elem		\$1.30	
	PO#:	Voucher #:	71989	Invoice	Invoice No: 56912	10/19/2019	Paid Amt:	\$1.30	
							Check Amount:	\$28.70	
0162	FNB	60396	43077		KENNEDY & GRAVEN, CHARTERED		Check		
				E 01	005 010 000 305 000	Fees for Service-School Board		\$396.00	
	PO#:	Voucher #:	71990	Invoice	Invoice No: 150459	10/19/2019	Paid Amt:	\$396.00	
							Check Amount:	\$396.00	
0162	FNB	60397	05598		KUBIAK'S FAMILY FOODS		Check		
				E 01	300 408 740 433 000	INCENTIVES		\$43.96	
	PO#: 68278	Voucher #:	71991	Invoice	Invoice No: 00159282	10/19/2019	Paid Amt:	\$43.96	
				E 01	100 720 000 401 000	OPEN PURCHASE ORDER FOR 2019-2020 :		\$290.52	
	PO#: 68014	Voucher #:	71992	Invoice	Invoice No: 00156991	10/19/2019	Paid Amt:	\$290.52	
				E 04	005 580 325 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$45.50	
	PO#: 68023	Voucher #:	71993	Invoice	Invoice No: 00155341	10/19/2019	Paid Amt:	\$45.50	
				E 02	005 770 701 490 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$164.95	
	PO#: 68178	Voucher #:	71994	Invoice	Invoice No: 00373259	10/19/2019	Paid Amt:	\$164.95	
				E 01	300 605 320 490 000	FOOD FOR MEETING		\$80.18	
				E 01	300 605 320 490 000	HAMBURGER, MIXED VEGGIES, TATER TO		\$0.00	
	PO#: 68251	Voucher #:	71995	Invoice	Invoice No: 001-00154641	10/19/2019	Paid Amt:	\$80.18	
							Check Amount:	\$625.11	
0162	FNB	60398	46136		LISTROM'S DISPOSAL, INC.		Check		
				E 01	310 810 000 330 000	Utilities-Maintenance		\$2,655.76	
	PO#:	Voucher #:	72071	Invoice	Invoice No: 9/30/19	10/19/2019	Paid Amt:	\$2,655.76	
							Check Amount:	\$2,655.76	
0162	FNB	60399	46808		MACKIN EDUCATIONAL RESOURCES		Check		
				E 01	100 620 000 401 000	PLEASE SEE ATTACHED		\$186.82	
	PO#: 68261	Voucher #:	72064	Invoice	Invoice No: 601092	10/19/2019	Paid Amt:	\$186.82	
				E 01	100 620 000 470 000	Library Books-Elem Media		\$88.83	
	PO#:	Voucher #:	72065	Invoice	Invoice No: 601090	10/19/2019	Paid Amt:	\$88.83	
							Check Amount:	\$275.65	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	60400	47588		MARC		Check		
				E 01	310 810 000 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$257.76	
		PO#: 68080	Voucher #: 72082	Invoice	Invoice No: 0677623-IN	10/19/2019		Paid Amt:	\$257.76
								Check Amount:	\$257.76
0162	FNB	60401	47595		MARCO, INC.		Check		
				E 01	005 110 000 380 000	Computer/Technology Lease		\$498.92	
				E 01	100 203 000 380 000	Computer/Technology Lease		\$498.91	
				E 01	300 211 000 380 000	Computer/Technology Lease		\$498.91	
		PO#:	Voucher #: 72098	Invoice	Invoice No: 396755696	10/19/2019		Paid Amt:	\$1,496.74
				E 01	100 203 000 380 000	Computer/Technology Lease		\$1,848.39	
		PO#:	Voucher #: 72099	Invoice	Invoice No: 396755514	10/19/2019		Paid Amt:	\$1,848.39
								Check Amount:	\$3,345.13
0162	FNB	60402	49273		MEDTOX LABORATORIES		Check		
				E 01	005 110 000 305 160	Fees For Services-Drug Testing		\$77.64	
		PO#:	Voucher #: 71996	Invoice	Invoice No: 09201966597	10/19/2019		Paid Amt:	\$77.64
								Check Amount:	\$77.64
0162	FNB	60403	50656		MIDWEST BUS PARTS, INC		Check		
				E 01	005 760 720 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$173.05	
		PO#: 68109	Voucher #: 71997	Invoice	Invoice No: 127993	10/19/2019		Paid Amt:	\$173.05
								Check Amount:	\$173.05
0162	FNB	60404	52095		MINNESOTA SCHOOL BOARDS ASSOC.		Check		
				E 01	005 020 000 401 000	General Supplies-Supt. Office		\$50.00	
		PO#:	Voucher #: 71998	Invoice	Invoice No: 23624H9R9Z7	10/19/2019		Paid Amt:	\$50.00
								Check Amount:	\$50.00
0162	FNB	60405	1549		MONOPRICE, INC.		Check		
				E 01	005 810 000 401 181	General Supplies-District Technology		\$64.16	
		PO#:	Voucher #: 71999	Invoice	Invoice No: 16779772	10/19/2019		Paid Amt:	\$64.16
				E 01	005 810 000 401 181	General Supplies-District Technology		\$125.29	
		PO#:	Voucher #: 72000	Invoice	Invoice No: 16612214	10/19/2019		Paid Amt:	\$125.29
				E 01	005 810 000 401 181	General Supplies-District Technology		\$373.37	
		PO#:	Voucher #: 72001	Invoice	Invoice No: 16612379	10/19/2019		Paid Amt:	\$373.37
				E 01	005 810 000 401 181	General Supplies-District Technology		\$322.39	
		PO#:	Voucher #: 72002	Invoice	Invoice No: 16633046	10/19/2019		Paid Amt:	\$322.39
								Check Amount:	\$885.21
0162	FNB	60406	54970		NATIONAL GEOGRAPHIC SOCIETY		Check		
				E 01	100 203 000 460 000	PLEASE SEE ATTACHED ORDER FORM		\$427.50	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	60406	54970		NATIONAL GEOGRAPHIC SOCIETY		Check		
				E 01	100 203 000 460 000	SHIPPING		\$42.75	
		PO#: 67942	Voucher #: 72003	Invoice	Invoice No: 1000020246	10/19/2019	Paid Amt:	\$470.25	
								Check Amount:	\$470.25
0162	FNB	60407	55660		NAYLOR'S HEATING AND REFRIGERATION, LLC.		Check		
				E 01	005 865 380 530 000	Equipment		\$38,236.00	
		PO#:	Voucher #: 72021	Invoice	Invoice No: 134064	10/19/2019	Paid Amt:	\$38,236.00	
				E 01	310 810 000 305 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$785.00	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$449.24	
		PO#: 68077	Voucher #: 72022	Invoice	Invoice No: 134192	10/19/2019	Paid Amt:	\$1,234.24	
				E 01	310 810 000 305 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$170.00	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$9.09	
		PO#: 68077	Voucher #: 72023	Invoice	Invoice No: 134224	10/19/2019	Paid Amt:	\$179.09	
				E 01	310 810 000 305 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$215.00	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$27.18	
		PO#: 68077	Voucher #: 72024	Invoice	Invoice No: 134475	10/19/2019	Paid Amt:	\$242.18	
								Check Amount:	\$39,891.51
0162	FNB	60408	55863		NEI BOTTLING, INC.		Check		
				E 01	300 292 000 490 295	OPEN PURCHASE ORDER FOR THE 2019-2		\$315.00	
		PO#: 68043	Voucher #: 72013	Invoice	Invoice No: 103598	10/19/2019	Paid Amt:	\$315.00	
				E 01	300 292 000 490 295	OPEN PURCHASE ORDER FOR THE 2019-2		\$351.00	
		PO#: 68043	Voucher #: 72014	Invoice	Invoice No: 802566	10/19/2019	Paid Amt:	\$351.00	
								Check Amount:	\$666.00
0162	FNB	60409	1463		NEW MANAGEMENT, INC.		Check		
				E 01	310 810 000 401 000	LOCK BLOKS		\$165.00	
				E 01	310 810 000 401 000	SHIPPING		\$8.25	
		PO#: 68284	Voucher #: 72068	Invoice	Invoice No: 6158	10/19/2019	Paid Amt:	\$173.25	
								Check Amount:	\$173.25
0162	FNB	60410	57845		NORTH CENTRAL PARTS & SERVICE		Check		
				E 01	005 760 720 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$403.92	
		PO#: 68110	Voucher #: 72015	Invoice	Invoice No: 538655	10/19/2019	Paid Amt:	\$403.92	
				E 01	005 760 720 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$2,359.62	
		PO#: 68110	Voucher #: 72016	Invoice	Invoice No: 264504	10/19/2019	Paid Amt:	\$2,359.62	
				E 01	005 760 720 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$62.13	
		PO#: 68110	Voucher #: 72017	Invoice	Invoice No: 538797	10/19/2019	Paid Amt:	\$62.13	
				E 01	005 760 720 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$658.00	
		PO#: 68110	Voucher #: 72018	Invoice	Invoice No: 538785	10/19/2019	Paid Amt:	\$658.00	
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		(\$80.61)	
		PO#:	Voucher #: 72019	Invoice	Invoice No: CM263645	10/19/2019	Paid Amt:	(\$80.61)	

Bagley Public Schools #162 OCTOBER 2019 CHECK REGISTER

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	60410	57845		NORTH CENTRAL PARTS & SERVICE		Check		
				E 01	005 760 720 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$70.26	
	PO#: 68110	Voucher #:	72020	Invoice	Invoice No: 164486X1	10/19/2019	Paid Amt:	\$70.26	
				E 01	005 760 720 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$271.25	
	PO#: 68110	Voucher #:	72036	Invoice	Invoice No: 538858	10/19/2019	Paid Amt:	\$271.25	
				E 01	005 760 720 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$269.53	
	PO#: 68110	Voucher #:	72047	Invoice	Invoice No: 264192	10/19/2019	Paid Amt:	\$269.53	
				E 01	005 760 720 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$269.53	
	PO#: 68110	Voucher #:	72048	Invoice	Invoice No: 264192X1	10/19/2019	Paid Amt:	\$269.53	
							Check Amount:	\$4,283.63	
0162	FNB	60411	58148		NORTHLAND COLLEGE		Check		
				E 01	998 211 000 394 000	to Other Agencies-PSEO, RG ED		\$7,500.00	
	PO#:	Voucher #:	72101	Invoice	Invoice No: 365951	10/19/2019	Paid Amt:	\$7,500.00	
							Check Amount:	\$7,500.00	
0162	FNB	60412	58420		NORTHWEST SERVICE COOPERATIVE		Check		
				E 01	005 110 000 305 000	Fees For Services-Business Office		\$150.00	
	PO#:	Voucher #:	72005	Invoice	Invoice No: 3532	10/19/2019	Paid Amt:	\$150.00	
							Check Amount:	\$150.00	
0162	FNB	60413	58536		NW LINKS		Check		
				E 01	310 810 000 320 000	Telephone-Maintenance		\$1,917.48	
	PO#:	Voucher #:	72004	Invoice	Invoice No: 8473	10/19/2019	Paid Amt:	\$1,917.48	
							Check Amount:	\$1,917.48	
0162	FNB	60414	61828		PIONEER DRAMA SERVICE, INC.		Check		
				E 01	300 291 000 401 130	SCRIPT FOR PLAY: "HOLLY JOLLIES!"		\$169.00	
				E 01	300 291 000 401 130	DIRECTOR'S BOOK		\$20.00	
				E 01	300 291 000 401 130	NUMBER OF PERFORMANCES - DATE OF 1		\$120.00	
				E 01	300 291 000 401 130	SHIPPING		\$15.00	
	PO#: 68280	Voucher #:	72026	Invoice	Invoice No: 591124	10/19/2019	Paid Amt:	\$324.00	
							Check Amount:	\$324.00	
0162	FNB	60415	62215		POPPLERS MUSIC INC		Check		
				E 01	300 259 000 350 000	BASS GUITAR AMP REPAIR		\$115.00	
	PO#: 68271	Voucher #:	72027	Invoice	Invoice No: 2278921	10/19/2019	Paid Amt:	\$115.00	
				E 01	300 259 000 430 000	PLEASE SEE ATTACHED		\$447.95	
	PO#: 68269	Voucher #:	72028	Invoice	Invoice No: 10/04/2019	10/19/2019	Paid Amt:	\$447.95	
				E 01	300 258 000 430 000	PLEASE SEE ATTACHED		\$617.40	
	PO#: 68268	Voucher #:	72029	Invoice	Invoice No: STATEMENT 10-4-2019	10/19/2019	Paid Amt:	\$617.40	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	60415	62215		POPPLERS MUSIC INC		Check		
				E 01	300 259 000 430 000	Instructional Supply-Instrumental Band		(\$17.97)	
	PO#:	Voucher #:	72030	Invoice	Invoice No: STATEMENT 10/4/19	10/19/2019	Paid Amt:	(\$17.97)	
							Check Amount:	\$1,162.38	
0162	FNB	60416	62315		POSITIVE PROMOTIONS		Check		
				E 01	100 050 000 401 000	PLEASE SEE ATTACHED QUOTE - # 001244		\$306.88	
				E 01	100 050 000 401 000	General Supplies-Elem Office		\$1.00	
	PO#: 68240	Voucher #:	72025	Invoice	Invoice No: 06378572	10/19/2019	Paid Amt:	\$307.88	
							Check Amount:	\$307.88	
0162	FNB	60417	63020		PUBLIC UTILITIES		Check		
				E 01	310 810 000 330 000	Utilities-Maintenance		\$12,538.38	
	PO#:	Voucher #:	72031	Invoice	Invoice No: 9/29/2019	10/19/2019	Paid Amt:	\$12,538.38	
							Check Amount:	\$12,538.38	
0162	FNB	60418	64377		REALLY GOOD STUFF, LLC		Check		
				E 01	100 203 000 401 000	DESKTOP POCKET CHART STAND & MAGN		\$51.29	
	PO#: 68246	Voucher #:	72033	Invoice	Invoice No: 7086765	10/19/2019	Paid Amt:	\$51.29	
							Check Amount:	\$51.29	
0162	FNB	60419	64630		REGION I ESV		Check		
				E 01	005 110 000 305 000	Fees For Services-Business Office		\$4,525.61	
	PO#:	Voucher #:	72035	Invoice	Invoice No: 8380	10/19/2019	Paid Amt:	\$4,525.61	
							Check Amount:	\$4,525.61	
0162	FNB	60420	65001		RENNEBERG HARDWOODS, INC.		Check		
				R 01	300 255 000 619 000	LUMBER FOR 2019-2020 OPEN PURCHASE		\$3,269.46	
	PO#: 67845	Voucher #:	72034	Invoice	Invoice No: SINV-029157	10/19/2019	Paid Amt:	\$3,269.46	
							Check Amount:	\$3,269.46	
0162	FNB	60421	1101		ROMA KAWA COFFEE ROASTERS, INC		Check		
				E 01	005 020 000 401 000	OPEN PURCHASE ORDER FOR 2019-2020 :		\$15.00	
	PO#: 68018	Voucher #:	72037	Invoice	Invoice No: 10158	10/19/2019	Paid Amt:	\$15.00	
							Check Amount:	\$15.00	
0162	FNB	60422	66930		SCHOLASTIC MAGAZINES		Check		
				E 01	300 407 740 433 000	ACTION GRADES 9-12		\$142.35	
				E 01	300 407 740 433 000	Special Supplies - Special Ed - HS		\$43.47	
				E 01	300 407 740 433 000	CHOICES GRADES 9-12		\$142.35	
				E 01	300 407 740 433 000	NEW YORK TIMES UPFRONT		\$149.85	
				E 01	300 407 740 433 000	SPECIAL CODE 9615 FOR SPECIAL SAVINC		\$0.00	
				E 01	300 407 740 433 000	HIGH INTEREST LOW ABILITY READING		\$0.00	
	PO#: 68252	Voucher #:	72042	Invoice	Invoice No: M68473388	10/19/2019	Paid Amt:	\$478.02	
							Check Amount:	\$478.02	

Bagley Public Schools #162 OCTOBER 2019 CHECK REGISTER

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	60423	67160		SCHOOL SPECIALTY, INC.		Check		
				E 01	300 212 000 430 000	PLEASE SEE ATTACHED		\$121.47	
	PO#: 68255	Voucher #:	72039	Invoice	Invoice No: 208123919969	10/19/2019		Paid Amt:	\$121.47
				E 01	100 203 000 401 000	PLEASE SEE ATTACHED		\$58.94	
	PO#: 68276	Voucher #:	72040	Invoice	Invoice No: 20812399900	10/19/2019		Paid Amt:	\$58.94
				E 01	100 605 510 430 000	PLEASE SEE ATTACHED		\$1,062.14	
	PO#: 68277	Voucher #:	72041	Invoice	Invoice No: 308103448742	10/19/2019		Paid Amt:	\$1,062.14
				E 01	100 203 000 401 000	PLEASE SEE ATTACHED		\$63.45	
	PO#: 68244	Voucher #:	72043	Invoice	Invoice No: 308103429091	10/19/2019		Paid Amt:	\$63.45
								Check Amount:	\$1,306.00
0162	FNB	60424	67878		SFM		Check		
				E 01	100 203 000 270 000	Worker's Compensation-Elem		\$2,200.00	
				E 01	300 211 000 270 000	Worker's Compensation-High School		\$2,200.00	
	PO#:	Voucher #:	72056	Invoice	Invoice No: 2217672	10/19/2019		Paid Amt:	\$4,400.00
								Check Amount:	\$4,400.00
0162	FNB	60425	69235		SOLID BOTTOM SEPTIC		Check		
				E 01	300 292 000 305 295	OPEN PURCHASE ORDER FOR THE 2019-2		\$640.00	
21	PO#: 68047	Voucher #:	72076	Invoice	Invoice No: 956	10/19/2019		Paid Amt:	\$640.00
								Check Amount:	\$640.00
0162	FNB	60426	1750		STITTSWORTH MEATS		Check		
				E 02	005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :		\$987.80	
	PO#: 68242	Voucher #:	72038	Invoice	Invoice No: 1256	10/19/2019		Paid Amt:	\$987.80
				E 02	005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :		\$2,262.95	
	PO#: 68242	Voucher #:	72091	Invoice	Invoice No: 1262	10/19/2019		Paid Amt:	\$2,262.95
								Check Amount:	\$3,250.75
0162	FNB	60427	74179		TEAM LABORATORY CHEMICAL CORP.		Check		
				E 01	310 810 000 401 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$388.50	
	PO#: 68085	Voucher #:	72075	Invoice	Invoice No: INV0018115	10/19/2019		Paid Amt:	\$388.50
								Check Amount:	\$388.50
0162	FNB	60428	74181		TECH CHECK, LLC		Check		
				E 01	005 810 000 305 181	Consulting/Fees For Services-Technology		\$195.00	
	PO#:	Voucher #:	72046	Invoice	Invoice No: 38285	10/19/2019		Paid Amt:	\$195.00
				E 01	005 810 000 305 181	Consulting/Fees For Services-Technology		\$130.00	
	PO#:	Voucher #:	72069	Invoice	Invoice No: 39358	10/19/2019		Paid Amt:	\$130.00
								Check Amount:	\$325.00

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0162	FNB	60429	1517		THE RETROFIT COMPANIES, INC.		Check
				E 01	310 810 000 401 000 General Supplies-Maintenance		\$443.86
	PO#:	Voucher #:	72045	Invoice	Invoice No: 0105803-IN	10/19/2019	Paid Amt: \$443.86
							Check Amount: \$443.86
0162	FNB	60430	1053		UPS		Check
				E 01	005 110 000 329 000 Postage/UPS-Business Office		\$19.51
	PO#:	Voucher #:	72049	Invoice	Invoice No: 00000909X0399	10/19/2019	Paid Amt: \$19.51
							Check Amount: \$19.51
0162	FNB	60431	78994		VALLEY TRUCK		Check
				E 01	005 760 720 401 000 OPEN PURCHASE ORDER FOR THE 2019-2		\$406.56
	PO#: 68114	Voucher #:	72051	Invoice	Invoice No: T456941	10/19/2019	Paid Amt: \$406.56
							Check Amount: \$406.56
0162	FNB	60432	1753		VERIZON CONNECT NWF, INC.		Check
				E 01	005 760 720 320 000 Communications Tele		\$37.90
	PO#:	Voucher #:	72100	Invoice	Invoice No: OSV000001894598	10/19/2019	Paid Amt: \$37.90
							Check Amount: \$37.90
0162	FNB	60433	79179		VERIZON WIRELESS		Check
				E 01	310 810 000 320 000 Telephone-Maintenance		\$160.23
	PO#:	Voucher #:	72050	Invoice	Invoice No: 9839120506	10/19/2019	Paid Amt: \$160.23
							Check Amount: \$160.23
0162	FNB	60434	79331		VISA		Check
				E 04	005 505 321 366 000 Travel-Comm Ed		\$275.00
	PO#:	Voucher #:	72097	Invoice	Invoice No: 10/01/2019	10/19/2019	Paid Amt: \$275.00
							Check Amount: \$275.00
							Report Total: \$294,601.84

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SEPTEMBER 2019 HANDPAYABLES REGISTER

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	33175	1118		AMAZON CAPITAL SERVICES		Check		
				E 01	310 810 000 401 000	FIRE ESCAPE ROPE LADDER		\$66.88	
		PO#: 67968	Voucher #: 71604	Invoice	Invoice No: 11PW-PH6J-MD1Q	9/3/2019	Paid Amt:	\$66.88	
							Check Amount:	\$66.88	
0162	FNB	33176	01380		AMERICAN FAMILY LIFE ASSUR CO		Check		
				B 01	215 030	Insurance Payable		\$140.57	
				B 01	215 030	Insurance Payable		\$221.84	
		PO#:	Voucher #: 71577	Invoice	Invoice No: M2020020	9/3/2019	Paid Amt:	\$362.41	
				B 01	215 030	Insurance Payable		\$374.66	
		PO#:	Voucher #: 70938	Invoice	Invoice No: M2019112	9/3/2019	Paid Amt:	\$374.66	
							Check Amount:	\$737.07	
0162	FNB	33177	09975		BLUE CROSS BLUE SHIELD OF MN		Check		
				B 01	215 030	Insurance Payable		\$1,808.00	
		PO#:	Voucher #: 71600	Invoice	Invoice No: 08/30/2019	9/3/2019	Paid Amt:	\$1,808.00	
							Check Amount:	\$1,808.00	
0162	FNB	33178	27830		FIRST NATIONAL BANK		Check		
				E 01	005 110 000 366 000	Travel-Business Office		\$373.91	
				E 01	005 020 000 366 000	Travel-Supt. Office		\$337.51	
				E 01	100 050 000 366 000	Travel-Elem Office		\$311.68	
				E 01	300 294 000 369 210	Team Travel-Boys X-Country		\$125.00	
				E 01	300 296 000 369 211	Team Travel-Girls Cross Country		\$125.00	
				E 01	300 294 000 305 212	Fees For Services-Football		\$100.00	
				E 01	300 050 000 366 000	Travel-HS Office		\$369.78	
				E 01	300 296 000 369 213	Team Travel-Volleyball		\$75.00	
				E 01	300 294 000 369 204	Team Travel - Baseball		(\$25.99)	
		PO#:	Voucher #: 71597	Invoice	Invoice No: 9/3/2019	9/3/2019	Paid Amt:	\$1,791.89	
							Check Amount:	\$1,791.89	
0162	FNB	33179	67632		FURTHER		Check		
				B 01	215 027	Flex		\$0.00	
		PO#:	Voucher #: 71338	Invoice	Invoice No: Z2020010	9/3/2019	Paid Amt:	\$0.00	
				B 01	215 027	Flex		\$866.74	
				B 01	215 027	Flex		(\$216.74)	
		PO#:	Voucher #: 71585	Invoice	Invoice No: M2020020	9/3/2019	Paid Amt:	\$650.00	
							Check Amount:	\$650.00	
0162	FNB	33180	46956		MADISON NATIONAL LIFE INS. CO., INC.		Check		
				B 01	215 030	Insurance Payable		\$154.21	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	33180	46956		MADISON NATIONAL LIFE INS. CO., INC.		Check		
				B 01 215 030	Insurance Payable			\$55.53	
PO#:	Voucher #:	70951	Invoice	Invoice No:	M2019112	9/3/2019	Paid Amt:	\$209.74	
							Check Amount:	\$209.74	
0162	FNB	33181	47593		MARCO		Check		
				E 01 005 110 000 401 000	General Supplies-Business Office			\$96.65	
PO#:	Voucher #:	71602	Invoice	Invoice No:	INV6575887	9/3/2019	Paid Amt:	\$96.65	
							Check Amount:	\$96.65	
0162	FNB	33182	49246		MEDICARE BLUE RX		Check		
				B 01 215 030	Insurance Payable			\$1,470.70	
PO#:	Voucher #:	71601	Invoice	Invoice No:	08/30/2019	9/3/2019	Paid Amt:	\$1,470.70	
							Check Amount:	\$1,470.70	
0162	FNB	33183	55745		NCPERS MINNESOTA		Check		
				B 01 215 031	Life Insur Payable			\$48.00	
				B 01 215 031	Life Insur Payable			\$16.00	
PO#:	Voucher #:	71583	Invoice	Invoice No:	M2020020	9/3/2019	Paid Amt:	\$64.00	
							Check Amount:	\$64.00	
0162	FNB	33184	62610		PREPAID LEGAL SERVICES		Check		
				B 01 215 040	Dues and ID Theft			\$34.53	
				B 01 215 040	Dues and ID Theft			(\$8.63)	
PO#:	Voucher #:	71584	Invoice	Invoice No:	M2020020	9/3/2019	Paid Amt:	\$25.90	
PO#:	Voucher #:	70952	Invoice	Invoice No:	M2019112	9/3/2019	Paid Amt:	\$64.75	
							Check Amount:	\$90.65	
0162	FNB	33185	64379		RESOURCES FOR EDUCATORS		Check		
				E 01 100 200 000 820 000	SINGLE SCHOOL SUBSCRIPTION			\$109.00	
PO#:	68170	Voucher #:	71603	Invoice	Invoice No:	2723042	9/3/2019	Paid Amt:	\$109.00
							Check Amount:	\$109.00	
0162	FNB	33186	1116		THE OMNI GROUP		Check		
				B 01 215 005	Tax Shelter Payable			\$0.00	
				B 01 215 025	403 (b) Match			\$0.00	
PO#:	Voucher #:	71337	Invoice	Invoice No:	Z2020010	9/3/2019	Paid Amt:	\$0.00	
PO#:	Voucher #:	71579	Invoice	Invoice No:	M2020020	9/3/2019	Paid Amt:	\$300.00	
				B 01 215 005	Tax Shelter Payable			\$300.00	
				B 01 215 025	403 (b) Match			\$145.83	
PO#:	Voucher #:	71580	Invoice	Invoice No:	M2020020	9/3/2019	Paid Amt:	\$445.83	
				B 01 215 005	Tax Shelter Payable			\$2,391.67	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	33186	1116		THE OMNI GROUP		Check		
				B 01 215 025	403 (b) Match			\$863.34	
		PO#:	Voucher #:	71581	Invoice	Invoice No: M2020020	9/3/2019		Paid Amt: \$3,255.01
				B 01 215 005	Tax Shelter Payable			\$312.49	
				B 01 215 025	403 (b) Match			\$312.49	
		PO#:	Voucher #:	71582	Invoice	Invoice No: M2020020	9/3/2019		Paid Amt: \$624.98
								Check Amount:	\$4,625.82
0162	FNB	33187	1221		TROLL FOODS LLC		Check		
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$60.00	
		PO#: 68182	Voucher #:	71598	Invoice	Invoice No: 20025	9/3/2019		Paid Amt: \$60.00
								Check Amount:	\$60.00
0162	FNB	33188	1752		WEST INTERACTIVE SERVICES CORPORATION		Check		
				E 01 005 110 000 305 000	Fees For Services-Business Office			\$2,457.00	
		PO#:	Voucher #:	71599	Invoice	Invoice No: 109600	9/3/2019		Paid Amt: \$2,457.00
								Check Amount:	\$2,457.00
0162	FNB	33189	08165		BEMIDJI PUBLIC SCHOOLS		Check		
				E 01 998 211 000 390 000	Ed Pay to MN Sch Ds			\$14,127.60	
		PO#:	Voucher #:	71608	Invoice	Invoice No: 9079	9/4/2019		Paid Amt: \$14,127.60
				E 01 998 211 000 390 000	Ed Pay to MN Sch Ds			\$8,594.29	
		PO#:	Voucher #:	71609	Invoice	Invoice No: 9080	9/4/2019		Paid Amt: \$8,594.29
				E 01 998 211 000 390 000	Ed Pay to MN Sch Ds			\$12,597.11	
		PO#:	Voucher #:	71610	Invoice	Invoice No: 9081	9/4/2019		Paid Amt: \$12,597.11
				E 01 998 211 000 390 000	to Other Agencies-PSEO, RG ED			\$117.73	
		PO#:	Voucher #:	71611	Invoice	Invoice No: 9082	9/4/2019		Paid Amt: \$117.73
				E 01 998 211 000 390 000	Ed Pay to MN Sch Ds			\$117.73	
		PO#:	Voucher #:	71612	Invoice	Invoice No: 9083	9/4/2019		Paid Amt: \$117.73
				E 01 998 211 000 390 000	Ed Pay to MN Sch Ds			\$167.22	
		PO#:	Voucher #:	71613	Invoice	Invoice No: 10025	9/4/2019		Paid Amt: \$167.22
				E 01 998 211 000 390 000	Ed Pay to MN Sch Ds			\$167.22	
		PO#:	Voucher #:	71614	Invoice	Invoice No: 10026	9/4/2019		Paid Amt: \$167.22
								Check Amount:	\$35,888.90
0162	FNB	33190	58394		NORTHWEST EVALUATION ASSOCIATI		Check		
				E 01 100 203 000 461 000	ELEMENTARY LICENSE RENEWAL			\$6,817.50	
				E 01 300 710 000 461 000	HIGH SCHOOL LICENSE RENEWAL			\$5,682.50	
				E 01 100 203 000 461 000	QUOTE: 14719			\$0.00	
		PO#: 67876	Voucher #:	71615	Invoice	Invoice No: 19164	9/4/2019		Paid Amt: \$12,500.00
								Check Amount:	\$12,500.00

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SEPTEMBER 2019 HANDPAYABLES REGISTER

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	33191	16717		CLEARWATER CO ENVIRONMENTAL SERVICE		Check		
				E 01	310 810 000 330 000 Utilities-Maintenance			\$75.00	
	PO#:	Voucher #:	71623	Invoice	Invoice No: 08-09-2019	9/10/2019	Paid Amt:	\$75.00	
							Check Amount:	\$75.00	
0162	FNB	33192	1631		EVOLUTION LABS		Check		
				E 01	300 211 000 406 000 RENEWAL OF SUITE 360 INTERVENTION -			\$2,500.00	
	PO#: 68229	Voucher #:	71622	Invoice	Invoice No: S1679	9/10/2019	Paid Amt:	\$2,500.00	
							Check Amount:	\$2,500.00	
0162	FNB	33193	35064		HALVORSON, DARIN L		Check		
				E 01	005 865 383 520 000 Building Construct.			\$90,346.36	
	PO#:	Voucher #:	71619	Invoice	Invoice No: 860957	9/10/2019	Paid Amt:	\$90,346.36	
							Check Amount:	\$90,346.36	
0162	FNB	33194	47595		MARCO, INC.		Check		
				E 01	005 110 000 380 000 Computer/Technology Lease			\$523.61	
				E 01	100 203 000 380 000 Computer/Technology Lease			\$523.61	
				E 01	300 211 000 380 000 Computer/Technology Lease			\$523.60	
	PO#:	Voucher #:	71625	Invoice	Invoice No: 391892387	9/10/2019	Paid Amt:	\$1,570.82	
				E 01	100 203 000 380 000 Computer/Technology Lease			\$1,848.39	
	PO#:	Voucher #:	71626	Invoice	Invoice No: 391892718	9/10/2019	Paid Amt:	\$1,848.39	
							Check Amount:	\$3,419.21	
0162	FNB	33195	49575		MESPA		Check		
				E 01	100 050 000 366 000 LAW CONFERENCE			\$150.00	
	PO#: 68228	Voucher #:	71620	Invoice	Invoice No: 08467	9/10/2019	Paid Amt:	\$150.00	
							Check Amount:	\$150.00	
0162	FNB	33196	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 701 490 000 OPEN PURCHASE ORDER FOR 2019-2020 :			\$2,841.22	
				E 02	005 770 705 490 000 Food-Breakfast			\$269.00	
				E 02	005 770 701 401 000 General Supplies-Lunches			\$597.47	
	PO#: 68183	Voucher #:	71629	Invoice	Invoice No: 329038	9/10/2019	Paid Amt:	\$3,707.69	
				E 02	005 770 701 490 000 OPEN PURCHASE ORDER FOR 2019-2020 :			\$55.64	
				E 02	005 770 701 401 000 General Supplies-Lunches			\$45.96	
	PO#: 68183	Voucher #:	71630	Invoice	Invoice No: 3246881	9/10/2019	Paid Amt:	\$101.60	
				E 02	005 770 701 490 000 OPEN PURCHASE ORDER FOR 2019-2020 :			\$660.96	
				E 02	005 770 705 490 000 Food-Breakfast			\$264.26	
				E 02	005 770 701 401 000 General Supplies-Lunches			\$185.98	
	PO#: 68183	Voucher #:	71631	Invoice	Invoice No: 3156506	9/10/2019	Paid Amt:	\$1,111.20	
				E 02	005 770 701 490 000 OPEN PURCHASE ORDER FOR 2019-2020 :			\$1,664.10	
	PO#: 68183	Voucher #:	71632	Invoice	Invoice No: 3097433	9/10/2019	Paid Amt:	\$1,664.10	

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Bagley Public Schools #162

SEPTEMBER 2019 HANDPAYABLES REGISTER

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	33196	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$2,274.21	
				E 02 005 770 705 490 000	Food-Breakfast			\$556.99	
				E 02 005 770 701 401 000	General Supplies-Lunches			\$404.26	
		PO#: 68183	Voucher #: 71633	Invoice	Invoice No: 3229039	9/10/2019	Paid Amt:	\$3,235.46	
				E 02 005 770 701 490 000	Food-Lunches			(\$76.85)	
		PO#:	Voucher #: 71635	Invoice	Invoice No: 5922053	9/10/2019	Paid Amt:	(\$76.85)	
				E 02 005 770 701 490 000	Food-Lunches			(\$79.83)	
		PO#:	Voucher #: 71636	Invoice	Invoice No: 5921756	9/10/2019	Paid Amt:	(\$79.83)	
				E 02 005 770 701 490 000	Food-Lunches			(\$117.84)	
		PO#:	Voucher #: 71637	Invoice	Invoice No: 4416600	9/10/2019	Paid Amt:	(\$117.84)	
				E 02 005 770 701 401 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$57.43	
		PO#: 68183	Voucher #: 71638	Invoice	Invoice No: 3246882	9/10/2019	Paid Amt:	\$57.43	
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$1,689.96	
				E 02 005 770 705 490 000	Food-Breakfast			\$210.82	
				E 02 005 770 701 401 000	General Supplies-Lunches			\$106.34	
		PO#: 68183	Voucher #: 71639	Invoice	Invoice No: 3356256	9/10/2019	Paid Amt:	\$2,007.12	
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$1,903.95	
				E 02 005 770 705 490 000	Food-Breakfast			\$244.51	
				E 02 005 770 701 401 000	General Supplies-Lunches			\$138.87	
		PO#: 68183	Voucher #: 71640	Invoice	Invoice No: 3356257	9/10/2019	Paid Amt:	\$2,287.33	
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$181.90	
		PO#: 68183	Voucher #: 71641	Invoice	Invoice No: 3356259	9/10/2019	Paid Amt:	\$181.90	
								Check Amount:	\$14,079.31
0162	FNB	33197	1659		BIMBO BAKERIES USA		Check		
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR THE 2019-2			\$121.15	
		PO#: 68175	Voucher #: 71642	Invoice	Invoice No: 52163814050	9/10/2019	Paid Amt:	\$121.15	
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR THE 2019-2			\$196.05	
		PO#: 68175	Voucher #: 71643	Invoice	Invoice No: 52163814048	9/10/2019	Paid Amt:	\$196.05	
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR THE 2019-2			\$34.00	
		PO#: 68175	Voucher #: 71644	Invoice	Invoice No: 52163814064	9/10/2019	Paid Amt:	\$34.00	
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR THE 2019-2			\$82.60	
		PO#: 68175	Voucher #: 71645	Invoice	Invoice No: 52163814066	9/10/2019	Paid Amt:	\$82.60	
								Check Amount:	\$433.80
0162	FNB	33198	27830		FIRST NATIONAL BANK		Check		
				E 01 300 292 000 820 295	Dues,Memberships,Lic, Fees			\$193.50	
				E 01 300 292 000 490 295	Food-Athletic Support			\$114.43	
				E 01 100 201 000 401 000	General Supplies			\$263.24	
				R 01 300 296 000 060 213	Admission & Act Rec-Volleyball			\$65.00	

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Bagley Public Schools #162

SEPTEMBER 2019 HANDPAYABLES REGISTER

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0162	FNB	33198	27830		FIRST NATIONAL BANK		Check
				E 01	300 294 000 305 212	Fees For Services-Football	\$1,140.00
				R 01	300 000 000 050 180	Chromebook Insurance	\$210.00
				E 01	300 294 000 820 210	Dues,Memberships,Lic, Fees-Boys XC	\$37.38
				E 01	300 296 000 820 211	Dues,Memberships,Lic, Fees-Girls XC	\$37.37
				R 01	300 294 000 060 212	Admission & Act Rec-Football	\$300.00
				E 01	300 296 000 305 213	Fees For Services-Volleyball	\$390.00
				E 01	005 110 000 305 000	Fees For Services-Business Office	\$30.00
				E 01	100 620 000 401 000	General Supplies-Elem Media	\$11.04
				E 01	100 640 316 305 000	Fees For Services-Staff Development	\$147.00
PO#:	Voucher #:	71657	Invoice	Invoice No:	9/11/2019	9/11/2019	Paid Amt: \$2,938.96
							Check Amount: \$2,938.96
0162	FNB	33199	47595		MARCO, INC.		Check
				E 01	300 211 000 380 000	Computer/Technology Lease	\$953.05
PO#:	Voucher #:	71705	Invoice	Invoice No:	392889135	9/12/2019	Paid Amt: \$953.05
				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 #:	71706	Invoice	Invoice No:	393488978	9/12/2019	Paid Amt: \$962.65
							Check Amount: \$1,915.70
0162	FNB	33200	69235		SOLID BOTTOM SEPTIC		Check
				E 04	005 586 332 305 132	PORT-A-JOHN - MAY	\$320.00
PO#: 67905	Voucher #:	71752	Invoice	Invoice No:	726	9/12/2019	Paid Amt: \$320.00
							Check Amount: \$320.00
0162	FNB	33201	73661		SYSCO NORTH DAKOTA		Check
				E 02	005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :	\$668.52
				E 02	005 770 701 401 000	General Supplies-Lunches	\$1,278.38
PO#: 68181	Voucher #:	71745	Invoice	Invoice No:	195563154	9/12/2019	Paid Amt: \$1,946.90
							Check Amount: \$1,946.90
0162	FNB	33202	1659		BIMBO BAKERIES USA		Check
				E 02	005 770 701 490 000	OPEN PURCHASE ORDER FOR THE 2019-2	\$66.70
PO#: 68175	Voucher #:	71804	Invoice	Invoice No:	52163814115	9/18/2019	Paid Amt: \$66.70
				E 02	005 770 701 490 000	OPEN PURCHASE ORDER FOR THE 2019-2	\$46.40
PO#: 68175	Voucher #:	71805	Invoice	Invoice No:	52163814113	9/18/2019	Paid Amt: \$46.40
							Check Amount: \$113.10

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Bagley Public Schools #162

SEPTEMBER 2019 HANDPAYABLES REGISTER

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	33203	1170		DEAN FOODS NC		Check		
				E 02 005 770 701 495 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$140.67	
	PO#: 68179	Voucher #:	71797	Invoice	Invoice No: 17715915	9/18/2019		Paid Amt:	\$140.67
				E 02 005 770 701 495 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$298.60	
	PO#: 68179	Voucher #:	71798	Invoice	Invoice No: 17715914	9/18/2019		Paid Amt:	\$298.60
				E 02 005 770 701 495 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$524.10	
	PO#: 68179	Voucher #:	71799	Invoice	Invoice No: 17715944	9/18/2019		Paid Amt:	\$524.10
								Check Amount:	\$963.37
0162	FNB	33204	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02 005 770 705 490 000	Food-Breakfast			\$206.88	
				E 02 005 770 701 401 000				\$74.48	
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$2,873.10	
	PO#: 68183	Voucher #:	71800	Invoice	Invoice No: 3494514	9/18/2019		Paid Amt:	\$3,154.46
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$158.94	
	PO#: 68183	Voucher #:	71801	Invoice	Invoice No: 3553684	9/18/2019		Paid Amt:	\$158.94
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$1,329.41	
				E 02 005 770 705 490 000	Food-Breakfast			\$463.25	
				E 02 005 770 701 495 000	Milk-Lunches			\$8.42	
				E 02 005 770 701 401 000	General Supplies-Lunches			\$19.16	
	PO#: 68183	Voucher #:	71802	Invoice	Invoice No: 3553683	9/18/2019		Paid Amt:	\$1,820.24
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$936.07	
				E 02 005 770 705 490 000	Food-Breakfast			\$27.70	
				E 02 005 770 701 401 000	General Supplies-Lunches			\$81.18	
	PO#: 68183	Voucher #:	71803	Invoice	Invoice No: 3494515	9/18/2019		Paid Amt:	\$1,044.95
								Check Amount:	\$6,178.59
0162	FNB	33205	27830		FIRST NATIONAL BANK		Check		
				E 01 300 292 000 820 295	Dues,Memberships,Lic, Fees			\$95.75	
				E 01 300 296 000 305 213	Fees For Services-Volleyball			\$1,070.00	
				E 01 300 294 000 305 212	Fees For Services-Football			\$525.00	
				E 01 300 291 000 401 125	General Supplies-One Act Play			\$224.78	
				E 04 700 590 351 460 000	Textbooks/Workbooks-Non Public Pupils			\$510.54	
				E 01 005 760 720 401 000	General Supplies-Reg Transportation			\$156.25	
				R 01 300 296 000 060 213	Admission & Act Rec-Volleyball			\$65.00	
				R 01 300 294 000 060 210	Boys Cross Country Activity Fee			\$65.00	
				R 04 005 586 332 050 100	Fees from Patrons- Youth Enr. W. Rec			\$50.00	
				E 01 005 110 000 305 000	Fees For Services-Business Office			\$30.00	
				R 01 300 000 000 050 180	Chromebook Insurance			\$60.00	
	PO#:	Voucher #:	71795	Invoice	Invoice No: 9/19/2019	9/18/2019		Paid Amt:	\$2,852.32
								Check Amount:	\$2,852.32

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Bagley Public Schools #162 SEPTEMBER 2019 HANDPAYABLES REGISTER

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	33206	1209		MASSP		Check		
				E 01	300 211 000 820 000	STUDENT COUNCIL MEMBERSHIP		\$85.00	
				E 01	300 211 000 820 000	STUDENT COUNCIL ADVISOR MEMBERSHI		\$15.00	
		PO#: 68266	Voucher #:	71796	Invoice	Invoice No: 2019-2020	9/18/2019	Paid Amt:	\$100.00
								Check Amount:	\$100.00
0162	FNB	33207	1748		GOGUARDIAN		Check		
				E 01	005 810 000 406 181	BUNDLE ADMIN/TEACHER		\$5,850.00	
				E 01	005 810 000 406 181	7/30/3092 - 7/19/2020		\$0.00	
		PO#: 68203	Voucher #:	71806	Invoice	Invoice No: INV16293	9/20/2019	Paid Amt:	\$5,850.00
								Check Amount:	\$5,850.00
0162	FNB	33208	01725		AMERIPRIDE LINEN, INC.		Check		
				E 01	005 760 720 305 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$44.85	
		PO#: 68098	Voucher #:	71830	Invoice	Invoice No: 350361346	9/27/2019	Paid Amt:	\$44.85
								Check Amount:	\$44.85
0162	FNB	33209	02343		AMSTERDAM PRINITNG AND LITHO		Check		
				E 01	300 211 000 401 000	30352 ACADEMIC PLANNER REFILL		\$115.50	
				E 01	300 211 000 401 000	SHIPPING		\$31.95	
		PO#: 67811	Voucher #:	71808	Invoice	Invoice No: 6388547	9/27/2019	Paid Amt:	\$147.45
								Check Amount:	\$147.45
0162	FNB	33210	18860		BAGLEY COOP OIL ASSN.		Check		
				E 01	005 760 720 440 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$696.80	
		PO#: 68101	Voucher #:	71807	Invoice	Invoice No: 2500	9/27/2019	Paid Amt:	\$696.80
								Check Amount:	\$696.80
0162	FNB	33211	05635		BAGLEY HIGH SCHOOL AUX ACCOUNT		Check		
				R 01	300 000 000 096 000	Donations and Gifts		\$5,000.00	
		PO#:	Voucher #:	71816	Invoice	Invoice No: 9/26/19	9/27/2019	Paid Amt:	\$5,000.00
								Check Amount:	\$5,000.00
0162	FNB	33212	1659		BIMBO BAKERIES USA		Check		
				E 02	005 770 701 490 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$68.90	
		PO#: 68175	Voucher #:	71809	Invoice	Invoice No: 52163814146	9/27/2019	Paid Amt:	\$68.90
				E 02	005 770 701 490 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$57.20	
		PO#: 68175	Voucher #:	71810	Invoice	Invoice No: 52163814148	9/27/2019	Paid Amt:	\$57.20
				E 02	005 770 701 490 000	OPEN PURCHASE ORDER FOR THE 2019-2		\$46.20	
		PO#: 68175	Voucher #:	71829	Invoice	Invoice No: 52163814188	9/27/2019	Paid Amt:	\$46.20
								Check Amount:	\$172.30
0162	FNB	33213	1170		DEAN FOODS NC		Check		
				E 02	005 770 701 495 000	OPEN PURCHASE ORDER FOR 2019-2020		\$432.00	
		PO#: 68179	Voucher #:	71811	Invoice	Invoice No: 17715971	9/27/2019	Paid Amt:	\$432.00

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Bagley Public Schools #162

SEPTEMBER 2019 HANDPAYABLES REGISTER

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	33213	1170		DEAN FOODS NC		Check		
				E 02 005 770 701 495 000	Milk-Lunches			\$119.61	
	PO#:	Voucher #:	71812	Invoice	Invoice No: 17715945	9/27/2019		Paid Amt:	\$119.61
				E 02 005 770 701 495 000	Milk-Lunches			\$215.79	
	PO#:	Voucher #:	71813	Invoice	Invoice No: 17715972	9/27/2019		Paid Amt:	\$215.79
				E 02 005 770 701 495 000	Milk-Lunches			\$379.76	
	PO#:	Voucher #:	71824	Invoice	Invoice No: 17716006	9/27/2019		Paid Amt:	\$379.76
				E 02 005 770 701 495 000	Milk-Lunches			\$184.62	
	PO#:	Voucher #:	71825	Invoice	Invoice No: 17716051	9/27/2019		Paid Amt:	\$184.62
								Check Amount:	\$1,331.78
0162	FNB	33214	37131		HOME DEPOT CREDIT SERVICES		Check		
				E 01 310 810 000 401 000	OPEN PURCHASE ORDER FOR THE 2019-2			\$439.76	
	PO#: 68090	Voucher #:	71814	Invoice	Invoice No: 9/13/19	9/27/2019		Paid Amt:	\$439.76
								Check Amount:	\$439.76
0162	FNB	33215	47595		MARCO, INC.		Check		
				E 01 100 203 000 380 000	Computer/Technology Lease			\$1,761.68	
	PO#:	Voucher #:	71815	Invoice	Invoice No: 394305635	9/27/2019		Paid Amt:	\$1,761.68
								Check Amount:	\$1,761.68
0162	FNB	33216	1441		MEEKER & WRIGHT SPECIAL ED. COOP #938		Check		
				E 01 998 211 000 390 000	Ed Pay to MN Sch Ds			\$154.62	
	PO#:	Voucher #:	71817	Invoice	Invoice No: 1841	9/27/2019		Paid Amt:	\$154.62
								Check Amount:	\$154.62
0162	FNB	33217	71810		STELLHER HUMAN SERVICES, INC.		Check		
				E 01 100 203 000 394 000	to Other Agencies			\$12,500.00	
	PO#:	Voucher #:	71819	Invoice	Invoice No: 161673	9/27/2019		Paid Amt:	\$12,500.00
				E 01 100 206 433 156 000	School Social Worker			\$22,318.23	
	PO#:	Voucher #:	71831	Invoice	Invoice No: 161673	9/27/2019		Paid Amt:	\$22,318.23
								Check Amount:	\$34,818.23
0162	FNB	33218	73661		SYSCO NORTH DAKOTA		Check		
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$510.68	
	PO#: 68181	Voucher #:	71826	Invoice	Invoice No: 195577040	9/27/2019		Paid Amt:	\$510.68
								Check Amount:	\$510.68
0162	FNB	33219	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$640.17	
				E 02 005 770 705 490 000	Food-Breakfast			\$195.60	
	PO#: 68183	Voucher #:	71820	Invoice	Invoice No: 3553685	9/27/2019		Paid Amt:	\$835.77
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :			\$2,827.43	

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Bagley Public Schools #162

SEPTEMBER 2019 HANDPAYABLES REGISTER

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	33219	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02 005 770 705 490 000	Food-Breakfast		\$185.01		
	PO#: 68183	Voucher #:	71821	Invoice	Invoice No: 3629472	9/27/2019	Paid Amt:	\$3,012.44	
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :		\$1,593.45		
				E 02 005 770 705 490 000	Food-Breakfast		\$386.33		
				E 02 005 770 701 401 000	General Supplies-Lunches		\$14.64		
				E 02 005 770 701 490 000	Food-Lunches		(\$37.56)		
	PO#: 68183	Voucher #:	71822	Invoice	Invoice No: 3629471	9/27/2019	Paid Amt:	\$1,956.86	
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :		\$31.02		
	PO#: 68183	Voucher #:	71827	Invoice	Invoice No: 3704875	9/27/2019	Paid Amt:	\$31.02	
				E 02 005 770 701 490 000	OPEN PURCHASE ORDER FOR 2019-2020 :		\$675.38		
				E 02 005 770 705 490 000	Food-Breakfast		\$185.72		
	PO#: 68183	Voucher #:	71828	Invoice	Invoice No: 3690655	9/27/2019	Paid Amt:	\$861.10	
							Check Amount:	\$6,697.19	
0162	FNB	33220	1753		VERIZON CONNECT NWF, INC.		Check		
				E 01 005 760 720 320 000	Communications Tele		\$2.44		
	PO#:	Voucher #:	71823	Invoice	Invoice No: OSV000001867740	9/27/2019	Paid Amt:	\$2.44	
							Check Amount:	\$2.44	
							Report Total:	\$248,586.70	

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Bagley Public Schools
Treasurer's Report
Period Ended September 30, 2019

	<u>General</u>	<u>Food Service</u>	<u>Community Service</u>	<u>Capital Projects</u>	<u>Debt Redemption</u>	<u>Trust</u>	<u>Total</u>
CASH SUMMARY							
Ending Cash Balances	<u>3,546,836.56</u>	<u>69,857.55</u>	<u>308,037.97</u>	<u>299,454.56</u>	<u>228,306.85</u>	<u>7,363.46</u>	<u>4,459,856.95</u>
OPERATING ANALYSIS							
Revenues							
Current Month Receipts	1,106,822.56	22,298.43	5,972.46	0.00	49,181.83	0.00	1,184,275.28
Previous Months	<u>1,498,842.90</u>	<u>11,601.33</u>	<u>15,953.45</u>	<u>0.00</u>	<u>79,642.90</u>	<u>0.00</u>	<u>1,606,040.58</u>
Total YTD Revenues	<u>2,605,665.46</u>	<u>33,899.76</u>	<u>21,925.91</u>	<u>0.00</u>	<u>128,824.73</u>	<u>0.00</u>	<u>2,790,315.86</u>
Current Month Expenditures	1,069,850.14	76,023.71	24,068.51	0.00	0.00	0.00	1,169,942.36
Previous Months	<u>1,101,990.13</u>	<u>6,395.69</u>	<u>33,126.04</u>	<u>0.00</u>	<u>84,407.50</u>	<u>0.00</u>	<u>1,225,919.36</u>
Total YTD Expenditures	<u>2,171,840.27</u>	<u>82,419.40</u>	<u>57,194.55</u>	<u>0.00</u>	<u>84,407.50</u>	<u>0.00</u>	<u>2,395,861.72</u>
Revenues Over (Under) Expenditures	<u>433,825.19</u>	<u>(48,519.64)</u>	<u>(35,268.64)</u>	<u>0.00</u>	<u>44,417.23</u>	<u>0.00</u>	<u>394,454.14</u>
BUDGET ANALYSIS							
Revenues							
YTD Revenues	2,605,665.46	33,899.76	21,925.91	0.00	128,824.73	0.00	2,790,315.86
Budget	<u>13,218,598.51</u>	<u>552,250.00</u>	<u>252,641.00</u>	<u>0.00</u>	<u>427,663.00</u>	<u>1,009.00</u>	<u>14,452,161.51</u>
Over (Under) Budget	<u>(10,612,933.05)</u>	<u>(518,350.24)</u>	<u>(230,715.09)</u>	<u>0.00</u>	<u>(298,838.27)</u>	<u>(1,009.00)</u>	<u>(11,660,836.65)</u>
% Budget Received	<u>19.71%</u>	<u>6.14%</u>	<u>8.68%</u>	<u>0.00%</u>	<u>30.12%</u>	<u>0.00%</u>	<u>19.31%</u>
Expenditures							
YTD Expenditures	2,171,840.27	82,419.40	57,194.55	0.00	84,407.50	0.00	2,395,861.72
Budget	<u>13,446,133.00</u>	<u>574,215.00</u>	<u>241,436.00</u>	<u>0.00</u>	<u>443,815.00</u>	<u>1,600.00</u>	<u>14,707,199.00</u>
Over (Under) Budget	<u>(11,274,292.73)</u>	<u>(491,795.60)</u>	<u>(184,241.45)</u>	<u>0.00</u>	<u>(359,407.50)</u>	<u>(1,600.00)</u>	<u>(12,309,737.28)</u>
% Budget Expended (Over)	<u>16.15%</u>	<u>14.35%</u>	<u>23.69%</u>	<u>0.00%</u>	<u>19.02%</u>	<u>0.00%</u>	<u>16.29%</u>

INDEPENDENT SCHOOL DISTRICT 162					
STATEMENT OF REVENUES AND EXPENDITURES					
BUDGET AND ACTUAL					
GENERAL FUND					
THROUGH MONTH ENDED SEPTEMBER 30, 2019					
WITH COMPARATIVE AMOUNTS FOR THE YEAR ENDED JUNE 30, 2019					
	2020			2019	
	Budgeted Amounts			Over (Under)	
	Original	Final	Actual	Final Budget	Actual
REVENUES					
Local Property Taxes	1,283,158	1,283,158	4,466.54	(1,278,691.46)	1,304,388.96
Other Local and County Revenues	227,300		251,614.51	251,614.51	356,325.40
Revenues from State Sources	11,013,309	11,013,309	2,526,183.57	(8,487,125.43)	10,881,142.39
Revenues from Federal Sources	644,952	644,952	0.00	(644,952.00)	799,620.95
Investment Earnings	12,000	12,000	8,051.24	(3,948.76)	22,714.75
TOTAL REVENUES	13,180,719	12,953,419	2,790,315.86	(10,163,103)	13,364,192.45
EXPENDITURES					
District and School Administration					
Wages	616,475	616,475	178,526.08	(437,948.92)	613,936.46
Benefits	175,066	175,066	44,392.54	(130,673.46)	163,591.94
Supplies/Services	80,170	80,170	22,580.91	(57,589.09)	56,310.08
District Support Services					
Wages	125,700	125,700	29,122.00	(96,578.00)	126,579.64
Benefits	27,943	27,943	6,314.66	(21,628.34)	26,095.49
Supplies/Services	173,380	173,380	90,133.24	(83,246.76)	151,677.87
Regular Instruction					
Wages	3,798,025	3,798,025	358,976.20	(3,439,048.80)	3,719,029.47
Benefits	1,148,490	1,148,490	173,428.69	(975,061.31)	1,062,081.55
Supplies/Services	682,920	682,920	209,758.90	(473,161.10)	576,279.55
Vocational Instruction					
Wages	55,111	55,111	4,567.00	(50,544.00)	53,245.44
Benefits	8,931	8,931	1,063.92	(7,867.08)	9,783.35
Supplies/Services	2,900	2,900	423.60	(2,476.40)	3,026.50
Special Education					
Wages	886,352	886,352	76,786.58	(809,565.42)	1,031,364.56
Benefits	225,033	225,033	20,698.52	(204,334.48)	254,628.19
Supplies/Services	968,440	968,440	17,935.45	(950,504.55)	966,454.89
Instructional Support Services					
Wages	287,929	287,929	39,314.38	(248,614.62)	361,031.70
Benefits	56,644	56,644	9,240.20	(47,403.80)	89,262.58
Supplies/Services	249,810	249,810	26,297.85	(223,512.15)	182,025.74
Pupil Support Services					
Wages	546,021	546,021	86,729.14	(459,291.86)	571,866.51
Benefits	97,421	97,421	14,905.75	(82,515.25)	100,299.81
Supplies/Services	464,767	464,767	80,105.96	(384,661.04)	501,632.73
Site, Buildings & Equipment					
Wages	617,222	617,222	141,446.75	(475,775.25)	506,328.83
Benefits	129,253	129,253	24,833.55	(104,419.45)	99,328.44
Supplies/Services	1,946,091	1,946,091	471,547.71	(1,474,543.29)	2,109,903.76
Fiscal & Other Fixed Costs					
	35,000	35,000	45,472.77	10,472.77	31,521.36
TOTAL EXPENDITURES	13,405,094	13,405,094	2,174,602	(11,230,492)	13,367,286
Excess (Deficiency) of Revenues					
Over (Under) Expenditures	(224,375)	(451,675)	615,714	1,067,389	(3,094)

Bagley Public Schools #162 SEPTEMBER 2019 WIRE PAYMENTS

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	09890			NW SERVICE COOP SCHOOL		Wire		
				B 01 215 030	Insurance Payable			\$65,500.74	
	PO#:	Voucher #:	71834	Invoice	Invoice No: M2020030	9/30/2019		Paid Amt:	\$65,500.74
				B 01 215 030	Insurance Payable			\$5,164.26	
	PO#:	Voucher #:	71902	Invoice	Invoice No: SEPTEMBER PAYROLL	9/30/2019		Paid Amt:	\$5,164.26
								Check Amount:	\$70,665.00
0162	FNB	1014			TRA		Wire		
				B 01 215 018	TRA Payable			\$38.43	
	PO#:	Voucher #:	71605	Invoice	Invoice No: Z2020030	9/30/2019		Paid Amt:	\$38.43
								Check Amount:	\$38.43
0162	FNB	1015			IRS		Wire		
				B 01 215 010	FICA Payable			\$82.52	
	PO#:	Voucher #:	71606	Invoice	Invoice No: Z2020030	9/30/2019		Paid Amt:	\$82.52
								Check Amount:	\$82.52
0162	FNB	62905			PUBLIC EMPLOYEES RET ASSOC		Wire		
				B 01 215 017	PERA Payable			\$40.62	
	PO#:	Voucher #:	71607	Invoice	Invoice No: Z2020030	9/30/2019		Paid Amt:	\$40.62
								Check Amount:	\$40.62
0162	FNB	1014			TRA		Wire		
				B 01 215 018	TRA Payable			\$4.52	
	PO#:	Voucher #:	71858	Invoice	Invoice No: M202003S0	9/30/2019		Paid Amt:	\$4.52
				B 01 215 018	TRA Payable			\$0.84	
	PO#:	Voucher #:	71863	Invoice	Invoice No: Z202003A0	9/30/2019		Paid Amt:	\$0.84
								Check Amount:	\$5.36
0162	FNB	1015			IRS		Wire		
				B 01 215 010	FICA Payable			\$406.18	
				B 01 215 011	Fed W/H Payable			\$31.82	
	PO#:	Voucher #:	71859	Invoice	Invoice No: M202003S0	9/30/2019		Paid Amt:	\$438.00
				B 01 215 010	FICA Payable			\$858.46	
				B 01 215 011	Fed W/H Payable			\$239.02	
	PO#:	Voucher #:	71864	Invoice	Invoice No: Z202003A0	9/30/2019		Paid Amt:	\$1,097.48
								Check Amount:	\$1,535.48
0162	FNB	1016			MN DEPT OF REVENUE		Wire		
				B 01 215 013	State W/H Payable			\$22,647.37	
	PO#:	Voucher #:	71854	Invoice	Invoice No: M2020030	9/30/2019		Paid Amt:	\$22,647.37
				B 01 215 013	State W/H Payable			\$129.87	
	PO#:	Voucher #:	71865	Invoice	Invoice No: Z202003A0	9/30/2019		Paid Amt:	\$129.87
								Check Amount:	\$22,777.24

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Bagley Public Schools #162 SEPTEMBER 2019 WIRE PAYMENTS

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	51276			MINNESOTA CHILD SUPPORT PAY CT		Wire		
			B 01	215 035	Garnishments			\$1,149.60	
	PO#:	Voucher #:	71855	Invoice	Invoice No: M2020030	9/30/2019	Paid Amt:		\$1,149.60
							Check Amount:		\$1,149.60
0162	FNB	52173			MINNESOTA STATE RETIREMENT SYS		Wire		
			B 01	215 025	403 (b) Match			\$2,000.00	
	PO#:	Voucher #:	71856	Invoice	Invoice No: M2020030	9/30/2019	Paid Amt:		\$2,000.00
							Check Amount:		\$2,000.00
0162	FNB	62905			PUBLIC EMPLOYEES RET ASSOC		Wire		
			B 01	215 017	PERA Payable			\$30,542.34	
	PO#:	Voucher #:	71857	Invoice	Invoice No: M2020030	9/30/2019	Paid Amt:		\$30,542.34
			B 01	215 017	PERA Payable			\$368.70	
	PO#:	Voucher #:	71860	Invoice	Invoice No: M202003S0	9/30/2019	Paid Amt:		\$368.70
			B 01	215 017	PERA Payable			\$676.59	
	PO#:	Voucher #:	71866	Invoice	Invoice No: Z202003A0	9/30/2019	Paid Amt:		\$676.59
							Check Amount:		\$31,587.63
0162	FNB	1014			TRA		Wire		
			B 01	215 018	TRA Payable			\$59,976.48	
	PO#:	Voucher #:	71852	Invoice	Invoice No: M2020030	9/30/2019	Paid Amt:		\$59,976.48
							Check Amount:		\$59,976.48
0162	FNB	1015			IRS		Wire		
			B 01	215 010	FICA Payable			\$92,313.76	
			B 01	215 011	Fed W/H Payable			\$47,296.77	
	PO#:	Voucher #:	71853	Invoice	Invoice No: M2020030	9/30/2019	Paid Amt:		\$139,610.53
							Check Amount:		\$139,610.53
0162	FNB	1609			PURCHASE POWER		Wire		
			E 01	005 110 000 329 000	Postage/UPS-Business Office			\$56.08	
	PO#:	Voucher #:	72011	Invoice	Invoice No: 09/08/2019	9/30/2019	Paid Amt:		\$56.08
			E 01	005 110 000 329 000	Postage/UPS-Business Office			\$459.00	
	PO#:	Voucher #:	72012	Invoice	Invoice No: 3103345573	9/30/2019	Paid Amt:		\$459.00
							Check Amount:		\$515.08
0162	FNB	38703			UNIVERSAL FLEET CARD		Wire		
			E 01	005 760 720 440 000	Fuels-Reg Transportation			\$2.33	
	PO#:	Voucher #:	72009	Invoice	Invoice No: 56930748999001	9/30/2019	Paid Amt:		\$2.33
			E 01	005 760 720 440 000	Fuels-Reg Transportation			\$94.89	
	PO#:	Voucher #:	72010	Invoice	Invoice No: 56811027999001	9/30/2019	Paid Amt:		\$94.89
							Check Amount:		\$97.22

Bagley Public Schools #162
SEPTEMBER 2019 WIRE PAYMENTS

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0162	FNB	67632			FURTHER		Wire
				B 01 215 027	Flex		\$1,535.41
PO#:	Voucher #:	72006	Invoice	Invoice No:	39153723	9/30/2019	Paid Amt: \$1,535.41
				B 01 215 027	Flex		\$87.00
PO#:	Voucher #:	72007	Invoice	Invoice No:	39171296	9/30/2019	Paid Amt: \$87.00
				E 01 005 110 000 305 000	Fees For Services-Business Office		\$259.60
PO#:	Voucher #:	72008	Invoice	Invoice No:	1400480, 1389271	9/30/2019	Paid Amt: \$259.60
							Check Amount: \$1,882.01
0162	FNB	52173			MINNESOTA STATE RETIREMENT SYS		Wire
				E 01 005 203 797 291 000	OPEB		\$3,395.11
				E 01 005 211 797 291 000	OPEB		\$1,426.16
				E 01 005 020 797 291 000	OPEB		\$1,597.44
PO#:	Voucher #:	72095	Invoice	Invoice No:	08/30/2019	9/30/2019	Paid Amt: \$6,418.71
							Check Amount: \$6,418.71
0162	FNB	1648			SCHOOLPAY		Wire
				E 01 005 110 000 305 000	Fees For Services-Business Office		\$11.13
PO#:	Voucher #:	72096	Invoice	Invoice No:	50204	9/30/2019	Paid Amt: \$11.13
							Check Amount: \$11.13
							Report Total: \$338,393.04

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BAGLEY ELEM SCHOOL
 AUXILARY ACCOUNT
 FY 20

	7/1/19	Receipts	Disbursements	6/30/20
Student Activities	\$570.56	\$0.00	\$3.00	\$567.56
Title VII	\$24.92	\$0.00	\$0.00	\$24.92
Total	\$595.48	\$0.00	\$3.00	\$592.48

Elementary Auxiliary Account
September 30, 2019

	9/1/19	Receipts	Disbursements	9/30/19
Student Activities	\$568.56		\$1.00	\$567.56
Title VII	\$24.92			\$24.92
Total	\$593.48	\$0.00	\$1.00	\$592.48

Bagley High School Auxiliary Master Account-2019-2020 School Year

Sept. 1-30, 2019

Auxiliary Accounts:	Beg. Balance	Receipts	Disbursements	End Balance
Class of 2020 (12th)	\$698.60			\$698.60
Class of 2021 (11th)	\$207.71	\$75.00	\$126.65	\$156.06
Class of 2022 (10th)	\$260.19		\$235.17	\$25.02
Class of 2023 (9th)	\$207.99	\$55.00		\$262.99
Class of 2024 (8th)	\$170.49	\$110.00	\$22.26	\$258.23
Class of 2025 (7th)	\$0.00	\$180.00	\$24.24	\$155.76
Band/Choir	\$7,730.94	\$350.00		\$8,080.94
Cultural Club	\$0.49			\$0.49
Media Club	\$3,318.83	\$78.11	\$785.46	\$2,611.48
Prom	\$2,547.84			\$2,547.84
Robotics	\$1,827.45	\$5,000.00	\$4,313.77	\$2,513.68
Student Council	\$7,473.45	\$5,460.57	\$1,720.96	\$11,213.06
Flyer Pride	\$844.12			\$844.12
Life Skills	\$298.60		\$69.34	\$229.26
Math League	\$38.35			\$38.35
TOTALS	\$25,625.05	\$11,308.68	\$7,297.85	\$29,635.88

Tony Kerr

Tony Kerr

10/15/19

Date

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS

School Board Adopted: January 21, 2014
November 2019

School Board Revised: ~~December 3, 2018~~

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 - (1) The IEP team must consider the student’s ability to access the MCA, with or without accommodations;
 - (2) The IEP must review the student’s instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student’s goals and determine how access to the general curriculum will be provided;
 - (3) The IEP team determined the student’s cognitive functioning to be significantly below age expectations. The team also determined that the student’s disability has a significant impact on his or her ability to function in

multiple environments, including home, school, and community;

- (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
- (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

- (1) Student's disability category;
- (2) Placement;
- (3) Participation in a separate, specialized curriculum;
- (4) An expectation that the student will receive a low score on the MCA;
- (5) Language, social, cultural, or economic differences;
- (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

- 1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
- 2. Eligibility Requirements
 - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
 - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.

- c. For students in grades that the MTAS is not administered:
 - (1) the student must have cognitive functioning significantly below age level;
 - (2) the student’s disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
- d. The IEP team must consider the student’s ability to access the ACCESS, with or without accommodations.
- e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

3. Alternate ACCESS participation decisions must not be made on the following factors:

- a. Student’s disability category;
- b. Participation in a separate, specialized curriculum;
- c. Current level of English language proficiency;
- d. The expectation that the student will receive a low score on the ACCESS for ELs;
- e. Language, social, cultural, or economic differences;
- f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current “Procedures Manual for the Minnesota Assessments” which is produced by the Minnesota Department of Education and available through minnesota.pearsonaccessnext.com.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments” and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports (http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS_2018.pdf).

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the School District Test Administrator. The School District Test Administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References:

Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS), <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>
Alternate ACCESS for ELLs Participation Guidelines, <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 616 (School District System Accountability)

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

Board Adopted: February 3, 2014

Board Revised: ~~August 19, 2019~~ November 2019

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

- 1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the ~~school district's~~ Advisory Committee ~~for~~

~~Comprehensive Continuous Improvement of Student Achievement (Advisory Committee).~~

2. The Advisory Committee will be established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- 3 2. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

C. Implementation of Graduation Requirements

1. The school board shall appoint a Graduation Standards Implementation Committee which Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this the Advisory eCommittee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually. ~~The Graduation Standards Implementation Committee will be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.~~

~~*[Note: The Graduation Standards Implementation Committee may be comprised of an existing committee such as the Advisory Committee for Comprehensive Continuous Improvement of Student Achievements. Regardless of whether a new committee or an existing committee is utilized, the committee should be comprised of representatives of the community, including equal representation from school board members, students, parents, teachers, representatives of local businesses, and representatives of the community at large. Among these members should be individuals who are able to represent the needs of students throughout the district including students with special needs.]*~~

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the ~~Graduation Standards Implementation~~

~~Advisory~~ Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The ~~Graduation Standards Implementation Advisory~~ Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. ~~Advisory Committee for~~ Comprehensive Continuous Improvement of Student Achievement

1. By October 1 of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
 - d. Advising the school board about development of the annual budget.
3. The Advisory Committee shall meet the following criteria:
 - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.

- b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Advisory Committee shall, when possible, be comprised **at least** of two-thirds community representatives and shall reflect the diversity of the community. **To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teacher, parents, support staff, students, and other community residents.** Included in its membership should be:
- a. The Director of Curriculum (or similar educational leader)
 - b. Principal
 - c. School Board Member
 - d. Student Representative
 - e. One teacher from each building or instructional level
 - f. Two parents from each building or instructional level
 - g. Two residents without school-aged children, non-representative of local business or industry
 - h. Two residents representative of local business or industry
 - i. District Assessment Coordinator (if different from “a.” above)
- [Note: This Advisory Committee composition is a model only.]***
5. Translation services should be provided to the extent appropriate and practicable.

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

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

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

Spring: Review evaluation results and prepare recommendations.

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

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting

1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

Legal References: Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

620 CREDIT FOR LEARNING

School Board Adopted: December 18, 2017

Board Revised: ~~September 3, 2019~~ November 2019

[Note: School districts statutorily are required to provide students with credit for approved post-secondary courses, as set forth in Section V.; online learning courses, as set forth in Section VI.; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- C. "Commissioner" means the Commissioner of MDE.
- D. "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. "Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by ~~the North Central Association of Colleges and Schools an~~ **accreditor recognized by the United States Department of Education**, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- F. "Nonpublic school" is a private school or home school in which a child is provided instruction

in compliance with the Minnesota compulsory attendance laws.

- G. “Online learning” is a form of digital learning delivered by an approved online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

- 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school and/or PSEO, CIHS, or MN accredited online schools, upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
- 2. Credits and grades awarded from another Minnesota public secondary school and/or PSEO, CIHS, or MN accredited online schools, may be used to compute honor roll and/or class rank, if the student has earned at least 3 credits per year from the Bagley School District.

B. Transfer of Academic Requirements from Other Schools

- 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or another State accredited nonpublic school, and/or college in another state including; PSEO, CIHS, and State accredited online schools, upon presentation of a certified transcript evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from another State accredited nonpublic school, and/or public school, or college in another state including; PSEO, CIHS, and State accredited online schools, may be used to compute honor roll and/or class rank, if the student is on track to graduate from Bagley with at least 12 credits from the Bagley School District.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district’s high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may

be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

- d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
- a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the

grade and credit awarded.

2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
 3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

VI. CREDIT FROM ONLINE LEARNING COURSES

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education

institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.

- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

- A. The school district does not offer weighted grades.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Learning Options)

703 ANNUAL AUDIT

Board Adopted: November 2019

[Note: The provisions of this policy reflect the applicable statutes and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all laws relating to the annual audit of the books and records of the school district.

III. REQUIREMENT

- A. The school board shall appoint independent certified public accountants to audit, examine, and report upon the books and records of the school district. The school board may enter into a contract with a person or firm to provide the agreed upon services.
- B. After the close of each fiscal year, the books, records, and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.
- C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the Commissioner of Education (Commissioner) on forms prescribed by the Commissioner. The report shall also include those items required by Minn. Stat. § 123B.14, Subd. 7.
- D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.
- E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act and the Minnesota Legal Compliance Audit Guide issued by the Office of the State Auditor.

- F. The school board must approve the audit report by resolution or require a further or amended report.
- G. The administration shall report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.
- H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in Minn. Stat. Ch. 6.

Legal References: Minn. Stat. Ch. 6 (State Auditor)
Minn. Stat. § 123B.02 (School District Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)
Minn.Stat. § 123B.77, Subds. 2 and 3 (Audited Financial Statements; Statement for Comparison and Correction)

Cross References: MSBA/MASA Model Policy 702 (Accounting)
MSBA Service Manual, Chapter 7, Education Funding

721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

Board Adopted: July 18, 2016

Board Reviewed: ~~August 19, 2019~~ November 2019

[Note: School districts are required by the federal Uniform Grant Guidance regulations, 2 C.F.R. Part 200, to have the policies which establish uniform administrative requirements, cost principles, and audit requirements for federal awards to non-federal entities including school districts. In June 2018, ~~the United States Office of Management and Budget published the final regulations December 26, 2013. The Uniform Grant Guidance is effective for new and continuation federal grant awards issued on or after December 26, 2014. The regulations do not affect grant funds awarded prior to December 26, 2014, unless funds made available under those grants are carried forward into a new federal fiscal year or a continuation grant. 2 C.F.R. § 200.110 increased the threshold dollar amounts for both simplified acquisition costs (\$250,000) and micro-purchasers (\$10,000).]~~

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

II. DEFINITIONS

A. Grants

1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

[Note: All of the requirements outlined in this policy apply to both direct grants and state-administered grants.]

B. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

C. "Federal award" has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:

1.
 - a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability); or
 - b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability).
2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in

paragraph (b) of 2 C.F.R. § 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. “Contract” means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 C.F.R. Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- E. Procurement Methods
1. “Procurement by micro-purchase” is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally ~~\$3,000~~ \$10,000, except as otherwise discussed in 48 C.F.R. Subpart 2.1 or as periodically adjusted for inflation).
 2. “Procurement by small purchase procedures” are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than ~~\$150,000~~ \$250,000 (periodically adjusted for inflation).
 3. “Procurement by sealed bids (formal advertising)” is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
 4. “Procurement by competitive proposals” is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
 5. “Procurement by noncompetitive proposals” is procurement through solicitation of a proposal from only one source.
- F. “Equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.
- G. “Compensation for personal services” includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 C.F.R. § 200.431 (Compensation - Fringe Benefits).

- H. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 C.F.R. § 200.431(g) for retirees and their spouses, dependents, and survivors.
- I. "Severance pay" is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. "Relocation costs" are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- L. "Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

- A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.
- B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policy.

IV. ACCEPTABLE METHODS OF PROCUREMENT

- A. General Procurement Standards. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

- C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.
- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
- H. Methods of Procurement. The school district must use one of the following methods of procurement:
 - 1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
 - 2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
 - 3. Procurement by sealed bids (formal advertising).
 - 4. Procurement by competitive proposals. If this method is used, the following requirements apply:
 - a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
 - b. Proposals must be solicited from an adequate number of qualified sources;
 - c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

- d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
 - e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.
5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:
- a. The item is available only from a single source;
 - b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
 - c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
 - d. After solicitation of a number of sources, competition is determined inadequate.
- I. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:
- 1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and
 - 2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
- K. Non-federal entities are prohibited from contracting with or making subawards under "covered

transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.

- L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 C.F.R. § 180.215.

V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS

- A. Property Standards. The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 C.F.R. §§ 200.311, 200.314, and 200.315.

- B. Equipment

Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep property in good condition.
5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

VI. FINANCIAL MANAGEMENT REQUIREMENTS

- A. Financial Management. The school district’s financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general

and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.

- B. Payment. The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

- C. Internal Controls. The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with guidance in “Standards for Internal Control in the Federal Government,” issued by the Comptroller General of the United States, or the “Internal Control Integrated Framework,” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must also evaluate and monitor the school district’s compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must also take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

- A. Allowable Use of Funds. The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

- B. Definitions

1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.

2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
 3. “Omni Circular” or “2 C.F.R. Part 200s” or “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
 4. “Advance payment” means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.
- C. Allowable Costs. The following items are costs that may be allowable under the 2 C.F.R. Part 200s under specific conditions:
1. Advisory councils;
 2. Audit costs and related services;
 3. Bonding costs;
 4. Communication costs;
 5. Compensation for personal services;
 6. Depreciation and use allowances;
 7. Employee morale, health, and welfare costs;
 8. Equipment and other capital expenditures;
 9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
 10. Insurance and indemnification;
 11. Maintenance, operations, and repairs;
 12. Materials and supplies costs;
 13. Meetings and conferences;
 14. Memberships, subscriptions, and professional activity costs;

15. Security costs;
16. Professional service costs;
17. Proposal costs;
18. Publication and printing costs;
19. Rearrangement and alteration costs;
20. Rental costs of building and equipment;
21. Training costs; and
22. Travel costs.

D. Costs Forbidden by Federal Law. 2 CFR Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 CFR Part 200s; thus, the following list is not exhaustive:

1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
2. Alcoholic beverages;
3. Bad debts;
4. Contingency provisions (with limited exceptions);
5. Fundraising and investment management costs (with limited exceptions);
6. Donations;
7. Contributions;
8. Entertainment (amusement, diversion, and social activities and any associated costs);
9. Fines and penalties;
10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
11. Goods or services for personal use;
12. Interest, except interest specifically stated in 2 C.F.R. § 200.441 as allowable;

13. Religious use;
14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.
3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
 - a. Necessary for the proper and efficient performance or administration of the program.
 - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
 - c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
 - d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and

policies.

- e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
3. Auditors generally presume supplanting has occurred in three situations:
 - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
 - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.
4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district’s grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
 2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.
- J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with a school district’s written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entitywide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave.

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
 - b. The costs are equitably allocated to all related activities, including federal awards; and
 - c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.
2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker’s compensation insurance (except as indicated in 2 C.F.R. § 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other

activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.
 4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.
 5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.
 6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.
- C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.
- D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:
1. Critical and necessary for the conduct of the project;
 2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
 3. Consistent with the school district's cost accounting practices and school district policy; and
 4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.
- E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.
- F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable

only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's documented travel policy for all school district travel; and
3. Only temporary during the travel period.

[Note: Noncompliance. If a school district fails to comply with federal statutes, regulations, or the terms and conditions of a federal award, the DOE or MDE may impose additional conditions, as described in 2 C.F.R. § 200.207 (Specific Conditions). If the DOE or MDE determines that noncompliance cannot be remedied by imposing additional conditions, the DOE or MDE may take one or more of the following actions, as appropriate under the circumstances: 1) Temporarily withhold cash payments pending correction of the deficiency by the school district or more severe enforcement action by the DOE or MDE; 2) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance; 3) Wholly or partly suspend or terminate the federal award; 4) Initiate suspension or debarment proceedings as authorized under 2 C.F.R. Part 180 and DOE regulations (or, in the case of MDE, recommend such a proceeding be initiated by the DOE); 5) Withhold further federal awards for the project or program; and/or 6) Take other remedies that may be legally available.]

Legal References:

- 2 C.F.R. § 200.12 (Capital Assets)
- 2 C.F.R. § 200.112 (Conflict of Interest)
- 2 C.F.R. § 200.113 (Mandatory Disclosures)
- 2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Risk Posed by Applicants)
- 2 C.F.R. § 200.212 (Suspension and Debarment)
- 2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
- 2 C.F.R. § 200.302 (Financial Management)
- 2 C.F.R. § 200.303 (Internal Controls)
- 2 C.F.R. § 200.305(b)(1) (Payment)
- 2 C.F.R. § 200.310 (Insurance Coverage)
- 2 C.F.R. § 200.311 (Real Property)
- 2 C.F.R. § 200.313(d) (Equipment)
- 2 C.F.R. § 200.314 (Supplies)
- 2 C.F.R. § 200.315 (Intangible Property)
- 2 C.F.R. § 200.318 (General Procurement Standards)
- 2 C.F.R. § 200.319(c) (Competition)
- 2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
- 2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)

2 C.F.R. § 200.328 (Monitoring and Reporting Program Performance)
2 C.F.R. § 200.338 (Remedies for Noncompliance)
2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)
2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.473 (Transportation Costs)
2 C.F.R. § 200.474 (Travel Costs)

Cross References:

MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
MSBA/MASA Model Policy 210.1 (Conflict of Interest – Charter School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

Board Adopted: September 3, 2019

Board Revised: November 2019

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

A. "Contract" means an agreement entered into by the school district for the sale of supplies, materials, or equipment.

B. "Official newspaper" is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over \$175,000

1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.
2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.

3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.
4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$175,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device, by conveying the property and title to:

± a. another school district;

- 2b. the state department of corrections;
 - 3c. the board of trustees of Minnesota State Colleges and Universities; or
 - 4d. the family of a student residing in the district whose total family income meets the federal definition of poverty.
 - e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.
2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

Legal References:

Minn. Stat. § 13.591 (Business Data)
 Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise from Governmental Agencies; Exceptions; Penalty)
 Minn. Stat. § 123B.29 (Sale of School Building at Auction)
 Minn. Stat. § 123B.52 (Contracts)
 Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
 Minn. Stat. § 645.11 (Published Notice)

Cross References:

MSBA Service Manual, Chapter 13, School Law Bulletin "F" (School District Contract and Bidding Procedures)

Bagley Area Schools

2019-2020

World's Best Workforce Plan



Finalized

Bagley School District's Mission Statement

"Pursuing Educational Excellence for All –

Provide a learning environment which inspires and prepares each student to achieve his/her dreams, contribute to community, and engage in lifelong learning."

School District Advisory Committee for SY 2019-2020

eheise@bagley.k12.mn.us	Erich Heise, Superintendent	694-6184 ext. 3103
tkerr@bagley.k12.mn.us	Tony Kerr, High School Principal	694-3120 ext. 2123
kmoritz@bagley.k12.mn.us	Kristi Moritz, Elementary Principal	694-6528 ext. 3104
bschermerhorn@bagley.k12.mn.us	Belinda Schermerhorn, Support Staff	694-3120 ext. 2121
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cuhlir@bagley.k12.mn.us	Corrie Uhlir, Parent	694-6218
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dboe@bagley.k12.mn.us	Dixie Boe, Parent	694-6528
cvik@bagley.k12.mn.us	Carol Vik, Support Staff	902-0085
bnatrass@bagley.k12.mn.us	Brittany Natrass, Parent	694-3631
igerbracht@student.bagley.k12.mn.us	Izabell Gerbracht, Student	358-0471
ttramm@student.bagley.k12.mn.us	Tessa Tramm, Student	556-7943
jdavies@bagley.k12.mn.us	Jeremy Davies, Community Member	657-2247
dnordlund@gvtel.com	Don Nordlund, Community Member	785-2494

The **2019-2020 World's Best Workforce Plan** is the Bagley School District's comprehensive strategic plan to improve teaching instruction and increase student academic performance for the current school year. The WBWF Plan contains five major goals including:

1. **All children are ready to start kindergarten.**
2. **All third graders can read at grade level.**
3. **All achievement gaps between students are closed.**
4. **All students are ready for career and/or postsecondary education.**
5. **All students graduate from high school.**

The 2019-2020 World's Best Workforce Report shows student achievement goals that were established in 2018 and the strategies and initiatives used by the School District to meet the goals. The report also describes the progress made on those goals by the end of the 2018-2019 school year. The Bagley Public Schools offers an excellent education for students, with modern facilities, diverse curriculums and one-to-

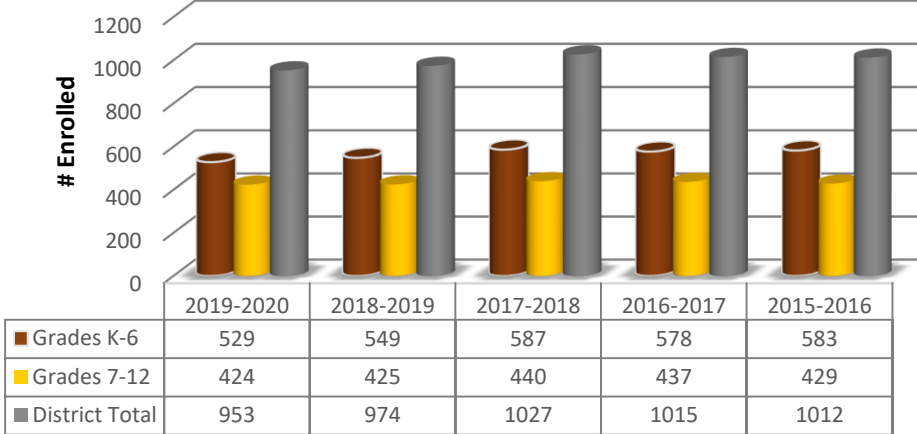
one student device technology to enhance learning. The District has highly qualified teachers and staff, an exemplary School Board, and strong administrative leaders to support the educational programs.

Bagley Public School District Demographics

The Bagley School District has a K-6 Elementary School and a 7-12 High School and an Alternative Learning Program serving 992 students in school year 2019-2020. The demographic data is depicted in the chart below. The enrollment is taken from the October 1, 2019 enrollment count. The demographic data is taken from the Minnesota Department of Education’s annual report card for schools. The chart depicts: the percentage of minority students; poverty rates, which are calculated by the percentage of students eligible for free and reduced priced lunches; and the percentage of students receiving special education services.

School	# Enrolled	% Minority	% Poverty	% Special Education
Bagley District	992	28.6%	47.9%	18.1%
Bagley ALP	39	56%	67%	23%
Bagley Elementary	529	26.9%	50.2%	16.7%
Bagley High	424	31.1%	46%	16%

Bagley School District Enrollment - 5 year Data



The following chart shows trend data in the School District enrollment. The enrollment data is taken from the October 1st count from each school year. The data chart shows that enrollment fluctuates slightly up and down, the District enrollment has seen a dip from 2017-18 to 2018-19.



Bagley Public Schools

Strategic Plan | 2018-2023

BELIEF STATEMENTS

The Bagley Public Schools believe:

- All people work harder when they feel valued.
- It takes an engaged community to develop our students to their fullest potential.
- In the continuous improvement of our school district to increase the quality of learning.
- Students are unique individuals with distinct educational talents.
- Partnerships with parents and the community are keys to success.

MISSION STATEMENT

The mission of the Bagley Public Schools is to:

- Provide a learning environment which inspires and prepares each student to achieve his/her dreams, contribute to community, and engage in lifelong learning.

VISION STATEMENT

A community united as the cornerstone that inspires excellence in academics, athletics, and the arts.



Bagley School District 162
Pursuing Education Excellence for All

FOCUS AREA	GOALS	OBJECTIVES
STUDENT SUPPORT	Build a pre-K to Grade 12 program that promotes positive behavior on campus, at school events, and in the community.	<ol style="list-style-type: none"> 1. By May 2019, identify and implement plans to support and expand the SOARR and Flyer Pride programs. 2. By May 2019, implement a plan to increase the number of students engaged in school activities. 3. During the 2019-2020 school year, build awareness and determine the need for pre-K-12 mental health/social/emotional programs and support. 4. By May 2021, identify resources and implement programs that meet identified mental health/social/emotional needs of all students. 5. By May 2023, identify a process to consistently reinforce expectations of student behavior. 6. Annually track the progress of the plan and report the results to the school board in June of each year.
STUDENT ACHIEVEMENT	<ol style="list-style-type: none"> 1. Achieve the goals of the World's Best Workforce for all students in the school district. 2. All students set high academic goals that ensure student achievement at an increased level of performance as compared to current performance levels. 3. Increase academic achievement of all students through effective instruction. 4. Increase student opportunities through a challenging and engaging curriculum. 5. Reduce achievement gaps between identified student groups and all students across all subject areas. 	<ol style="list-style-type: none"> Annually set goals to ensure: <ol style="list-style-type: none"> 1A. Kindergarten readiness. 1B. Reading at grade level by third grade. 1C. Closing the achievement gap for all identified student groups. 1D. 100 percent graduation rate. 1E. Graduating career and college ready. 2. By May 2020, students, in collaboration with teachers and parents/guardians, will develop a personalized learning plan including goals for achievement and plans for their future. 3A. By May 2019, all curriculum/ instruction standards will be aligned to assessments. 3B. By May 2021, all instructional practices will be measured for quality of the instruction. 4A. By May 2020, teachers will challenge students to expected standards/levels. 4B. On an ongoing basis, analyze strengths and weaknesses in curriculum to augment areas of strength and eliminate and replace areas of deficiency. 5. Annually set and achieve targets to reduce achievement gaps for identified student groups.
WORKFORCE	Hire, support, and retain highly qualified staff for all positions in the school district.	<ol style="list-style-type: none"> 1. By June 2018, and regularly thereafter, create and implement a comprehensive plan to retain staff within the district. 2. Implement a staff mentoring/induction and orientation plan by May 2019. 3. By May 2020, work with staff to develop and implement a two-way communication plan that builds and enhances employee relationships. 4. By May 2020, identify and implement plans to increase the number of applicant for all open positions within the school district. Track the results of the plan on an annual basis. 5. Compose a staff development committee to focus professional development activities to the Strategic Plan by May 2021.

FOCUS AREA	GOALS	OBJECTIVES
BRANDING & MARKETING	Attract, develop, and retain students and families by highlighting our strong community partnerships, high quality facilities, and diverse education opportunities and options.	<ol style="list-style-type: none"> 1. During the 2020-2021 school year, publish stories in a variety of media formats of students who have had unique education opportunities in the Bagley Public Schools. 2. By May 2022, identify a plan to publish to the school community Bagley graduates who have used their Bagley experience to launch into success. 3. By May 2023, implement a plan where community partners are invited to have in-school brand placement. 4. By May 2023, design and put into action activities and events to showcase the facilities of the Bagley Public Schools.
COMMUNICATION & ENGAGEMENT	Create effective targeted communication that raise public awareness to engage them as partners in education.	<ol style="list-style-type: none"> 1. By May 2020, utilize electronic and social media to invite family and community to participate in school programs and activities. 2. By May 2021, identify and implement strategies for increasing staff, parent/guardian, and community involvement in our schools. 3. By May 2021, develop and offer a service learning class to promote student involvement in the community.
ACADEMIC PROGRAM	Establish a teaching and learning framework that includes 21st Century skills, a personalized plan of progress for each student, and rigorous and relevant curriculum at all levels.	<ol style="list-style-type: none"> 1. Continue with the curriculum review cycle and approach it with purpose to ensure that pre-K to 12th-grade standards, assessment, and alignment are guaranteed. 2. By May 2019, increase technology integration into classroom instructional practices by providing cutting edge training for staff and students. 3. By May 2020, enhance career and life skills opportunities. 4. By May 2021, develop and implement plans to partner with community to enhance career and life skills opportunities. 5. By May 2021, through a variety of delivery models, expand the number and variety of courses that offer college credit.



2019-2020 District Improvement Reading Goals & Results

Reading Goal #1: The percentage of students who meet the Academic Enrollment Criteria and earned achievement levels of Meets or Exceeds Standards on the 2019 Reading MCA, will increase proficiency by 3% from 49.7% to 52.7% in 2020.

2019 Reading Results: The MCA District Reading proficiency for all students enrolled on October 1 **decreased** by 1% from 50.4% in 2018 to 49.4% in 2019. The District **did not** accomplish its Reading goal, which was 55.44%. The District performed below the State average of 60.1% in 2019.

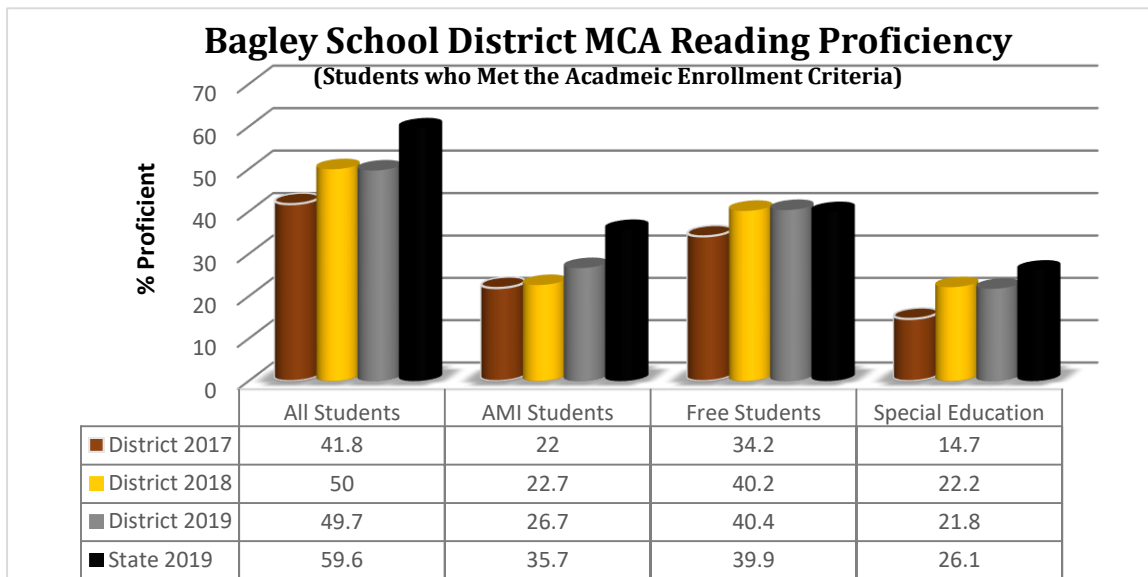
Reading Goal #2: The Bagley School District will close the achievement gap in Reading for the following subgroups as measured by the 2020 Reading MCA.

- To increase AMI student proficiency by 3% from 26.7% in 2019 to 29.7% in 2020.
- To increase Free/Reduced Lunch student proficiency by 3% from 40.4% in 2019 to 43.4% in 2020.
- To increase Sp Ed student proficiency by 3% from 21.8% in 2019 to 24.8% in 2020.

2019 Reading Results by Subgroups:

- AMI students MCA Reading proficiency **increased** from 23.5% in 2018 to 26.3% in 2019.
- Free/Reduced Lunch students MCA Reading proficiency **decreased** from 41.2% in 2018 to 39.6% in 2019.
- Sp Ed students MCA Reading proficiency **decreased** from 27% in 2018 to 22.1% in 2019.

**All 2019 results are based on the students that were enrolled with our school district as of October 1. The goals moving forward are based on the new Academic Enrollment Criteria that came into effect in the 2018-2019 school year.



2019-2020 Reading Achievement Gap Reduction Goals

- The achievement gap between White students and American Indian students in grades 3-8 & 10 on all State accountability tests for Reading will decrease from 29.4% in 2019 to 26.4% in 2020.

- The achievement gap between Non-Free & Reduced Lunch and Free & Reduced Lunch students in grades 3-8 & 10 on all State accountability tests for Reading will decrease from 19.2% in 2019 to 16.2% in 2020.
- The achievement gap between Non-Special Education and Special Education students in grades 3-8 & 10 on all State accountability tests for Reading will decrease from 33.4% in 2019 to 30.4% in 2020.

2019-2020 District Improvement Math Goals

Math Goal #1: The percentage of students who meet the Academic Enrollment Criteria and earned achievement levels of Meets or Exceeds Standards on the 2019 Math MCA, will increase proficiency by 3% from 46.6% to 49.6% in 2020.

2019 Math Results: The MCA District Math proficiency for all students enrolled on October 1 **increased** 3.2% from 42.8% in 2018 to 46% in 2019. The District **did not** accomplish its Math goal, which was 47.08%. The Bagley School District performed below the State average of 56.1% in 2019.

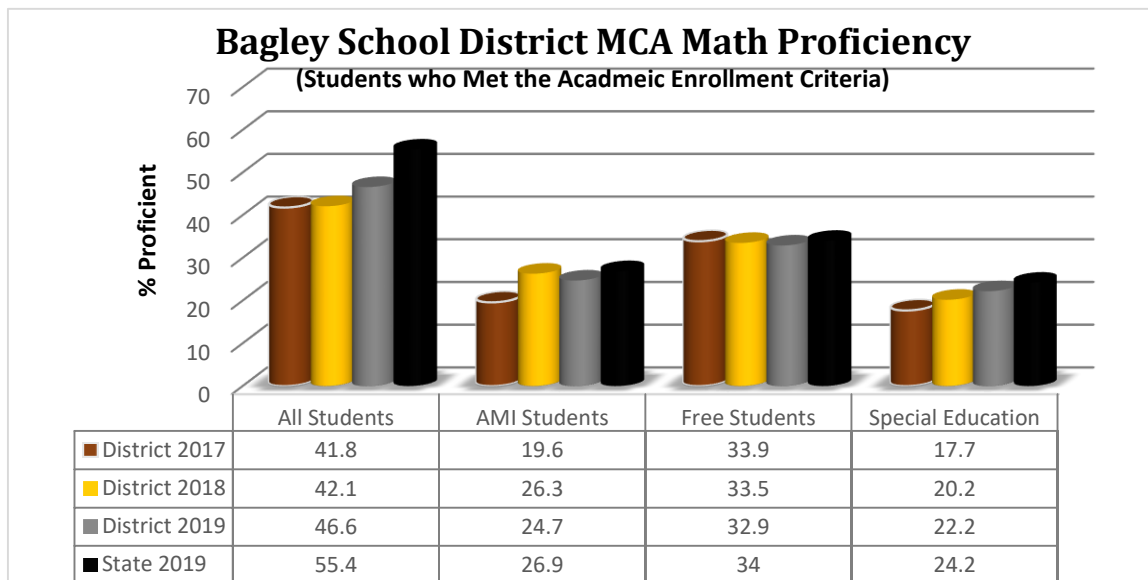
Math Goal #2: The Bagley School District will close the achievement gaps in Math for the following subgroups as measured by the 2020 Math MCA.

- To increase AMI student proficiency by 3% from 24.7% in 2019 to 27.7% in 2020.
- To increase Free/Reduced Lunch students' proficiency by 3% from 32.9% in 2019 to 35.9% in 2020.
- To increase Sp Ed student proficiency by 3% from 22.2% in 2019 to 25.2% in 2020.

2019 Math Results by Subgroups:

- AMI student MCA Math proficiency **decreased** from 26.3% in 2018 to 25% in 2019.
- Free/Reduced Lunch student MCA Math proficiency **decreased** from 34.8% in 2018 to 31.9% in 2019.
- Sp Ed student MCA Math proficiency **decreased** from 26.1% in 2018 to 21% in 2019.

**All 2019 results are based on the students that were enrolled with our school district as of October 1. The goals moving forward are based on the new Academic Enrollment Criteria that came into effect in the 2018-2019 school year.



2019-2020 Math Achievement Gap Reduction Goals

- The achievement gap between White students and American Indian students in grades 3-8 & 11 on all State accountability tests for Math will decrease from 29.4% in 2019 to 26.4% in 2020.
- The achievement gap between Free & Reduced Lunch and Non-Free & Reduced Lunch students in grades 3-8 & 11 on all State accountability tests for Math will decrease from 27.8% in 2019 to 24.8% in 2020.
- The achievement gap between Special Education and Non-Special Education students in grades 3-8 & 11 on all State accountability tests for Math will decrease from 29.1% in 2019 to 26.1% in 2020.

2017-2018 College Readiness

This chart reflects the achievement of the 11th grade students from the Bagley District on the ACT over a four-year period. The ACT is an indicator of the extent students are prepared for college-level coursework in English, Math, Reading, and Science.

	# of Students Tested	English (18)	Math (22)	Reading (22)	Science (23)	Composite
Year Tested						
2016	58	17.6	19.8	20.2	19.6	19.4
2017	67	17.7	19.1	18.8	18.4	18.7
2018	34	17.7	19.8	20.0	20.6	19.7
2019	32	19.3	21.0	21.5	20.7	20.7

Benchmark scores are considered the minimum score needed on a subject area to indicate a 50% chance of obtaining a “B” or higher or about a 75% chance of obtaining a “C” or higher in the corresponding college courses.

- **English Composition: 18 on the ACT English Test**
- **College Algebra: 22 on the ACT Math Test**
- **Social Science: 22 on the ACT Reading Test**
- **Biology: 23 on the ACT Science Test**

* Note: In 2015, the State Legislature of Minnesota enacted a law requiring that all juniors must take the ACT. This legislative change doubled the number of Bagley graduates taking the ACTs in 2016 and 2017. Due to this, the resulting test scores show a marked decrease in student performance in all ACT subject areas for those 2 years.



BAGLEY ELEMENTARY

2019-2020

WORLD'S BEST WORKFORCE PLAN



Bagley School District's Mission Statement

"Pursuing Educational Excellence for All -

Provide a learning environment which inspires and prepares each student to achieve his/her dreams, contribute to community, and engage in lifelong learning."

Ready for Kindergarten

All students will meet school readiness goals. The Bagley Area Schools preschool program continues to be a high-quality, Parent Aware, four-star rated program. A collaboration site team was developed, which included teachers in Head Start, Early Childhood Special Education, School Readiness, and administrative members. The team worked on continuity and collaboration among the programs, developed a PLC focusing on the five domains of preschool, and worked to create goals that assess whether preschoolers have the skills necessary for kindergarten readiness and beyond. The team uses the TS Gold assessment when measuring preschool students' progress. This data will show the growth of yearly progress and assess the skills needed to successfully transition into kindergarten. The PLC will focus on the five domains of preschool. This year is focusing on the Literacy Domain. The preschool was awarded Voluntary Preschool funding from the state again this year ensuring a quality preschool program that will support early learning benchmarks for our preschoolers

Systems, Strategies and Supports

Preschool/Kindergarten:

- Provide sufficient preschool opportunities (seats) to ensure that every student (preschooler) has a high-quality preschool education/classroom.
- KEP Assessment (Gold) administered multiple times during preschool education/class.
- All students attend Kindergarten Round-up and/or visit kindergarten classrooms.
- Implement thorough placement process providing sufficient communication between preschool teachers and kindergarten teachers and staff.

2019-2020 Bagley Elementary Improvement Reading Goals

Reading Goal #1: The percentage of students who meet the Academic Enrollment Criteria and earned achievement levels of Meets or Exceeds Standards on the 2019 Reading MCA, will increase proficiency by 3% from 50.5% to 53.5% in 2020.

2019 Reading Results: The MCA District Reading proficiency for all students enrolled on October 1 **increased** from 47.8% in 2018 to 50.2% in 2019. The School **did not** accomplish its Reading goal of 52.6%.

Reading Goal #2: The Bagley Elementary will close the achievement gap in Reading for the following subgroups as measured by the 2020 Reading MCA.

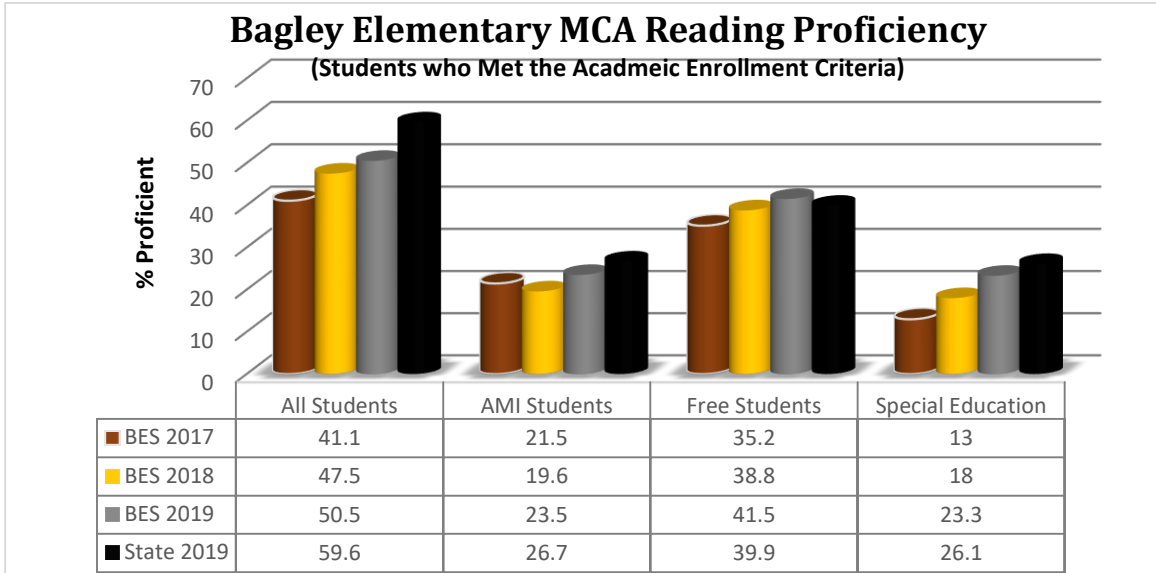
- To increase AMI student proficiency by 3% from 23.5% in 2019 to 26.5% in 2020.
- To increase Free/Reduced Lunch student proficiency by 3% from 41.5% in 2019 to 44.5% in 2020.
- To increase Sp Ed student proficiency by 3% from 23.3% in 2019 to 26.3% in 2020.

2019 Reading Results by Subgroups:

- AMI student MCA Reading proficiency **increased** from 20% in 2018 to 22.4% in 2019.
- Free/Reduced Lunch student MCA Reading proficiency **increased** from 39.3% in 2018 to 40.5% in 2019.

- SpEd Student MCA Reading proficiency **increased** from 22.2% in 2018 to 23.8% in 2019.

**All 2019 results are based on the students that were enrolled with our school district as of October 1. The goals moving forward are based on the new Academic Enrollment Criteria that came into effect in the 2018-2019 school year.



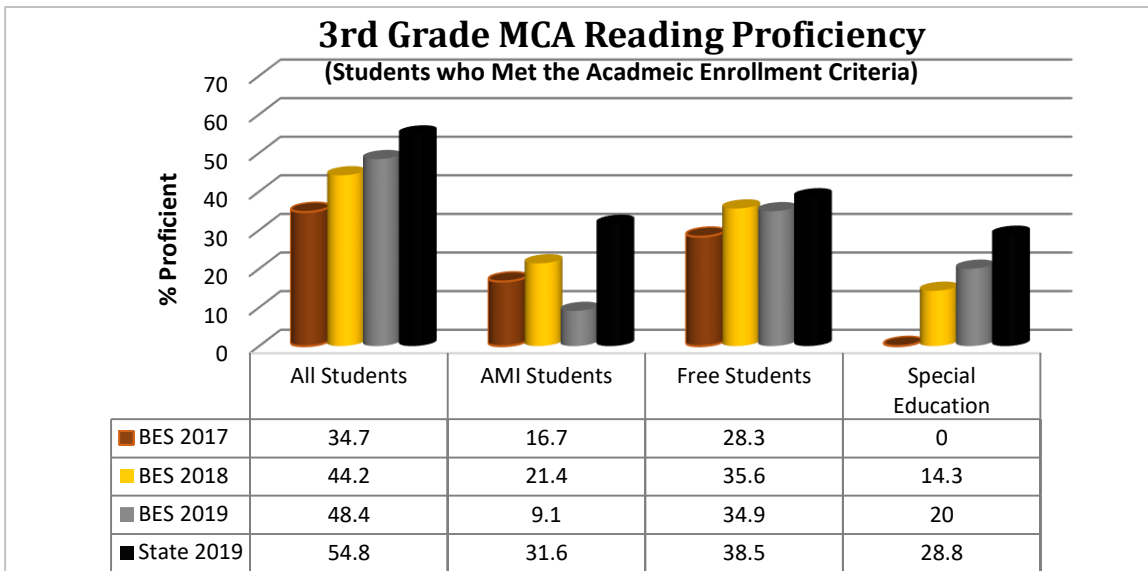
2019-2020 Reading Achievement Gap Goals

- The achievement gap between White students and American Indian students in grades 3-6 on all State accountability tests for Reading will decrease from 33.1% in 2019 to 30.1% in 2020.
- The achievement gap between Non-Free & Reduced Lunch and Free & Reduced Lunch students in grades 3-6 on all State accountability tests for Reading will decrease from 19.3% in 2019 to 16.3% in 2020.
- The achievement gap between Non-Special Education and Special Education students in grades 3-6 on all State accountability tests for Reading will decrease from 31.6% in 2019 to 28.6% in 2020.

2019-2020 3rd Grade Reading Proficiency

Smart Goal: The percentage of all Bagley Elementary School 3rd grade students in Reading achievement levels, based on MCA Reading Assessments, will improve from 48.4% in 2019 to 51.4% in 2020.

2019 3rd Grade Results: Bagley Elementary 3rd Grade students' who were enrolled on October 1 achievement levels, based on MCA Reading Assessments, scored 49.2% in 2019 and **increased** when compared to 44% in 2018.



Systems, Strategies and Supports

- In Professional Learning Communities, teachers will use data from MCA and NWEA tests to determine which reading standards need improvements. The teachers will use this data to plan their instruction in Plan book. This program will help track the standards taught and the frequency.
- Staff Development: Reading Small Group Instruction (Guided Reading)
The Bagley Elementary will be provided professional development in Guided Reading and small group instructional practices. Guided Reading is defined as: A teacher works with an individual student or convenes a small group of students to listen to them read and provide specific support that helps them use strategies to decode and comprehend text.
- Reading Intervention in all grade level provided by reading interventionists.
- Paraprofessional support in all grade levels to support small group instruction

2019-2020 Bagley Elementary Improvement Math Goals

Math Goal #1: The percentage of students who meet the Academic Enrollment Criteria and earned achievement levels of Meets or Exceeds Standards on the 2019 Math MCA, will increase proficiency by 3% of 48.0%, to 51.0%.

2019 Math Results: The MCA District Reading proficiency for all students enrolled on October 1 **increased** from 45.8% in 2018 to 47.4% in 2019. The School did not accomplish its Math goal of 50.4%.

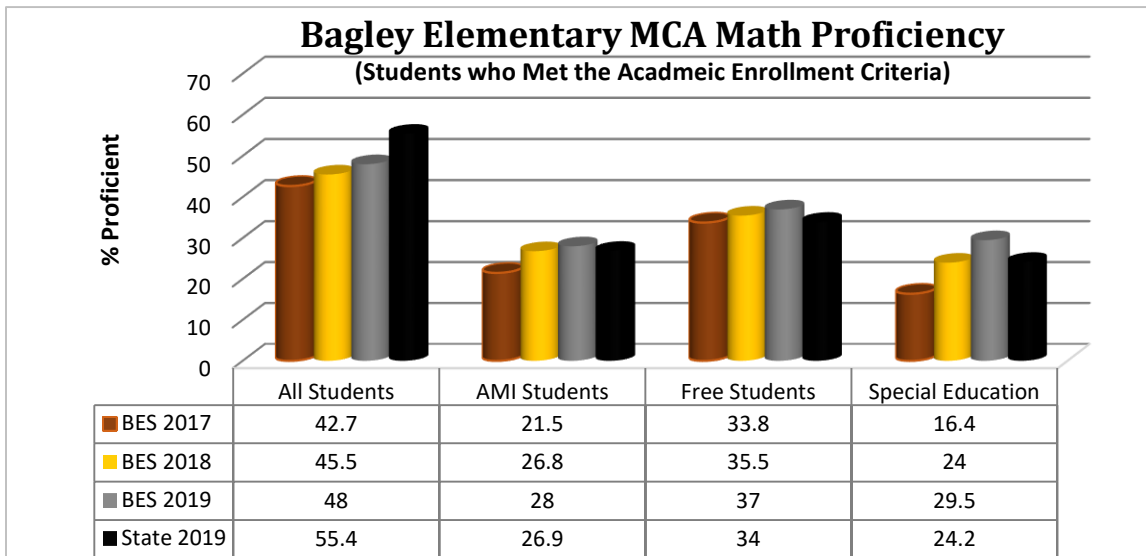
Math Goal #2: The Bagley Elementary School will close the achievement gaps in Math for the following subgroups as measured by the 2020 Math MCA.

- To increase AMI student proficiency by 3% from 28.0% in 2019 to 31.0% in 2020.
- To increase Free/Reduced Lunch students' proficiency by 3% from 37.0% in 2019 to 40.0% in 2020.
- To increase Sp Ed student proficiency by 3% from 29.5% in 2019 to 32.5% in 2020.

2019 Math Results by Subgroups:

- AMI student MCA Math proficiency **increased** from 27.3% in 2018 to 29.2% in 2019.
- Free/Reduced Lunch student MCA Math proficiency **decreased** from 36.1% in 2018 to 36% in 2019.
- Sp Ed student MCA Math proficiency **increased** from 27.8% in 2018 to 27.9% in 2019.

**All 2019 results are based on the students that were enrolled with our school district as of October 1. The goals moving forward are based on the new Academic Enrollment Criteria that came into effect in the 2018-2019 school year.



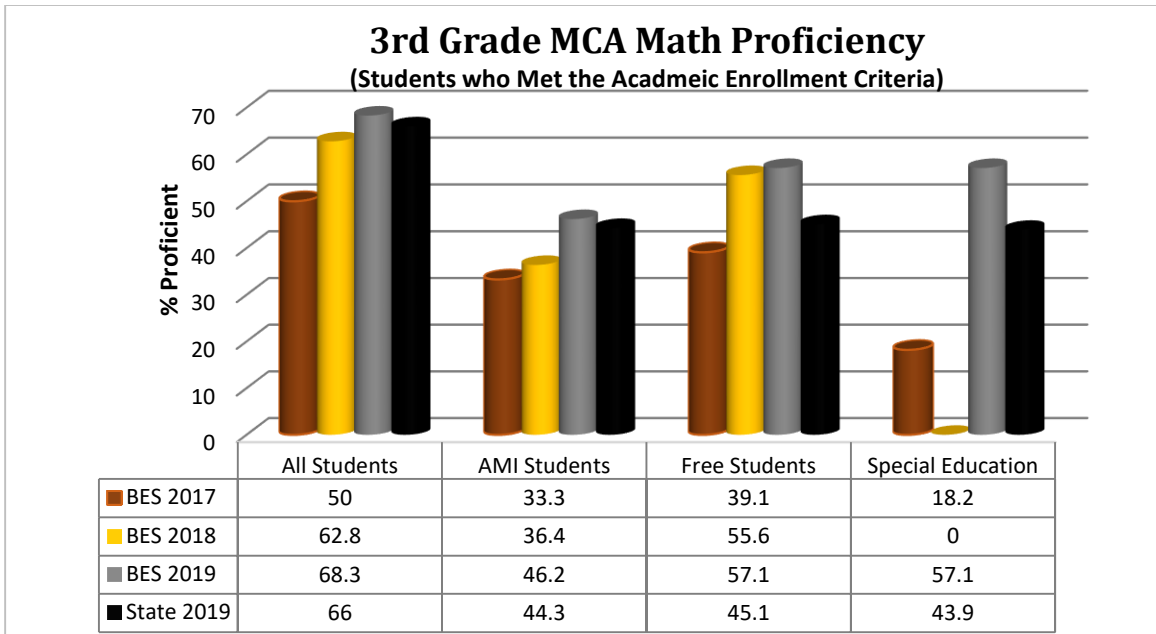
2019-2020 Math Achievement Gap Reduction Goals

- The achievement gap between White students and American Indian students in grades 3-6 on all State accountability tests for Math will decrease from 26.3% in 2019 to 23.3% in 2020.
- The achievement gap between Non-Free & Reduced Lunch and Free & Reduced Lunch students in grades 3-6 on all State accountability tests for Math will decrease from 23.4% in 2019 to 20.4% in 2020.
- The achievement gap between Non-Special Education and Special Education students in grades 3-6 on all State accountability tests for Math will decrease from 21.6% in 2019 to 18.6% in 2020.

2019-2020 3rd Grade Proficiency Math

Smart Goal: The percentage of all Bagley Elementary School 3rd grade students in Math achievement levels, based on MCA-III Math Assessments, will improve from 68.3% 2019 to 71.3% in 2020.

2019 3rd Grade Results: Bagley Elementary 3rd Grade students’ who were enrolled on October 1 achievement levels, based on MCA Math Assessments, scored 67.7% in 2019, an **increase** when compared to 63.1% in 2018.



Systems, Strategies and Supports

- In Professional Learning Communities, teachers will use data from MCA and NWEA tests to determine which math standards need improvements. The teachers will use this data to plan their instruction in Plan book. This program will help track the standards taught and the frequency.
- Staff Development with the new math curriculum.
- Paraprofessional support in all grade levels to support small group instruction

2019-20 Bagley Elementary Professional Development Strategies

- Positive Action
- Data Driven Instruction
- Using Google
- Using Technology in the Classroom
- Planbook Training
- TS Gold



BAGLEY HIGH SCHOOL

2019-2020

WORLD'S BEST WORKFORCE PLAN



Bagley School District's Mission Statement

"Pursuing Educational Excellence for All –

Provide a learning environment which inspires and prepares each student to achieve his/her dreams, contribute to community, and engage in lifelong learning."

Data Analysis and Goal Setting

2019-2020 Bagley High School Improvement Reading Goals

Reading Goal #1: The percentage of students who meet the Academic Enrollment Criteria and earned achievement levels of Meets or Exceeds Standards on the 2019 Reading MCA, will increase proficiency by 3% from 48.6% to 51.6% in 2020.

2019 Reading Results The MCA District Reading proficiency for all students enrolled on October 1 **decreased** by 6.4% from 64.8% in 2018 to 48.4% in 2019. The School did not accomplish its Reading goal, which was 60.3%. The District performed below the State average of 60.1% in 2019.

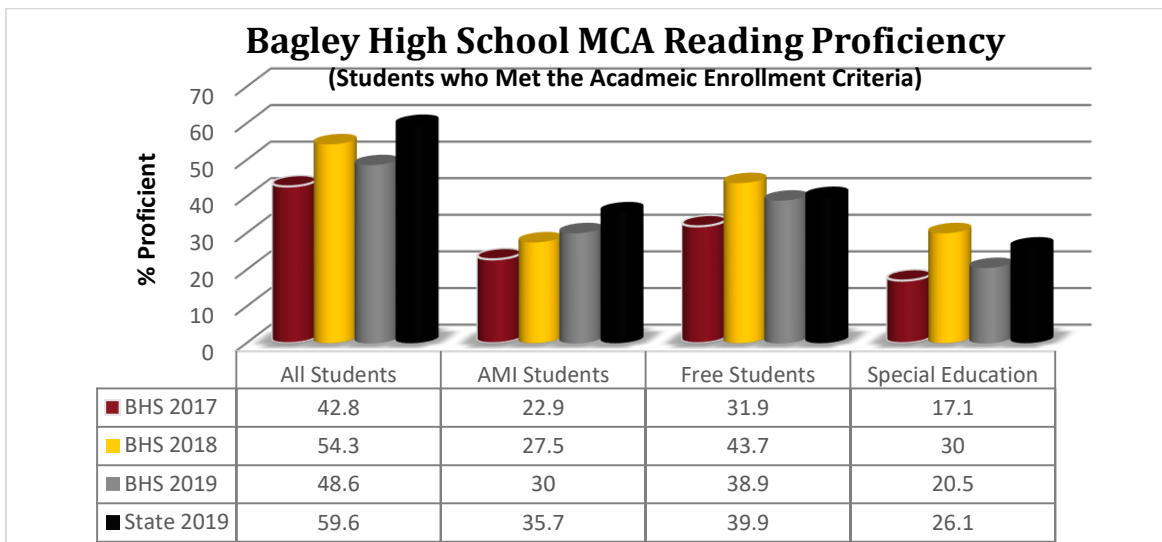
Reading Goal #2: The Bagley High School will close the achievement gap in Reading for the following subgroups as measured by the 2020 Reading MCA.

- To increase AMI student proficiency by 3% from 30% in 2019 to 33% in 2020.
- To increase Free Lunch student proficiency by 3% from 38.9% in 2019 to 41.9% in 2020.
- To increase Sp Ed student proficiency by 3% from 20.5% in 2019 to 23.5% in 2020.

2018 Reading Results by Subgroups:

- AMI students MCA Reading proficiency **increased** from 29.3% in 2018 to 30% in 2019.
- Free Lunch students MCA Reading proficiency **decreased** from 44.3% in 2018 to 38.3% in 2019.
- Sp Ed Students MCA Reading proficiency **decreased** from 36.4% in 2018 to 20.5% in 2019.

**All 2019 results are based on the students that were enrolled with our school district as of October 1. The goals moving forward are based on the new Academic Enrollment Criteria that came into effect in the 2018-2019 school year.



2019-2020 Reading Achievement Gap Goals

- The achievement gap between White students and American Indian students in grades 7-8 & 10 on all State accountability tests for Reading will decrease from 25.6% in 2019 to 22.6% in 2020.
- The achievement gap between Non-Free & Reduced Lunch and Free & Reduced Lunch students in grades 7-8 & 10 on all State accountability tests for Reading will decrease from 19.1% in 2019 to 16.1% in 2020.
- The achievement gap between Non-Special Education and Special Education students in grades 7-8 & 10 on all State accountability tests for Reading will decrease from 35.2% in 2019 to 32.2% in 2020.

2019-2020 Bagley High School Improvement Math Goals

Math Goal #1: The percentage of students who meet the Academic Enrollment Criteria and earned achievement levels of Meets or Exceeds Standards on the 2019 Math MCA, will increase proficiency by 3% from 44.6% to 47.6%.

2019 Math Results: The MCA District Reading proficiency for all students enrolled on October 1 **increased** 6.2% from 38.4% in 2018 to 44.6% in 2019. The School **did** accomplish its Math goal, which was 42.3%. The Bagley School District performed below the State average of 56.3% in 2019.

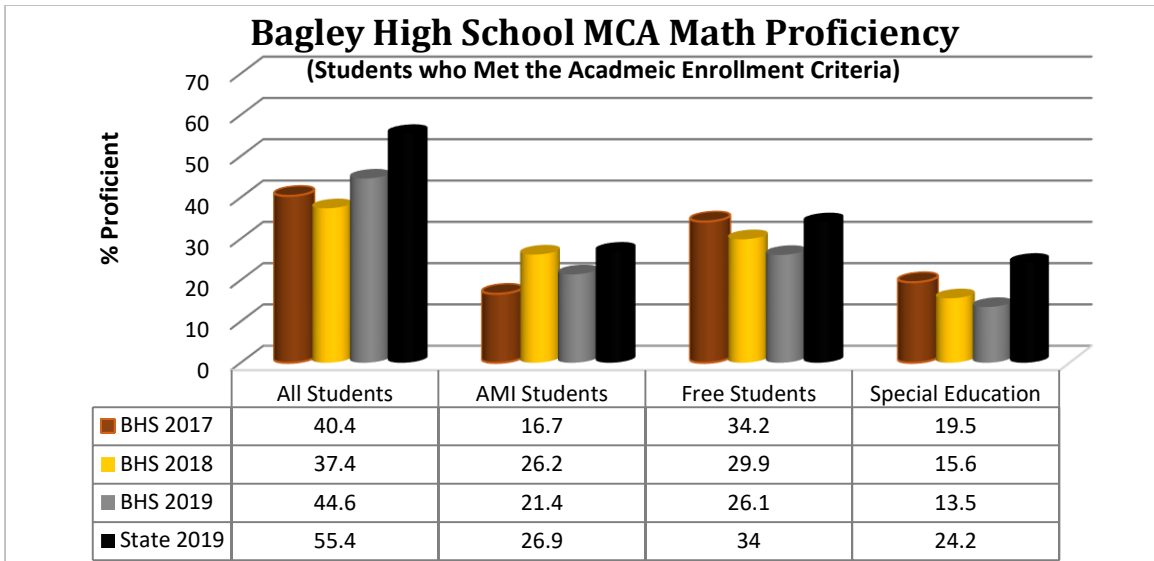
Math Goal #2: The Bagley High School will close the achievement gaps in Math for the following subgroups as measured by the 2019 Math MCA.

- To increase AMI student proficiency by 3% from 21.4% in 2019 to 24.4% in 2020.
- To increase Free Lunch student proficiency by 3% from 26.1% in 2019 to 29.1% in 2020.
- To increase Sp Ed student proficiency by 3% from 13.5% in 2019 to 16.5% in 2020.

2018 Math Results by Subgroups:

- AMI student MCA Math proficiency **decreased** from 26.8% in 2018 to 21.4% in 2019.
- Free Lunch student MCA Math Proficiency **decreased** from 31.6% in 2018 to 25.3% in 2019.
- Sp Ed student MCA Math proficiency **decreased** from 25% in 2018 to 13.5% in 2019.

**All 2019 results are based on the students that were enrolled with our school district as of October 1. The goals moving forward are based on the new Academic Enrollment Criteria that came into effect in the 2018-2019 school year.



2018-2019 Math Achievement Gap Reduction Goals

- The achievement gap between White students and American Indian students in grades 7-8 & 11 on all State accountability tests for Math will decrease from 32.3% in 2019 to 29.3% in 2020.
- The achievement gap between Non-Free & Reduced Lunch and Free & Reduced Lunch students in grades 7-8 & 11 on all State accountability tests for Math will decrease from 35.1% in 2019 to 32.1% in 2020.
- The achievement gap between Non-Special Education and Special Education students in grades 7-8 & 11 on all State accountability tests for Math will decrease from 38.4% in 2019 to 35.4% in 2020.

STRATEGIES for Math and Reading Student Success

- Math, English, and Science teachers will be required to have their students take a pre-test this fall and a post-test this spring using the NWEA test. The NWEA test will allow the teachers to track students on a yearly basis for progress instead of the one to three year gaps the MCA test provides.
- Staff will increase comprehension of new vocabulary within subject area for all students.
- Chromebooks and classroom materials are provided by the district to decrease economic disparities that affect student success.
- Math, English, and Science teachers will use NWEA data to drive instructional goals.
- All teachers will increase instruction on reading in their subject area.
- Students will be instructed in cross disciplinary usage for math.
- Promote student involvement in music and arts.
- Read 180 and Mathematics 180 interventions for students who are deficient in reading and mathematics based on MCA & NWEA data, grades, and teacher recommendations.
- Paraprofessionals and support staff assist with struggling American Indian students, students with IEP's, and at-risk students.

All Students College and Career Ready

College and Career Ready Goals

- College in the High School, AP courses, Advanced Placement, Project Lead the Way, and electives courses to increase career awareness and readiness.
- By grade 9, 100% of Bagley Secondary students will have a file in the guidance office or an online portfolio through MCIS that demonstrates exploration of college and career interests.
- By the end of 10th, 100% of Bagley Secondary students will have the opportunity to take the Pre-ACT in preparation for post-secondary planning.
- By the end of 11th grade, 100% of Bagley Secondary students will have the opportunity to take the ASVAB and ACT in preparation for post-secondary planning.
- By the middle of grade 12, 100% of Bagley secondary students will have a post-secondary transition meeting with the school counselor.

Percentages of BHS Students Who Met ACT College Readiness Benchmarks in 2019

	# of students	English	Mathematics	Reading	Science	All Four
All Students	32	56%	47%	50%	34%	28%
American Indian	2	0%	0%	0%	0%	0%
White	29	59%	48%	52%	34%	28%
Hispanic	1	100%	100%	100%	100%	100%

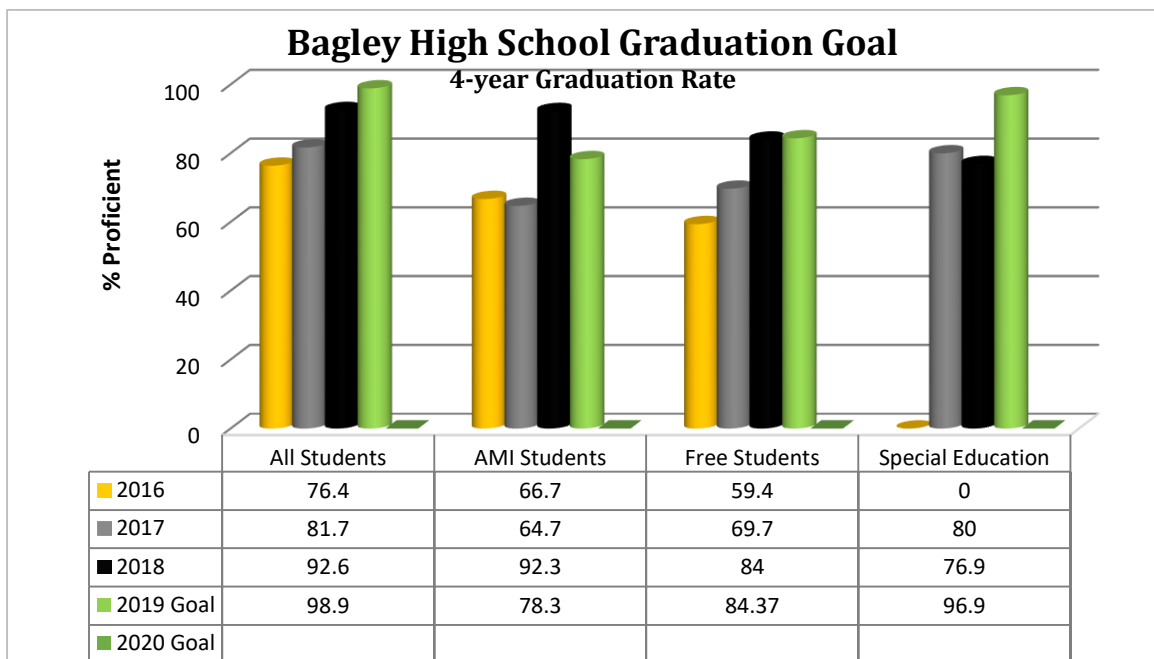
Bagley High School will improve ACT College Readiness Benchmark Proficiency Percentages in 2020 by 3%.

STRATEGIES for College and Career Readiness

- The Pre-ACT test will be offered to all 10th grade students, with the career interest inventory. The ACT will be offered to all students in 11th grade and in 12th grade students.
- The ASVAB will be offered to all students in 11th grade and any 12th grade students who have not already taken it (includes career interest inventory).
- Minnesota Career Information System (MCIS) is used with students in grades 8-12 during designated classroom time, under the instruction of classroom teachers and with the guidance of the school counselor, to prepare an online personal learning plan and complete tasks related to college and career ready activities.
- School Counselor meets with all seniors to review personal learning plans, college/career goals, and scholarship opportunities
- College and Military visits by recruiters to meet with interested students.

- Opportunities for college visits available to all students to Universities, Tribal and Communities Colleges, and Vocational Programs.
- Online college in the High School and PSEO for eligible 10-12th grade students offered each semester through Distance Minnesota and area Universities.
- Bagley High School and TEAM Industries are working collaboratively to give students opportunities for apprenticeships and possible careers at TEAM.
- Students will have the opportunity to work with the Mechatronics program through at Northwest Technical College and to earn vocational certifications.
- The School Counselor meets with all students in grades 8-11 to assist with identification of appropriate courses for the following school year.
- Parents and their students are invited to the school for Financial Aid and FAFSA presentation.
- Scholarship information is updated daily in the school bulletin, available on the guidance office website and seniors get a monthly scholarship handout. Students are encouraged to apply for scholarships and the Guidance Office assists students with completing scholarship applications.
- Eligible students will be able to participate in Upward Bound for assistance in college prep and enrollment.

All Students Will Graduate from High School



STRATEGIES for High School Graduation

- The School Counselor meets with all seniors during the 1st quarter to review graduation requirements and develop a plan for meeting graduation requirements and post-secondary planning.
- The School Counselor meets quarterly with students who are behind in credits to monitor their progress toward graduation, looking at current grades and remediation efforts.
- The Alternative Learning Program Director, in consultation with the School Counselor, meet with students who are over 16 years old and behind in credits toward graduation to enroll students in credit recovery classes at the ALP.
- Online remediation classes are available at the high school for students who are behind in credits beginning the second semester of 9th grade.
- Summer school is available for students who are behind in credits each June. Students can recover at least 1 credit in summer school beginning at age 16.

Bagley Secondary Staff Development Report & Goals

Content Area: Reading

Build teacher understanding and effective utilization of NWEA/MAP and MCA reading testing data. Increase teaching strategies and collaboration. Provide time for curriculum review and standard placement.

Standards based instruction, best practices, differentiated instruction, common strategies and student engagement will be the focus of PLC time. This will construct knowledge of curriculum gaps, instructional weaknesses, and learning styles, while providing needed support to increase student engagement and achievement.

Content Area: Math

Build teacher understanding and effective utilization of NWEA/MAP and MCA math testing data. Increase teaching strategies and collaboration. Provide time for curriculum review and standard placement.

Standards based instruction, best practices, differentiated instruction, common strategies and student engagement will be the focus of PLC time. This will construct knowledge of curriculum gaps, instructional weaknesses, and learning styles, while providing needed support to increase student engagement and achievement.

How does the school site goal align with district staff development goal(s)?

Bagley Secondary staff development goals aligned with the district staff development goals very well in the areas of student achievement, engagement, and standards based instructional practices. We are growing our capacity with technology using programs to track how and when specific content standards are being taught, and using these reports to discover gaps and deficiencies in the curriculums enabling opportunities for supplemental instruction and back

filling curriculum. We are also utilizing PLC time to analyze learning style indicator test administered to students so we can better understand our learners and adjust the delivery of instruction to engage more learners more effectively.

Findings of each goal: The impact on student learning. BHS Reading Proficiency

Bagley Secondary staff development goals for teachers is to gain understanding and begin to use MCA reading data to help improve student's achievement by making changes in their instruction. The goal has not been met by attaining a decrease of 6.4% proficiency for all students.

Teaching staff began using Planbook.com to restructure and analyze instruction. The program drives a standards based instructional model. The Planbook program when aligned with NWEA, MCA benchmark assessment and student classroom work offer triangulation of data to make instructional decisions based on that standards have been missed, where instructional strengths and deficits are, backfilling gaps in curriculum, and differentiation of instruction.

BHS Mathematics Proficiency

Bagley Secondary staff development goals for teachers is to gain understanding and begin to use MCA reading data to help improve student achievement by making changes in their instruction. The goal has been met by increasing proficiency by 6.2% for all students.

To help meet our goal in reading and math proficiency, the Math, English, and Science teachers will be required to have their students take a pre-test this fall and a post-test this spring using the NWEA test. The NWEA test will allow the teachers to track students on a yearly basis for progress instead of the one to three year gaps the MCA test provides.

Teaching staff began using Planbook.com to restructure and analyze instruction. The program drives a standards based instructional model. The Planbook program when aligned with NWEA, MCA benchmark assessment and student classroom work offer triangulation of data to make instructional decisions based on that standards have been missed, where instructional strengths and deficits are, backfilling gaps in curriculum, and differentiation of instruction.

Findings of each goal: The impact on teacher practice.

To meet the goals set by the district and Bagley Secondary. Thirty-two Bagley Secondary teachers became aware of the importance of teacher practice, data mining, professional development in high performance mind set, school climate change, standards based instruction, lesson planning, relationship studies, and learning style indicator studies.

All Bagley High School teaching staff have been extensively trained in the Planbook lesson planning and standards reporting program. We are utilizing PLC time to collaborate and uncover gaps and strengths in the curriculum and instruction. We then formulate structures of support to

close the gaps through back filling, instructional and curricular review, as well as exploring social and emotional learning needs of the students.

We are taking all data sets and analyzing trends, weaknesses, and strengths. We will find commonalities in areas of focus. Then to implement a best practice strategy to remedy the deficiencies. We will continue with this cycle until we see improvement in classroom performance and benchmark testing.

2019-20 Bagley Secondary Staff Development Strategies and Goals for Student Achievement.

The district will provide training for the following areas of concern:

- ❖ Reading Strategies in the Content Area
 - Read 180
 - Math 180
 - SPED
 - Accommodation vs Interventions
 - Classroom Management/Behavior Management
- ❖ Student Retention and Absenteeism
 - Social Emotional Learning (Student)
 - Trauma Sensitive Schools (Teacher)
 - MEIRS 2.0
 - Learn you way earn your way 7-8th grade core class strategy
 - Alternatives to suspension programming
- ❖ Culturally Relevant Pedagogy
 - Expanding the Circle
 - High School Indian Education and Education Cultural Specialist classroom and student academic support
- ❖ Expand Interdisciplinary Opportunities
 - Team teaching opportunities
 - Lesson topic sharing via planbook.com and google classroom
 - Common rubrics for grammar, writing
 - Common postings for word origins
 - Recognition of interdisciplinary work on lessons, and communicating this to students
 - Implementation of best practice school wide strategies with fidelity checks
- ❖ Positive Climate Change
 - Three positive phone calls home per week per staff.
 - Celebrating positive actions
 - High performance mind set
 - Automatic negative responses
 - First interaction
 - Dominate your controllables
- ❖ Standards Based Instruction and Lesson Planning
 - Planbook.com linked to the MCA benchmark assessment standards and NWEA predictions
 - Lesson plans are based off of reported standards gaps, overflow, frequency

- Cross examine standards reports to Pearson access bench mark reports and NWEA predictors
- ❖ Professional Learning Communities
 - Academic and Behavioral Intervention based
 - Goal driven
 - Solution focused
 - Embedded weekly
 - School wide strategies with fidelity checks for points of instructional and learning concern.
- ❖ Differentiated Instruction
 - Learning style indicator tool
 - Reflection on classroom common practice, best practice, skillsets, and capacity
 - Classroom observation opportunities for teachers to see other teachers teach.
 - Researching data with Pearson Access benchmark reports and cross analyzing high and low performing standards with standards reports from planbook.com.



School Support Notice

Comprehensive Support and Improvement

Dear parent or guardian,

Our school is committed to ensuring every child has access to the opportunities and academic experiences needed to be successful. We want to share with you some information about our school's recent identification for support from the Minnesota Department of Education (MDE).

The federal Every Student Succeeds Act (ESSA) provides Minnesota with a limited amount of funding for school support and improvement work. MDE worked with students, families, educators, experts, and community members to create the North Star accountability system. This system helps the state prioritize schools and districts for support. The North Star system uses several measurements organized into three stages to identify schools for different levels of support. Using this system, MDE has identified our school as eligible for support.

Our school in 2018 was been identified for comprehensive support and improvement because [we are in the 5 percent of Title I schools most likely to benefit from support] OR [our four-year graduation rate is lower than 67 percent for at least one student group of 20 or more students]. Our school district will work with the school's leadership team, staff and families to examine the data related to student performance. We will then identify evidence-based practices to improve student success. Specialists from Minnesota's Regional Centers of Excellence will support our work for the next three years. This is an opportunity to build upon the strengths of our school community and address our challenges. Bringing together a variety of perspectives and voices is very important to the success of our efforts to improve our school. Through our needs assessment and data analysis, we have chosen the MEIRS 2.0 program to help intervene with students who are slipping with academic, behavioral and credits earned issues. We are also tightening our credit recovery system by placing students into credit recovery positions very early on. This is to keep the student on track for graduation, or as close to on track to graduation as possible.

We are very interested in including students' families as part of this process. If you would like to be involved in this effort, please contact Bagley High School Principal Tony Kerr at Tkerr@bagley.k12.mn.us or call at 218-694-6184.

Bagley High School has been identified as we scored 66.7% for free and reduced graduation rate. The state requirement is 67%. Our goal to meet the extra .3% will be easily met. We strive for success for all of our learners, and we will do all we can to meet those needs.

To compare our school to other schools and to see data about other areas such as student engagement, you will find more information online at <https://rc.education.state.mn.us/#>.

To learn more about the North Star system, including how these measurements are calculated, you can visit <https://rc.education.state.mn.us/#>.

Thank you,

Tony Kerr
Bagley High School Principal

462 Keyless Entry Access Card Fee

Board Adopted: October 15, 2007

Board Revised: ~~March 5, 2018~~ October 2019

The initial keyless entry access card will be free to staff members. Lost or broken access cards must be replaced, in the Superintendent's Office, for a fee of \$~~10.00~~ 12.00 for lost cards and \$~~5.00~~ 6.00 for broken cards.

For safety purposes, all visitors are required to wear a visitors badge, while in the school building, during the school day.

840 Use of School District Facilities and Equipment

Board Revised: June 19, 2017

Formerly: 840 - Policies Relating to the Use of the Kitchen and Gymnasium – Board Revised: January 2000 & 841-Facility Use Policy (Gymnasiums, Locker Room, Weight Room) – Board Adopted: April 16, 2007

I. Purpose and Policy

The School Board encourages maximum use of School District facilities and equipment for community purposes if, in its judgment, that use will not interfere with the use for school purposes.

When emergencies, conflicts or unusual circumstances arise that necessitate rescheduling the use of School District facilities, every effort will be made to find an acceptable alternative meeting space.

When Bagley Public Schools are closed due to inclement weather, power outages or other building emergencies, all facility reservation contracts are cancelled.

All groups are required to provide adult supervision for all activities. This supervisor must be in the building with the group at all times.

Renters agree to pay for all damage to the school building or equipment arising out of renter's use of school property.

The kitchen facilities may not be used without the express approval of the Food Service Coordinator. An employee of the food service must be in attendance for supervisory purposes when the kitchen is being used.

All supervisors must pass a criminal background check before they will be authorized to supervise an activity involving students utilizing the Bagley School facilities.

II. Scheduling Procedures

Facility and equipment use requests should be made through the following offices:

Elementary School facilities and equipment – 694-6184

High School facilities and equipment – 694-3120

Other contacts:

Elementary School principal – 694-6528

High School principal – 694-3120

Athletic Director – 694-4051

Community Education Director – 694-3232

Superintendent – 694-6184

All facility and equipment use must be scheduled in advance. No unscheduled or unauthorized activities will be permitted.

III. Scheduling Priorities

The School Board establishes the following priorities for use of School District facilities and equipment:

First Priority – Curricular and co-curricular activities that directly support the mission of the Bagley School District such as educational activities, school productions, music events, staff meetings, parent committees, etc. will have the first priority for all facility and equipment use.

The Superintendent and/or building principal will be responsible for authorizing these activities. This includes designating an appropriate supervisor for the activity and ensuring the supervisor has access to the necessary facility and equipment.

These activities must be scheduled a minimum of five days in advance.

Second Priority – In season (as indicated by MSHSL regulations) athletic/fine arts practices or activities will have second priority for use of the facilities and equipment.

The head coach/fine arts advisor/athletic director will be responsible for establishing practice times for the in-season sports that equitably accommodate all sports/fine arts activities for that season. Coaches/advisors are required to be in attendance for the duration of their practices as well as making sure the condition of the facility and equipment are maintained.

The athletic director will be responsible for authorizing in-season practice or activity use.

Practices and activities must be scheduled a minimum of five days in advance.

Third Priority – Community Education and Community Theater

Community Education and Community Theater activities will have third priority for both the high school and elementary facilities and equipment.

The directors of Community Education/Community Theater will be responsible for the authorization and scheduling of these activities. Supervisors are required to be present in the facility for the duration of its use as well as to maintain the condition of the facility and equipment.

These activities must be scheduled a minimum of 30 days in advance.

Fourth Priority – Out-of-season/informal practices/intramurals will have fourth priority for facility and equipment use. Out-of-season/informal practice sessions or activities must be conducted in accordance with MSHSL regulations and a coach or designee must be present for the duration of the activity.

Coaches are responsible for scheduling out-of-season/informal practice or activities and indicating who will be responsible for supervision. The athletic director will authorize the use of the facility and the responsible supervisor.

These activities must be scheduled a minimum of five days in advance. If a coach has designated a supervisor, the supervisor is responsible for checking out a key, staying for the entire duration of the activity and until the last person from that activity has left the building, and maintaining the condition of the facility and equipment. The supervisor will return the key to the appropriate building office by the next school day morning.

Fifth Priority – Outside/community groups or individuals and/or open gym use will have fifth priority.

The Superintendent of Schools will authorize the use for these activities. See Section IV.

IV. General Community Use of School Facilities and Equipment

The School District will comply with all federal, state and local laws and regulations with respect to the use of its facilities and equipment.

The School Board will establish a rental fee schedule and payment procedures for the use of School District facilities and equipment. Such fees may include the cost of security, custodial, kitchen and/or supervisory services if deemed necessary. The School District may require a deposit or surety bond for the proper use and repair of damage to School District facilities and equipment. The School District may require certificates of insurance to ensure payment for any damages and/or liability for injuries. The fee schedule will be reviewed and approved annually by the School Board.

In general, all other individuals and groups would be charged rental fees. These fees may be waived at the discretion of the Board.

School District facilities or equipment must be reserved and all applicable fees received a minimum of 30 days in advance of the use.

The supervisor of the activity is responsible for being present for the entire duration of the activity. In addition, the supervisor must remain present until all participants have left the facility. The facility must be returned to its original condition following the activity. This includes: shutting off the lights, locking doors, returning equipment to the appropriate place,

sweeping floors, removing garbage, returning weights to the racks, and checking bathroom/locker room areas for cleanliness.

The supervisor is responsible for obtaining the key to the facility and returning the key to the appropriate building the next school day morning following the activity.

Community groups or individuals using School District facilities must abide by all School District rules and regulations prohibiting alcohol, tobacco, drugs, gambling and weapons (including look-a-like weapons) on School District property.

Use of School Facilities and Equipment Costs

BUILDING RENTALS

Classrooms/Meeting/Locker Rooms	\$30.00
High School Room 100 & 101/Media Center	\$30.00
HS Gym	\$75.00
Elem Large Gym	\$75.00
Elem Small Gym	\$50.00
Kitchen	\$50.00
Cafeteria/Commons	\$50.00
Computer	\$50.00
Auditorium	\$175.00

PERSONNEL FEES

When an activity requires employee time in advance of, during and/or following an event, the following fee will be added. There is a minimum fee of two hours for all personnel. Hourly wage is subject to change based upon contract negotiations.

Custodians: ~~\$27 29~~ per hour Monday-Friday
~~\$40 44~~ per hour on Saturday
~~\$52 58~~ per hours on Sunday and holidays

Cooks: ~~\$36 37~~ per hour Monday-Saturday
~~\$48 49~~ per hour on Sunday and holidays

Supervisors and/or Security: ~~\$47 50~~ per hour

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

Board Adopted: January 21, 2014

~~Board Revised: November 5, 2018~~ October 2019

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:
 - 1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child’s physical or mental health when reasonably able to do so, including a

growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 4, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

- F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are

available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

- G. “Physical abuse” means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child’s care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child’s history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 121A.67 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child’s breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child’s behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child’s care that is a violation under Minn. Stat. § 121A.58.

- H. “Report” means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.
- I. “School personnel” means professional employee or professional’s delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.

- J. “Sexual abuse” means the subjection of a child by a person responsible for the child’s care, by a person who has a significant relationship to the child (as defined in Minn.

Stat. § 609.341, Subd. 15), or by a person in a **current or recent** position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, **as well as** sexual contact, **solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children.** Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

[Note: The inclusion of sex trafficking becomes effective on May 29, 2017.]

- K J.** “Mental injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child’s ability to function within a normal range of performance and behavior with due regard to the child’s culture.
- L K.** “Person responsible for the child’s care” means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- M L.** “Threatened injury” means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child’s care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A.** A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.
- B.** If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends

and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred and may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The

agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school

officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 4 6, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

421 GIFTS TO EMPLOYEES AND SCHOOL BOARD MEMBERS

Board Adopted: September 4, 2018

Board Revised: October 2019

I. PURPOSE

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees and school board members.

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.
- B. A violation of this policy occurs when any employee solicits, accepts, or receives, either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.
- C. A violation of this policy occurs when any employee solicits, accepts, or receives a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature or a plaque with a resale value of \$5 or less with an inscription recognizing an individual for an accomplishment. The superintendent has discretion to determine what value is “insignificant.”
- D. Teachers may accept from publishers free samples of textbooks and related teaching materials.
- E. This policy applies only to gifts given to employees where the donor’s relationship with the employee arises out of the employee’s employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee’s employment with the school district.
- F. An elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer, including the school business official, may not accept a gift from an interested person.

III. DEFINITIONS

- A. “Gift” means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment that is given without something of equal or greater value being received in return.

- B. “Interested person” means a person or a representative of a person or association that has a direct financial interest in a decision that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.
- C. “Financial interest” means any ownership or control in an asset which has the potential to produce a monetary return.

IV. PROCEDURES

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

V. VIOLATIONS

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

Legal References: Minn. Stat. § 10A.07 (Conflicts of Interest)
Minn. Stat. § 10A.071 (Prohibition of Gifts)
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

Cross References: MSBA/MASA Model Policy 209 (Code of Ethics)
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

510 SCHOOL ACTIVITIES
Board Adopted: October 2019

I. PURPOSE

The purpose of this policy is to impart to students, employees, and the community the school district's policy related to the student activity program.

II. GENERAL STATEMENT OF POLICY

School activities provide additional opportunities for students to pursue special interests that contribute to their physical, mental, and emotional well-being. They are of secondary importance in relationship to the formal instructional program; however, they complement the instructional program in providing students with additional opportunities for growth and development.

III. RESPONSIBILITY

- A. The school board expects all students who participate in school-sponsored activities to represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.
- B. The school board expects all spectators at school sponsored activities, including parents, employees, and other members of the public, to behave in an appropriate manner at those activities. Students and employees may be subject to discipline and parents and other spectators may be subject to sanctions for engaging in misbehavior or inappropriate, illegal, or unsportsmanlike behavior at these activities or events.
- C. The superintendent shall be responsible for disseminating information needed to inform students, parents, staff, and the community of the opportunities available within the school activity program and the rules of participation.
- D. Those students who participate in Minnesota State High School League (MSHSL) activities must also abide by the league rules. Those employees who conduct MSHSL activities shall be responsible for familiarizing students and parents with all applicable rules, penalties, and opportunities.
- E. The superintendent shall be responsible for conducting an annual evaluation of school activity programs and presenting the results and any recommendations to the school board.
- F. The school board will ensure that any funds raised for extracurricular activities will be spent only on extracurricular activities.

Legal References: Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)

Cross References: MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 713 (Student Activity Accounting)

516 STUDENT MEDICATION

Board Adopted: June 20, 2011

Board Revised: ~~June 6, 2016~~

October 2019

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

III. REQUIREMENTS

- A. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
- B. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minn. Stat. § 152.22, Subd. 6.
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
- F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new

pharmacy instructions shall be required immediately as well.

- G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minn. Stat. § 121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.
- J. Specific Exceptions:
 - 1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;
 - 2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;
 - 3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
 - 4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;
 - 5. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - a. the school district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
 - b. the inhaler is properly labeled for that student; and

- c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year. In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

6. Medications:

- a. that are used off school grounds;
- b. that are used in connection with athletics or extracurricular activities; or
- c. that are used in connection with activities that occur before or after the regular school day

are not governed by this policy.

7. Nonprescription Medication. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

8. At the start of each school year or at the time a student enrolls in school, whichever is first, a student’s parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:
 - a. possess epinephrine auto-injectors; or
 - b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student’s health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student’s § 504 plan.

9. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician’s note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

K. “Parent” for students 18 years old or older is the student.

L. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school’s supply of epinephrine auto-injectors.

Legal References: Minn. Stat. § 13.32 (Student Health Data)
Minn. Stat. § 121A.21 (Hiring of Health Personnel)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model

Policy)

Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)

Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)

Minn. Stat. § 151.212 (Label of Prescription Drug Containers)

Minn. Stat. § 152.22 (Medical Cannabis; Definitions)

Minn. Stat. § 152.23 (Medical Cannabis; Limitations)

20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References:

MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

534 UNPAID MEAL CHARGES

School Board Adopted: August 7, 2017

Board Revised: August 19, 2019

[Note: United States Department of Agriculture (USDA) Policy Memorandum SP 46-2016 requires all School Food Authorities (i.e., school districts) operating federal school meal programs to have a written and clearly communicated system to address unpaid meal charges by July 1, 2017. USDA Policy Memorandum SP 23-2017 clarified that school districts could adopt a "policy" or "standard practice." Although this document is styled as a "policy," school districts may establish and implement a set of written procedures instead of a policy, provided that the written document explains how the school district will handle situations where students eligible to receive reduced-price or paid meals do not have money in their account or in hand to cover the cost of their meals at the time of service. The policy or standard practice must be implemented throughout the school district.]

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for school meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

- A. Students have use of a meal account. When the balance reaches zero, a student may charge no more than 5 meals to this account. When an account reaches this limit, a student shall not be allowed to charge further meals or a la carte items until the negative account balance is paid. Money can be deposited into your child's meal account by sending cash or check to the school office, by using credit/debit cards on line at our school district website or by mailing the payment to the Bagley Public School District Office, 202 Bagley Avenue NW, Bagley, MN 56621
- B. If the school district receives school lunch aid under Minn. Stat. § 124D.111, it must make lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance.
- C. A student with an outstanding meal charge debt will be allowed to purchase a meal if the student pays for the meal when it is received.
- D. The school district may provide an alternate meal that meets federal and state requirements to a student who does not have sufficient funds in the student's account or cannot pay cash for a meal. The school district will accommodate special dietary needs with respect to alternate meals. The cost of the alternative meal will be charged to the student's account or otherwise charged to the student.
- E. When a student has a negative account balance, the student will not be allowed to charge ala carte items.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

- A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.
- B. Families will be notified of an outstanding negative balance once the negative balance reaches a balance below zero. Families will be notified by automated calling system on Wednesday evening at 6:00 p.m. with a friendly reminder for payment on account and a paper billing is sent to all students who carry a deficit on their meal account, requesting payment.

- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program.

IV. UNPAID MEAL CHARGES

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.
- B. The school district will make reasonable efforts to collect unpaid meal charge classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Seniors are provided with documentation of any outstanding debts, including meal account deficits, two weeks prior to graduation.
- D. Negative balances of more than \$50.00, not paid prior to *end of the school year*, will be turned over to the superintendent's office for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- E. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- F. **The school district may not deny any student the opportunity to participate in graduation ceremonies or other commencement activities due to unpaid meal charges.**

V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year;
 - 2. students and families who transfer into the school district, at the time of enrollment; and
 - 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post the policy on the school district's website, in addition to providing the required written notification described above.

Legal References: Minn. Stat. § 124D.111, Subd. 4
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A
Minn. Op. Atty. Gen. 169j (May 14, 2019) (Letter to Ricker)

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

Board Adopted: August 15, 2011

Board Revised: ~~November 19, 2018~~ October 2019

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with creating the world’s best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the “world’s best workforce” in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:
 - 1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, rigorous courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

- F. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
 - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;
 - 2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;
 - 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
 - 4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
 - 5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
7. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning. *These skills include the following:

[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]

- a. reading, writing, speaking, listening, and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
 - d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information,

enhance learning, solve problems, and increase human productivity.

3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
 4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
 - a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
 5. Students will be given the opportunity to acquire human relations skills necessary to:
 - a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.
- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.

1. The school district ~~shall~~ **must** identify, before the end of kindergarten, grade 1, and grade 2, **all** students who are not reading at grade level ~~before the end of the current school year and shall identify~~
2. ~~s~~Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher **must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.**

[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]

3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment **and annually reported summary assessment results to the Commissioner of Education by July 1.**
4. **The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students with:**
 - a. **Dyslexia, using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist; or**
 - b. **Convergence insufficiency disorder.**
5. **A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.**
- ~~2~~ **6.** At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student and the student's progress; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

- ~~3~~ **7.** For each student who is not reading at or above grade level, the school district

shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

603 CURRICULUM DEVELOPMENT

Board Adopted: August 15, 2011

Board Revised: ~~August 19, 2019~~ October 2019

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

- A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area. Please refer to Bagley School District Curriculum Review Cycle.
- B. Building principals will set up a process by which curricular site teams will work collaboratively to review research best practices and make curricular recommendations for adoption and acquisition. The building principals will also lead a process for staff curriculum writing, embedding state standards and creating a school district curriculum map for each curricular area under review. The K-12 curriculum maps will be posted to the school district website upon completion.
- C. A district curriculum advisory committee shall provide assistance when needed at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its learning sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.
- D. **Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minn. Stat. § 120B.12, Subd. 2.**

E D. Within the ongoing process of curriculum development, the following needs shall be addressed:

1. Provide for articulation of courses of study from kindergarten through grade twelve.
2. Identify minimum objectives for each course and at each elementary grade level.
3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives. See school district "Curriculum Review Cycle".
4. Provide a program for ongoing monitoring of student progress.
5. Provide for specific, particular, and special needs of all members of the student community.
6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.
7. Integrate required and elective course standards in the scope and sequence (mapping) of the district curriculum.
8. Meet all applicable requirements of the Minnesota Department of Education and the federal law.

F E. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. § 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.

G F. It shall be the responsibility of the superintendent to keep the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and to periodically present recommended modifications for school board review and approval.

H G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References:

- Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
- Minn. Stat. § 120B.11 (School District Process)
- Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
- Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)
- Minn. Rules Part 3500.0550 (Inclusive Educational Program)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
(repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language
Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for
IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School
Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

613 GRADUATION REQUIREMENTS

Board Adopted: February 3, 2014

Board Revised: ~~November 19, 2018~~ October 2019

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students entering grade 8 in the 2012-2013 school year and later must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards on a nationally normed college entrance exam. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- E. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- F. ~~"GRAD" means the graduation required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.~~

IV. TEST ADMINISTRATOR

Amy Kent shall be named the school district test administrator. Said person shall be in

charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A. ~~encouragement to participate on a nationally normed college entrance exam in grade 11 or grade 12;~~
- A B. ~~a~~Achievement and career and college readiness ~~tests~~ in mathematics, reading, and writing, ~~as measured against. The tests must have~~ a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation. ~~In addition, the tests must ensure that the foundational knowledge and skills for students' successful performance in postsecondary employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's postsecondary admission requirements. To the extent available, the tests should:~~ and which facilitates the
 - 1. ~~monitoring of~~ students' continuous development of and growth in requisite knowledge and skills; ~~analyze analysis of~~ students' progress and performance levels, ~~identifying identification of~~ students' academic strengths and ~~diagnosing diagnosis of~~ areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and
 - 2. ~~based on analysis of students' progress and performance data, determine determination of~~ students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student~~based on analysis of students' progress and performance data;~~ and
- B C. consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

- C D. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D E. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student’s knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E F. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college ~~must be~~ **are** actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment ~~under this subdivision~~ to graduate from high school.
- F G. A student’s progress toward career and college readiness must be recorded on the student’s high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, ~~geometry, statistics, and probability, or its equivalent,~~ sufficient to satisfy all of the academic standards in mathematics.
- C. ~~Students in the graduation class of 2015 and beyond must complete a~~ An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit in biology; (b) one chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Three and one-half credits of social studies, encompassing at least United

States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- G. A minimum of seven elective credits.
- H. Credit equivalencies
 - 1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
 - 3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
 - 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
 - 5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic

standards:

1. School District Standards, Health (K-12);
 2. School District Standards, Career and Technical Education (K-12); and
 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
1. Minnesota Academic Standards, English Language Arts K-12;
 2. Minnesota Academic Standards, Mathematics K-12;
 3. Minnesota Academic Standards, Science K-12;
 4. Minnesota Academic Standards, Social Studies K-12; and
 5. Minnesota Academic Standards, Physical Education K-12;.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;

- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References:

- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
- Minn. Stat. § 120B.018 (Definitions)
- Minn. Stat. § 120B.021 (Required Academic Standards)
- Minn. Stat. § 120B.023 (Benchmarks)
- Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
- Minn. Stat. § 120B.07 (Early Graduation)
- Minn. Stat. § 120B.11 (School District Process)
- Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
- Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- ~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
- 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

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

Negotiations Summary Truancy Tracker/Coordinator:

10-14-19

- Salary schedule will increase 2 percent year one and 2 percent year two.
- District health insurance contribution increased to \$8,100 from \$7,900, up to \$1,900 matching to a District approved 403b plan.
- Personal leave days increased to 3 per year, no carryover to the next year.
- One additional holiday added, the Day After Thanksgiving.

Negotiations Summary Dean of Students 10-14-19:

- Annual salary increased by 3 percent year one and 3 percent year two.
- Personal days increased to 3 per year. No carryover days.
- District allowance for health insurance increased to \$8,100 from \$7,900 per year. Up to \$2,100 matching to a District approved 403b plan.

Negotiations Summary District Technology Coordinator:

10-14-19:

- Salary will be increased 2 percent year one and 2 percent year two.
- District contribution to health insurance will increase to \$8,100, up to \$2,000 matching to a District approved 403b plan.
- Annual contract length will be 190 days.

Negotiations Summary Director of Community Education/Area Learning Program 2019-2021:

- Year one (1) salary increased to \$66,334 (Step 5), with an increase of 3% for year two (2).
- Annual contract length increased from 210 days to 220 days.
- District insurance contribution increased from \$7,900 to \$8,100/year.
- District approved 403b plan matching changed to \$2,100 from \$2,000.

10-7-18 Addition:

Bereavement Leave: The Director of Community Education shall be granted bereavement leave for a death within the Director of Community Education's immediate or close family. The time utilized shall be a reasonable amount and shall be determined after conferencing with the Superintendent. Days utilized will not be deducted from sick leave.

Negotiations Summary District Assessment/Media Center Coordinator:

10-14-19

- Salary will increase 2 percent year one and 2 percent year two.
- District contribution to insurance/403b will increase to \$8,100 with up to \$1,900 matching to a District approved 403b plan.
- Additional personal leave day added to a total of 3 per year, no carryover to the next year.

Negotiations Summary Head of Transportation 2019-2021

- Salary will increase 3% year one and 3% year two.
- Added under Annual Contract Length: “If the Transportation Director has to cover a bus route he shall be compensated at the sub rate of pay for that route.”
- Yearly District contribution to health insurance/LTD insurance, and/or District approved 403b will increase to \$8100 from \$7900.
- One additional sick leave day will be added to total 12 per year.
- Two additional paid holidays will be added: Christmas Eve Day, and the day after Thanksgiving.

Negotiations Summary Bus Drivers 2019-2021:

- Salary schedule will increase 2.5% year one and 2.5% year two on all steps.
- Item 4, Excess Miles. Drivers will be paid \$9.20 per excess mile per month for regular routes exceeding 50 miles per day, up from \$9.10.
- Item 5, Empty Miles. Added “and 10 miles after the last drop off in the afternoon”.
- Item 6, FHL Academy Stop. Rate will increase from \$3.50 to \$3.55 per morning stop and per afternoon stop.
- Item 7, Hourly Pay. Off contract extra duties shall be paid \$22.75 per hour, up from \$22.50 per hour.
- Item 8, High Disciplinary Referral Routes, removed “for FY 2018 and FY 2019 only” from the prior contract.
- Item 9, Bus Storage, B., Drivers will be reimbursed for plugging their bus into electricity at an annual rate of \$125.00, up from \$100.00
- Item 20, Extra-Curricular Schedule. Rate schedule increased by 1%. Activity Bus Pay, Drivers will receive \$53.00 for Tuesday and Thursday Academic Activities, up from \$52.50.
- Item 21. Special Transport Pay. Rate schedule increased as follows:
 - \$21.25 23 miles or less
 - \$30.30 24-34 miles
 - \$42.40 35-44 miles
 - \$50.50 45-54 miles
 - \$55.60 55+miles
- Added item 23. “Driver Referral: \$200 for driver referral to referring person after new driver has six (6) months of successful service in t he District”.