

MEMO TO: Board of Education  
TOPIC: Regular School Board Meeting  
FROM: Steve D. Cairns, Superintendent  
DATE: June 15, 2016

A Regular School Board Meeting of the Board of Education will be held June 20, 2016 at 7:30 PM in the High School Room 101.

### Agenda

**1. CALL TO ORDER**

A. Pledge - Chairman Broden

**2. PREVIEW OF AGENDA**

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

**3. ADDITIONS TO THE AGENDA**

**4. CONSENT AGENDA**

A. Minutes - June 6	5
B. Monthly Invoices - June 2016 - \$123,699.10 - Ck# 57083-57170	8
C. Hand Payables - May 2016 - \$162,236.47 - Ck# 31282 - 31338	25
D. Statement of Cash Balances - May 2016 - \$3,511,440.04	41
E. Budget Comparison	42
F. Wires Payments - May 2016 - \$642,779.17	43
G. Auxiliary Reports	47

**5. COMMUNICATIONS**

A. Select Community Members to serve on the Curriculum Advisory Committee	
B. Pennies for Patients Thank You	50

**6. STUDENT INPUT AND RECOGNITION**

**7. PUBLIC PARTICIPATION**

**8. COMMITTEE REPORTS**

- A. Transportation
- B. Policy
- C. Facilities

- D. Negotiations
- E. Athletics
- F. Security
- G. Wellness
- H. Other

**9. REPORTS AND PRESENTATIONS**

- A. K-6 Literacy Plan & Read Well By Third Grade Plan - Lee Furuseth 51

**10. SCHOOL BOARD ACTION**

**A. RESOLUTION ACCEPTING GIFTS/DONATIONS  
TO INDEPENDENT SCHOOL DISTRICT #162–BAGLEY**

**WHEREAS** the following ;therefore, **BE IT RESOLVED** by the School Board of Independent School District #162–Bagley School Board does hereby accepts the following donation:

- \* \$500 from Clearwater Trailblazers for Summer Recreation
- \* \$5,000 from Garden Valley Telephone for Track/Football Sign
- \* \$5,000 from Bagley Co-op for Track/Football Sign
- \* \$1,000 from Friborg Contracting for Track/Football Sign
- \* \$5,000 from Nei Bottling for Track/Football Sign
- \* \$10,000 from Sanford Health for Track/Football Sign
- \* \$3,600 from Watchfire Signs for Track/Football Sign
- \* \$412.76 from Target for Elementary School
- \* \$221.04 from Target for High School
- \* \$700.00 from Choice Therapy for Summer Recreation

**B. Staffing**

- 1) Hire - Carl Jacobs, Special Education, ASD Teacher
- 2) Hire - Andrew Floyd, Elementary Teacher
- 3) Resignation - Matt Penner, Health & Physical Education Teacher
- 4) Tenure - David Christensen, Special Education Teacher
- 5) Tenure - Maria Bjorklund, Spanish Teacher
- 6) Non-Renewal - Expired License - Charles Rerick 68
- 7) Renew Contract for 2nd Year Teacher - Ashley Nordlund

**C. Year End Procedures**

To authorize the Superintendent to pay all outstanding bills through June 30, make fund and budget adjustments to close out the funds for the 2015-2016 school year

to prepare for the annual school audit.

D. BHS Parking Lots Seal Coating & Striping

Accept Pitch Black Sealcoating to clean lot, seal cracks, hot patch repair 7-areas, paint markings for Lot #1, #2 and #3. Minnesota Seal Coating & Striping did not include hot patch repairs.

Minnesota Sealcoating & Striping = \$16,500

Pitch Black Sealcoating = \$20,241.60

E. Elementary School Gym Door Replacement

Accept Vercon, Inc. bid for door replacement and hardware. Clarity Glass did not include any key cylinders or door closers.

1. Vercon, Inc. = \$8,093.86

2. Clarity Glass = \$7,429.00

F. School District Insurance Bids.

Property coverage, property extensions, equipment breakdown, inland marine, crime coverage, general liability, educators legal, automobile coverage, excess liability. Dave Decker, Steve Cairns and Adam Broden recommend to carry the School District's Insurance with the Minnesota Insurance Scholastic Trust (MIST). Bid Proposals will be available at the Board table.

1. Minnesota Insurance Scholastic Trust = \$53,451.19

2. Vaaler Education Insurance = \$70,822.88

3. Lindfors Insurance Agency = \$91,165.00

G. Dance Chaperones Compensation

H. First Reading and Comments

- |   |    |
|---|----|
| 1) Policy 524 - Bagley Independent School District 162 Electronic Technologies<br>Acceptable Use and Internet Safety Policy - <b>REVISION</b> | 70 |
| 2) Policy 721 - Uniform Grant Guidance Policy Regarding Federal Revenue Sources -<br><b>NEW</b>   | 78 |

I. Policy Second Reading, Comments and Adoption

- |  |     |
|--|-----|
| 1) Policy 532 - Use of Peace Officers and Crisis Teams to Remove Students with IEPs<br>from School Grounds - <b>REVISION</b> | 92  |
| 2) Policy 550 - Policy Regulating Drivers Training - <b>REVISION</b>   | 97  |
| 3) Policy 612-1 Development of Parental Involvement Policies for Title I Programs -<br><b>NEW</b>                            | 102 |
| 4) Policy 616 - School District System Accountability - <b>REVISION</b>  | 107 |
| 5) Policy 801 - Equal Access to School Facilities - <b>NEW</b>   | 113 |
| 6) Policy 806 - Crisis Management Policy & 806F For Assistance in Drafting A<br>Crisis Management Plan - <b>REVISION</b>     | 116 |

J. Appoint an Interim School Board Member 151

K. Adoption of Preliminary Budget 2016-2017 152

**11. NEXT MEETINGS AGENDA ITEMS - *Chairman Broden***

**12. MEETING SCHEDULE - *Chairman Broden***

The next School Board meeting will be held on Monday, July 18, 2016, at 7:30 p.m. in High School Room 101.

**13. ADJOURNMENT**

**14. SCHOOL BOARD ACTION**

**BAGLEY PUBLIC SCHOOLS  
REGULAR SCHOOL BOARD MEETING  
JUNE 6, 2016  
MINUTES**

The regular meeting of the School Board, Independent School District #162 was held on Monday, June 6, 2016, at 7:30 p.m. in High School Room 101. Members present: Adam Broden, Wendy Fultz, Amy Fontaine, LeAnn Agnes, Toby Anderson, Kathy Clark and Superintendent Cairns. Members absent: None.

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

1. A motion was made by Wendy Fultz, seconded by Kathy Clark to move forward with appointing an interim School Board Member to serve until a new member can be elected in the General Election. Motion passed 6-0.
2. A motion was made by Amy Fontaine, seconded by LeAnn Agnes and carried to approve the following consent agenda items:
  - A. Minutes – May 16
  - B. Policy 526 – Hazing Prohibition
  - C. Policy 531 – The Pledge of Allegiance
  - D. Policy 601 – School District Curriculum
  - E. Policy 603 – Curriculum Development
  - F. Policy 709 & 709F – Student Transportation Safety Policy
  - G. Policy 807 – Health and Safety PolicyMotion passed 6-0.
3. Superintendent Cairns updated the Board on the last day of school enrollment and comparison reports.
4. Chairman Broden announced Louis Larson, Bayli Dukek, Camille Merschman, Kennedy Soderstrom, Devin Lykins, and Kendra Willberg were the May 18 Athletes of the Week and Jacob Seifert and Sarah Hecht were the May 24 Athletes of the Week.
5. Chairman Broden announced that Kathryn Stately, Eleanor Kaiser, Marshal Hanson, DaniAnn Goodwin, Mason Mudge, Kaylie Bjerke, Dennis Goodwin, Linsey LaFerriere, George Neeland, Genevieve Lundberg, Brett Berg, Cole Johnson, Jayda Reeves, Brooke Erickson, Kaydence Jorgenson, Miraje Bliss, Treyton Broden, Tyler Lafontaine, Joshua Gerbracht, Kaydence Molde, Caliana Francis, Kade Otting, Kyla Jacobs, Nicholas Agnew, Dante Frank, Jory Fultz, Mariah Hanse, Logan Merschman and Micah Armstrong were the April Elementary School Student of the Month.
6. A motion was made by Wendy Fultz, seconded by Amy Fontaine to merge the Junior-High and Senior High Dances into 7<sup>th</sup> – 12<sup>th</sup> Dances, increase the number of chaperones to 6 per dance and requested an increase chaperone compensation to \$70 per four-hour dance (\$50 is the contract compensation?) . The School Board asked the Student Council to give an update after their first dance. Motion passed 6-0.
7. Adam Broden volunteered to review the insurance bids.
8. A reading of the following policies were held:
  - Policy 532 – Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
  - Policy 550 – Policy Regulating Drivers Training

Policy 612-1 – Development of Parental Involvement Policies for Title I Programs  
Policy 616 – School District System Accountability  
Policy 801 – Equal Access to School Facilities  
Policy 806 – Crisis Management Policy

9. A motion was made by Amy Fontaine, seconded by Kathy Clark to accept Naylor’s Heating & Refrigeration dishwasher bid in the amount of \$26,366.87. Motion passed 6-0.
10. A motion was made by Amy Fontaine, seconded by Toby Anderson, to revise Policy 417 – Chemical Use and Abuse. Motion passed 6-0.
11. A motion was made by Wendy Fultz, seconded by Amy Fontaine to revise Policy 418 – Drug-Free Workplace/Drug-Free School Policy and 418F – Drug-Free Workplace/Drug-Free School Policy Acknowledgement Form. Motion passed 6-0.
12. A motion was made by Kathy Clark, seconded by Amy Fontaine to revise Policy 502 – Search of Student Lockers, Desks, Personal Possessions and Student’s Person. Motion passed 6-0.
13. A motion was made by LeAnn Agnes, seconded by Toby Anderson to revise Policy 506 – Student Discipline and 506F – Notice of Suspension Form. Motion passed 6-0.
14. A motion was made by Kathy Clark, seconded by Amy Fontaine, to revise Policy 516 – Student Medication, 516F1 – Over the Counter Medication Authorization of Administration of Medication Form, and 516F2 – Prescription Medication Form. Motion passed 6-0.
15. A motion was made by Amy Fontaine, seconded by Toby Anderson to revise Policy 522 – Student Sex Nondiscrimination Policy and 522F – Unlawful Sex Discrimination Toward a Student Form. Motion passed 6-0.
16. A motion was made by Amy Fontaine, seconded by Wendy Fultz to accept the resignation of Emily Stynsberg. Motion passed 6-0.
17. A motion was made by Amy Fontaine, seconded by LeAnn Agnes to hire Jenna Teich as an elementary art teacher contingent upon receipt of a satisfactory background check and licensure. Motion passed 6-0.
18. A motion was made by LeAnn Agnes, seconded by Toby Anderson to hire Dava Maruska as food service support staff contingent upon receipt of a satisfactory background check. Motion passed 6-0.
19. A motion was made by Toby Anderson, seconded by Kathy Clark to hire Katie Colsen as food service support staff contingent upon receipt of a satisfactory background check. Motion passed 6-0.
20. A motion was made by LeAnn Agnes, seconded by Amy Fontaine to authorize the transfer of the Quit Claim Deed of the School District No. 4 (old Minerva School) property legally described as follows:  
*Any interest in Lot Four(4), Section Fourteen (14), Township One Hundred Forty-seven (147) North, Range Thirty-seven (37) West of the Fifth P.M.*  
to Leroy J. Herman & Arlys M. Herman. Motion passed 6-0.
21. A motion was made by Amy Fontaine, seconded by Toby Anderson to authorize the updates to the School Website. Motion passed 6-0.

22. ITEMS FOR THE NEXT AGENDA:

- A. School Board Policy – 1<sup>st</sup> and 2<sup>nd</sup> Readings
- B. Appoint an Interim School Board Member
- C. Commercial Liability and Vehicle Insurance Bids

23. The next meeting of the School Board will be held on Monday, June 20, 2016, at 7:30 p.m. in High School Room 101.

24. A motion was made by Amy Fontaine to adjourn the meeting at 8:19 p.m. Motion passed 6-0.

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

Wendy Fultz, Clerk  
School Board  
Ind. School District #162

## Bagley Public Schools #162 June 2016 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	57083	01725		AMERIPRIDE LINEN, INC.		Check		
				E 01	300 255 000 305 000	Fees For Services-Industrial Tech		\$30.02	
		Voucher #: 62354	Invoice		Invoice No: 3500913888	6/20/2016	Paid Amt:		\$30.02
				E 01	300 361 830 305 000	Consulting/Fees For Services		\$47.31	
		Voucher #: 62355	Invoice		Invoice No: 3500913891	6/20/2016	Paid Amt:		\$47.31
				E 01	005 760 720 305 000	Fees For Services-Reg Transportation		\$35.00	
		Voucher #: 62356	Invoice		Invoice No: 3500913921	6/20/2016	Paid Amt:		\$35.00
								Check Amount:	\$112.33
0162	FNB	57084	02343		AMSTERDAM PRINITNG AND LITHO		Check		
				B 01	131 000	CUSTOM CALENDARS - PLEASE SEE ATTA		\$342.13	
		Voucher #: 62398	Invoice		Invoice No: 5299570	6/20/2016	Paid Amt:		\$342.13
								Check Amount:	\$342.13
0162	FNB	57085	03349		ARROW PRINTING		Check		
				B 01	131 000	PLEASE SEE ATTACHED QUOTE		\$413.40	
		Voucher #: 62329	Invoice		Invoice No: 80595, 80598	6/20/2016	Paid Amt:		\$413.40
								Check Amount:	\$413.40
0162	FNB	57086	04945		BAGLEY BAKERY		Check		
				E 01	100 203 000 490 000	DONUTS FOR TRACK & FIELD DAY		\$36.00	
		Voucher #: 62159	Invoice		Invoice No: 963575	6/20/2016	Paid Amt:		\$36.00
				E 02	005 770 701 490 000	Food-Lunches		\$30.25	
		Voucher #: 62164	Invoice		Invoice No: 963576	6/20/2016	Paid Amt:		\$30.25
								Check Amount:	\$66.25
0162	FNB	57087	18860		BAGLEY COOP OIL ASSN.		Check		
				E 01	100 050 000 401 000	SUBS FOR INTERVIEWS		\$58.09	
		Voucher #: 62325	Invoice		Invoice No: 656180	6/20/2016	Paid Amt:		\$58.09
				E 01	300 050 000 401 000	PEPPERONI PIZZA		\$24.00	
				E 01	300 050 000 401 000	SAUSAGE PIZZA		\$24.00	
				E 01	300 050 000 401 000	Freight		\$0.40	
		Voucher #: 62326	Invoice		Invoice No: 656293	6/20/2016	Paid Amt:		\$48.40
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$16.15	
				E 01	310 810 000 440 000	Heating Fuel-Maintenance		\$62.65	
				E 01	005 760 720 440 000	Fuels-Reg Transportation		\$10,232.06	
		Voucher #: 62327	Invoice		Invoice No: MAY16	6/20/2016	Paid Amt:		\$10,310.86
				E 01	300 292 000 490 295	Food-Athletic Support		\$429.94	
		Voucher #: 62328	Invoice		Invoice No: MAY2016	6/20/2016	Paid Amt:		\$429.94
								Check Amount:	\$10,847.29
0162	FNB	57088	05980		BAGLEY MERCANTILE HARDWARE,INC		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$143.29	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	57088	05980		<b>BAGLEY MERCANTILE HARDWARE, INC</b>		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$36.99	
		Voucher #: 62319	Invoice		Invoice No: MAY16	6/20/2016			
								Paid Amt:	\$180.28
								Check Amount:	\$180.28
0162	FNB	57089	07813		<b>BEMIDJI CHRYSLER CENTER</b>		Check		
				E 01	005 760 720 305 000	Fees For Services-Reg Transportation		\$40.00	
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$84.75	
		Voucher #: 62132	Invoice		Invoice No: 282904	6/20/2016			
								Paid Amt:	\$124.75
								Check Amount:	\$124.75
0162	FNB	57090	08280		<b>BEMIDJI REGIONAL INTERDISTRICT</b>		Check		
				E 01	100 420 740 399 000	Purchase of Spec Ed Contracted		\$9,412.92	
		Voucher #: 62123	Invoice		Invoice No: 051716	6/20/2016			
								Paid Amt:	\$9,412.92
								Check Amount:	\$9,412.92
0162	FNB	57091	08625		<b>BEMIDJI WELDERS SUPPLY</b>		Check		
				E 01	300 255 000 430 000	Instructional Supply-Industrial Tech		\$85.50	
		Voucher #: 62184	Invoice		Invoice No: B16050016	6/20/2016			
								Paid Amt:	\$85.50
								Check Amount:	\$85.50
0162	FNB	57092	1090		<b>BJORKLUND COMPENSATION CONSULTING, LLC</b>		Check		
				E 01	005 110 000 305 000	Fees For Services-Business Office		\$405.00	
		Voucher #: 62314	Invoice		Invoice No: 00003649	6/20/2016			
								Paid Amt:	\$405.00
								Check Amount:	\$405.00
0162	FNB	57093	21671		<b>BLICK ART MATERIALS</b>		Check		
				E 01	300 211 000 401 199	12915-3524 FLAME RED 24"X60" FADELESS		\$12.36	
				E 01	300 211 000 401 199	SHIPPING		\$4.95	
		Voucher #: 62126	Invoice		Invoice No: 6044664	6/20/2016			
								Paid Amt:	\$17.31
								Check Amount:	\$17.31
0162	FNB	57094	12219		<b>BSN SPORTS</b>		Check		
				E 01	300 211 000 401 199	6406XXXX 4" X 84" GAMECRAFT MAT TAPE		\$89.94	
				E 01	300 211 000 401 199	SHIPPING		\$15.29	
		Voucher #: 62128	Invoice		Invoice No: 97905904	6/20/2016			
								Paid Amt:	\$105.23
		Voucher #: 62309	Invoice		Invoice No: 97920338	6/20/2016			
								Paid Amt:	\$78.70
		Voucher #: 62357	Invoice		Invoice No: 97949013	6/20/2016			
								Paid Amt:	\$197.85
		Voucher #: 62389	Invoice		Invoice No: 97938428	6/20/2016			
								Paid Amt:	\$781.95
		Voucher #: 62395	Invoice		Invoice No: 97970931	6/20/2016			
								Paid Amt:	\$73.45

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0162	FNB	57094	12219		<b>BSN SPORTS</b>		Check	
				B 01	131 000	MSFLAGSRPK EXTRA FLAGS - YELLOW - S		\$35.34
				B 01	131 000	MSFLAGSRPK EXTRA FLAG - RED - SET OF		\$35.34
				B 01	131 000	PAA660XX ACME THUNDOVER 660 PLASTIC		\$29.99
				B 01	131 000	SHIPPING		\$17.12
		<b>Voucher #:</b>	<b>62396</b>	Invoice	<b>Invoice No:</b>	97974217		
						<b>6/20/2016</b>		
							<b>Paid Amt:</b>	<b>\$117.79</b>
							<b>Check Amount:</b>	<b>\$1,354.97</b>
0162	FNB	57095	14518		<b>CDWG, INC.</b>		Check	
				E 01	005 810 000 401 181	PLEASE QUOTE 1BN1KXF		\$853.27
		<b>Voucher #:</b>	<b>62122</b>	Invoice	<b>Invoice No:</b>	CZK9334, CZR7725		
						<b>6/20/2016</b>		
							<b>Paid Amt:</b>	<b>\$853.27</b>
							<b>Check Amount:</b>	<b>\$853.27</b>
0162	FNB	57096	1192		<b>CENTER FOR AUTHENTIC INTELLECTUAL WORK</b>		Check	
				E 01	300 640 316 305 000	Fees For Services-Staff Development		\$6,250.00
		<b>Voucher #:</b>	<b>62377</b>	Invoice	<b>Invoice No:</b>	1370		
						<b>6/20/2016</b>		
							<b>Paid Amt:</b>	<b>\$6,250.00</b>
							<b>Check Amount:</b>	<b>\$6,250.00</b>
0162	FNB	57097	21200		<b>DAROOS INC.</b>		Check	
				E 04	005 505 321 401 000	General Supplies-Comm Ed		\$22.44
		<b>Voucher #:</b>	<b>62175</b>	Invoice	<b>Invoice No:</b>	1		
						<b>6/20/2016</b>		
							<b>Paid Amt:</b>	<b>\$22.44</b>
				E 01	005 105 000 490 150	Food-ECI		\$58.14
		<b>Voucher #:</b>	<b>62183</b>	Invoice	<b>Invoice No:</b>	4		
						<b>6/20/2016</b>		
							<b>Paid Amt:</b>	<b>\$58.14</b>
							<b>Check Amount:</b>	<b>\$80.58</b>
0162	FNB	57098	21505		<b>DEMCO INC.</b>		Check	
				B 01	131 000	DA147-0722 LABEL HOLDERS		\$186.86
				B 01	131 000	DA122-2802 CLEAR TAPE - 1"X30 YDS		\$10.06
				B 01	131 000	DA164-7106 CLEAR POLYPROPYLENE - 3.5		\$41.52
				B 01	131 000	DA142-1617 PAPER SPINE LABELS		\$31.40
				B 01	131 000	DA138-2930 DATE DUE SLIPS		\$33.12
				E 01	100 203 000 401 000	General Supplies-Elem		(\$18.07)
		<b>Voucher #:</b>	<b>62391</b>	Invoice	<b>Invoice No:</b>	5889450		
						<b>6/20/2016</b>		
							<b>Paid Amt:</b>	<b>\$284.89</b>
							<b>Check Amount:</b>	<b>\$284.89</b>
0162	FNB	57099	21752		<b>DISCOUNT MAGAZINE SUBS SERV IN</b>		Check	
				B 01	131 000	RENEWAL SUBSCRIPTIONS - PLEASE SEE		\$265.69
		<b>Voucher #:</b>	<b>62376</b>	Invoice	<b>Invoice No:</b>	65769		
						<b>6/20/2016</b>		
							<b>Paid Amt:</b>	<b>\$265.69</b>
				B 01	131 000	RENEWAL SUBSCRIPTIONS - SEE ATTACH		\$606.59
		<b>Voucher #:</b>	<b>62424</b>	Invoice	<b>Invoice No:</b>	6254088		
						<b>6/20/2016</b>		
							<b>Paid Amt:</b>	<b>\$606.59</b>
							<b>Check Amount:</b>	<b>\$872.28</b>

## Bagley Public Schools #162 June 2016 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	57100	23354		<b>ECOLAB</b>		Check		
				E 02	005 770 701 401 000	General Supplies-Lunches		\$420.46	
		Voucher #: 62412	Invoice		Invoice No: 2096017	6/20/2016	Paid Amt:	\$420.46	
							Check Amount:	\$420.46	
0162	FNB	57101	25968		<b>EVCO PETRO PRODUCTS, INC.</b>		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$425.63	
		Voucher #: 62344	Invoice		Invoice No: 204230	6/20/2016	Paid Amt:	\$425.63	
							Check Amount:	\$425.63	
0162	FNB	57102	27140		<b>FARMERS PUBLISHING CO., INC.</b>		Check		
				E 01	005 110 000 305 000	Fees For Services-Business Office		\$179.53	
		Voucher #: 62383	Invoice		Invoice No: 39038, 39087	6/20/2016	Paid Amt:	\$179.53	
				B 01	131 000	SUBSCRIPTION RENEWAL - BES MEDIA CE		\$26.00	
		Voucher #: 62384	Invoice		Invoice No: 39179	6/20/2016	Paid Amt:	\$26.00	
				E 01	300 605 320 401 000	SCHOOL BANNERS		\$270.00	
				E 01	300 605 320 401 000	SHIPPING		\$21.26	
		Voucher #: 62385	Invoice		Invoice No: 39473	6/20/2016	Paid Amt:	\$291.26	
				E 01	300 211 000 401 199	General Supplies-Graduation		\$417.01	
		Voucher #: 62386	Invoice		Invoice No: 39476	6/20/2016	Paid Amt:	\$417.01	
							Check Amount:	\$913.80	
0162	FNB	57103	28356		<b>FOLLETT SCHOOL SOLUTIONS, INC.</b>		Check		
				B 01	131 000	BAGLEY ELEM SCHOOL RENEWAL		\$544.51	
				B 01	131 000	BAGLEY HS RENEWAL		\$345.51	
		Voucher #: 62392	Invoice		Invoice No: 1225431	6/20/2016	Paid Amt:	\$890.02	
							Check Amount:	\$890.02	
0162	FNB	57104	28775		<b>FOSSTON CIVIC CENTER</b>		Check		
				E 01	100 203 000 369 101	Team Travel		\$600.00	
		Voucher #: 62173	Invoice		Invoice No: 052416	6/20/2016	Paid Amt:	\$600.00	
							Check Amount:	\$600.00	
0162	FNB	57105	29841		<b>FUN EXPRESS</b>		Check		
				E 04	005 586 332 401 132	PLEASE SEE ATTACHED		\$55.13	
		Voucher #: 62358	Invoice		Invoice No: 678024758-01	6/20/2016	Paid Amt:	\$55.13	
							Check Amount:	\$55.13	
0162	FNB	57106	30521		<b>GALEN'S SUPERMARKET</b>		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$30.36	
		Voucher #: 62378	Invoice		Invoice No: 340927, 231137	6/20/2016	Paid Amt:	\$30.36	
				E 01	300 403 740 433 000	Special Supplies Severe -Profound		\$126.14	
		Voucher #: 62379	Invoice		Invoice No: 400955	6/20/2016	Paid Amt:	\$126.14	
				E 01	100 050 000 401 000	POP		\$19.95	

## Bagley Public Schools #162 June 2016 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	57106	30521		<b>GALEN'S SUPERMARKET</b>		Check		
				E 01	100 050 000 401 000	POP ICE		\$22.68	
		<b>Voucher #: 62380</b>	Invoice		<b>Invoice No: 20063</b>	<b>6/20/2016</b>	<b>Paid Amt:</b>		<b>\$42.63</b>
				E 01	100 050 000 401 000	FRUIT TRAY		\$21.99	
				E 01	100 050 000 401 000	VEGGIE TRAY		\$21.99	
				E 01	100 050 000 401 000	MEAT TRAY		\$49.99	
				E 01	100 050 000 401 000	VEGGIE TRAY		\$39.99	
				E 01	100 050 000 401 000	PLATES		\$6.97	
				E 01	100 050 000 401 000	CRACKERS		\$11.00	
		<b>Voucher #: 62381</b>	Invoice		<b>Invoice No: 10002</b>	<b>6/20/2016</b>	<b>Paid Amt:</b>		<b>\$151.93</b>
								<b>Check Amount:</b>	<b>\$351.06</b>
0162	FNB	57107	30935		<b>GARDEN VALLEY TELEPHONE</b>		Check		
				E 04	005 505 321 320 000	Telephone-Comm Ed		\$15.12	
				E 04	005 580 325 320 000	Telephone -ECFE		\$15.12	
				E 01	310 810 000 320 000	Telephone-Maintenance		\$2,617.15	
		<b>Voucher #: 62293</b>	Invoice		<b>Invoice No: 200626154</b>	<b>6/20/2016</b>	<b>Paid Amt:</b>		<b>\$2,647.39</b>
								<b>Check Amount:</b>	<b>\$2,647.39</b>
0162	FNB	57108	33291		<b>GRAINGER</b>		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$160.00	
		<b>Voucher #: 62393</b>	Invoice		<b>Invoice No: 9131229404</b>	<b>6/20/2016</b>	<b>Paid Amt:</b>		<b>\$160.00</b>
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$77.60	
		<b>Voucher #: 62394</b>	Invoice		<b>Invoice No: 9128205086</b>	<b>6/20/2016</b>	<b>Paid Amt:</b>		<b>\$77.60</b>
								<b>Check Amount:</b>	<b>\$237.60</b>
0162	FNB	57109	35214		<b>HANDYMANS, INC.</b>		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$80.90	
		<b>Voucher #: 62411</b>	Invoice		<b>Invoice No: 421624</b>	<b>6/20/2016</b>	<b>Paid Amt:</b>		<b>\$80.90</b>
								<b>Check Amount:</b>	<b>\$80.90</b>
0162	FNB	57110	36729		<b>HERC-U-LIFT</b>		Check		
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$137.00	
		<b>Voucher #: 62333</b>	Invoice		<b>Invoice No: W276380</b>	<b>6/20/2016</b>	<b>Paid Amt:</b>		<b>\$137.00</b>
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$2.26	
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$56.50	
		<b>Voucher #: 62361</b>	Invoice		<b>Invoice No: W287450</b>	<b>6/20/2016</b>	<b>Paid Amt:</b>		<b>\$58.76</b>
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$169.50	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$386.68	
		<b>Voucher #: 62362</b>	Invoice		<b>Invoice No: W284052</b>	<b>6/20/2016</b>	<b>Paid Amt:</b>		<b>\$556.18</b>
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$137.00	
		<b>Voucher #: 62363</b>	Invoice		<b>Invoice No: W287446</b>	<b>6/20/2016</b>	<b>Paid Amt:</b>		<b>\$137.00</b>

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## Bagley Public Schools #162 June 2016 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	57110	36729		HERC-U-LIFT		Check		
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$137.00	
		Voucher #:	62364	Invoice	Invoice No: W287449	6/20/2016		Paid Amt:	\$137.00
								Check Amount:	\$1,025.94
0162	FNB	57111	36847		HILLYARD, INC.		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$4,132.90	
		Voucher #:	62161	Invoice	Invoice No: 602083219	6/20/2016		Paid Amt:	\$4,132.90
								Check Amount:	\$4,132.90
0162	FNB	57112	39224		INTERQUEST DETECTION CANINES		Check		
				E 01	300 211 000 305 000	Fees For Services-High School		\$315.00	
		Voucher #:	62292	Invoice	Invoice No: 193nm-11	6/20/2016		Paid Amt:	\$315.00
								Check Amount:	\$315.00
0162	FNB	57113	40742		J&K TROPHY HOUSE		Check		
				E 01	005 010 000 401 000	PLEASE SEE ATTACHED LIST FOR CLOCK		\$24.42	
		Voucher #:	62129	Invoice	Invoice No: 051716	6/20/2016		Paid Amt:	\$24.42
				E 01	005 010 000 401 000	General Supplies-School Board		\$35.47	
		Voucher #:	62130	Invoice	Invoice No: 516161	6/20/2016		Paid Amt:	\$35.47
				E 04	005 586 332 401 132	1ST PLACE GOLD MEDALS W/LANYARDS		\$168.00	
				E 04	005 586 332 401 132	2ND PLACE SILVER MEDALS W/LANYARDS		\$182.00	
				E 04	005 586 332 401 132	SHIPPING		\$8.90	
		Voucher #:	62156	Invoice	Invoice No: 518161	6/20/2016		Paid Amt:	\$358.90
				E 01	005 010 000 401 000	General Supplies-School Board		\$9.95	
		Voucher #:	62174	Invoice	Invoice No: 519161	6/20/2016		Paid Amt:	\$9.95
								Check Amount:	\$428.74
0162	FNB	57114	1372		JANELLE PUBLICATION		Check		
				B 01	131 000	1407 SPOT IT		\$13.00	
				B 01	131 000	1401 HOOT OWL HOOT		\$16.00	
				B 01	131 000	1606 BUILD A ROBOT		\$17.00	
				B 01	131 000	1200 POP THE PIG		\$32.00	
				B 01	131 000	Freight		\$7.80	
		Voucher #:	62382	Invoice	Invoice No: 96873	6/20/2016		Paid Amt:	\$85.80
								Check Amount:	\$85.80
0162	FNB	57115	41853		JOHNSON, CLYDE		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$1,500.00	
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$100.00	
		Voucher #:	62334	Invoice	Invoice No: 060616	6/20/2016		Paid Amt:	\$1,600.00
								Check Amount:	\$1,600.00

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## Bagley Public Schools #162 June 2016 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	57116	1368		JONES SCHOOL SUPPLY CO.		Check		
				E 01	100 203 000 401 101	800GO 2" GOLD SEAL		\$30.00	
				E 01	100 203 000 401 101	800SL 2" SILVER SEAL		\$30.00	
				E 01	100 203 000 401 101	800 B2 2" BRONZE SEAL		\$30.00	
				E 01	100 203 000 401 101	SHIPPING		\$5.25	
		<b>Voucher #:</b>	<b>62375</b>	Invoice	<b>Invoice No:</b> 1413924	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$95.25</b>	
							<b>Check Amount:</b>	<b>\$95.25</b>	
0162	FNB	57117	42294		JOSTENS INC		Check		
				E 01	300 211 000 401 199	General Supplies-Graduation		\$10.90	
		<b>Voucher #:</b>	<b>62120</b>	Invoice	<b>Invoice No:</b> 18850276	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$10.90</b>	
				E 01	300 211 000 401 199	HERITAGE HONOR MEDALLIONS		\$48.20	
				E 01	300 211 000 401 199	Freight		\$13.18	
		<b>Voucher #:</b>	<b>62121</b>	Invoice	<b>Invoice No:</b> 690447	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$61.38</b>	
				E 01	300 211 000 401 199	DIPLOMAS		\$171.12	
				E 01	300 211 000 401 199	DIPLOMA COVERS		\$366.16	
				E 01	300 211 000 401 199	Freight		\$29.71	
		<b>Voucher #:</b>	<b>62176</b>	Invoice	<b>Invoice No:</b> 18884689	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$566.99</b>	
							<b>Check Amount:</b>	<b>\$639.27</b>	
0162	FNB	57118	43077		KENNEDY & GRAVEN, CHARTERED		Check		
				E 01	005 010 000 305 000	Fees for Service-School Board		\$1,162.50	
		<b>Voucher #:</b>	<b>62291</b>	Invoice	<b>Invoice No:</b> 131124	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$1,162.50</b>	
				E 01	005 010 000 305 000	Fees for Service-School Board		\$300.00	
		<b>Voucher #:</b>	<b>62323</b>	Invoice	<b>Invoice No:</b> 131584	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$300.00</b>	
							<b>Check Amount:</b>	<b>\$1,462.50</b>	
0162	FNB	57119	05598		KUBIAK'S FAMILY FOODS		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$66.15	
		<b>Voucher #:</b>	<b>62403</b>	Invoice	<b>Invoice No:</b> MAY16	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$66.15</b>	
				E 01	300 211 000 401 301	MEAT TRAY		\$32.00	
				E 01	300 211 000 401 301	VEG TRAY		\$25.00	
				E 01	300 211 000 401 301	FRUIT TRAY		\$25.00	
		<b>Voucher #:</b>	<b>62404</b>	Invoice	<b>Invoice No:</b> 565099-105	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$82.00</b>	
				E 01	300 211 000 430 000	FOOD FOR COOKING - REMAINDER OF TH		\$297.82	
		<b>Voucher #:</b>	<b>62405</b>	Invoice	<b>Invoice No:</b> 565282-105	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$297.82</b>	
				E 01	300 605 320 490 000	BUTTER		\$17.95	
				E 01	300 605 320 490 000	MUSHROOMS		\$36.00	
				E 01	300 605 320 490 000	WHITE ONIONS		\$4.94	
				E 01	300 605 320 490 000	CREAM		\$20.30	
				E 01	300 605 320 490 000	COOKING SHERRY		\$4.19	

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## Bagley Public Schools #162 June 2016 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	57119	05598		<b>KUBIAK'S FAMILY FOODS</b>		Check		
				E 01	300 605 320 490 000	BREAD CRUMBS		\$4.58	
		<b>Voucher #:</b>	<b>62406</b>	Invoice	<b>Invoice No:</b> 540634-106	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$87.96</b>	
				E 01	300 211 000 401 199	REFRESHMENT FOR SENIIOR AWARDS N		\$236.02	
		<b>Voucher #:</b>	<b>62407</b>	Invoice	<b>Invoice No:</b> 543082-106	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$236.02</b>	
				E 01	300 408 740 433 000	Special Supplies- HS EBD		\$35.52	
		<b>Voucher #:</b>	<b>62408</b>	Invoice	<b>Invoice No:</b> 568351-106	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$35.52</b>	
				E 01	100 203 000 401 101	ICE CREAM, ROOTBEER , CUPS, STRAWS		\$67.12	
		<b>Voucher #:</b>	<b>62409</b>	Invoice	<b>Invoice No:</b> 569314-106	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$67.12</b>	
							<b>Check Amount:</b>	<b>\$872.59</b>	
0162	FNB	57120	46113		<b>LINDFORS AGENCY</b>		Check		
				E 01	005 940 000 340 000	Property Insurance		\$474.00	
		<b>Voucher #:</b>	<b>62369</b>	Invoice	<b>Invoice No:</b> 060816	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$474.00</b>	
							<b>Check Amount:</b>	<b>\$474.00</b>	
0162	FNB	57121	46136		<b>LISTROM'S DISPOSAL, INC.</b>		Check		
				E 01	310 810 000 330 000	Utilities-Maintenance		\$2,359.61	
		<b>Voucher #:</b>	<b>62332</b>	Invoice	<b>Invoice No:</b> MAY16	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$2,359.61</b>	
							<b>Check Amount:</b>	<b>\$2,359.61</b>	
0162	FNB	57122	47593		<b>MARCO</b>		Check		
				E 01	100 050 000 401 000	MX-SCX2 STAPLES FOR KONICA 951		\$196.00	
				E 01	100 050 000 401 000	Freight		\$9.37	
		<b>Voucher #:</b>	<b>62359</b>	Invoice	<b>Invoice No:</b> 3381546	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$205.37</b>	
							<b>Check Amount:</b>	<b>\$205.37</b>	
0162	FNB	57123	47595		<b>MARCO, INC.</b>		Check		
				E 01	100 203 000 370 000	Rentals and Leases-Elem		\$1,891.69	
		<b>Voucher #:</b>	<b>62415</b>	Invoice	<b>Invoice No:</b> 306367541	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$1,891.69</b>	
				E 01	300 211 000 370 000	Rentals and Leases-High School		\$1,329.45	
		<b>Voucher #:</b>	<b>62416</b>	Invoice	<b>Invoice No:</b> 306367517	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$1,329.45</b>	
							<b>Check Amount:</b>	<b>\$3,221.14</b>	
0162	FNB	57124	47626		<b>MARK'S HARDWARE</b>		Check		
				E 01	300 361 830 433 000	Special-Voc-Woods		\$346.51	
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$81.83	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$516.47	
				E 01	100 203 000 430 000	Instructional Supply-Elem		\$45.29	
		<b>Voucher #:</b>	<b>62348</b>	Invoice	<b>Invoice No:</b> MAY16	<b>6/20/2016</b>	<b>Paid Amt:</b>	<b>\$990.10</b>	
							<b>Check Amount:</b>	<b>\$990.10</b>	
0162	FNB	57125	51060		<b>MASA</b>		Check		
				B 01	131 000	MASAANNUAL FEE		\$825.00	

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## Bagley Public Schools #162 June 2016 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	57132	1044		MN INDIAN EDUCATION ASSOCIATION		Check		
				E 01	300 605 320 366 000	SHIELA THOMPSON, MARLENA HANSON, Y		\$0.00	
		Voucher #:	62317	Invoice	Invoice No: 19	6/20/2016		Paid Amt:	\$1,400.00
								Check Amount:	\$1,400.00
0162	FNB	57133	51919		MN RURAL ED ASSN.		Check		
				B 01	131 000	MREA DUES RENEWAL		\$2,155.00	
		Voucher #:	62350	Invoice	Invoice No: 6616	6/20/2016		Paid Amt:	\$2,155.00
								Check Amount:	\$2,155.00
0162	FNB	57134	54129		MUSIC INSTRUMENT REPAIR		Check		
				E 01	300 259 000 350 000	BUNDY TRUMPET REPAIR		\$25.00	
				E 01	300 259 000 350 000	BUNDY CLARINET REPAIR		\$85.50	
				E 01	300 259 000 350 000	STRAIGHTEN BENT D KEY		\$10.00	
		Voucher #:	62119	Invoice	Invoice No: 051716	6/20/2016		Paid Amt:	\$120.50
								Check Amount:	\$120.50
0162	FNB	57135	54400		NATIONAL ASSOC. OF FEDERALLY		Check		
				B 01	131 000	Prepaid Expense & Deposit		\$350.00	
		Voucher #:	62419	Invoice	Invoice No: 061416	6/20/2016		Paid Amt:	\$350.00
								Check Amount:	\$350.00
0162	FNB	57136	55660		NAYLOR'S HEATING AND REFRIGERATION, LLC.		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$292.20	
		Voucher #:	62330	Invoice	Invoice No: 118752	6/20/2016		Paid Amt:	\$292.20
				E 01	310 810 000 305 000	Fees For Services-Maintenance		\$366.00	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$695.46	
		Voucher #:	62331	Invoice	Invoice No: 118800	6/20/2016		Paid Amt:	\$1,061.46
								Check Amount:	\$1,353.66
0162	FNB	57137	56769		NETZER'S BEMDIJI FLORAL		Check		
				E 01	005 010 000 401 000	FLOWER FOR THE SCHWEGEL FAMILY - B,		\$30.00	
		Voucher #:	62163	Invoice	Invoice No: 5389	6/20/2016		Paid Amt:	\$30.00
								Check Amount:	\$30.00
0162	FNB	57138	57845		NORTH CENTRAL PARTS & SERVICE		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$85.71	
		Voucher #:	62131	Invoice	Invoice No: 230329	6/20/2016		Paid Amt:	\$85.71
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$634.82	
		Voucher #:	62335	Invoice	Invoice No: 230020	6/20/2016		Paid Amt:	\$634.82
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$215.90	
		Voucher #:	62336	Invoice	Invoice No: 230435	6/20/2016		Paid Amt:	\$215.90
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$174.13	
		Voucher #:	62337	Invoice	Invoice No: 230626	6/20/2016		Paid Amt:	\$174.13

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## Bagley Public Schools #162 June 2016 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	57138	57845		<b>NORTH CENTRAL PARTS &amp; SERVICE</b>		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$95.01	
	Voucher #:	62338	Invoice		Invoice No: 230761	6/20/2016	Paid Amt:	\$95.01	
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$17.39	
	Voucher #:	62339	Invoice		Invoice No: 230773	6/20/2016	Paid Amt:	\$17.39	
							Check Amount:	\$1,222.96	
0162	FNB	57139	58063		<b>NORTH COUNTRY SALT SERVICE, IN</b>		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$272.96	
	Voucher #:	62360	Invoice		Invoice No: 36844	6/20/2016	Paid Amt:	\$272.96	
							Check Amount:	\$272.96	
0162	FNB	57140	58420		<b>NORTHWEST SERVICE COOPERATIVE</b>		Check		
				E 01	300 640 316 366 000	Travel-Staff Development		\$200.00	
	Voucher #:	62414	Invoice		Invoice No: 29134	6/20/2016	Paid Amt:	\$200.00	
							Check Amount:	\$200.00	
0162	FNB	57141	58458		<b>NORTHWEST TIRE &amp; AUTO SERVICE</b>		Check		
				E 01	005 760 720 305 000	Fees For Services-Reg Transportation		\$10.00	
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$1.00	
18	Voucher #:	62345	Invoice		Invoice No: 16079062	6/20/2016	Paid Amt:	\$11.00	
							Check Amount:	\$11.00	
0162	FNB	57142	59658		<b>OTIS ELEVATOR CO.</b>		Check		
				E 01	005 850 347 305 000	Fees For Services-Physical Hazards		\$1,314.18	
	Voucher #:	62150	Invoice		Invoice No: CLG23035001	6/20/2016	Paid Amt:	\$1,314.18	
							Check Amount:	\$1,314.18	
0162	FNB	57143	60228		<b>PAN-O-GOLD BAKING CO.</b>		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$629.40	
	Voucher #:	62399	Invoice		Invoice No: MAY16	6/20/2016	Paid Amt:	\$629.40	
							Check Amount:	\$629.40	
0162	FNB	57144	61874		<b>PINE TO PRAIRIE CO-OP CENTER</b>		Check		
				E 01	005 110 000 305 000	Fees For Services-Business Office		\$1,225.00	
	Voucher #:	62371	Invoice		Invoice No: 060516	6/20/2016	Paid Amt:	\$1,225.00	
							Check Amount:	\$1,225.00	
0162	FNB	57145	1376		<b>PITNEY BOWES GLOBAL FINANCIAL SERVICES</b>		Check		
				E 01	005 110 000 370 000	Rentals and Leases		\$459.00	
	Voucher #:	62368	Invoice		Invoice No: 3100215295	6/20/2016	Paid Amt:	\$459.00	
							Check Amount:	\$459.00	
0162	FNB	57146	63020		<b>PUBLIC UTILITIES</b>		Check		
				E 01	310 810 000 330 000	Utilities-Maintenance		\$21,399.44	
	Voucher #:	62311	Invoice		Invoice No: MAY16	6/20/2016	Paid Amt:	\$21,399.44	

## Bagley Public Schools #162 June 2016 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	57146	63020		<b>PUBLIC UTILITIES</b>		Check		
				E 01	310 810 000 330 000	Utilities-Maintenance		\$2,977.21	
		Voucher #: 62312	Invoice		Invoice No: JUNEIPP	6/20/2016			Paid Amt: \$2,977.21
									Check Amount: \$24,376.65
0162	FNB	57147	63365		<b>QUILL CORPORATION</b>		Check		
				E 01	300 605 510 401 000	PLEASE SEE ATTACHED		\$319.47	
		Voucher #: 62125	Invoice		Invoice No: 5558342	6/20/2016			Paid Amt: \$319.47
				E 01	100 420 740 433 000	PLEASE SEE ATTACHED		\$93.97	
		Voucher #: 62149	Invoice		Invoice No: 5826515	6/20/2016			Paid Amt: \$93.97
									Check Amount: \$413.44
0162	FNB	57148	54280		<b>RAMSRUD AUTO PARTS</b>		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$899.62	
		Voucher #: 62347	Invoice		Invoice No: MAY16	6/20/2016			Paid Amt: \$899.62
									Check Amount: \$899.62
0162	FNB	57149	64342		<b>READING READING BOOKS</b>		Check		
				B 01	131 000	1TM MUDSKIPPER		\$9.50	
				B 01	131 000	IGATC GUS & THE COPYCAT		\$9.50	
				B 01	131 000	IALFG A LITTLE FAWN GROWS UP		\$4.75	
				B 01	131 000	ITAF THE ARCHER FISH		\$9.50	
				B 01	131 000	IAHED HEDGEHOGS		\$9.50	
				B 01	131 000	ITLG THE LAST GOSLING		\$4.75	
				B 01	131 000	SHIPPING		\$2.13	
		Voucher #: 62402	Invoice		Invoice No: 19326	6/20/2016			Paid Amt: \$49.63
									Check Amount: \$49.63
0162	FNB	57150	64630		<b>REGION I ESV</b>		Check		
				B 01	131 000	ANNUAL DESTINY HOUSING FEE		\$781.00	
				B 01	131 000	ANNUAL DESTINY LIBRARY MANAGER FEE		\$1,399.00	
		Voucher #: 62177	Invoice		Invoice No: 3242	6/20/2016			Paid Amt: \$2,180.00
									Check Amount: \$2,180.00
0162	FNB	57151	64381		<b>RESOURCES FOR READING, INC.</b>		Check		
				B 01	131 000	1" WIDE COVER-UP TAPE		\$14.97	
				B 01	131 000	KIT020 READING RECOVERY TEACHER RE		\$70.40	
				B 01	131 000	SHIPPING		\$10.00	
		Voucher #: 62366	Invoice		Invoice No: k475169	6/20/2016			Paid Amt: \$95.37
									Check Amount: \$95.37

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## Bagley Public Schools #162 June 2016 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	57152	65651		ROGER'S TWO WAY RADIO, INC.		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$28.00	
		Voucher #: 62118	Invoice		Invoice No: 45358	6/20/2016			
							Paid Amt:	\$28.00	
							Check Amount:	\$28.00	
0162	FNB	57153	65899		ROYAL TIRE, INC.		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$602.64	
		Voucher #: 62301	Invoice		Invoice No: 317-22501	6/20/2016			
							Paid Amt:	\$602.64	
							Check Amount:	\$602.64	
0162	FNB	57154	67160		SCHOOL SPECIALTY, INC.		Check		
				E 02	005 770 701 401 000	BINDERS		\$57.12	
		Voucher #: 62185	Invoice		Invoice No: 208116283440	6/20/2016			
				B 01	131 000	PLEASE SEE ATTACHED		\$123.16	
				B 01	131 000	SHIPPING		\$99.00	
		Voucher #: 62400	Invoice		Invoice No: 208116345375	6/20/2016			
				E 01	300 605 320 401 000	PLEASE SEE ATTACHED		\$132.90	
		Voucher #: 62401	Invoice		Invoice No: 208116344981	6/20/2016			
							Paid Amt:	\$132.90	
							Check Amount:	\$412.18	
0162	FNB	57155	69235		SOLID BOTTOM SEPTIC		Check		
				E 01	300 292 000 305 295	Consulting/Fees For Services		\$640.00	
		Voucher #: 62324	Invoice		Invoice No: 060216	6/20/2016			
							Paid Amt:	\$640.00	
							Check Amount:	\$640.00	
0162	FNB	57156	71810		STELLHER HUMAN SERVICES, INC.		Check		
				E 01	100 408 740 394 000	to Other Agencies		\$6,515.19	
		Voucher #: 62124	Invoice		Invoice No: 160510	6/20/2016			
				E 01	100 422 799 394 000	to Other Agencies		\$3,250.50	
		Voucher #: 62370	Invoice		Invoice No: 150879	6/20/2016			
				E 01	100 408 740 394 000	to Other Agencies		\$6,515.19	
		Voucher #: 62418	Invoice		Invoice No: 160538	6/20/2016			
							Paid Amt:	\$6,515.19	
							Check Amount:	\$16,280.88	
0162	FNB	57157	71823		STEMS		Check		
				E 01	100 050 000 401 000	BALLOONS FOR KG ROUND UP		\$12.00	
				E 01	100 050 000 401 000	DELIVERY		\$5.00	
		Voucher #: 62162	Invoice		Invoice No: 416	6/20/2016			
							Paid Amt:	\$17.00	
							Check Amount:	\$17.00	
0162	FNB	57158	72512		STUMPS		Check		
				E 01	300 211 000 401 199	TAF-N501 RED TAFFETA 58"X20 YARDS		\$82.49	
				E 01	300 211 000 401 199	TBS-12P RED PLASTIC TABLE SKIRT		\$39.54	
				E 01	300 211 000 401 199	TBC-POE MSV SILVER PLASTIC TABLE CO'		\$9.84	

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## Bagley Public Schools #162 June 2016 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0162	FNB	57158	72512		STUMPS		Check
				E 01	300 211 000 401 199	CUT-F50 RED PLASTIC FORKS - 50 PK	\$11.52
				E 01	300 211 000 401 199	CUP-PL12 RED PLASTIC CUPS - 20 PK	\$19.74
				E 01	300 211 000 401 199	PLT-D10 RED 20 PK 10 1/4" DIVIDED PLATE	\$39.54
				E 01	300 211 000 401 199	NPK-LPS RED LUNCHEON NAPKINS - 50 PK	\$19.20
				E 01	300 211 000 401 199	BLM-11H RED 11" LATEX METALLIC BALLOON	\$19.78
				E 01	300 211 000 401 199	BLM-11H METALLIC SILVER 11" LATEX BALLOON	\$19.78
				E 01	300 211 000 401 199	CRBMET RED METALLIC CURLING RIBBON	\$15.38
				E 01	300 211 000 401 199	CRBMET SILVER METALLIC CURLING RIBBON	\$15.38
				E 01	300 211 000 401 199	SHIPPING	\$41.95
	Voucher #:	62127	Invoice		Invoice No: F12243900002	6/20/2016	Paid Amt: \$334.14
							Check Amount: \$334.14
0162	FNB	57159	74083		TEACHER DIRECT		Check
				B 01	131 000	334-74500 FELT	\$24.75
				B 01	131 000	334-1799HON X-ACTO POWERHOUSE ELE	\$29.58
				B 01	131 000	334-13529AM WESTCOTT TITANIUM BONDI	\$9.99
				B 01	131 000	334-1900993848ADM ADAMS HOOK FOR SL	\$17.70
				B 01	131 000	334-30117SSK 17" ORIGINAL SEAT SACK	\$283.23
				B 01	131 000	334-6307PAC CONSTRUCTION PAPER 12X18	\$3.98
				B 01	131 000	334-6907PAC 12X18 L BROWN 12X18 PAPER	\$1.99
				B 01	131 000	334-6107PAC 12X18 RED PAPER	\$3.98
				B 01	131 000	334-6607PAC 12X18 ORANGE PAPER	\$1.99
				B 01	131 000	334-7207PAC 12X18 VIOLET PAPER	\$1.99
				B 01	131 000	334-7307PAC 12X18 D BLUE PAPER	\$3.98
				B 01	131 000	334-8007PAC 12X18 H GREEN PAPER	\$1.99
				B 01	131 000	334-8407 PAC 12X18 YELLOW PAPER	\$1.99
				B 01	131 000	334-MMK09202PAC NOTEBOOK FILLER PAI	\$9.25
				B 01	131 000	SHIPPING - FREE	\$0.00
	Voucher #:	62304	Invoice		Invoice No: P462256800018	6/20/2016	Paid Amt: \$396.39
				B 01	131 000	334-30117-SSK 17" BLACK SEAT SACK	\$31.47
				B 01	131 000	334-5399LER GRAPHIC ORGANIZER	\$24.99
				B 01	131 000	SHIPPING	\$0.00
	Voucher #:	62305	Invoice		Invoice No: P462261400028	6/20/2016	Paid Amt: \$56.46
				B 01	131 000	PLEASE SEE ATTACHED ORDER	\$91.34
	Voucher #:	62365	Invoice		Invoice No: P462292200017	6/20/2016	Paid Amt: \$91.34
							Check Amount: \$544.19
0162	FNB	57160	74179		TEAM LABORATORY CHEMICAL CORP.		Check
				E 01	310 810 000 401 000	General Supplies-Maintenance	\$134.85
	Voucher #:	62152	Invoice		Invoice No: 0001395	6/20/2016	Paid Amt: \$134.85

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## Bagley Public Schools #162 June 2016 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	57160	74179		<b>TEAM LABORATORY CHEMICAL CORP.</b>		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$1,246.00	
	Voucher #:	62153	Invoice		Invoice No: 0001434	6/20/2016	Paid Amt:	\$1,246.00	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$53.50	
	Voucher #:	62302	Invoice		Invoice No: 0001590	6/20/2016	Paid Amt:	\$53.50	
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$61.70	
	Voucher #:	62303	Invoice		Invoice No: 0001581	6/20/2016	Paid Amt:	\$61.70	
								Check Amount:	\$1,496.05
0162	FNB	57161	74181		<b>TECH CHECK, LLC</b>		Check		
				E 01	005 810 000 305 181	Consulting/Fees For Services-Technology		\$1,200.00	
	Voucher #:	62315	Invoice		Invoice No: 0029648	6/20/2016	Paid Amt:	\$1,200.00	
								Check Amount:	\$1,200.00
0162	FNB	57162	74218		<b>TELIN TRANSPORTATION GROUP</b>		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$21.53	
	Voucher #:	62341	Invoice		Invoice No: 95723	6/20/2016	Paid Amt:	\$21.53	
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$87.39	
	Voucher #:	62342	Invoice		Invoice No: 95617	6/20/2016	Paid Amt:	\$87.39	
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$198.21	
	Voucher #:	62343	Invoice		Invoice No: 95991	6/20/2016	Paid Amt:	\$198.21	
								Check Amount:	\$307.13
0162	FNB	57163	1363	1099	<b>THE FLAG COMPANY, INC.</b>		Check		
				E 01	300 605 320 401 000	400418 WINTER SOLSTICE		\$35.95	
				E 01	300 605 320 401 000	400436 PURPLE PALMS SUNSET		\$35.95	
				E 01	300 605 320 401 000	400340 LANDSCAPES - AUTUMN STREAM		\$35.95	
				E 01	300 605 320 401 000	400093 LANDSCAPES - LIGHTNING SHOW		\$35.95	
				E 01	300 605 320 401 000	2'X4' = 22.375" X 46.5"		\$0.00	
				E 01	300 605 320 401 000	SHIPPING		\$9.52	
	Voucher #:	62397	Invoice		Invoice No: 1071573	6/20/2016	Paid Amt:	\$153.32	
								Check Amount:	\$153.32
0162	FNB	57164	75450		<b>THUNDERBIRD TROPHIES</b>		Check		
				E 01	300 292 000 401 295	General Supplies-Athletic Support		\$65.45	
	Voucher #:	62157	Invoice		Invoice No: 15794	6/20/2016	Paid Amt:	\$65.45	
				E 01	300 292 000 401 295	General Supplies-Athletic Support		\$50.00	
	Voucher #:	62158	Invoice		Invoice No: 15793	6/20/2016	Paid Amt:	\$50.00	
				E 01	300 211 000 401 199	PLAQUES FOR GRADUATION		\$169.50	
	Voucher #:	62318	Invoice		Invoice No: 15808	6/20/2016	Paid Amt:	\$169.50	
				E 01	300 292 000 401 295	General Supplies-Athletic Support		\$95.48	
	Voucher #:	62372	Invoice		Invoice No: 15836	6/20/2016	Paid Amt:	\$95.48	

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## Bagley Public Schools #162 June 2016 Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	57164	75450		<b>THUNDERBIRD TROPHIES</b>		Check		
				E 01	300 292 000 401 295	General Supplies-Athletic Support		\$56.10	
	Voucher #:	62373	Invoice		Invoice No: 15846	6/20/2016	Paid Amt:		\$56.10
				E 01	300 292 000 401 295	General Supplies-Athletic Support		\$56.10	
	Voucher #:	62374	Invoice		Invoice No: 15842	6/20/2016	Paid Amt:		\$56.10
								Check Amount:	\$492.63
0162	FNB	57165	78994		<b>VALLEY TRUCK</b>		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$53.94	
	Voucher #:	62340	Invoice		Invoice No: T396992	6/20/2016	Paid Amt:		\$53.94
								Check Amount:	\$53.94
0162	FNB	57166	1095		<b>VERCON, INC.</b>		Check		
				E 01	005 850 302 520 000	Building Improvements		\$1,077.39	
	Voucher #:	62349	Invoice		Invoice No: 6616	6/20/2016	Paid Amt:		\$1,077.39
								Check Amount:	\$1,077.39
0162	FNB	57167	79179		<b>VERIZON WIRELESS</b>		Check		
				E 01	310 810 000 320 000	Telephone-Maintenance		\$148.06	
	Voucher #:	62417	Invoice		Invoice No: 9766323775	6/20/2016	Paid Amt:		\$148.06
								Check Amount:	\$148.06
0162	FNB	57168	80788		<b>WESTWOOD BUILDING CENTER, INC.</b>		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$33.72	
	Voucher #:	62316	Invoice		Invoice No: 180013	6/20/2016	Paid Amt:		\$33.72
								Check Amount:	\$33.72
0162	FNB	57169	81075		<b>WILLBERGS AUTO CENTER</b>		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$159.95	
	Voucher #:	62306	Invoice		Invoice No: 64188	6/20/2016	Paid Amt:		\$159.95
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$12.16	
	Voucher #:	62310	Invoice		Invoice No: 63878	6/20/2016	Paid Amt:		\$12.16
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$460.70	
	Voucher #:	62353	Invoice		Invoice No: 64409	6/20/2016	Paid Amt:		\$460.70
								Check Amount:	\$632.81
0162	FNB	57170	82365		<b>ZIEGLER CAT</b>		Check		
				E 01	005 760 720 401 000	General Supplies-Reg Transportation		\$156.38	
	Voucher #:	62410	Invoice		Invoice No: PC180011622	6/20/2016	Paid Amt:		\$156.38
								Check Amount:	\$156.38
								Report Total:	\$123,699.10

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**Bagley Public Schools #162**  
**June 2016 Check Register**  
**Fund Summary**

<b>Fund</b>	<b>Description</b>	<b>Total</b>
01	General Fund	\$121,870.20
02	Food Service	\$1,233.74
04	Community Services	\$595.16
<b>Report Total</b>		<b>\$123,699.10</b>

## Bagley Public Schools #162

### May 2016 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	31282	1170		DEAN FOODS NC		Check		
				E 02	005 770 701 495 000	Milk-Lunches		\$429.53	
		Voucher #: 62002	Invoice		Invoice No: 10624050	5/2/2016			
							Paid Amt:	\$429.53	
							Check Amount:	\$429.53	
0162	FNB	31283	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$1,166.14	
				E 02	005 770 705 490 000	Food-Breakfast		\$276.21	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$308.92	
		Voucher #: 62003	Invoice		Invoice No: 3869158	5/2/2016			
				E 02	005 770 705 490 000	Food-Breakfast		\$99.00	
		Voucher #: 62004	Invoice		Invoice No: 3869157	5/2/2016			
				E 02	005 770 706 490 000	FFVP GRANT Food		\$1,573.66	
		Voucher #: 62005	Invoice		Invoice No: 3869154	5/2/2016			
				E 02	005 770 701 490 000	Food-Lunches		\$166.16	
				E 02	005 770 701 495 000	Milk-Lunches		\$72.30	
		Voucher #: 62006	Invoice		Invoice No: 3869152	5/2/2016			
				E 02	005 770 701 401 000	General Supplies-Lunches		\$67.98	
		Voucher #: 62007	Invoice		Invoice No: 3632029	5/2/2016			
				E 02	005 770 701 401 000	General Supplies-Lunches		\$60.13	
		Voucher #: 62008	Invoice		Invoice No: 3371096	5/2/2016			
				E 02	005 770 701 401 000	General Supplies-Lunches		\$26.21	
		Voucher #: 62009	Invoice		Invoice No: 3511156	5/2/2016			
				E 02	005 770 701 401 000	General Supplies-Lunches		\$15.60	
		Voucher #: 62010	Invoice		Invoice No: 3733483	5/2/2016			
				E 02	005 770 701 401 000	General Supplies-Lunches		(\$64.19)	
		Voucher #: 62011	Invoice		Invoice No: 3285509	5/2/2016			
				E 02	005 770 701 401 000	General Supplies-Lunches		\$115.50	
		Voucher #: 62012	Invoice		Invoice No: 5886581	5/2/2016			
							Paid Amt:	\$115.50	
							Check Amount:	\$3,883.62	
0162	FNB	31284	1170		DEAN FOODS NC		Check		
				E 02	005 770 701 495 000	Milk-Lunches		\$157.50	
		Voucher #: 62029	Invoice		Invoice No: 10624049	5/3/2016			
				E 02	005 770 701 495 000	Milk-Lunches		\$164.35	
		Voucher #: 62030	Invoice		Invoice No: 10624065	5/3/2016			
							Paid Amt:	\$164.35	
							Check Amount:	\$321.85	
0162	FNB	31285	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$123.36	
		Voucher #: 62026	Invoice		Invoice No: 3869155	5/3/2016			
				E 02	005 770 701 490 000	Food-Lunches		\$29.25	
							Paid Amt:	\$123.36	

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## Bagley Public Schools #162 May 2016 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	31285	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 705 490 000	Food-Lunches		\$49.50	
		Voucher #: 62027	Invoice		Invoice No: 3869156	5/3/2016			Paid Amt: \$78.75
				E 02	005 770 701 490 000	Food-Lunches		\$1,796.07	
				E 02	005 770 705 490 000	Food-Breakfast		\$156.85	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$131.73	
		Voucher #: 62028	Invoice		Invoice No: 3869159	5/3/2016			Paid Amt: \$2,084.65
									Check Amount: \$2,286.76
0162	FNB	31286	09890		NW SERVICE COOP SCHOOL		Check		
				B 01	215 030	Insurance Payable		\$57,392.00	
		Voucher #: 61948	Invoice		Invoice No: M2016100	5/3/2016			Paid Amt: \$57,392.00
									Check Amount: \$57,392.00
0162	FNB	31287	1170		DEAN FOODS NC		Check		
				E 02	005 770 701 495 000	Milk-Lunches		\$469.87	
		Voucher #: 62036	Invoice		Invoice No: 10624066	5/4/2016			Paid Amt: \$469.87
									Check Amount: \$469.87
0162	FNB	31288	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 701 401 000	Food-Lunches		\$22.05	
		Voucher #: 62037	Invoice		Invoice No: 3929337	5/4/2016			Paid Amt: \$22.05
				E 02	005 770 701 490 000	Food-Lunches		\$1,097.91	
				E 02	005 770 705 490 000	Food-Breakfast		\$257.67	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$14.26	
		Voucher #: 62038	Invoice		Invoice No: 3929336	5/4/2016			Paid Amt: \$1,369.84
									Check Amount: \$1,391.89
0162	FNB	31289	1311		HOBBY LOBBY		Check		
				E 01	300 605 320 401 000	ARTWORK - MATTED & FRAMED		\$381.50	
		Voucher #: 62040	Invoice		Invoice No: 050416	5/4/2016			Paid Amt: \$381.50
									Check Amount: \$381.50
0162	FNB	31290	28499		FOREST HISTORY CENTER		Check		
				E 01	100 605 510 366 000	ADMISSION TO HISTORY CENTER - GRADE		\$78.00	
		Voucher #: 62053	Invoice		Invoice No: 050516	5/10/2016			Paid Amt: \$78.00
									Check Amount: \$78.00
0162	FNB	31291	73661		SYSCO NORTH DAKOTA		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$369.26	
		Voucher #: 62052	Invoice		Invoice No: 605040236	5/5/2016			Paid Amt: \$369.26
									Check Amount: \$369.26
0162	FNB	31292	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$839.39	

## Bagley Public Schools #162 May 2016 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	31292	33350		<b>US FOODSERVICE - GRAND FORKS</b>		Check		
				E 02	005 770 705 490 000	Food-Breakfast		\$53.12	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$91.29	
		<b>Voucher #:</b>	<b>62051</b>	Invoice	<b>Invoice No:</b> 3929338				
						<b>5/5/2016</b>			
							<b>Paid Amt:</b>		<b>\$983.80</b>
							<b>Check Amount:</b>		<b>\$983.80</b>
0162	FNB	31293	51523		<b>MN DEPT OF LABOR &amp; INDUSTRY</b>		Check		
				E 01	310 810 000 820 000	REGISTRATION UNLICENSED ELECTRICIAI		\$14.00	
		<b>Voucher #:</b>	<b>62055</b>	Invoice	<b>Invoice No:</b> 050516				
						<b>5/5/2016</b>			
							<b>Paid Amt:</b>		<b>\$14.00</b>
							<b>Check Amount:</b>		<b>\$14.00</b>
0162	FNB	31294	1170		<b>DEAN FOODS NC</b>		Check		
				E 02	005 770 701 495 000	Milk-Lunches		\$205.13	
		<b>Voucher #:</b>	<b>62074</b>	Invoice	<b>Invoice No:</b> 10624082				
						<b>5/6/2016</b>			
							<b>Paid Amt:</b>		<b>\$205.13</b>
							<b>Check Amount:</b>		<b>\$205.13</b>
0162	FNB	31295	47593		<b>MARCO</b>		Check		
				E 01	100 050 000 401 000	STAPLES FOR COPY MACHINE - SF-SC11		\$124.00	
				E 01	100 050 000 401 000	Freight		\$9.26	
		<b>Voucher #:</b>	<b>62078</b>	Invoice	<b>Invoice No:</b> 3310582				
						<b>5/6/2016</b>			
							<b>Paid Amt:</b>		<b>\$133.26</b>
							<b>Check Amount:</b>		<b>\$133.26</b>
0162	FNB	31296	73661		<b>SYSCO NORTH DAKOTA</b>		Check		
				E 02	005 770 706 490 000	FFVP GRANT Food		\$370.00	
				E 02	005 770 701 490 000	Food-Lunches		\$345.00	
		<b>Voucher #:</b>	<b>62075</b>	Invoice	<b>Invoice No:</b> 605040237				
						<b>5/6/2016</b>			
							<b>Paid Amt:</b>		<b>\$715.00</b>
							<b>Check Amount:</b>		<b>\$715.00</b>
0162	FNB	31297	33350		<b>US FOODSERVICE - GRAND FORKS</b>		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$733.48	
				E 02	005 770 705 490 000	Food-Breakfast		\$145.00	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$45.87	
		<b>Voucher #:</b>	<b>62076</b>	Invoice	<b>Invoice No:</b> 4000923				
						<b>5/6/2016</b>			
							<b>Paid Amt:</b>		<b>\$924.35</b>
		<b>Voucher #:</b>	<b>62077</b>	Invoice	<b>Invoice No:</b> 4000921				
						<b>5/6/2016</b>			
							<b>Paid Amt:</b>		<b>\$43.59</b>
							<b>Check Amount:</b>		<b>\$967.94</b>
0162	FNB	31298	28499		<b>FOREST HISTORY CENTER</b>		Check		
				E 01	100 203 000 369 101	Team Travel		\$342.00	
		<b>Voucher #:</b>	<b>62097</b>	Invoice	<b>Invoice No:</b> 05122016				
						<b>5/12/2016</b>			
							<b>Paid Amt:</b>		<b>\$342.00</b>
							<b>Check Amount:</b>		<b>\$342.00</b>
0162	FNB	31299	1170		<b>DEAN FOODS NC</b>		Check		
				E 02	005 770 701 495 000	Milk-Lunches		\$277.88	
		<b>Voucher #:</b>	<b>62098</b>	Invoice	<b>Invoice No:</b> 10624098				
						<b>5/12/2016</b>			
							<b>Paid Amt:</b>		<b>\$277.88</b>

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## Bagley Public Schools #162 May 2016 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	31299	1170		DEAN FOODS NC		Check		
				E 02	005 770 701 495 000	Milk-Lunches		\$123.72	
		<b>Voucher #:</b>	<b>62099</b>	Invoice	<b>Invoice No:</b> 10624097		<b>5/12/2016</b>		<b>Paid Amt: \$123.72</b>
				E 02	005 770 701 495 000	Milk-Lunches		\$112.14	
		<b>Voucher #:</b>	<b>62100</b>	Invoice	<b>Invoice No:</b> 10624081		<b>5/12/2016</b>		<b>Paid Amt: \$112.14</b>
								<b>Check Amount:</b>	<b>\$513.74</b>
0162	FNB	31300	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 701 490 000	Food-Lunches		(\$61.90)	
		<b>Voucher #:</b>	<b>62101</b>	Invoice	<b>Invoice No:</b> 5920586		<b>5/12/2016</b>		<b>Paid Amt: (\$61.90)</b>
				E 02	005 770 706 490 000	FFVP GRANT Food		\$442.36	
		<b>Voucher #:</b>	<b>62102</b>	Invoice	<b>Invoice No:</b> 4057289		<b>5/12/2016</b>		<b>Paid Amt: \$442.36</b>
				E 02	005 770 701 490 000	Food-Lunches		\$943.70	
				E 02	005 770 705 490 000	Food-Breakfast		\$336.98	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$91.79	
		<b>Voucher #:</b>	<b>62103</b>	Invoice	<b>Invoice No:</b> 4057291		<b>5/12/2016</b>		<b>Paid Amt: \$1,372.47</b>
				E 02	005 770 701 490 000	Food-Lunches		\$1,887.04	
				E 02	005 770 705 490 000	Food-Breakfast		\$53.78	
		<b>Voucher #:</b>	<b>62104</b>	Invoice	<b>Invoice No:</b> 4057293		<b>5/12/2016</b>		<b>Paid Amt: \$1,940.82</b>
				E 01	005 105 000 490 166	Food		\$303.39	
		<b>Voucher #:</b>	<b>62105</b>	Invoice	<b>Invoice No:</b> 4057290		<b>5/12/2016</b>		<b>Paid Amt: \$303.39</b>
				E 02	005 770 701 490 000	Food-Lunches		\$1,034.55	
				E 02	005 770 705 490 000	Food-Breakfast		\$120.42	
		<b>Voucher #:</b>	<b>62106</b>	Invoice	<b>Invoice No:</b> 4000922		<b>5/12/2016</b>		<b>Paid Amt: \$1,154.97</b>
				E 02	005 770 701 490 000	Food-Lunches		(\$44.77)	
		<b>Voucher #:</b>	<b>62107</b>	Invoice	<b>Invoice No:</b> 5920585		<b>5/12/2016</b>		<b>Paid Amt: (\$44.77)</b>
								<b>Check Amount:</b>	<b>\$5,107.34</b>
0162	FNB	31301	61525		PETTY CASH FUND		Check		
				E 01	300 296 000 305 208	Fees For Services-Softball		\$1,400.00	
				E 01	005 110 000 305 000	Fees For Services-Business Office		\$45.00	
				E 01	005 760 720 305 000	Fees For Services-Reg Transportation		\$200.00	
				E 01	300 291 000 305 133	Fees For Services-Chaperones		\$20.00	
				E 01	300 605 320 898 000	Scholarships-AMI		\$50.00	
				E 01	300 605 320 401 000	General Supplies-AMI		\$7.98	
				E 01	100 203 000 401 101	General Supplies-Elem Auxiliary Accounts		\$49.99	
				E 01	100 050 000 401 000	General Supplies-Elem Office		\$12.00	
				E 01	005 105 000 401 150	General Supplies-Early Childhood Initiat		\$297.78	
				E 01	300 294 000 305 204	Fees For Services-Baseball		\$1,035.00	
				E 01	300 211 000 401 199	General Supplies-Graduation		\$7.19	
				E 01	005 760 720 366 000	Travel-Reg Transportation		\$56.79	

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## Bagley Public Schools #162 May 2016 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	31301	61525		<b>PETTY CASH FUND</b>		Check		
				E 01	005 760 720 440 000	Fuels-Reg Transportation		\$52.35	
				E 01	300 294 000 305 207	Fees For Services-Track		\$200.00	
				E 01	300 296 000 305 207	Fees For Services-Track		\$200.00	
				E 01	005 810 000 401 181	General Supplies-District Technology		\$20.00	
				R 02	005 000 701 601 000	Sales-Lunches		\$16.30	
		<b>Voucher #:</b>	<b>62114</b>	Invoice	<b>Invoice No:</b> 051216				
						<b>5/12/2016</b>			
							<b>Paid Amt:</b>	<b>\$3,670.38</b>	
							<b>Check Amount:</b>	<b>\$3,670.38</b>	
0162	FNB	31302	11500		<b>BOWL INN</b>		Check		
				E 01	100 203 000 369 101	STUDENTS BOWLING		\$133.50	
		<b>Voucher #:</b>	<b>62115</b>	Invoice	<b>Invoice No:</b> 051616				
						<b>5/17/2016</b>			
							<b>Paid Amt:</b>	<b>\$133.50</b>	
							<b>Check Amount:</b>	<b>\$133.50</b>	
0162	FNB	31303	23030		<b>DUKEK, SHIRLEY</b>		Check		
				E 01	300 605 320 490 000	SHEET CAKES		\$40.00	
				E 01	300 605 320 490 000	DELIVERY FEE		\$5.00	
				E 01	300 605 320 490 000	CHECK CAN BE MAILED TO HER AFTER M/		\$0.00	
		<b>Voucher #:</b>	<b>62116</b>	Invoice	<b>Invoice No:</b> 051616				
						<b>5/17/2016</b>			
							<b>Paid Amt:</b>	<b>\$45.00</b>	
							<b>Check Amount:</b>	<b>\$45.00</b>	
0162	FNB	31304	67632		<b>SELECTACCOUNT</b>		Check		
				E 01	005 110 000 305 000	Fees For Services-Business Office		\$113.94	
		<b>Voucher #:</b>	<b>62117</b>	Invoice	<b>Invoice No:</b> 41626, 45147				
						<b>5/17/2016</b>			
							<b>Paid Amt:</b>	<b>\$113.94</b>	
							<b>Check Amount:</b>	<b>\$113.94</b>	
0162	FNB	31305	1170		<b>DEAN FOODS NC</b>		Check		
				E 02	005 770 701 495 000	Milk-Lunches		\$154.79	
		<b>Voucher #:</b>	<b>62138</b>	Invoice	<b>Invoice No:</b> 10624115				
						<b>5/18/2016</b>			
							<b>Paid Amt:</b>	<b>\$154.79</b>	
				E 02	005 770 701 495 000	Milk-Lunches		\$395.87	
		<b>Voucher #:</b>	<b>62139</b>	Invoice	<b>Invoice No:</b> 10624129				
						<b>5/18/2016</b>			
							<b>Paid Amt:</b>	<b>\$395.87</b>	
							<b>Check Amount:</b>	<b>\$550.66</b>	
0162	FNB	31306	58056		<b>NORTHERN MUNICIPAL POWER AGENCY</b>		Check		
				E 01	310 810 000 330 000	HIGH SCHOOL SUMMER INADVERTENT DE		\$720.80	
		<b>Voucher #:</b>	<b>62142</b>	Invoice	<b>Invoice No:</b> 051816				
						<b>5/18/2016</b>			
							<b>Paid Amt:</b>	<b>\$720.80</b>	
							<b>Check Amount:</b>	<b>\$720.80</b>	
0162	FNB	31307	58426		<b>NORTHWEST MINNESOTA FOUNDATION</b>		Check		
				R 01	300 000 000 099 000	Misc Rev- High School		\$225.00	
		<b>Voucher #:</b>	<b>62144</b>	Invoice	<b>Invoice No:</b> 051816				
						<b>5/18/2016</b>			
							<b>Paid Amt:</b>	<b>\$225.00</b>	
							<b>Check Amount:</b>	<b>\$225.00</b>	

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## Bagley Public Schools #162 May 2016 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	31308	00118		SEVEN CLANS CASINO, HOTEL & WA		Check		
				E 01	100 203 000 369 101	STUDENT ADMISSION FOR WATER PARK		\$666.00	
		Voucher #:	62143	Invoice	Invoice No: 051816	5/18/2016		Paid Amt:	\$666.00
								Check Amount:	\$666.00
0162	FNB	31309	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$80.96	
		Voucher #:	62134	Invoice	Invoice No: 4185122	5/18/2016		Paid Amt:	\$80.96
				E 02	005 770 701 490 000	Food-Lunches		\$681.53	
				E 02	005 770 705 490 000	Food-Breakfast		\$363.64	
		Voucher #:	62135	Invoice	Invoice No: 4185118	5/18/2016		Paid Amt:	\$1,045.17
				E 02	005 770 706 490 000	FFVP GRANT Food		\$925.68	
		Voucher #:	62136	Invoice	Invoice No: 4185112	5/18/2016		Paid Amt:	\$925.68
				E 02	005 770 701 490 000	Food-Lunches		\$864.45	
				E 02	005 770 705 490 000	Food-Breakfast		\$368.22	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$175.38	
		Voucher #:	62137	Invoice	Invoice No: 4129526	5/18/2016		Paid Amt:	\$1,408.05
								Check Amount:	\$3,459.86
0162	FNB	31310	1170		DEAN FOODS NC		Check		
				E 02	005 770 701 495 000	Milk-Lunches		\$82.69	
		Voucher #:	62145	Invoice	Invoice No: 10624130	5/19/2016		Paid Amt:	\$82.69
				E 02	005 770 701 495 000	Milk-Lunches		\$140.16	
		Voucher #:	62146	Invoice	Invoice No: 10624114	5/19/2016		Paid Amt:	\$140.16
								Check Amount:	\$222.85
0162	FNB	31311	33350		US FOODSERVICE - GRAND FORKS		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$20.24	
		Voucher #:	62147	Invoice	Invoice No: 4185121	5/19/2016		Paid Amt:	\$20.24
				E 02	005 770 705 490 000	Food-Breakfast		\$369.88	
				E 02	005 770 701 490 000	Food-Lunches		\$2,184.12	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$147.06	
		Voucher #:	62148	Invoice	Invoice No: 4185115	5/19/2016		Paid Amt:	\$2,701.06
								Check Amount:	\$2,721.30
0162	FNB	31312	30521		GALEN'S SUPERMARKET		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$5.55	
		Voucher #:	62140	Invoice	Invoice No: 100020025	5/19/2016		Paid Amt:	\$5.55
				E 01	300 292 000 490 295	Food-Athletic Support		\$684.00	
		Voucher #:	62141	Invoice	Invoice No: 100010008	5/19/2016		Paid Amt:	\$684.00

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## Bagley Public Schools #162

### May 2016 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	31312	30521		GALEN'S SUPERMARKET		Check		
				E 01	005 105 000 490 150	Food-ECI		\$97.21	
		Voucher #: 62151	Invoice		Invoice No: 141145				
						5/19/2016			
								Paid Amt:	\$97.21
								Check Amount:	\$786.76
0162	FNB	31313	1370		DAWN WANN'S		Check		
				E 01	310 810 000 401 000	General Supplies-Maintenance		\$141.30	
		Voucher #: 62165	Invoice		Invoice No: 4086				
						5/24/2016			
								Paid Amt:	\$141.30
								Check Amount:	\$141.30
0162	FNB	31314	1170		DEAN FOODS NC		Check		
				E 02	005 770 701 495 000	Milk-Lunches		\$140.30	
		Voucher #: 62166	Invoice		Invoice No: 10624148				
						5/24/2016			
								Paid Amt:	\$140.30
				E 02	005 770 701 495 000	Milk-Lunches		\$99.67	
		Voucher #: 62167	Invoice		Invoice No: 10624161				
						5/24/2016			
								Paid Amt:	\$99.67
				E 02	005 770 701 495 000	Milk-Lunches		\$139.88	
		Voucher #: 62168	Invoice		Invoice No: 10624147				
						5/24/2016			
								Paid Amt:	\$139.88
								Check Amount:	\$379.85
0162	FNB	31315	23030		DUKEK, SHIRLEY		Check		
				E 01	005 010 000 401 000	CAKES FOR RECOGNITION LUNCHEON		\$40.00	
				E 01	005 010 000 401 000	DELIVERY FEE		\$5.00	
		Voucher #: 62169	Invoice		Invoice No: 052416				
						5/24/2016			
								Paid Amt:	\$45.00
								Check Amount:	\$45.00
0162	FNB	31316	28775		FOSSTON CIVIC CENTER		Check		
				E 01	100 203 000 369 101	SWIMMING AT FOSSTON - GR 3		\$100.00	
		Voucher #: 62170	Invoice		Invoice No: 052416				
						5/24/2016			
								Paid Amt:	\$100.00
								Check Amount:	\$100.00
0162	FNB	31317	1305		KONICA MINOLTA PREMIER FINANCE		Check		
				E 01	300 211 000 370 000	Rentals and Leases-High School		\$953.05	
		Voucher #: 62171	Invoice		Invoice No: 304954522				
						5/24/2016			
								Paid Amt:	\$953.05
								Check Amount:	\$953.05
0162	FNB	31318	61530		PETTY CASH -TRAVEL		Check		
				E 01	300 296 000 369 207	Team Travel-Girls Track		\$310.00	
				E 01	300 294 000 369 207	Team Travel-Boys Track		\$310.00	
				E 01	005 760 723 360 000	Transportation Costs		\$275.00	
				E 01	300 294 000 369 206	Team Travel-Boys Golf		\$390.00	
				E 01	005 760 720 366 000	Travel-Reg Transportation		\$31.83	
				E 01	300 296 000 369 208	Team Travel-Softball		\$125.00	
				R 01	005 000 000 099 000	Misc Rev		\$555.00	
				E 01	300 296 000 369 206	Team Travel-Girls Golf		\$40.00	

## Bagley Public Schools #162 May 2016 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	31318	61530		<b>PETTY CASH -TRAVEL</b>		Check		
				E 01	310 810 000 366 000	Travel-Custodial/Maintenance		\$225.00	
				E 01	100 640 316 366 000	Travel-Staff Development		\$1,458.00	
		<b>Voucher #:</b>	<b>62172</b>	Invoice	<b>Invoice No:</b> 052416				<b>5/24/2016</b>
							<b>Paid Amt:</b>	<b>\$3,719.83</b>	
							<b>Check Amount:</b>	<b>\$3,719.83</b>	
0162	FNB	31319	1170		<b>DEAN FOODS NC</b>		Check		
				E 02	005 770 701 495 000	Milk-Lunches		\$387.83	
		<b>Voucher #:</b>	<b>62182</b>	Invoice	<b>Invoice No:</b> 10624162				<b>5/26/2016</b>
							<b>Paid Amt:</b>	<b>\$387.83</b>	
							<b>Check Amount:</b>	<b>\$387.83</b>	
0162	FNB	31320	73661		<b>SYSCO NORTH DAKOTA</b>		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$413.40	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$80.25	
		<b>Voucher #:</b>	<b>62179</b>	Invoice	<b>Invoice No:</b> 605170200				<b>5/26/2016</b>
							<b>Paid Amt:</b>	<b>\$493.65</b>	
							<b>Check Amount:</b>	<b>\$493.65</b>	
0162	FNB	31321	33350		<b>US FOODSERVICE - GRAND FORKS</b>		Check		
				E 02	005 770 701 490 000	Food-Lunches		\$1,276.18	
				E 02	005 770 705 490 000	Food-Breakfast		\$239.80	
				E 02	005 770 701 401 000	General Supplies-Lunches		\$180.37	
		<b>Voucher #:</b>	<b>62178</b>	Invoice	<b>Invoice No:</b> 4314765				<b>5/26/2016</b>
				E 02	005 770 706 490 000	FFVP GRANT Food		\$273.49	
		<b>Voucher #:</b>	<b>62180</b>	Invoice	<b>Invoice No:</b> 4314761				<b>5/26/2016</b>
				E 02	005 770 701 490 000	Food-Lunches		\$5.06	
		<b>Voucher #:</b>	<b>62181</b>	Invoice	<b>Invoice No:</b> 4314770				<b>5/26/2016</b>
							<b>Paid Amt:</b>	<b>\$5.06</b>	
							<b>Check Amount:</b>	<b>\$1,974.90</b>	
0162	FNB	31322	1170		<b>DEAN FOODS NC</b>		Check		
				E 02	005 770 701 495 000	Milk-Lunches		\$90.25	
		<b>Voucher #:</b>	<b>62188</b>	Invoice	<b>Invoice No:</b> 10624179				<b>5/31/2016</b>
							<b>Paid Amt:</b>	<b>\$90.25</b>	
							<b>Check Amount:</b>	<b>\$90.25</b>	
0162	FNB	31323	47593		<b>MARCO</b>		Check		
				E 01	300 211 000 370 000	Rentals and Leases-High School		\$518.65	
				E 01	100 203 000 370 000	Rentals and Leases-Elem		\$259.35	
				E 01	030 211 305 370 000	Rentals and Leases-ALP		\$19.95	
				E 04	005 505 321 370 000	Rentals and Leases		\$19.95	
		<b>Voucher #:</b>	<b>62186</b>	Invoice	<b>Invoice No:</b> 3353822				<b>5/31/2016</b>
							<b>Paid Amt:</b>	<b>\$817.90</b>	
							<b>Check Amount:</b>	<b>\$817.90</b>	

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## Bagley Public Schools #162 May 2016 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0162	FNB	31324	33350		US FOODSERVICE - GRAND FORKS		Check
				E 02	005 770 701 490 000 Food-Lunches		\$5.06
		Voucher #: 62187	Invoice		Invoice No: 4384207	5/31/2016	
							Paid Amt: \$5.06
							Check Amount: \$5.06
0162	FNB	31325	61525		PETTY CASH FUND		Check
				E 01	300 605 320 898 000 Scholarships-AMI		\$90.00
				E 01	300 605 320 401 000 General Supplies-AMI		\$25.76
				E 01	300 296 000 305 208 Fees For Services-Softball		\$500.00
				R 04	005 586 332 050 132 Fees from Patrons-Youth Enr. S Rec		\$75.00
				E 01	005 760 720 305 000 Fees For Services-Reg Transportation		\$446.00
				E 01	300 294 000 305 204 Fees For Services-Baseball		\$580.00
				E 01	005 110 000 305 000 Fees For Services-Business Office		\$30.00
				E 01	300 294 000 305 207 Fees For Services-Track		\$240.00
				E 01	300 296 000 305 207 Fees For Services-Track		\$240.00
				E 01	300 292 000 401 295 General Supplies-Athletic Support		\$48.00
				E 01	300 211 000 430 000 Instructional Supply-High School		\$26.41
				E 01	300 605 320 490 000 Food-AMI		\$50.63
				E 01	100 203 000 401 000 General Supplies-Elem		\$21.89
				R 04	005 249 321 050 000 Drivers Ed Tuition		\$50.00
				R 01	300 292 000 060 000 Athletic Fees/Admissions		\$2,134.00
				E 01	300 211 000 401 000 General Supplies-High School		\$55.12
				E 01	300 212 000 430 000 Instructional Supply-Art		\$413.24
				E 01	300 296 000 305 208 Fees For Services-Softball		(\$205.00)
		Voucher #: 62295	Invoice		Invoice No: 053116	5/31/2016	
							Paid Amt: \$4,821.05
							Check Amount: \$4,821.05
0162	FNB	31326	61530		PETTY CASH -TRAVEL		Check
				E 01	300 605 510 366 000 Travel-Title VII - HS		\$26.00
				E 01	005 760 723 360 000 Transportation Costs		\$212.50
				E 01	300 291 000 366 116 Travel - Knowledge Bowl		\$1,003.16
				E 01	300 291 000 369 116 Team Travel-Knowledge Bowl		\$1,003.16
				E 01	005 010 000 366 000 Travel-School Board		\$43.29
				E 01	300 294 000 369 206 Team Travel-Boys Golf		\$108.00
				E 01	300 296 000 369 206 Team Travel-Girls Golf		\$36.00
				E 01	005 760 720 366 000 Travel-Reg Transportation		\$37.08
				E 01	300 291 000 366 116 Travel - Knowledge Bowl		(\$1,003.16)
				E 01	300 291 000 366 119 Travel - Knowledge Bowl		\$1,003.16
				E 01	300 291 000 369 116 Team Travel-Knowledge Bowl		(\$1,003.16)

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## Bagley Public Schools #162 May 2016 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	31332	55745		NCPERS MINNESOTA		Check		
				B 01	215 031			Life Insur Payable	\$64.00
	Voucher #:	62205	Invoice		Invoice No: M2016110	5/31/2016			
								Paid Amt:	\$64.00
								Check Amount:	\$64.00
0162	FNB	31333	1307		OHIO CHILD SUPPORT PAYMENT CENTRAL		Check		
				B 01	215 035			Garnishments	\$16.31
	Voucher #:	62202	Invoice		Invoice No: M2016110	5/31/2016			
								Paid Amt:	\$16.31
								Check Amount:	\$16.31
0162	FNB	31334	62610		PREPAID LEGAL SERVICES		Check		
				B 01	215 040			Dues and ID Theft	(\$99.28)
	Voucher #:	62206	Invoice		Invoice No: M2016110	5/31/2016			
				B 01	215 040			Dues and ID Theft	\$60.43
	Voucher #:	62229	Invoice		Invoice No: M2016111	5/31/2016			
				B 01	215 040			Dues and ID Theft	\$64.75
	Voucher #:	62252	Invoice		Invoice No: M2016112	5/31/2016			
				B 01	215 040			Dues and ID Theft	\$64.75
	Voucher #:	62275	Invoice		Invoice No: M2016113	5/31/2016			
								Paid Amt:	\$64.75
								Check Amount:	\$90.65
0162	FNB	31335	64630		REGION I ESV		Check		
				B 01	215 027			Flex	\$2,999.84
	Voucher #:	62207	Invoice		Invoice No: M2016110	5/31/2016			
				B 01	215 027			Flex	\$2,301.35
	Voucher #:	62230	Invoice		Invoice No: M2016111	5/31/2016			
				B 01	215 027			Flex	\$2,301.35
	Voucher #:	62253	Invoice		Invoice No: M2016112	5/31/2016			
				B 01	215 027			Flex	\$2,301.15
	Voucher #:	62276	Invoice		Invoice No: M2016113	5/31/2016			
				B 01	215 027			Flex	\$0.00
	Voucher #:	62290	Invoice		Invoice No: Z201611A0	5/31/2016			
								Paid Amt:	\$0.00
								Check Amount:	\$9,903.69
0162	FNB	31336	67632		SELECTACCOUNT		Check		
				B 01	215 027			Flex	\$2,841.67
	Voucher #:	62208	Invoice		Invoice No: M2016110	5/31/2016			
				B 01	215 027			Flex	\$1,775.00
	Voucher #:	62231	Invoice		Invoice No: M2016111	5/31/2016			
				B 01	215 027			Flex	\$1,775.00
	Voucher #:	62254	Invoice		Invoice No: M2016112	5/31/2016			
								Paid Amt:	\$1,775.00

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## Bagley Public Schools #162 May 2016 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	31336	67632		SELECTACCOUNT		Check		
				B 01	215 027	Flex		\$1,775.00	
		Voucher #:	62277	Invoice	Invoice No: M2016113	5/31/2016			
								Paid Amt:	\$1,775.00
								Check Amount:	\$8,166.67
0162	FNB	31337	1116		THE OMNI GROUP		Check		
				B 01	215 005	Tax Shelter Payable		\$100.00	
				B 01	215 025	403 (b) Match		\$54.17	
		Voucher #:	62191	Invoice	Invoice No: M2016110	5/31/2016			
				B 01	215 005	Tax Shelter Payable		\$1,232.22	
				B 01	215 025	403 (b) Match		\$171.12	
		Voucher #:	62192	Invoice	Invoice No: M2016110	5/31/2016			
				B 01	215 005	Tax Shelter Payable		\$1,216.50	
				B 01	215 025	403 (b) Match		\$98.48	
		Voucher #:	62193	Invoice	Invoice No: M2016110	5/31/2016			
				B 01	215 005	Tax Shelter Payable		\$54.17	
				B 01	215 025	403 (b) Match		\$54.17	
		Voucher #:	62194	Invoice	Invoice No: M2016110	5/31/2016			
				B 01	215 005	Tax Shelter Payable		\$733.33	
				B 01	215 025	403 (b) Match		\$166.66	
		Voucher #:	62195	Invoice	Invoice No: M2016110	5/31/2016			
				B 01	215 005	Tax Shelter Payable		\$1,202.08	
				B 01	215 025	403 (b) Match		\$537.07	
		Voucher #:	62196	Invoice	Invoice No: M2016110	5/31/2016			
				B 01	215 005	Tax Shelter Payable		\$650.00	
				B 01	215 025	403 (b) Match		\$145.83	
		Voucher #:	62197	Invoice	Invoice No: M2016110	5/31/2016			
				B 01	215 005	Tax Shelter Payable		\$163.36	
		Voucher #:	62198	Invoice	Invoice No: M2016110	5/31/2016			
				B 01	215 005	Tax Shelter Payable		\$1,196.64	
				B 01	215 025	403 (b) Match		\$832.84	
		Voucher #:	62199	Invoice	Invoice No: M2016110	5/31/2016			
				B 01	215 005	Tax Shelter Payable		\$2,377.79	
				B 01	215 025	403 (b) Match		\$1,054.20	
		Voucher #:	62200	Invoice	Invoice No: M2016110	5/31/2016			
				B 01	215 005	Tax Shelter Payable		\$479.16	
				B 01	215 025	403 (b) Match		\$479.16	
		Voucher #:	62201	Invoice	Invoice No: M2016110	5/31/2016			
				B 01	215 005	Tax Shelter Payable		\$100.00	

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## Bagley Public Schools #162 May 2016 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0162	FNB	31337	1116		THE OMNI GROUP		Check
				B 01	215 025	403 (b) Match	\$54.17
	Voucher #:	62217	Invoice		Invoice No: M2016111	5/31/2016	Paid Amt: \$154.17
				B 01	215 005	Tax Shelter Payable	\$1,010.00
				B 01	215 025	403 (b) Match	\$60.00
	Voucher #:	62218	Invoice		Invoice No: M2016111	5/31/2016	Paid Amt: \$1,070.00
				B 01	215 005	Tax Shelter Payable	\$1,100.00
	Voucher #:	62219	Invoice		Invoice No: M2016111	5/31/2016	Paid Amt: \$1,100.00
				B 01	215 005	Tax Shelter Payable	\$54.17
				B 01	215 025	403 (b) Match	\$54.17
	Voucher #:	62220	Invoice		Invoice No: M2016111	5/31/2016	Paid Amt: \$108.34
				B 01	215 005	Tax Shelter Payable	\$533.33
				B 01	215 025	403 (b) Match	\$166.66
	Voucher #:	62221	Invoice		Invoice No: M2016111	5/31/2016	Paid Amt: \$699.99
				B 01	215 005	Tax Shelter Payable	\$629.84
				B 01	215 025	403 (b) Match	\$423.16
	Voucher #:	62222	Invoice		Invoice No: M2016111	5/31/2016	Paid Amt: \$1,053.00
				B 01	215 005	Tax Shelter Payable	\$350.00
	Voucher #:	62223	Invoice		Invoice No: M2016111	5/31/2016	Paid Amt: \$350.00
				B 01	215 005	Tax Shelter Payable	\$30.00
	Voucher #:	62224	Invoice		Invoice No: M2016111	5/31/2016	Paid Amt: \$30.00
				B 01	215 005	Tax Shelter Payable	\$526.67
				B 01	215 025	403 (b) Match	\$297.51
	Voucher #:	62225	Invoice		Invoice No: M2016111	5/31/2016	Paid Amt: \$824.18
				B 01	215 005	Tax Shelter Payable	\$700.00
				B 01	215 025	403 (b) Match	\$54.17
	Voucher #:	62226	Invoice		Invoice No: M2016111	5/31/2016	Paid Amt: \$754.17
				B 01	215 005	Tax Shelter Payable	\$83.33
				B 01	215 025	403 (b) Match	\$83.33
	Voucher #:	62227	Invoice		Invoice No: M2016111	5/31/2016	Paid Amt: \$166.66
				B 01	215 005	Tax Shelter Payable	\$100.00
				B 01	215 025	403 (b) Match	\$54.17
	Voucher #:	62240	Invoice		Invoice No: M2016112	5/31/2016	Paid Amt: \$154.17
				B 01	215 005	Tax Shelter Payable	\$1,510.00
				B 01	215 025	403 (b) Match	\$60.00
	Voucher #:	62241	Invoice		Invoice No: M2016112	5/31/2016	Paid Amt: \$1,570.00
				B 01	215 005	Tax Shelter Payable	\$1,100.00
	Voucher #:	62242	Invoice		Invoice No: M2016112	5/31/2016	Paid Amt: \$1,100.00
				B 01	215 005	Tax Shelter Payable	\$54.17

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## Bagley Public Schools #162 May 2016 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	31337	1116		THE OMNI GROUP		Check		
				B 01	215 025	403 (b) Match		\$54.17	
		<b>Voucher #: 62243</b>	Invoice		<b>Invoice No: M2016112</b>	<b>5/31/2016</b>	<b>Paid Amt:</b>		<b>\$108.34</b>
				B 01	215 005	Tax Shelter Payable		\$533.33	
				B 01	215 025	403 (b) Match		\$166.66	
		<b>Voucher #: 62244</b>	Invoice		<b>Invoice No: M2016112</b>	<b>5/31/2016</b>	<b>Paid Amt:</b>		<b>\$699.99</b>
				B 01	215 005	Tax Shelter Payable		\$629.84	
				B 01	215 025	403 (b) Match		\$341.64	
		<b>Voucher #: 62245</b>	Invoice		<b>Invoice No: M2016112</b>	<b>5/31/2016</b>	<b>Paid Amt:</b>		<b>\$971.48</b>
				B 01	215 005	Tax Shelter Payable		\$350.00	
		<b>Voucher #: 62246</b>	Invoice		<b>Invoice No: M2016112</b>	<b>5/31/2016</b>	<b>Paid Amt:</b>		<b>\$350.00</b>
				B 01	215 005	Tax Shelter Payable		\$30.00	
		<b>Voucher #: 62247</b>	Invoice		<b>Invoice No: M2016112</b>	<b>5/31/2016</b>	<b>Paid Amt:</b>		<b>\$30.00</b>
				B 01	215 005	Tax Shelter Payable		\$526.67	
				B 01	215 025	403 (b) Match		\$297.51	
		<b>Voucher #: 62248</b>	Invoice		<b>Invoice No: M2016112</b>	<b>5/31/2016</b>	<b>Paid Amt:</b>		<b>\$824.18</b>
				B 01	215 005	Tax Shelter Payable		\$700.00	
				B 01	215 025	403 (b) Match		\$54.17	
		<b>Voucher #: 62249</b>	Invoice		<b>Invoice No: M2016112</b>	<b>5/31/2016</b>	<b>Paid Amt:</b>		<b>\$754.17</b>
				B 01	215 005	Tax Shelter Payable		\$83.33	
				B 01	215 025	403 (b) Match		\$83.33	
		<b>Voucher #: 62250</b>	Invoice		<b>Invoice No: M2016112</b>	<b>5/31/2016</b>	<b>Paid Amt:</b>		<b>\$166.66</b>
				B 01	215 005	Tax Shelter Payable		\$100.00	
				B 01	215 025	403 (b) Match		\$54.13	
		<b>Voucher #: 62263</b>	Invoice		<b>Invoice No: M2016113</b>	<b>5/31/2016</b>	<b>Paid Amt:</b>		<b>\$154.13</b>
				B 01	215 005	Tax Shelter Payable		\$1,710.00	
				B 01	215 025	403 (b) Match		\$60.00	
		<b>Voucher #: 62264</b>	Invoice		<b>Invoice No: M2016113</b>	<b>5/31/2016</b>	<b>Paid Amt:</b>		<b>\$1,770.00</b>
				B 01	215 005	Tax Shelter Payable		\$1,100.00	
		<b>Voucher #: 62265</b>	Invoice		<b>Invoice No: M2016113</b>	<b>5/31/2016</b>	<b>Paid Amt:</b>		<b>\$1,100.00</b>
				B 01	215 005	Tax Shelter Payable		\$54.13	
				B 01	215 025	403 (b) Match		\$54.13	
		<b>Voucher #: 62266</b>	Invoice		<b>Invoice No: M2016113</b>	<b>5/31/2016</b>	<b>Paid Amt:</b>		<b>\$108.26</b>
				B 01	215 005	Tax Shelter Payable		\$533.37	
				B 01	215 025	403 (b) Match		\$166.74	
		<b>Voucher #: 62267</b>	Invoice		<b>Invoice No: M2016113</b>	<b>5/31/2016</b>	<b>Paid Amt:</b>		<b>\$700.11</b>
				B 01	215 005	Tax Shelter Payable		\$629.76	
				B 01	215 025	403 (b) Match		\$324.76	
		<b>Voucher #: 62268</b>	Invoice		<b>Invoice No: M2016113</b>	<b>5/31/2016</b>	<b>Paid Amt:</b>		<b>\$954.52</b>

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## Bagley Public Schools #162

### May 2016 Hand Payables Check Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	31337	1116		THE OMNI GROUP		Check		
				B 01	215 005	Tax Shelter Payable		\$350.00	
	Voucher #:	62269	Invoice		Invoice No: M2016113	5/31/2016	Paid Amt:		\$350.00
				B 01	215 005	Tax Shelter Payable		\$30.00	
	Voucher #:	62270	Invoice		Invoice No: M2016113	5/31/2016	Paid Amt:		\$30.00
				B 01	215 005	Tax Shelter Payable		\$526.63	
				B 01	215 025	403 (b) Match		\$297.43	
	Voucher #:	62271	Invoice		Invoice No: M2016113	5/31/2016	Paid Amt:		\$824.06
				B 01	215 005	Tax Shelter Payable		\$700.00	
				B 01	215 025	403 (b) Match		\$54.13	
	Voucher #:	62272	Invoice		Invoice No: M2016113	5/31/2016	Paid Amt:		\$754.13
				B 01	215 005	Tax Shelter Payable		\$83.33	
				B 01	215 025	403 (b) Match		\$83.33	
	Voucher #:	62273	Invoice		Invoice No: M2016113	5/31/2016	Paid Amt:		\$166.66
				B 01	215 005	Tax Shelter Payable		\$0.00	
	Voucher #:	62288	Invoice		Invoice No: Z201611A0	5/31/2016	Paid Amt:		\$0.00
							Check Amount:		\$32,950.32
0162	FNB	31338	80288		WELLS FARGO BANK OF MN		Check		
				B 01	215 030	Insurance Payable		\$450.00	
	Voucher #:	62209	Invoice		Invoice No: M2016110	5/31/2016	Paid Amt:		\$450.00
				B 01	215 030	Insurance Payable		\$150.00	
	Voucher #:	62232	Invoice		Invoice No: M2016111	5/31/2016	Paid Amt:		\$150.00
				B 01	215 030	Insurance Payable		\$150.00	
	Voucher #:	62255	Invoice		Invoice No: M2016112	5/31/2016	Paid Amt:		\$150.00
				B 01	215 030	Insurance Payable		\$150.00	
	Voucher #:	62278	Invoice		Invoice No: M2016113	5/31/2016	Paid Amt:		\$150.00
							Check Amount:		\$900.00
							Report Total:		\$162,236.47

**Bagley Public Schools #162**  
**May 2016 Hand Payables Check Register**  
**Fund Summary**

<b>Fund Description</b>		<b>Total</b>
01	General Fund	\$134,441.12
02	Food Service	\$27,650.40
04	Community Services	\$144.95
<b>Report Total</b>		<b>\$162,236.47</b>

**Bagley Public Schools  
Treasurer's Report  
Period Ended May 31, 2016**

<b>CASH SUMMARY</b>	<b>General</b>	<b>Food Service</b>	<b>Community Service</b>	<b>Capital Projects</b>	<b>Debt Redemption</b>	<b>Trust</b>	<b>Total</b>
Ending Cash Balances	2,756,499.99	127,375.87	144,108.88	226,534.12	255,833.16	1,088.02	3,511,440.04
<b>OPERATING ANALYSIS</b>							
<b>Revenues</b>							
Current Month Receipts	1,693,252.26	56,663.19	57,060.29	0.00	141,086.31	0.00	1,948,062.05
Previous Months	8,779,406.10	460,018.49	176,822.67	1,828.43	125,808.66	0.00	9,543,884.35
<b>Total YTD Revenues</b>	<b>10,472,658.36</b>	<b>516,681.68</b>	<b>233,882.96</b>	<b>1,828.43</b>	<b>266,894.97</b>	<b>0.00</b>	<b>11,491,946.40</b>
Current Month Expenditures	1,681,690.17	46,903.41	38,409.21	0.00	0.00	0.00	1,767,002.79
Previous Months	9,616,423.08	506,435.00	201,109.13	133,751.95	449,915.00	0.00	10,907,634.16
<b>Total YTD Expenditures</b>	<b>11,298,113.25</b>	<b>553,338.41</b>	<b>239,518.34</b>	<b>133,751.95</b>	<b>449,915.00</b>	<b>0.00</b>	<b>12,674,636.95</b>
Revenues Over (Under) Expenditures	(825,454.89)	(36,656.73)	(5,635.38)	(131,923.52)	(183,020.03)	0.00	(1,182,690.55)
<b>BUDGET ANALYSIS</b>							
<b>Revenues</b>							
YTD Revenues	10,472,658.36	516,681.68	233,882.96	1,828.43	266,894.97	0.00	11,491,946.40
Budget	12,112,992.00	584,750.00	283,735.00	0.00	312,185.00	500.00	13,294,162.00
Over (Under) Budget	(1,640,333.64)	(68,068.32)	(49,852.04)	1,828.43	(45,290.03)	(500.00)	(1,801,715.60)
<b>% Budget Received</b>	<b>86.46%</b>	<b>88.36%</b>	<b>82.43%</b>	<b>0.00%</b>	<b>85.49%</b>	<b>0.00%</b>	<b>86.44%</b>
<b>Expenditures</b>							
YTD Expenditures	11,298,113.25	553,338.41	239,518.34	133,751.95	449,915.00	0.00	12,674,636.95
Budget	12,629,997.00	612,745.00	297,459.00	0.00	450,000.00	500.00	13,990,701.00
Over (Under) Budget	(1,331,883.75)	(59,406.59)	(57,940.66)	133,751.95	(85.00)	(500.00)	(1,315,564.05)
<b>% Budget Expended (Over)</b>	<b>89.45%</b>	<b>90.30%</b>	<b>80.52%</b>	<b>0.00%</b>	<b>99.98%</b>	<b>0.00%</b>	<b>90.59%</b>

INDEPENDENT SCHOOL DISTRICT 162					
STATEMENT OF REVENUES AND EXPENDITURES					
BUDGET AND ACTUAL					
GENERAL FUND					
THROUGH MONTH ENDED MAY 31, 2016					
WITH COMPARATIVE AMOUNTS FOR THE YEAR ENDED JUNE 30, 2015					
	2016			2015	
	Budgeted Amounts			Over (Under)	
	Original	Final	Actual	Final Budget	Actual
<b>REVENUES</b>					
Local Property Taxes	1,057,462	1,036,734	1,091,703.01	54,969.01	922,158
Other Local and County Revenues	284,004	281,039	268,680.97	(12,358.03)	380,291
Revenues from State Sources	10,135,421	10,127,318	8,496,498.99	(1,630,819.01)	9,766,303
Revenues from Federal Sources	634,000	657,901	604,322.69	(53,578.31)	565,838
Investment Earnings	12,000	10,000	11,452.70	1,452.70	10,140
<b>TOTAL REVENUES</b>	<b>12,122,887</b>	<b>12,112,992</b>	<b>10,472,658.36</b>	<b>(1,640,334)</b>	<b>11,644,730</b>
<b>EXPENDITURES</b>					
<b>District and School Administration</b>					
Wages	512,900	574,077	522,890.68	(51,186.32)	545,162
Benefits	140,986	148,240	128,433.34	(19,806.66)	135,184
Supplies/Services	68,600	68,918	61,219.38	(7,698.62)	64,985
<b>District Support Services</b>					
Wages	119,350	116,864	106,867.37	(9,996.63)	113,846
Benefits	25,165	23,142	20,802.28	(2,339.72)	22,607
Supplies/Services	172,650	164,897	157,900.60	(6,996.40)	152,874
<b>Regular Instruction</b>					
Wages	3,516,580	3,449,943	3,446,192.50	(3,750.50)	3,281,370
Benefits	911,785	920,279	873,153.27	(47,125.73)	873,119
Supplies/Services	689,795	629,813	509,421.79	(120,391.21)	649,499
<b>Vocational Instruction</b>					
Wages	85,000	28,322	28,321.94	(0.06)	82,763
Benefits	13,360	4,617	4,615.69	(1.31)	13,085
Supplies/Services	9,300	27,089	8,910.21	(18,178.79)	27,719
<b>Special Education</b>					
Wages	795,750	848,910	765,077.87	(83,832.13)	707,952
Benefits	239,812	180,613	164,369.12	(16,243.88)	167,307
Supplies/Services	1,262,951	1,154,605	993,333.03	(161,271.97)	1,277,771
<b>Instructional Support Services</b>					
Wages	259,847	299,739	172,617.22	(127,121.78)	346,222
Benefits	57,405	48,624	32,418.84	(16,205.16)	69,123
Supplies/Services	80,763	115,787	90,870.55	(24,916.45)	96,674
<b>Pupil Support Services</b>					
Wages	471,600	493,999	479,091.18	(14,907.82)	448,899
Benefits	80,948	93,199	87,283.55	(5,915.45)	73,425
Supplies/Services	489,515	422,902	405,819.66	(17,082.34)	592,647
<b>Site, Buildings &amp; Equipment</b>					
Wages	422,500	570,787	505,187.85	(65,599.15)	470,055
Benefits	105,325	114,646	101,949.66	(12,696.34)	90,910
Supplies/Services	1,663,000	2,034,903	1,536,757.67	(498,145.33)	1,925,191
<b>Fiscal &amp; Other Fixed Costs</b>					
	73,000	95,082	94,608.00	(474.00)	56,707
<b>TOTAL EXPENDITURES</b>	<b>12,267,887</b>	<b>12,629,997</b>	<b>11,298,113.25</b>	<b>(1,331,884)</b>	<b>12,285,094</b>
Excess (Deficiency) of Revenues					
Over (Under) Expenditures	(145,000)	(517,005)	(825,455)	(308,450)	(640,364)

## Bagley Public Schools #162 May 2016 Wire Payments Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	1016			MN DEPT OF REVENUE		Wire		
				B 01	215 013	State W/H Payable		\$21,448.04	
	Voucher #:	61970	Invoice		Invoice No: M2016100	5/10/2016	Paid Amt:		\$21,448.04
				B 01	215 013	State W/H Payable		\$2,221.64	
	Voucher #:	61975	Invoice		Invoice No: M201610S0	5/10/2016	Paid Amt:		\$2,221.64
				B 01	215 013	State W/H Payable		\$3.62	
	Voucher #:	61994	Invoice		Invoice No: Z2016100	5/10/2016	Paid Amt:		\$3.62
								Check Amount:	\$23,673.30
0162	FNB	1015			IRS		Wire		
				B 01	215 010	FICA Payable		\$85,807.52	
				B 01	215 011	Fed W/H Payable		\$51,662.35	
	Voucher #:	61969	Invoice		Invoice No: M2016100	5/10/2016	Paid Amt:		\$137,469.87
				B 01	215 010	FICA Payable		\$9,187.18	
				B 01	215 011	Fed W/H Payable		\$5,161.83	
	Voucher #:	61974	Invoice		Invoice No: M201610S0	5/10/2016	Paid Amt:		\$14,349.01
				B 01	215 011	Fed W/H Payable		\$82.99	
	Voucher #:	61991	Credit		Invoice No: Z2016100	5/10/2016	Paid Amt:		(\$82.99)
				B 01	215 010	FICA Payable		\$282.74	
	Voucher #:	61993	Invoice		Invoice No: Z2016100	5/10/2016	Paid Amt:		\$282.74
								Check Amount:	\$152,018.63
0162	FNB	51276			MINNESOTA CHILD SUPPORT PAY CT		Wire		
				B 01	215 035	Garnishments		\$1,053.00	
	Voucher #:	61971	Invoice		Invoice No: M2016100	5/10/2016	Paid Amt:		\$1,053.00
								Check Amount:	\$1,053.00
0162	FNB	1014			TRA		Wire		
				B 01	215 018	TRA Payable		\$53,880.32	
	Voucher #:	61968	Invoice		Invoice No: M2016100	5/13/2016	Paid Amt:		\$53,880.32
				B 01	215 018	TRA Payable		\$7,850.64	
	Voucher #:	61973	Invoice		Invoice No: M201610S0	5/13/2016	Paid Amt:		\$7,850.64
				B 01	215 018	TRA Payable		\$277.20	
	Voucher #:	61992	Invoice		Invoice No: Z2016100	5/13/2016	Paid Amt:		\$277.20
								Check Amount:	\$62,008.16
0162	FNB	62905			PUBLIC EMPLOYEES RET ASSOC		Wire		
				B 01	215 017	PERA Payable		\$27,830.19	
	Voucher #:	61972	Invoice		Invoice No: M2016100	5/13/2016	Paid Amt:		\$27,830.19
				B 01	215 017	PERA Payable		\$1,003.82	
	Voucher #:	61976	Invoice		Invoice No: M201610S0	5/13/2016	Paid Amt:		\$1,003.82

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## Bagley Public Schools #162 May 2016 Wire Payments Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0162	FNB	62905			PUBLIC EMPLOYEES RET ASSOC		Wire		
				B 01	215 017				
		Voucher #: 61995	Invoice		PERA Payable			\$0.00	
					Invoice No: Z2016100	5/13/2016		Paid Amt:	\$0.00
								Check Amount:	\$28,834.01
0162	FNB	1015			IRS		Wire		
				B 01	215 010				
				B 01	215 011				
		Voucher #: 62211	Invoice		FICA Payable			\$86,896.44	
					Fed W/H Payable			\$51,862.27	
					Invoice No: M2016110	5/31/2016		Paid Amt:	\$138,758.71
				B 01	215 010				
				B 01	215 011				
		Voucher #: 62234	Invoice		FICA Payable			\$36,833.90	
					Fed W/H Payable			\$24,715.99	
					Invoice No: M2016111	5/31/2016		Paid Amt:	\$61,549.89
				B 01	215 010				
				B 01	215 011				
		Voucher #: 62257	Invoice		FICA Payable			\$36,872.34	
					Fed W/H Payable			\$24,643.83	
					Invoice No: M2016112	5/31/2016		Paid Amt:	\$61,516.17
				B 01	215 010				
				B 01	215 011				
		Voucher #: 62280	Invoice		FICA Payable			\$36,872.40	
					Fed W/H Payable			\$24,613.89	
					Invoice No: M2016113	5/31/2016		Paid Amt:	\$61,486.29
				B 01	215 010				
				B 01	215 011				
		Voucher #: 62285	Credit		FICA Payable			\$934.62	
					Fed W/H Payable			\$714.93	
					Invoice No: Z201611A0	5/31/2016		Paid Amt:	(\$1,649.55)
				B 01	215 010				
				B 01	215 011				
		Voucher #: 62298	Invoice		FICA Payable			\$1,338.06	
					Fed W/H Payable			\$318.24	
					Invoice No: Z2016110	5/31/2016		Paid Amt:	\$1,656.30
								Check Amount:	\$323,317.81
0162	FNB	1016			MN DEPT OF REVENUE		Wire		
				B 01	215 013				
		Voucher #: 62212	Invoice		State W/H Payable			\$21,617.35	
					Invoice No: M2016110	5/31/2016		Paid Amt:	\$21,617.35
				B 01	215 013				
		Voucher #: 62235	Invoice		State W/H Payable			\$10,149.97	
					Invoice No: M2016111	5/31/2016		Paid Amt:	\$10,149.97
				B 01	215 013				
		Voucher #: 62258	Invoice		State W/H Payable			\$10,131.87	
					Invoice No: M2016112	5/31/2016		Paid Amt:	\$10,131.87
				B 01	215 013				
		Voucher #: 62281	Invoice		State W/H Payable			\$10,117.79	
					Invoice No: M2016113	5/31/2016		Paid Amt:	\$10,117.79
				B 01	215 013				
		Voucher #: 62286	Credit		State W/H Payable			\$281.51	
					Invoice No: Z201611A0	5/31/2016		Paid Amt:	(\$281.51)

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# Bagley Public Schools #162

## May 2016 Wire Payments Register

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0162	FNB	1016			MN DEPT OF REVENUE		Wire
				B 01	215 013	State W/H Payable	\$138.79
	Voucher #:	62299	Invoice		Invoice No: Z2016110	5/31/2016	Paid Amt: \$138.79
							Check Amount: \$51,874.26
							Report Total: \$642,779.17

**Bagley Public Schools #162**  
**May 2016 Wire Payments Register**  
**Fund Summary**

<b>Fund Description</b>		<b>Total</b>
01	General Fund	\$642,779.17
<b>Report Total</b>		<b>\$642,779.17</b>

Elementary Auxiliary Account  
April 30, 2016

	5/1/16	Receipts	Disbursements	5/31/16
Student Activities	\$286.05	0	\$1.00	\$285.05
Title VII	\$24.92			\$24.92
<b>Total</b>	<b>\$310.97</b>	<b>\$0.00</b>	<b>\$1.00</b>	<b>\$309.97</b>

BAGLEY ELEM SCHOOL  
 AUXILARY ACCOUNT  
 FY 16

	7/1/15	Receipts	Disbursements	6/30/16
Student Activities	\$296.05	\$0.00	\$11.00	\$285.05
Title VII	\$24.92	\$0.00	\$0.00	\$24.92
<b>Total</b>	<b>\$320.97</b>	<b>\$0.00</b>	<b>\$11.00</b>	<b>\$309.97</b>

## Bagley High School Auxiliary Master Account-2015-2016 School Year

May 1-30-2016				
Auxiliary Accounts:	Beg Balance	Receipts	Disbursements	End Balance
Class of 2016	\$436.03			\$436.03
Class of 2017	\$226.83			\$226.83
Class Of 2018	\$338.27			\$338.27
Class of 2019	\$132.00			\$132.00
Class of 2020	\$186.86			\$186.86
Class of 2021	\$114.75			\$114.75
Band/Choir	\$11,578.78	\$390.00	\$1,675.60	\$10,293.18
Cultural Club ***	\$430.00			\$430.00
Interact Club	\$1,021.01			\$1,021.01
Prom	\$4,483.59		\$2,141.77	\$2,341.82
Robotics	\$3,240.20		\$839.46	\$2,400.74
Student Council	\$14,937.03	\$3.16		\$14,940.19
<b>Totals</b>	<b>\$37,125.35</b>	<b>\$393.16</b>	<b>\$4,656.83</b>	<b>\$32,861.68</b>

\*\*\*New Account

Helen Kennedy  
High School Principal



Date



June 2016

Cassie Dahl  
Bagley Elementary School  
202 Bagley Ave Nw  
Bagley, MN 56621-8759

Dear Cassie,

We want to take this time to offer you sincere thanks and deep appreciation for your remarkable achievement in the 2016 Pennies for Patients program. Please accept your 2016 Pennies for Patients prizes to commemorate Bagley Elementary School's amazing accomplishment.

The Pennies for Patients program in Minnesota, North Dakota, South Dakota and Western Wisconsin has grown so much throughout the past several years. 10 years ago in 2006 we had 500 schools participating in the program, raising \$520,000. The 2016 campaign included 850 registered schools and is working towards a goal of raising \$840,000!

We appreciate your school's commitment to our mission to find cures for blood cancers while teaching students the importance of compassion and giving to others. You and your students have truly made a difference, and we sincerely thank you for your partnership!

Every Penny Counts,



Your Pennies Team: Kelli Anderson, Alli Rekow, Joanne Harris  
[www.StudentSeries.org/MN](http://www.StudentSeries.org/MN)  
612-259-4643

# Bagley Elementary K-6 Literacy Plan

## 1. Statements of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 6

Bagley Public Schools is committed to using disaggregated student achievement results and growth data of all kindergarten through sixth grade student groups, including Free and Reduced, American Indian, and Special Education. Teaching and learning will have a strong focus on building a solid foundation of literacy skills in kindergarten through sixth grade to assure they are prepared for their future educational opportunities including college and career readiness.

Reading proficiency is defined as meeting the Minnesota 2010 English Language Arts Standards and district grade-level benchmarks. Benchmark goals are listed in the Bagley Elementary Curriculum Map and posted on the web site.. Reading ability is measured using the assessment tools in the Journeys, a program in the Houghton Mifflin Harcourt Reading Program, and progress is reported in Synergy grade book. **Kindergarten** through sixth grade benchmark goals are determined **using assessment results** and Lexile ranges from the **STAR Early Literacy and the STAR Literacy Enterprise Assessments** and will be reported to parents no less than three times per year.

Core literacy instruction is provided in the classroom through Journeys, a program in the Houghton Mifflin Harcourt Reading Program, utilizing leveled readers for small guided reading groups as well as whole group instruction. Small guided reading groups provide opportunities to meet the needs of those students not making the benchmark.

In addition to core instruction for all, students not meeting the benchmarks are provided with additional intervention opportunities outside the classroom including Reading Recovery, Leveled Literacy Intervention, Title I, Scholastic READ 180/System 44, summer school and Extended Day.

An annual analysis and review of core instruction will be completed to determine the effectiveness of current practices being taught to fidelity for all students, but specifically for those not making adequate growth towards meeting grade level objectives.

Reading proficiency is defined by the National Accessible Reading Assessment Projects as "An active and complex process that involves understanding written text; developing and interpreting meaning; and using meaning as appropriate to type of text, purpose, and situation." To ensure reading proficiency for all Bagley Elementary K-6

students are provided with intervention opportunities outside the classroom according to the three tiered model as explained in section 6 of this literacy plan.

## 2. Statement of process to assess students' level of reading proficiency

Bagley Elementary School adopted a screening assessment, **STAR Early Literacy and STAR Enterprise, which measures reading level skill proficiencies and provides an estimated oral fluency score** for all students. The data from these assessments allow us to differentiate instruction within the classroom to meet the needs of each student. This Benchmark Assessment System will be administered every fall with all students K-6 and **as needed up** to three times per year with students who are not achieving at grade-level. Other assessments tools:

Assessment	Grade Level Using	Description	What is being assessed	When Administered	How proficiency is determined	Communicating results How and When
Running Records	K, 1, 2	Teacher listens to a student read one-on-one and takes notes measuring fluency/phrasing, decoding, accuracy, and allows the teacher to analyze miscues which will indicate errors and self-corrections that are meaning based, structural, and/or visual. The teacher is able to give individual instruction based on data collected.	*Fluency *Decoding *Accuracy *Phonics	Frequently	Independent Level: 95-100% accuracy  Instructional Level: 90-94% accuracy  Frustration Level: Below 90% accuracy	Quarterly report cards and bi-annual conferences
STAR Early Literacy	K- 1	Classroom teachers will administer STAR Early Literacy, which is a computer-adaptive assessment measuring emergent, transitional, and probable readers' proficiency and provides diagnostic information	*General readiness, *Graphophonemic knowledge *Phonemic awareness *Phonics *Comprehension	Fall Winter Spring <b>Kindergarten. Late Fall, Winter,</b>	Rate of growth throughout the school year  <u>By the end of Kindergarten:</u>	Bi-annual conferences

		on 41 early literacy skills grouped in the following seven domains: general readiness, graphophonemic knowledge, phonemic awareness, phonics, comprehension, structural analysis, and vocabulary. These results provide teachers with specific information needed to tailor instruction and classroom routines to meet the needs of their students.	*Structural analysis *Vocabulary	Spring. Grade 1: Fall, winter and Spring	Scaled score of 675 Transitional Reader <u>By the end of First Grade:</u> Scaled score of 775 Probable Reader	
STAR Reading	2, 3, 4, 5, 6	Classroom teachers will administer STAR Reading, which measures reading comprehension, vocabulary, phonics, phonemic awareness, text complexity, and an estimated oral reading fluency score (WPM and accuracy as a %). It provides information to help teachers tailor instruction, monitor reading growth, and improve students' reading performance. The items are presented in one of two formats: vocabulary-in-context or authentic-text passage.	*Comprehension *Vocabulary *Phonics *Phonemic Awareness *Reading levels and Lexile Ranges	Grades 2-6: Fall, Winter, Spring	Grade equivalency score at grade level <u>i.e.</u> 1.9 for end of first grade	Bi-annual conferences  ZPD range is sent home after assessment is completed up to three times a year
End of Unit Assessments.	K	Houghton Mifflin Harcourt Journeys Assessment.	*Phonological Awareness/Phonics/Alphabetic Principle. *Phonemic Awareness-Decodable Words. Blending words. Letter blending. * Letter Naming. *High Frequency	End of Unit Tests.	Benchmarks in Curriculum Maps	Quarterly report cards

			Words/Vocab. *Fluency-Sentence Reading *Comprehension-Listening Comp. Writing.			
End of Unit Assessments	1	Houghton Mifflin Harcourt Journeys Assessment.	*Phonological Awareness/Phonics. *Phonemic Awareness-Decodable Words. *High Frequency Words/Vocab. *Fluency-Accuracy *Comprehension *Writing. *Spelling. *Grammar.	End of Unit Assessments	Benchmarks in Curriculum Maps	Quarterly report cards
End of Unit Assessments	2	Houghton Mifflin Harcourt Journeys Assessment.	*Phonological Awareness/Phonics. *Phonemic Awareness-Decodable Words. *High Frequency Words/Vocab. *Fluency-Accuracy *Comprehension *Writing. *Spelling. *Grammar.	End of Unit Assessments	Benchmarks in Curriculum Maps	Quarterly report cards
End of Unit	3	Houghton Mifflin Harcourt	*Phonological	End of Unit	Benchmarks in	Quarterly report

Assessments		Journeys Assessment.	Awareness/Phonics. *Phonemic Awareness-Decodable Words. *High Frequency Words/Vocab. *Fluency-Accuracy *Comprehension *Writing. *Spelling. *Grammar.	Assessments	Curriculum Map	cards
End of Unit Assessments	4	Houghton Mifflin Harcourt Journeys Assessment.	*Phonological Awareness/Phonics. *Phonemic Awareness-Decodable Words. *High Frequency Words/Vocab. *Fluency-Accuracy *Comprehension *Writing. *Spelling. *Grammar.	End of Unit Assessments	Benchmarks in Curriculum Map	Quarterly report cards
End of Unit Assessments	5	Houghton Mifflin Harcourt Journeys Assessment.	*Phonological Awareness/Phonics. *Phonemic Awareness-Decodable Words. *Vocab. *Comprehension *Writing. *Spelling.	End of Unit Assessments	Benchmarks in Curriculum Map	Quarterly report cards

End of Unit Assessments	6	Houghton Mifflin Harcourt Journeys Assessment.	*Language Arts *Phonological Awareness/Phonics. *Phonemic Awareness-Decodable Words. *Vocab. *Comprehension *Writing. *Spelling. *Language	End of Unit Assessments	Benchmarks in Curriculum Maps	Quarterly report cards
NWEA-Measures of Academic Progress (MAP)	2nd and 6th Grades		Comprehension Establish RIT scores	Fall Winter Spring  Teacher Resource: The linked correlation chart compares different program benchmarks and may be referred to during scheduled conference times. <u>Lexile Chart</u>  Spring	RIT score range  <u>Specifics:</u> At grade level in 2 <sup>nd</sup> grade: *179 Fall *186 Winter *190 Spring At grade level in 6 <sup>th</sup> grade:  *214 Winter	Bi-annual (2nd) conferences and third quarter (6th)

3. How elementary schools within the district will notify and involve parents to accelerate literacy development for their children in each grade Kindergarten through Grade 6

<p>Core literacy instruction are aligned with grade-level content standards</p>	<p>Through the Houghton Mifflin Harcourt Reading program, balanced literacy approach, including guided reading at K-6 core literacy instruction aligns with grade-level content English Language Arts and Literacy standards as set by Minnesota Department of Education.</p>
<p>Intervention supports</p>	<p>After diagnostic assessment data is reviewed and analyzed, students are selected based on literacy needs for additional supports in and out of the classroom.</p> <ul style="list-style-type: none"> <li>• Tier I: Core instruction and classroom interventions</li> <li>• Tier II: Small group Title 1 and ADSIS interventions based on diagnostic assessment data</li> <li>• Tier II:</li> <li>• Tier III: Reading Recovery and Leveled Literacy Intervention</li> </ul>
<p>Diagnostic assessments facilitate matching of student needs to instruction</p>	<p>K-6: Student achievement performance on Houghton Mifflin Harcourt end of the unit assessments.          Grades 2 and 6 Map data          Grades K-1 Star Early Literacy (Preschool as needed to determine readiness)          Grades 2-6 Star Reading Enterprise</p>
<p>Corresponding effectiveness in accelerating achievement of students in need of additional instruction</p>	<ul style="list-style-type: none"> <li>• Tier II: Small group Title 1 and ADSIS interventions based on diagnostic assessment data</li> <li>• Extended Day</li> <li>• Summer School</li> <li>• Tier III: Reading Recovery and Leveled Literacy Intervention</li> <li>• Tier III: Scholastic READ 180/System 44.</li> </ul>
<p>Communication plan and time lines for collaboration with parents on understanding data and existing supports</p>	<p>See final column in the chart in section 2</p>

Explanation of entrance and exit criteria for students needing instructional interventions or problem solving practices used when indicated by diagnostic and progress monitoring data	<a href="#">Link to guided reading leveled chart</a>
Resources and tools for parents, caregivers, and/or community members to support literacy practices at home	<ul style="list-style-type: none"> <li>• Local library has a section for leveled books</li> <li>• Family Literacy Night</li> <li>• Book bingo (kids receive books to build home libraries)</li> <li>• Home components with LLI and Reading Recovery</li> <li>• Houghton Mifflin Harcourt Text on-line</li> </ul>

**4. Interventions and instructional supports that are available to students not reading at or above grade level in grades Kindergarten through Grade 6 and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress**

Core Instruction Components	Description
Guided Reading	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.
Guided Writing	Instruction in a small-group context allows teachers to provide high levels of immediate, targeted support while each student writes his or her own short but complete text.
Interactive Writing	Allows children to work alongside the teacher as they construct a text by sharing the pen.
Shared Reading	Completed with the whole group using a grade-level text. It teaches skills and strategies, increasing reading fluency, learn content information, and support developing readers.
Shared Writing	The teacher and students compose text together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed.

High Frequency Words and Vocabulary	The knowledge of words and their meanings starting with listening vocabulary, moving to speaking vocabulary, then to reading vocabulary, and finally to writing vocabulary.
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Intervention Services outside of core instruction and continuum of interventions	<p>After diagnostic assessment data is reviewed and analyzed, students are selected based on literacy needs for additional supports in and out of the classroom.</p> <ul style="list-style-type: none"> <li>• Tier I: Core instruction and classroom interventions <ul style="list-style-type: none"> <li>○ If classroom interventions are not providing adequate growth, students may move to a Tier II intervention.</li> </ul> </li> <li>• Tier II: Small group Title 1 interventions based on diagnostic assessment data <ul style="list-style-type: none"> <li>○ If Tier II interventions are not providing adequate growth, students may move to a Tier III intervention upon meeting entrance criteria.</li> </ul> </li> <li>• Tier III: Reading Recovery and Leveled Literacy Intervention <ul style="list-style-type: none"> <li>○ If Tier III interventions are not providing adequate growth, students may be referred for testing that may provide further specialized services.</li> </ul> </li> </ul>
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Intervention Supports (as determined by quarterly benchmarks and teacher observation)	Definition
Phonemic Awareness	<p>Phonemic Awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Blend the word c-a-t = cat</li> <li>• What is the first sound in the word not?</li> <li>• What is the last sound in the word not?</li> <li>• What are all the sounds you hear in the word not?</li> <li>• Rhyming</li> <li>• Segmenting sounds (pig = p-i-g)</li> </ul>
Phonics	<p>Phonics is the relationship between letter patterns and the sounds.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Vowel patterns: (ay, ar, ee, ow, or, oa, ai, all)</li> </ul>

	<ul style="list-style-type: none"> <li>• Silent "e"</li> <li>• Digraphs- sh, ch, th</li> <li>• Endings: s, ing, ed</li> <li>• Contractions (can't, didn't, I'm, I'll, you're, we're, they're, he's, she's, it's, isn't)</li> </ul>
Comprehension	<p>Comprehension is being able to understand and retell what you have read or listened to.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Background knowledge</li> <li>• Questioning</li> <li>• Drawing inferences</li> <li>• Creating mental images (Visualizing)</li> <li>• Synthesizing</li> <li>• Making connections</li> </ul>
Fluency	<p>Fluency is the ability to read like talking using intonation, expression, and phrasing.</p>
Vocabulary	<p>Vocabulary is the knowledge of words and word meanings.</p>

**5. Describe how elementary teachers will participate in, and benefit from professional development on Scientifically-Based Reading Instruction.**

In a report published in 2000 by the National Reading Panel, Scientifically-Based Reading Instruction is defined as "programs or collection of practices must include at a minimum, effective, balanced instruction in all five areas of reading. Comprehensive, scientifically- based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluation, and communicating student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills."

Student and teacher performance data is used to prioritize and select from a combination of the following Professional Development requirements that promote best practice and allow for continued professional growth which in turn will increase student achievement.

- Professional Learning Communities (PLC)
  - A focused study group of teachers looking at learning objectives to enhance understanding of specific areas of curriculum. (i.e. understanding the needs of diverse learners, oral language development, and best practice instruction for standards-based learning)

- Job Embedded Professional Development (JEPD)
  - All elementary teachers (K-6) have 60-90 minutes per week of JEPD time allotted for looking at student data, planning interventions, planning lessons, looking at student work, creating units of study, and researching best practices in literacy instruction.
- Outside Professional Development
  - A variety of best practice opportunities arise for teachers to attend professional learning courses throughout the year that are directly related to student achievement.

**6. Describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades.**

Core literacy instruction, utilizing Houghton Mifflin Harcourt Journeys aligned with the 2010 Minnesota English Language Arts Standards, is provided by classroom teachers through differentiated instructions with varied leveled text books and including a variety of instructional designs such as Daily CAFE, Guided Reading, Shared Reading, Writer’s Workshop, and whole group instruction. This provides opportunities to meet the needs of those students not making the benchmark. In addition to core instruction for all, students not meeting the benchmark are provided with additional intervention opportunities outside the classroom to include Reading Recovery, Leveled Literacy Intervention, Title I, and ADSIS services.

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Intervention supports	<p>After diagnostic assessment data is reviewed and analyzed, students are selected based on literacy needs for additional supports in and out of the classroom.</p> <ul style="list-style-type: none"> <li>• Tier I: Core instruction and classroom interventions</li> <li>• Tier II: Small group Title 1 and ADSIS interventions based on diagnostic assessment data</li> <li>• Tier III: Reading Recovery and Leveled Literacy Intervention</li> </ul>
Tier I	<ul style="list-style-type: none"> <li>• <u>Whole group instruction with classroom teacher</u>: Interactive read-alouds, shared reading, shared writing, CAFE mini lessons</li> <li>• <u>Small group instruction with classroom teacher</u>: Guided reading groups, guided writing groups, sight words</li> <li>• <u>Classroom interventions</u>: one-on-one reading and sight words</li> </ul>
Tier II	Small group instruction with Title 1 and ADSIS intervention teachers based on the following areas:

	<ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Comprehension</li> <li>• Fluency</li> <li>• Vocabulary</li> </ul>
Tier III	One-on-one or small group intensive reading instruction for 30 minutes everyday. The duration of these programs is for 12 to 20 weeks.

We will look at quarterly based data and make professional development decisions utilizing that data for future planning purposes. By using the trajectory of learning, as outlined in The Continuum of Literacy Learning: A Guide to Teaching by Gay Su Pinnell and Irene C. Fountas, teachers incorporate a variety of researched based literacy instructional models to meet the needs of all students in the classroom.

**7. Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students.**

Bagley Elementary Staff has had training in the area of understanding the language and linguistic needs of our diverse population. During PLC time, teachers discuss data and look at student work to better plan classroom practices to increase student performance for our diverse student population. Further training and support will be provided as needed utilizing district and regional specialists who can effectively train school staff to recognize needs in the areas of oral language and linguistics. Data will be gathered from student screenings of language delay and will be used to develop classroom supports to build and accelerate oral language skills.

During the 2012-2013 school year staff selected Houghton Mifflin Harcourt Journeys Reading program. This comprehensive program will be used to address the needs identified through our student achievement assessments. Staff will identify students in need and provide additional intervention instruction.

**8. Post assessment methods and data that is submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of the local literacy plan on district webpage for all students in Kindergarten through Grade 2.**

*DATA Collection Chart*

Kindergarten	Objective of assessment program	End of Quarter	Explanation of measure if
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		<b>4 Benchmark at 100%</b>	<b>locally developed</b>
Letter Sounds	Students will be able to identify the correct letter sounds.	LSF 90	Houghton Mifflin Harcourt Early Literacy. Fountas and Pinnell
Oral Language	Students will read accurately and fluently with understanding book levels. HMH.	Book Level 4	Houghton Mifflin Harcourt Early Literacy.
Decodable Words	Students will be able to read and practice decoding strategies with unfamiliar words.	80%	Houghton Mifflin Harcourt Early Literacy. Fountas and Pinnell
Vocabulary	Students will be able to identify grade level vocabulary words.	80%	Houghton Mifflin Harcourt Early Literacy.
Comprehension	Students will demonstrate understanding and meaning from grade level text.	80%	Houghton Mifflin Harcourt Early Literacy.
<b>First Grade</b>	<b>Objective of assessment program</b>	<b>End of Quarter 4 Benchmark at 100%</b>	<b>Explanation of measure if locally developed</b>
Decodable Words	Students will be able to read and practice decoding strategies with unfamiliar words.	80%	Houghton Mifflin Harcourt Early Literacy. Fountas and Pinnell
Oral Reading	Students will read accurately and fluently with understanding book levels. HMH.	Book Level 16	Houghton Mifflin Harcourt Early Literacy.
Comprehension	Students will demonstrate understanding and meaning from grade level text.	80%	Houghton Mifflin Harcourt Early Literacy.
Vocabulary	Students will be able to identify grade level vocabulary words.	80%	Houghton Mifflin Harcourt Early Literacy.
<b>Second Grade</b>	<b>Objective of assessment program</b>	<b>End of Quarter</b>	<b>Explanation of measure if</b>

		4 Benchmark at 100%	locally developed
Oral Reading	Students will read accurately and fluently with understanding book levels. HMH.	Book Level 28 or 2.9 Grade Level Text.	Houghton Mifflin Harcourt Early Literacy.
Comprehension	Students will demonstrate understanding and meaning from grade level text.	80%	Houghton Mifflin Harcourt Early Literacy.
Comprehension	Students will demonstrate understanding and meaning from grade level text.	186	NWEA
Vocabulary	Students will be able to identify grade level vocabulary words.	80%	Houghton Mifflin Harcourt Early Literacy.

Through the weekly Professional Learning Communities (PLC's), student data is evaluated and monitored to identify literacy needs of individual students. Staff determines interventions needed to best support the needs of those students to ensure they are meeting grade-level benchmarks and will be reading well by third grade.

If you have any questions or comments about the Bagley Elementary K-6 Literacy Plan, please contact:

Lee Furuseth  
 218-694-6528  
 lfuruseth@bagley.k12.mn.us

## Reading Well by Third Grade Plan Submission and Data Report

This report contains the information submitted to the Minnesota Department of Education  
by the district or charter school for the school year listed.

**District Name**  
**School Year**  
**Submission Status**

**Contact Information**  
**Submitter Name**  
**Submitter Title**  
**Submitter E-Mail**  
**Submitter Phone Number**

### Local Literacy Plan

**Plan File Name**  
**Plan Hyperlink**

## Summary Report of Local Assessments

This report contains a summary of the assessments used within the district as reported for this reporting year.

**District Name BAGLEY PUBLIC SCHOOL DISTRICT**  
**Report Year 2016**

### Assessment Summary

<u>Assessment Name</u>	<u>Publisher</u>	<u>Measures</u>	<u>Tiers</u>	<u>Purposes</u>	<u>Grades</u>
BAS, System 1 (Grades K-2)	Fountas_Heinemann	Multiple Measures	Tier 3	Diagnosis, Progress Monitoring	KG, 1, 2
Book Level/Running Record	Locally_Developed	Oral Reading Fluency	Tier 1	Progress Monitoring, Screening	KG, 1, 2
End of Unit Comprehension Tests	Other	Comprehension	Tier 1	Diagnosis, Progress Monitoring, Screening	KG, 1, 2, 3
End of Unit Vocabulary Tests	Other	Vocabulary	Tier 1	Progress Monitoring, Screening	KG, 1, 2, 3
Fluency with Grade Level Unit Tests	Other	Oral Reading Fluency	Tier 1	Diagnosis, Progress Monitoring, Screening	KG, 3
Minnesota Comprehensive Assessment	Other	Comprehension	Tier 1	Progress Monitoring, Screening	3
Scholastic Reading Inventory	Other	Multiple Measures	Tier 3	Diagnosis, Progress Monitoring	3
Survey with Goals (MAP)	NWEA	Multiple Measures	Tier 1, Tier 2	Diagnosis, Progress Monitoring, Screening	2
Text Reading (Running Records)	Marie_Clay	Multiple Measures	Tier 3	Diagnosis, Progress Monitoring	1

## Assessment Norms Report

This report contains the grade-level expectations for each assessment used within the district as reported for this reporting year.

**District Name BAGLEY PUBLIC SCHOOL DISTRICT**  
**Report Year 2016**

### Assessment Norms

<u>Assessment Name</u>	<u>Time of Year</u>	<u>Measures</u>	<u>Grade</u>	<u>Cut Score</u>
BAS, System 1 (Grades K-2)	FALL	Multiple Measures (if two or more of the measures)	KG	4 Reading Level
BAS, System 1 (Grades K-2)	FALL	Multiple Measures (if two or more of the measures)	Grade 1	16 Reading Level
BAS, System 1 (Grades K-2)	FALL	Multiple Measures (if two or more of the measures)	Grade 2	28 Reading Level
Source of Norms: <b>Add after I get it.</b>				
Book Level/Running Record	SPRING	Oral Reading Fluency	KG	4 Reading Accuracy
Book Level/Running Record	SPRING	Oral Reading Fluency	Grade 1	16 Reading Accuracy
Book Level/Running Record	SPRING	Oral Reading Fluency	Grade 2	28 Reading Accuracy
Source of Norms: <b>Book leveling, Fluency (WPM) and Accuracy (WC) as a percentage.</b>				

End of Unit Comprehension Tests	SPRING	Comprehension	KG	80 Percent Correct
End of Unit Comprehension Tests	SPRING	Comprehension	Grade 1	80 Percent Correct
End of Unit Comprehension Tests	SPRING	Comprehension	Grade 2	80 Percent Correct
End of Unit Comprehension Tests	SPRING	Comprehension	Grade 3	80 Percent Correct
Source of Norms: <b>District Established Criterion Reference</b>				
End of Unit Vocabulary Tests	SPRING	Vocabulary	KG	80 Percent Correct
End of Unit Vocabulary Tests	SPRING	Vocabulary	Grade 1	80 Percent Correct
End of Unit Vocabulary Tests	SPRING	Vocabulary	Grade 2	80 Percent Correct
End of Unit Vocabulary Tests	SPRING	Vocabulary	Grade 3	80 Percent Correct
Source of Norms: <b>District Criterion Referenced</b>				
Fluency with Grade Level Unit Tests	WINTER	Oral Reading Fluency	KG	90 Words Correct Per Minute
Fluency with Grade Level Unit Tests	WINTER	Oral Reading Fluency	Grade 3	90 Words Correct Per Minute
Source of Norms: <b>District Criterion Referenced</b>				
Minnesota Comprehensive Assessment	SPRING	Comprehension	Grade 3	350 Percent Correct
Source of Norms: <b>Minnesota Department of Education</b>				
Scholastic Reading Inventory	FALL	Multiple Measures (if two or more of the measures)	Grade 3	840 Reading Level
Source of Norms: <b>Year-End Proficiency Lexile Score</b>				
Survey with Goals (MAP)	SPRING	Multiple Measures (if two or more of the measures)	Grade 2	186 Rit Score
Survey with Goals (MAP)	SPRING	Multiple Measures (if two or more of the measures)	Grade 2	186 Rit Score
Source of Norms: <b>Reading 2-5 MN 2010 (CCSS) V2 MN Common Core English Language Arts K-12: 2010</b>				
Text Reading (Running Records)	FALL	Multiple Measures (if two or more of the measures)	Grade 1	16 Reading Level
Source of Norms: <b>Change when I get it.</b>				

### District Student Data Report

This report contains a summary of the student data for each assessment across all schools within the district as reported for this reporting year.

District Name **BAGLEY PUBLIC SCHOOL DISTRICT**  
Report Year **2016**

#### District Student Data by Assessment and Grade

Assessment Name	KG			Grade 1			Grade 2			Grade 3		
	Students Proficient	Students Tested	Percent Proficient	Students Proficient	Students Tested	Percent Proficient	Students Proficient	Students Tested	Percent Proficient	Students Proficient	Students Tested	Percent Proficient
Book Level/Running Record	53	70	75.7%	68	88	77.3%	45	70	64.3%			
End of Unit Comprehension Tests	40	69	58.0%	78	88	88.6%	45	70	64.3%	68	96	70.8%
End of Unit Vocabulary Tests	39	69	56.5%	80	89	89.9%	53	70	75.7%	76	96	79.2%
Fluency with Grade Level Unit Tests	37	69	53.6%							69	96	71.9%
Minnesota Comprehensive Assessment										39	97	40.2%
Survey with Goals (MAP)							33	65	50.8%			

### School Submission Summary Report

This report contains a summary of which schools have reported data for each assessment for this reporting year.

District Name **BAGLEY PUBLIC SCHOOL DISTRICT**  
Report Year **2016**

#### School Assessments Summary

Assessment Name	School Name
Book Level/Running Record	BAGLEY ELEMENTARY
End of Unit Comprehension Tests	BAGLEY ELEMENTARY
End of Unit Vocabulary Tests	BAGLEY ELEMENTARY
Fluency with Grade Level Unit Tests	BAGLEY ELEMENTARY
Minnesota Comprehensive Assessment	BAGLEY ELEMENTARY
Survey with Goals (MAP)	BAGLEY ELEMENTARY

## School Student Data Report

This report contains a summary of the student data for each assessment in this school as reported for this reporting year.

School Name BAGLEY ELEMENTARY  
 District Name BAGLEY PUBLIC SCHOOL DISTRICT  
 Report Year 2016

### School Student Data by Assessment and Grade

Component Measurement Assessment Name	KG			Grade 1			Grade 2			Grade 3		
	Students Proficient	Students Tested	Percent Proficient	Students Proficient	Students Tested	Percent Proficient	Students Proficient	Students Tested	Percent Proficient	Students Proficient	Students Tested	Percent Proficient
<b>Comprehension</b>												
End of Unit Comprehension Tests	40	69	58.0%	78	88	88.6%	45	70	64.3%	68	96	70.8%
Minnesota Comprehensive Assessment										39	97	40.2%
<b>Multiple Measures</b>												
Survey with Goals (MAP)							33	65	50.8%			
<b>Oral Reading Fluency</b>												
Book Level/Running Record	53	70	75.7%	68	88	77.3%	45	70	64.3%			
Fluency with Grade Level Unit Tests	37	69	53.6%							69	96	71.9%
<b>Vocabulary</b>												
End of Unit Vocabulary Tests	39	69	56.5%	80	89	89.9%	53	70	75.7%	76	96	79.2%

Member introduced the following resolution and moved its adoption:

RESOLUTION RELATING TO THE TERMINATION  
AND NONRENEWAL OF THE TEACHING CONTRACT  
OF CHARLES RERICK,  
A PROBATIONARY TEACHER.

WHEREAS, Charles Rerick is a probationary teacher(s) in Independent School District No. 162.

BE IT RESOLVED, by the School Board of Independent School District No. 162, that pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contract of Charles Rerick, a probationary teacher in Independent School District No. 162, is hereby terminated at the close of the current 2015-2016 school year and not to be renewed for the 2016-2017 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding termination and non-renewal of his contract as provided by law, and that said notice shall be in substantially the following form:

NOTICE OF TERMINATION  
AND NON-RENEWAL

Mr. Charles Rerick

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

Dear Mr. Charles Rerick:

You are hereby notified that at a regularly scheduled meeting of the School Board of Independent School District No. 162 held on June 20, 2016, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2016-2017 school year. Said action of the board is taken pursuant to M.S. 122A.40, Subd. 5.

You may officially request that the school board give its reasons for the non-renewal of your teaching contract.

Sincerely,

SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT NO. 162

\_\_\_\_\_  
Clerk of the School Board

The motion for the adoption of the foregoing resolution was duly seconded by

and upon vote being taken thereon, the following voted in favor thereof

and the following voted against the same: .

whereupon said resolution was declared duly passed and adopted.

**524 Bagley Independent School District 162 Electronic Technologies Acceptable Use and Internet Safety Policy**

Board Adopted: September 2, 2008

Board Revised: ~~June 6, 2016~~ ~~March 16, 2015~~ ~~May 27, 2016~~

**I. PURPOSE**

The purpose of this policy is to set forth guidelines for access to acceptable and safe use of the District’s electronic technologies. Electronic technologies include but are not limited to the district network, computers, mobile devices, printers, telephones, and the applications they support and/or access both on and off campus. The policy complements the District’s Internet Policy.

**II. GENERAL STATEMENT OF POLICY**

The Bagley School District provides technology resources to its students, staff, parents and community for educational, administrative, and informational purposes. The goal in providing these resources is to promote educational excellence in Bagley schools by facilitating resource sharing, innovation and communication with the support and supervision of parents, teachers and support staff.

**III. EDUCATIONAL PURPOSE**

Access to the technology in the Bagley School District has been established for educational purposes. The use of the Bagley School District’s electronic technologies is a valued resource to our community. All electronic technologies, including personal devices using the districts connectivity, must be used in support of the educational program of the District. This access may be revoked at any time for abusive or inappropriate conduct related to the use of electronic technologies.

School computers, telecom, memory devices, networks, cloud storage and related hardware and software are the property of the Bagley School District. At no time does the District relinquish its exclusive control of electronic technologies. Inappropriate use of District electronic technologies, including interfering with network functions and the standardization of technologies, may result in the limitation or revocation of access.

Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of electronic technologies may result in one or more of the following consequences: Suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate District policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws. Use of Electronic Technologies during the employee duty day should be restricted exclusively to educational purposes.

#### **IV. DEFINITIONS**

The term “users” refers to any person using the District’s electronic technologies. The term “Internet” refers to an electronic communications network that connects computer networks and organizational computer facilities around the world.

The term “intranet” refers to the District’s network, which restricts access to authorized users, which may include students, staff, parents, contractors, vendors and volunteers. The term “electronic technologies” refers to, but is not limited to, computers and peripherals, printers, telephones, and the applications they support and/or access.

#### **V. UNACCEPTABLE USES**

Users are responsible for anything set on the network with their name or other individual identified, e.g. IP address, on it. Users shall not engage in any activity that disrupts or hinders the performance of the District’s electronic technologies. Specifically, the following uses of the District’s electronic technologies are considered unacceptable:

- A. Users will not use the District’s electronic technologies to access, review, upload, download, store, print, post, receive, transmit or distribute:
  1. Pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
  2. Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, libelous, threatening, disrespectful, or sexually explicit language;
  3. Materials that use language or images that are inappropriate in the educational setting or disruptive to the educational process;
  4. Information or materials that could cause damage or danger of disruption to the educational process;
  5. Materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination, or any other material that would violate any law.
  6. Orders made by shopping online during time designated as off-limits by the District.
  7. Personal photos, files or music not related to educational purposes for any extended length of time.
  8. Unauthorized audio or video content streaming that decreases available internet bandwidth to district users.

- B. Users will not use the District's electronic technologies too knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks by use of email, social media, blogs, podcasts, etc.
- C. Users will not use the District's electronic technologies to engage in any illegal act or violate any local, state or federal statute or law. Users will not use the District's electronic technologies for political campaigning or personal profit.
- E. Users will not physically or electronically vandalize District technologies nor use the District's electronic technologies to vandalize, damage or disable the property of another person or organization.
  - 1. Users will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means.
  - 2. Users will not tamper with, modify or change the District's electronic technologies software, hardware or wiring or take any action to violate the District's security system.
  - 3. Users will not use the District's electronic technologies in such a way as to disrupt the use of the system by other users.
  - 4. Users may not add or remove any software nor modify the equipment, software configuration, or environment. All electronic technology requests must go through the District's Technology Department processes.
- F. Users will not use the District's electronic technologies to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
- G. Users will not use the District's electronic technologies to post information in public access areas regarding private information about another person. Private information includes personal contact information about themselves or other persons, or other personally identifiable information including, but not limited to, addresses, telephone numbers, identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
- H. Users will not attempt to gain unauthorized access to the District's electronic technologies or any other system through the District's electronic technologies. Users will not attempt to logon through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Access through any means other than an individual's user logon and password is not permitted.

- I. Messages, files and records on the District’s electronic technologies may not be encrypted without the permission of appropriate administrative school authorities. Users must keep all account information and passwords private. The District reserves the right to access user accounts when deemed necessary.
- J. Users will not use the District’s electronic technologies in any way that may violate trademark copyright laws or usage licensing agreements:
  - 1. Users will not use another person’s property without the person’s prior approval or proper citation,
  - 2. Users will not load, download or exchange pirated software or copy software to or from any school computer including freeware and shareware;
  - 3. Users will not plagiarize works they find on the Internet or other information resources.
- K. Users will not use the District’s electronic technologies for unauthorized commercial purposes or for financial gain unrelated to the Mission of the District. Users will not use the District’s electronic technologies to offer or provide goods or services or for product advertisement, except as authorized by the District administration.
- L. The District does not support personal equipment. Users will not install any personal equipment or software on any district-owned systems.

**VI. FILTER**

- A. With respect to any of its computers with Internet access, the School District will monitor the online activities of minors and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will use best efforts and industry standard approaches to block or filter Internet access to any visual depictions that are obscene, violent, child pornography, or harmful to minors.
- B. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
  - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, violence, sex, or excretion; or
  - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
  - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

- C. Access to chat rooms, discussion boards and other forms of direct electronic communications are limited to applications approved by the District and/or hosted within the District domain for the safety and security of minors.
- D. An administrator, supervisor or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The District is obligated to monitor and/or review filtering activities.

## **VII. INTERNET SAFETY POLICY EDUCATION**

During the first week of school and prior to the start of second semester, classroom and/or first hour teachers will provide a minimum of two lessons covering:

- 1. The education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms.
- 2. Cyberbullying awareness and response
- 3. Unauthorized disclosure, use and dissemination of personal information regarding minors.
- 4. Unauthorized access, including “hacking” and other unlawful activities by minors online.
- 5. Safety/security of minors when using e-mail, chat rooms, other direct electronic communications.

## **VIII. LIMITED EXPECTATION OF PRIVACY**

By authorizing use of the School District electronic technologies, the Bagley School District does not relinquish control over content or data transmitted or stored on the network or contained in files. Users should expect only limited privacy in the contents of personal files on the District’s electronic technologies.

- A. Routine maintenance and monitoring of the District’s electronic technologies may lead to a discovery that a user has violated this policy, another School District policy, or the law.
- B. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or School District policy.
- C. Parents have the right at any time to investigate or review the contents of their child’s files and e-mail files. Parents have the right to request the termination of their child’s individual account at any time.
- D. District users are advised that the School District retains the right at any time to investigate or review the contents of their files and e-mail files based upon legal complaints or specific allegations regarded as misuse of technologies. In addition,

District staff is advised that data and other materials in files maintained on or transmitted through the District's electronic technologies may be subject to review, disclosure or discovery under the Minnesota Government Data Practices Act.

- E. The District will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with School District policies conducted through the District's electronic technologies

### **VIII. ELECTRONIC TECHNOLOGIES ACCEPTABLE USE AGREEMENT**

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and staff of the District.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Electronic Technologies Acceptable Use Agreement for students must be read and signed by the user and parents or guardians. [An appropriate Acceptable Use Agreement will be acknowledged and presented annually for all employees.](#)

~~Internet Use Agreement for employees must be signed by the employee. The form must then be filed with the District.~~

- D. All users shall be responsible for the protection and security of their passwords. Users shall have the ability to change passwords to maintain the confidentiality of login codes. Passwords are not viewable by network administrators but may be changed to gain access to a user account if necessary.

### **IX. LIMITATION ON SCHOOL DISTRICT LIABILITY**

Use of the District's educational technologies is at the user's own risk and is provided on an "as is, as available" basis. The District will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on the District's systems or for delays or changes in or interruptions of service or miss-deliveries or non-deliveries of information or materials, regardless of the cause. The District is not responsible for the accuracy or quality of any advice or information obtained through or stored on the District's electronic technologies. The District will not be responsible for financial obligations arising through unauthorized use of the District's educational technologies or the Internet.

### **X. CONSISTENCY WITH OTHER SCHOOL POLICIES**

Use of the District's electronic technologies must not violate other policies and regulations of the District, including but not limited to the District policies on Gifts and Donations, Nondiscrimination, Harassment and Violence, Web site and Intranet, Instructional Materials Selection and Review, and Curriculum Goals.

## **XI. USER NOTIFICATION**

- A. All users shall be notified of the District policies relating to Electronic Technology Acceptable Use and Internet Safety Policies. This notification will be posted on the second board meeting agenda each August in an open public forum.
- B. This notification shall include the following:
1. Notification of Unacceptable Use of District Electronic Technologies.
  2. Internet Safety Protection
  3. Notification that Internet use is subject to compliance with District policies.
  4. Disclaimers limiting the District's liability relative to:
    - a. Information stored on District systems including diskettes, hard drives, or servers, CD, DVD memory stick or similar devices, cloud storage, or any other storage device:
    - b. Information retrieved through the District's computers, networks or online resources;
    - c. Personal property used to access the District's computers, networks or online resources;
    - d. Unauthorized financial obligations resulting from use of District resources/ accounts to access the Internet.
    - e. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
  5. Notification of password ownership and password protection procedures.
  6. Notification that, even though the District may use technical means to limit student Internet access, these limits are not impenetrable and are not the sole means of enforcing the provisions of this policy.
  7. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
  8. Notification that the collection, creation, reception, maintenance and dissemination of data via the Internet, including electronic communications, is governed by the School District.
  9. Notification that, should the user violate the District's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

10. Notification that all provisions of the Electronic Technologies Acceptable Use Policy are subordinate to local, state and federal laws.

## **XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE**

- A. Outside-of-school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media. Parents are responsible for monitoring their student's use of the District's educational technologies and of the Internet if the student is accessing the District's electronic technologies from home or through other remote location(s).
- B. Parents will be notified that their students will be using District resources/accounts to access the Internet and that the District will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
  1. A copy of the Electronic Technologies Acceptable Use Agreement provided to the student user;
  2. A description of parent/guardian responsibilities;
  3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option;
  4. A statement that the Electronic Technologies Acceptable Use Agreement must be signed by the user, parent or guardian, and the supervising teacher prior to use by the student; and
  5. A statement that the District's Electronic Technologies Acceptable Use Policy is available for parental review.

## **XIII. IMPLEMENTATION AND POLICY REVIEW**

- A. The Superintendent, and/or administrative team, is directed to develop the necessary guidelines for the implementation of this policy. The Superintendent, and/or administrative team, may develop appropriate user notification forms, guidelines and procedures necessary to implement this policy for submission to the School Board for approval.
- B. The Superintendent, and/or administrative team, shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The District's Internet policies and procedures are available for review by all parents, guardians, staff and members of the community through the district website.

**721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES**

Board Adopted:

***[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. 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.]***

**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, 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 (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.]***

**532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

Board Adopted: March 15, 2004 Board Revised: ~~June 20, 2011~~ June 20, 2016

*[Note: School districts are required by statute to have a policy addressing these issues.]*

*[Note: Minnesota Laws 2009, Chapter 96, makes a number of changes to the laws and rules governing the use of “conditional procedures” with respect to special education students. Specifically, Chapter 96 repeals, EFFECTIVE AUGUST 1, 2011, Minn. Stat. §§ 121A.66, 121A.67, Subd. 1, as well as Minn. Rules 3525.0210, Subparts 5, 6, 9, 13, 17, 29, 30, 46, 47, and 3525.2900, Subp. 5. These laws and rules will be replaced, effective August 1, 2011, with a “restrictive procedures law which generally addresses the restraint of special education students.” When these changes become effective, certain aspects of this Policy 532 will need to be revised. Also note that the new restrictive procedures law contains a significant staff training component, found at Minn. Stat. § 125A.0942, Subds. 1, 2, and 5. Staff who intend to use restrictive procedures must be trained in the areas specified in Subd. 5 to use the new procedures when they become effective.]*

**I. PURPOSE**

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

**II. GENERAL STATEMENT OF POLICY**

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

All students, including those with IEPs, are subject to the terms of the school district’s discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student’s behavior will be taken by staff when a student’s behavior violates the school district’s discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

**III. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given to them in this section:

- A. “Student with an IEP” or “the student” means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. “Peace officer” means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- C. “Police liaison officer” is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. “Crisis team” means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. “Emergency” means a situation in which immediate intervention is necessary to protect a student or other individual from physical injury, emotional abuse due to verbal and nonverbal gestures, ~~or to prevent severe property damage.~~
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

#### IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

##### A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or

property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Requiring the student to assume and maintain a specified physical position, activity, or posture that induces physical pain as an aversive procedure;
2. Presenting intense sounds, lights, or other sensory stimuli as an aversive stimulus;
3. Using noxious smell, taste, substance, or spray as an aversive stimulus;
4. Denying or restricting the student's access to equipment and devices such as hearing aids and communication boards that facilitate the student's functioning except temporarily when the student is perceived to be destroying or damaging equipment or devices;
5. Using faradic skin shock;
6. Restricting, totally or partially, the student's auditory or visual sense, except that study carrels may be used as an academic intervention;
7. Withholding regularly scheduled meals or water; and/or
8. Denying the student access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Conditional Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more conditional procedures, the crisis team may employ those conditional procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds. If the crisis team initiates use of conditional procedures in an emergency, the student's IEP team shall meet as soon as possible, but no later than five (5) school days after emergency procedures have commenced.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of prone restraints. By June 30 of each year, districts must report summary data on the use of restrictive procedures to the MDE, in a form and manner determined by the Commissioner. The summary data must include information about the use of restrictive procedures, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

## 550 Policy Regulating Drivers Training

Board Adopted: April 25, 2005

Board Revised: ~~June 15, 2015~~

June 20, 2016

Independent School District #162 will offer a complete course in Drivers Training to all students who are between the ages of 14 and 18 years old, that are enrolled, attending Independent School District #162, or students not attending I.S.D. #162 whose parents/guardians pay real estate taxes in I.S.D. #162 for a fee of \$~~250~~ 265 (i.e. Open Enrollment, Home School). All other students shall pay \$~~300~~ 315.

All students participating in the program shall be made aware of the following adopted procedures:

1. Drivers Training Process.

The I.S.D. #162 program runs a non-concurrent classroom and laboratory instructional program. This indicates that the program conducts the classroom and laboratory (behind the wheel) phases of instruction during separate time periods. For those persons wishing to obtain a class D license, the program may not provide laboratory instruction to the student who is age 15, 16, or 17 years old until the student has completed the required classroom instruction phase. Within 15 calendar days of when a student has completed the classroom instruction phase, an authorized official (usually the instructor) will complete a certificate of enrollment (blue card) when enrolled in the laboratory phase of driver's education. A second option is to receive a certificate of classroom completion from State of Minnesota, documenting 30 hours of classroom instruction, which can be used to enroll in another laboratory phase prior to taking the State of Minnesota written test for a class D instruction permit. The Department of Motor Vehicles accepts either of these certificates from the student at the driver examination station when a student is applying for an instructional permit. No program may provide laboratory instruction to a student who has not obtained an instruction permit from the State of Minnesota.

2. Classroom Instruction Phase. All students are required to complete a minimum of 30 hours of classroom instruction.

- a. The program may offer no more than three hours of classroom instruction per day to a student who has not yet obtained a driver's license.
- b. When a student has completed the required classroom instruction phase, including a local requirement of passing a final examination with a score of at least 83%, an authorized official will complete a certificate of enrollment or 'blue card' and award it to the student. This certificate signifies the completion of the classroom instruction and verifies the student's enrollment into the laboratory phase.
- c. In the event a student is unable to pass the final classroom test, the instructor will arrange a conference and meet with the student and his/her parent or guardian. At the conference, the instructor will share the results of the student's final test and stress the great importance of fully preparing students for the State level permit test. Resources will be shared with the parent to help the student study and prepare for a second opportunity to take the classroom

final test. At the conclusion of the conference, the instructor will set-up an alternative date for the student to retake a final test within 15 calendar days after the last day of classroom instruction. If the student passes this second test with a score of at least 83%, an authorized official will complete a certificate of enrollment or 'blue card' and award it to the student.

- d. In the unlikely event a student is still unable to successfully pass the classroom final exam after the second attempt, the high school principal will draft a faxed letter submitting the student's name to the Minnesota Department of Public Safety, Division of Driver and Vehicle Safety. This letter will verify that the student has completed 30 hours of classroom instruction and will be requesting that the State of Minnesota forward a certificate of classroom completion to the student. Students who receive a certificate from the State of Minnesota are eligible to pursue their instruction permit test at any authorized driver's examination station.
3. Laboratory Instruction Phase. All students who are less than 18 years of age are required to complete a minimum of 6 hours of laboratory instruction (behind the wheel).
    - a. A program may offer no more than 2 hours of laboratory instruction per day to a student in a class D vehicle.
    - b. In some cases, students may be required by the instructors to perform additional laboratory driving hours to become more fully prepared. The State requires a minimum of at least 6 hours.
  4. Use of Drivers Education Vehicle for a Test when a driver education vehicle is to be used. The instructor must be employed by the program that owns or leases the vehicle.
  5. Graduated License Law. All participating in the I.S.D. #162 Driver's Training program will be working toward a license under the new Graduated Drivers License (GDL) law that became effective on January 1<sup>st</sup>, 1999. The GDL compliments the existing driver's license program by introducing a provisional license stage for young drivers. This multi-tiered program was designed to ease young novice drivers into the driving environment, it provides for additional parental/legal guardian involvement. It also emphasizes the importance of a good driving record.

#### Phase I – Instruction Permit:

##### Qualifications

- Must be at least 15 years of age.
- Must have completed 30 hours of classroom instruction and be enrolled in behind-the-wheel instruction; OR be enrolled in a concurrent driver education course and have completed the first 15 classroom hours of the curriculum. If you are 18 years of age or older, the classroom and behind-the-wheel instruction is not required.
- Comply with identification requirements.
- Pass a vision screening and a knowledge test.

- Complete a license application and pay the required instruction permit fee.

#### Conditions

- In order to help reduce the worldwide problem of identity theft and fraudulent identification newly enacted legislative safeguards have been added to the current law. Effective December 15<sup>th</sup>, 2001 all first-time applicants for an instruction permit are required to obtain a plastic permit card. Camera stations are now taking photos of all first-time applicants that qualify for an instruction permit. First-time applicants will still be issued a paper permit for use until the plastic permit is received.
- Permit holders may drive under the supervision of a certified driving instructor, parent or guardian, or any other licensed driver age 21 or older.
- Every occupant under the age of 18 must have a seat belt or child passenger restraint system properly fastened.

#### Foreign Exchange Students

- Under the current law, foreign exchange students are being informed by their placement agencies that they will **not** be able to obtain a Minnesota driver license. They can still take the classroom instruction if they desire but there is no guarantee that their home country will honor the classroom instruction obtained in Minnesota.

#### Phase II – Provisional License:

##### Qualifications

- Must be at least 16 years of age.
- Have completed the classroom and behind-the-wheel phases of driver education.
- Have held an instruction permit for six months with no convictions for moving violations or convictions for alcohol/controlled substance violations. (M.S. 169.121 Driving Under the Influence; M.S. 169.1218 Underage Drinking and Driving; M.S. 169.122 Open Bottle; M.S. 169.123 Implied Consent).
- Submit a Supervised Driving Log. Parents/guardians have two options regarding the supervised driving log: 1) complete a supplemental parent class provided by a driver education program approved in Minnesota, and then submit a supervised driving log showing their teen has completed at least 40 hours of supervised driving, 15 of which are nighttime hours; OR 2) If the parent/guardian chooses to not complete the supplemental parent class, the driving log must show that their teen has completed at least 50 hours of supervised driving, 15 of which are nighttime hours.
- Have passed a road test.

##### Conditions

- Every occupant under the age of 18 must have a seat belt or child passenger restraint system properly fastened.
- No use of a cellular device is permitted.

#### Phase III – Full License:

##### Qualifications

- Must be at least 18 years of age or must have held a provisional license for at least 12 consecutive months with no convictions for alcohol/controlled substance violations or

crash-related moving violations, and with not more than one conviction for a moving violation that is not crash-related.

- Must complete the application and pay the required fee.
- If under 18, the person who approves the applicant has driven under supervision of a licensed driver at least 21 years of age for not less than ten hours on the provisional license.

#### A Few GDL Facts:

- A person who fails the driving test four times must complete a minimum of six hours of behind-the-wheel instruction with a licensed instructor before taking the road test again. (A valid instruction permit is required.)
- An applicant who is age 18 and who has not been previously licensed, (provisional or otherwise) must hold an instruction permit for six months before taking a road test. Applicants who are 19 or older must hold an instruction permit for three months before taking a road test.

#### Farm Work Licenses:

- A qualified applicant (15,16, or 17 years of age) may test for a farm work license at any time after being issued an instruction permit and completing behind-the-wheel training. The applicant must present a farm work affidavit and a property tax statement or rental agreement, along with a course completion card and an instruction permit at the time of the road test.
- The farm work license is a provisional under 21 license with a farm work restriction. The restriction on the license will read: *Valid for farm work, daylight only, 20 mile radius of farm, no driving in cities of the first class (populations over 100,000); or must be accompanied by a licensed driver 21 or older.*
- The farm work license must be held for six months from the date the instruction permit was received, or until age 16, whichever is longer, before the farm work restriction may be removed. At that time, the applicant may apply for a duplicate provisional under 21 license provided that s/he has met the supervised driving requirements (40 hours/15 at night) and been conviction free for the preceding six months, as required by the graduated driver's license law.
- A provisional under 21 license will be issued, and the applicant then will follow the established path of the Graduated Drivers system. If the applicant has reached the age of 18, s/he may apply for an under 21 license without further requirements.

#### **New Limitations for Teen Drivers: Violating these laws is a misdemeanor.**

- **Nighttime Driving Limitation – Effective August 1, 2008.**
  - For the first 6 months of licensure: Driving is prohibited between midnight – 5 a.m.
  - Exemptions: Driving when accompanied by a licensed driver age 25 or older; driving between home and place of employment; driving to/from home and a school event for which the school has not provided transportation; driving for

employment purposes. The nighttime limitation is lifted after the first six months of licensure.

- **Passenger Limitations – Effective August 1, 2008.**

- For the first six months of licensure: Only one passenger under the age of 20 is permitted, unless accompanied by a parent or guardian.
- For the second six months of licensure: No more than three passengers under the age of 20 are permitted, unless accompanied by a parent or guardian.
- Exemption: Passengers under age 20 who are members of the driver's immediate family are permitted.

## **612.1 DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR TITLE I PROGRAMS**

**Board Adoption: June 20, 2016**

### **I. PURPOSE**

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public or private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

### **II. GENERAL STATEMENT OF POLICY**

- A. It is the policy of the school district to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the involvement of those parents in its Title I programs.
- B. It is the policy of the school district to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parental involvement policies.

### **III. DEVELOPMENT OF DISTRICT LEVEL POLICY**

The school board will direct the administration to develop jointly with, agree upon with, and distribute to, parents of participating children a written parental involvement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for parental involvement and describe how the school district will:

- A. Involve parents in the joint development of the school district's Title I plan and the process of school review and improvement;
- B. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
- C. Build the schools' and parents' capacity for strong parental involvement;
- D. Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Focus Strategies, Head Start, Early Reading First, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and state-administered preschool programs;

- E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents, and, particularly, with parents who are economically disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority;
- F. Use the findings of such evaluations to design strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parental involvement policies; and
- G. Involve parents in the activities of the schools.

#### **IV. DEVELOPMENT OF SCHOOL LEVEL POLICY**

The school board will direct the administration of each Title I school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents of participating children a written parental involvement policy, agreed upon by such parents, that shall describe the means for carrying out the federal requirements of parental involvement.

- A. The policy will describe the means by which each school with a Title I program will:
  1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
  2. Offer a flexible number of meetings, transportation, child care, or home visits, as such services relate to parental involvement;
  3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parental involvement programs, including the school parental involvement policy and the joint development of the school-wide program plan, unless the school already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children;
  4. Provide parents of participating children with: timely information about Title I programs; if requested by parents, opportunities for regular meetings to formulate suggestions, share experiences with other parents and to participate, as appropriate, in decisions relating to their child's

education; and to respond to any such suggestions as soon as practicably possible; and

5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
  2. Describe the ways each parent will be responsible for supporting his or her child's learning by monitoring school attendance and homework completion, monitoring television watching, volunteering in his or her child's classroom, and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
  3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
    - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
    - b. Frequent progress reports to the parents; and
    - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:
1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;

2. Provide materials and training to assist parents in working with their children to improve their children's achievement, including coordinating necessary literacy training and using technology, as appropriate, to foster parental involvement;
  3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
  4. Coordinate and integrate parental involvement programs and activities with Focus Strategies, Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool programs, and other programs, to the extent feasible and appropriate;
  5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent home in a format and in a language the parents can understand; and
  6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. The policy will also describe the process to be taken if the school district and school choose to:
1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
  2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
  3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in meetings and training sessions;
  4. Train and support parents to enhance the involvement of other parents;
  5. Arrange meetings at a variety of times or have in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental opportunities for involvement and participation in school-related activities;

6. Adopt and implement model approaches to improving parental involvement;
  7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
  8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- E. To carry out the requirements of parental involvement, the school district and schools will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents.
- F. The school district and each school shall assist parents and parent organizations by informing such parents and parent organizations of the existence and purpose of such centers.

The policies will be updated periodically to meet the changing needs of parents and the school.

## 616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

Board Adopted: February 3, 2014

Board Revised: June 20, 2016

### 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 the No Child Left Behind Act.

### II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and No Child Left Behind Act 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 **Profile of Learning 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. "Profile of Learning" means content standards formerly required for a high school diploma.~~
- C. ~~D.~~ "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 the No Child Left Behind Act. 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 Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Advisory Committee).
2. The 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 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.

***[Insert Local Cycle in this space]***

C. Implementation of Graduation Requirements

1. The school board shall appoint a Graduation Standards Implementation Committee which shall 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 committee 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/will not]* 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 Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Graduation Standards Implementation 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 [ date ] 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 of two-thirds community representatives and shall reflect the diversity of the community. 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. ~~School~~ District ~~Test Administrator~~ 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:

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

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: 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 the Graduation Standards, as well as program evaluation data for use by the Advisory Committee ~~in the~~ to review instruction and curriculum, ~~review process~~ 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. Educational Planning and Assessment System. The school district may elect to participate in the Educational Planning and Assessment System (EPAS) program offered by ACT, Inc., to provide a longitudinal, systematic approach to student educational and career planning, assessment, instructional support, and evaluation.~~

F G. Reporting. 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 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.

**801 EQUAL ACCESS TO SCHOOL FACILITIES**  
**School Board Adopted: June 20, 2016**

**I. PURPOSE**

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during non-instructional time.

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is not to deny equal access or a fair opportunity to, or to discriminate against, any students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.
- B. The school board has created a limited open forum for students enrolled in secondary schools during which noncurriculum-related student groups shall have equal access and a fair opportunity to conduct meetings during noninstructional time.
- C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.
- D. The school district retains its authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.
- E. In adopting and implementing this equal access policy, the school district will NOT:
  - 1. influence the form or content of any prayer or other religious activity;
  - 2. require any person to participate in prayer or other religious activity;
  - 3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;
  - 4. compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;
  - 5. sanction meetings that are otherwise unlawful;
  - 6. limit the rights of groups of students based on the size of the group;
  - 7. abridge the constitutional rights of any person.

**III. DEFINITIONS**

- A. "Limited open forum" means that the school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.

- B. "Secondary school" means any school with enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof.
- C. "Sponsorship" includes the act of promoting, leading, or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting.
- D. "Meeting" includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum. Distribution of literature does not constitute a meeting protected by the Equal Access Act.
- E. "Noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends, including such other periods that occur during the school day when no classroom instruction takes place.

#### **IV. FAIR OPPORTUNITY CRITERIA**

Schools in this school district shall uniformly provide that:

- A. A meeting held pursuant to this policy is voluntary and student-initiated;
- B. There is no sponsorship of the meeting by the school or its agents or employees;
- C. Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- E. Nonschool persons may not direct, control, or regularly attend activities of student groups.

#### **V. PROCEDURES**

- A. Any student who wishes to initiate a meeting under this policy shall apply to the principal of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:
  - 1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.
  - 2. The activities or meetings are voluntary and student-initiated. The principal may require assurances of this fact.
- B. Student groups meeting under this policy must comply with the following rules:
  - 1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.

2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.
  3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.
- C. Students applying for use of school facilities under this policy must provide the following information to the principal: time and date of meeting, estimated number of students in attendance, and special equipment needs.
- D. The building principal has responsibility to:
1. Keep a log of application information.
  2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.
  3. Note the condition of the facilities and equipment before and after use.
  4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.
  5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.
- E. The school district shall not expend public funds for the benefit of students meeting pursuant to this policy beyond the incidental cost of providing space. The school district will provide no additional or special transportation.
- F. Nonschool persons may not direct, conduct, control, or regularly attend meetings and activities held pursuant to this policy.
- G. School district employees or agents may not promote, lead, participate in, or otherwise sponsor meetings or activities held pursuant to this policy.
- H. A copy of this policy and procedures shall be made available to each student who initiates a request to use school facilities.

## 806 CRISIS MANAGEMENT POLICY

Board Adopted: August 15, 2011

Board Revised: ~~March 16, 2015~~ June 20, 2016

### I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. For purposes of this Policy, the term, “school districts,” shall include charter schools. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

### II. GENERAL INFORMATION

#### A. The Policy and Plans

The school district’s Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building’s specific situation and needs.

The school district’s administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

#### B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building

evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Emergency Planning and Procedures Guide for Schools to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

***[Note: State law requires a minimum of five school lock-down drills each school year. See Minn. Stat. § 121A.035.]***

- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for students with a qualifying disability. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

*[Note: State law requires a minimum of five school fire drills, consistent with Minn. Stat. § 299F.30, and one school tornado drill each school year. See Minn. Stat. § 121A.035.]*

- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.
2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
  3. School Emergency Response Teams
    - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.
    - b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list

should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

### III. PREPARATION BEFORE AN EMERGENCY

#### A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

#### B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers,

hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be available in the office of the building administrator and will be easily accessible on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local

police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

#### **IV. PROCEDURES INCLUDED IN THIS POLICY**

Procedures included in this policy as found in Building Emergency Preparedness Planning Guides.

- A. Forward
- B. Fire
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Assault/Fight
- E. Bomb Threat
- F. Hazardous Materials
- G. Intruder
- H. Serious Injury
- I. Shooting
- J. Terrorism
- K. Weapons
- L. Suicide
- M. Lock Down
- N. Evacuation
- O. Bus/Transportation
- P. Media
- Q. Crisis Team
- R. Emergency Phone
- S. Inter-agency Forms/Appendices
- T. Demonstration
- U. Epidemic/Pandemic

#### **V. MISCELLANEOUS PROCEDURES**

##### **A. Chemical Accidents**

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, and janitorial closets.

***[Note: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]***

##### **B. Visitors**

The school district shall implement procedures mandating visitor sign in and visitors in school buildings.

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

## FOR ASSISTANCE IN DRAFTING A CRISIS MANAGEMENT PLAN

Resources are available to assist school districts in drafting a Crisis Management Policy and/or building-specific crisis management plans. Please contact any of the organizations listed below for assistance:

A. Minnesota Department of Education

Division of Compliance and Assistance  
1500 Highway 36 West  
Roseville, MN 55113-4266  
651-582-8705 FAX: 651-582-8725  
[www.education.state.mn.us](http://www.education.state.mn.us)

Division of Safe and Healthy Learners  
1500 Highway 36 West  
Roseville, MN 55113-4266  
651-582-8309 FAX: 651-582-8725  
[www.education.state.mn.us/mde/Learning\\_Support/Safe\\_and\\_Healthy\\_Learners/index.html](http://www.education.state.mn.us/mde/Learning_Support/Safe_and_Healthy_Learners/index.html)

B. Minnesota Department of Public Safety

Division of Homeland Security and Emergency Management  
444 Cedar Street, Suite 223  
St. Paul, MN 55101-6223  
651-296-2233 FAX: 651-296-0459  
[www.hsem.state.mn.us](http://www.hsem.state.mn.us)

C. Minnesota Department of Public Safety

State Fire Marshall Division  
444 Cedar Street, Suite 145  
St. Paul, MN 55101-5145  
651-282-6555 FAX: 651-215-0525

D. Minnesota School Boards Association

1900 West Jefferson Avenue  
St. Peter, MN 56082-3015  
800-324-4459 FAX: 507-931-1515  
507-934-2450  
[www.mnmsba.org](http://www.mnmsba.org)

E. Knutson, Flynn & Deans

MSBA/MASA Policy Services Legal Counsel  
1155 Centre Pointe Drive, Suite 10  
St. Paul, MN 55120-1268  
651-222-2811 FAX: 651-225-0600  
[www.kfdmn.com](http://www.kfdmn.com)

## **OTHER RESOURCES/PUBLICATIONS:**

U.S. Department of Education  
[www2.ed.gov/emergencyplan](http://www2.ed.gov/emergencyplan)

The site includes crisis planning resources, including Practical Information on Crisis Planning – A Guide for Schools and Communities, January 2007; and A Bomb Threat Assessment Guide which is available on CD-Rom.

Information on school security equipment and technology, including a link to The Appropriate and Effective Use of Security Technologies in U.S. Schools, September 1999, National Institute of Justice.

[www.schoolsecurity.org/resources/security-equipment.html](http://www.schoolsecurity.org/resources/security-equipment.html)

Threat Assessment in Schools: A Guide to Managing Threatening Situations and To Creating Safe School Climates (U.S. Department of Education, May 2002)

[www2.ed.gov/admins/lead/safety/threatassessmentguide.doc](http://www2.ed.gov/admins/lead/safety/threatassessmentguide.doc)

The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States (U.S. Department of Education, May 2002)

[www2.ed.gov/admins/lead/safety/preventingattacksreport.doc](http://www2.ed.gov/admins/lead/safety/preventingattacksreport.doc)

For support, advice, and assistance for coordination of outside mental health resources, consult with the Minnesota Department of Education, Division of Safe and Healthy Learners. Phone: 651-582-8352

[www.education.state.mn.us](http://www.education.state.mn.us)

A school safety guide is available through the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management.

[www.hsem.state.mn.us](http://www.hsem.state.mn.us)

Additional Web Sites:

[www.ready.gov](http://www.ready.gov)

[www.fema.gov/kids](http://www.fema.gov/kids)

[www.redcross.org/services/disaster](http://www.redcross.org/services/disaster)

[www.nasponline.org](http://www.nasponline.org)

Your local emergency response agencies (law enforcement, fire, emergency management) can also assess your building and situation, suggest changes, and assist in drafting building-specific crisis management/emergency plans.

## FIRE

### **In the event of a fire, smoke from a fire or detection of a gas odor:**

- Pull fire alarm and notify building occupants by means of  

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  - Evacuate students and staff to the designated areas.
    - These areas should be a safe distance away from emergency personnel.
    - Be aware of the arrival of emergency responders. See map of evacuation routes and assembly areas located  

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(or included in this manual on next page)
  - Follow primary fire drill route whenever possible. Follow alternate route if primary route is blocked or dangerous. See map, located  

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- (or included in this manual on next page)
- Teachers take class roster.
  - Teachers take attendance after evacuation.
  - Teachers report missing students to building administrator immediately.
- If trapped by fire, go to **Shelter-in-Place Procedures**.

### **Building administrator:**

- Building administrator notifies fire department (call **911**) and superintendent.
- Building administrator or designee meets with emergency officials as soon as possible.
- After consulting with appropriate official, building administrator may move students to primary relocation center at \_\_\_\_\_ if weather is inclement or building is damaged.
- **Do not** reenter buildings until they are declared safe by fire or law enforcement personnel.
- Building administrator notifies staff and students of termination of emergency.

*Fire drills should be held at varied times during the school day.  
Practice both primary and alternate routes.*

*Extra staffing is necessary for students with special medical or physical needs.*

## HAZARDOUS MATERIALS

### **Incident occurs in school:**

- Notify building administrator/office.
- Call **911**. If the type and/or location of hazardous material is known, report that information to 911.
- Evacuate to an upwind location, taking class roster. Teachers take attendance after evacuation.
- Seal off area of leak/spill. Close doors.
- Fire officer in charge will determine additional shelter-in-place or evacuation actions.
- Shut off heating, cooling, and ventilation systems in contaminated area to reduce the spread of contamination.
- Building administrator notifies superintendent.
- Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- Resume normal operations when fire officials approve.

### **Incident occurs near school property:**

- Fire or law enforcement will notify school officials.
- Consider closing outside air intake, evacuating students to a safe area, or sheltering students inside the building until emergency passes or relocation is necessary.
- Fire officer in charge of scene will instruct school officials on the need for sheltering or evacuation.
- Follow procedures for sheltering or evacuation.
- If evacuating, teachers take class rosters and take attendance after evacuation.
- If evacuation is not ordered, be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary.
- Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- Resume normal operations when fire officials approve.

*Extra staffing is necessary for students with special medical and/or physical needs.*

## **SEVERE WEATHER TORNADO/SEVERE THUNDERSTORM/FLOODING**

### **Tornado/severe thunderstorm WATCH has been issued in an area near school:**

- Monitor NOAA Weather Radio All Hazards (National Weather Service) or emergency alert radio stations.
- Bring all persons inside building(s).
- Close windows.
- Review tornado drill procedures and location of safe areas.

*Tornado safe areas are interior hallways or rooms away from exterior walls and windows and away from large rooms with long-span ceilings.*

- Review “drop and tuck” procedures with students.

### **Tornado/severe thunderstorm WARNING has been issued in an area near school, or a tornado has been spotted near school:**

- Move students and staff to safe areas.
- Close classroom doors.
- Teachers take class rosters.
- Ensure that students are in “tuck” positions.
- Teachers take attendance.
- Remain in safe area until warning expires or emergency personnel have issued an all-clear signal.

*Post diagrams in each classroom showing routes to areas. Attach a building diagram showing safe areas.*

### **Flooding:**

- Monitor NOAA Weather Radio All Hazards and emergency alert radio stations. Stay in contact with emergency management officials.
- Review evacuation procedures with staff.
- Check relocation centers. Find an alternate relocation center if primary and secondary centers would also be flooded.
- Check transportation resources.
- If district officials and emergency responders advise evacuation, do so immediately.
- Teachers take class rosters.
- Teachers take attendance.
- Notify parents/guardians according to district policy.

*Refer to Severe Weather Awareness Week postings at [www.hsem.state.mn.us](http://www.hsem.state.mn.us) for further information on severe weather safety.*

## MEDICAL EMERGENCY

### **Life-threatening injury or illness, or death:**

- Notify office staff/building administrator to make emergency calls. If unable to reach office immediately, call **911**. **Work as a team.**
- Give full attention to the victim(s).
- Do not attempt to move a person who is ill or injured unless he/she is in immediate danger of further injury.
- If possible, isolate the affected student/staff member. Disperse onlookers and keep others from congregating in the area.
- Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
- Help stop bleeding.
  - Applying pressure on wound or elevating wound may help stop or slow bleeding.
  - Protect yourself from body fluids. Use gloves if available.
- Check for vital signs. Initiate first aid, if you are trained.
- Comfort the victim(s) and offer reassurance that medical attention is on the way.
- After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.

### **Non-life-threatening injury or illness:**

- For all non-life-threatening illnesses and injuries, call the office/nurse.

### **Administrator:**

- In case of traumatic medical emergency or death at school:
  - Notify superintendent.
  - Notify victim's parents, guardians, or family.
  - Activate post-crisis procedures, if necessary.
- In all other medical emergencies, assess individual's need for post-crisis intervention.

## **FIGHT/DISTURBANCE**

- Ensure the safety of students and staff first.
- Notify building administrator/security/law enforcement. **Work as a team**, especially when separating participants.
- Don't let a crowd incite participants. Disperse onlookers and keep others from congregating in the area.
- When participants are separated, do not allow further visual or verbal contact.
- Document all activities witnessed by staff.
- Deal with event according to school's discipline policy.
- Building administrator notifies parents/guardians of students involved in fight. Superintendent and police may be notified as necessary, or as indicated by school policy.
- Assess counseling needs of participants and witnesses. Implement post-crisis procedures as needed.

*For fights or disturbances that elevate to possible assault level, refer to **Assault** guidance.*

## ASSAULT

- Ensure the safety of students and staff first.
- Notify building administrator. **Work as a team.**
- Notify law enforcement if circumstances lead you to believe that criminal activity is involved, e.g., if a weapon is used, if there has been a sexual assault or there is a physical injury that causes substantial pain.
- Seal off area to preserve evidence and disperse onlookers.
- If victim requires medical attention, follow **Medical Emergency** procedures.
- **Do not leave the victim alone.**
- Notify parents/guardians and superintendent per district policy.
- Document all activities witnessed by staff.
- Assess counseling needs and implement post-crisis procedures as needed.

## INTRUDER

### **Intruder – an unauthorized person who enters school property:**

*Minn. Stat. § 609.605, Subd. 4, gives a school building administrator authority to have persons removed from school property as trespassers if they are not authorized to be there.*

- Politely greet intruder and identify yourself.
  - Consider asking another staff person to accompany you before approaching intruder.
- Inform intruder that all visitors must register at the main office.
  - Ask intruder the purpose of his/her visit. If possible, attempt to identify the individual and/or vehicle.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.
- Notify building administrator or law enforcement.

### **If intruder refuses to leave:**

- Notify building administrator and law enforcement if intruder refuses to leave. Give law enforcement full description of intruder.
- Back away from intruder if he/she indicates a potential for violence. Allow an avenue of escape. To the extent possible, maintain visual contact.
  - Be aware of intruder's actions at this time (where he/she is located in school building, whether he/she is carrying a weapon or package, etc.).
  - Maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later.

*Should the situation escalate quickly, the building administrator may decide at any time to initiate lockdown procedures.*

**Note:** To assist staff members who interact with a stranger at school, use the "I CAN" rule.

*Intercept*

*Contact*

*Ask*

*Notify*

## WEAPONS

### **Staff or students who are aware of a weapon brought to school:**

- Immediately notify building administrator, teacher or law enforcement.
  - Give the following information:
    - Name of person suspected of bringing the weapon.
    - Location of the weapon.
    - Whether the suspect has threatened anyone.
    - Any other details that may prevent the suspect from hurting someone or himself/herself.
- Teachers who suspect that a weapon is in the classroom: **STAY CALM.**
  - Do not call attention to the weapon.
  - Notify the building administrator, the school resource officer or a neighboring teacher as soon as possible.
  - Teacher should not leave the classroom.

### **Building administrator:**

- Call law enforcement to report that a weapon is suspected in school.
- Ask another administrator or a law enforcement officer to participate in questioning the suspected student or staff member.
  - Consider the best time and place to approach the person, taking into account these factors if possible:
    - Need for assistance from law enforcement.
    - Type of weapon.
    - Safety of persons in the area.
    - State of mind of the suspected person.
    - Accessibility of the weapon.
- Separate student/staff member from weapon, if possible.
- If the suspect threatens you with the weapon, **DO NOT** try to disarm him/her. Back away with your hands up. **STAY CALM.**
- Follow district procedures if you need to conduct a weapons search.
- Document all activities related to a weapons incident according to reporting requirements of the district and Minnesota Statutes.
- If the suspect is a student, notify parent(s)/guardian(s) according to district policy.

## SHOOTING

### **If a person displays a firearm or begins shooting:**

- Move to or seek safe shelter. Go to lockdown procedures.
- Notify building administrator/law enforcement.
- Call **911**.

### **If you hear gunshots:**

- If possible, determine where shooting is taking place.
- Seek safe shelter.
  - If outside, stay as low to the ground as possible, and find any kind of cover.
  - If inside, go to lockdown procedures.
- Teachers take attendance and notify the building administrator of missing students or staff as soon as it is safe to do so.

### **Building administrator/school resource officer/security/law enforcement:**

- Building administrator may order lockdown procedures.
- Assess the situation as to:
  - The shooter's location.
  - Injuries.
  - Potential for additional shooting.
- Call **911** and give as much detail as possible about the situation.
- Secure the school, if appropriate.
- Help students and staff find safe shelter.
- Care for the injured *if it is safe to do so* until emergency responders arrive. Do not add to the victim list by exposing yourself to danger.
- Notify superintendent's office.
- Refer media to district spokesperson per media procedures.
- Initiate post-crisis procedures.

*Work with local law enforcement to identify their response methods and capabilities. Provide them with updated building diagrams.*

## HOSTAGE

### **Witness to a hostage situation:**

#### **If the hostage-taker is unaware of your presence, DO NOT INTERVENE!**

- Notify building administrator. Building administrator may wish to initiate lockdown procedures or evacuation.
- Call **911**. Give dispatcher details of situation.
- Seal off area near hostage scene.
- Police will take control of hostage scene; building administrator coordinates with police for safety and welfare of students and staff.
- Document all activities.

#### **If taken hostage:**

- Cooperate with hostage-taker to the fullest extent possible.
- Try not to panic. Calm students if they are present.
- Treat the hostage-taker as normally as possible.
- Be respectful to the hostage-taker.
- Ask permission to speak; do not argue or make suggestions.

## BOMB THREAT

### Critical information:

- Schools are responsible for assessing bomb threats to determine credibility.
- All bomb threats must be taken seriously until they are assessed.
- The decision whether or not to evacuate rests with the **school**, not the responding agencies, unless a device is located.

### Procedures upon receiving a bomb threat:

By phone call

- Complete the *Checklist for Telephone Threats*.

By written note

- Preserve evidence.
- Place note in plastic bag, if available.
- Photograph words written on walls.
- Notify building administrator or designee.
- Notify law enforcement.
- Building administrator orders evacuation or other actions according to threat assessment and school policy.

*Caution: Overreacting may encourage additional threats.*

### Scanning process considerations:

- Scan classrooms and common areas for suspicious items. Scans should be made by people who are familiar with the building. Assign staff to certain areas of the building. Keep in mind that a bomb could be placed *anywhere* on school property – inside or outside.
- Any suspicious devices, packages, etc., should be pointed out to emergency responders.  
**Do not touch.**
- Once a device is located, emergency responders take responsibility for it.

### Evacuation considerations:

- If a decision is made to evacuate, notify staff via phone system, hardwired PA system or by messenger. **Do not use cell phones, radios or fire alarm system** because of risk of activating a device.
- While notification is being made, other staff should survey the grounds to clear exits and areas where students and staff will be going. Exit routes should be altered accordingly if the location of the device is known.
- When evacuating, leave everything as-is. Leave room doors unlocked. Teachers take class roster.

*Bomb squads generally will **not** search a building unless a suspicious package has been located.*

## CHEMICAL OR BIOLOGICAL THREAT

If a telephone threat references a chemical or biological device or package, complete the *Checklist for Telephone Threats* procedures and refer to safety procedures in *Bomb Threat* and *Hazardous Materials* sections.

**This page addresses receiving, by mail or delivery service, a suspicious letter or package that might be a chemical or biological threat.**

### **When sorting mail or receiving delivered packages:**

- Look for characteristics that make you suspicious of the content.
  - excessive postage, excessive weight
  - misspellings of common words
  - oily stains, discolorations, odor
  - no return address or showing a city or state in the postmark that does not match the return address
  - package not anticipated by someone in the school or not sent by a known school vendor

### **If a letter/package is opened and contains a written threat by no suspicious substance:**

- Notify building administrator and law enforcement.
- Limit access to the area in which the letter/package was opened to minimize the number of people who might directly handle it. It is considered criminal evidence.
- Ask the person who discovered/opened the letter or package to place it into another container, such as a plastic bag.
- Turn the letter/package over to law enforcement. Document all activities.

### **If a letter or package is opened and contains some type of suspicious substance:**

- Notify building administrator and law enforcement.
- Isolate the people who have been exposed to the substance. The goal here is to prevent/minimize spreading contamination.
- Limit access to the area in which the letter/package was opened.
- Ask the person who discovered/opened the letter/package to place it into another container, such as a clear plastic zip-lock bag. Handle with gloves if possible.
- Emergency officials will determine the need for decontamination of the area and the people exposed to the substance.

### **Building administrator:**

- Building administrator and emergency officials determine whether evacuation is necessary.
- Building administrator notifies superintendent. Notification is made to parents/guardians, according to district policies.
- Implement post-crisis procedures as necessary.

*Consider having gloves and zip-lock bags available at mail sorting areas.*

## CHECKLIST FOR TELEPHONE THREATS

**If you receive a telephone threat (bomb/chemical/other):**

- **Remain calm**
- **Do not hang up. Keep the caller on the line as long as possible and listen carefully.**

**Ask the following questions:**

- Where is the bomb/chemical or other hazard?
- When will it explode/be activated?
- What does it look like?
- What kind of bomb/hazard is it?
- What will cause it to explode/activate?
- What is your name?
- Did you place the bomb/hazard? WHY?
- Where are you?

Exact wording of the threat: \_\_\_\_\_

If voice is familiar, who did it sound like? \_\_\_\_\_

**Caller ID information:**

male	female	adult	juvenile	age
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**Call origin:**

local	long distance	internal	cell phone
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**Caller's voice: Note pattern of speech, type of voice, tone. Check all that apply.**

Calm	Excited	Loud	Soft	Deep	Nasal
Raspy	Distinct	Slurred	Normal	Crying	Laughter
Slow	Rapid	Disguised	Accent	Lisp	Stutter
Drunken	Familiar	Incoherent	Deep breathing		

**Background sounds: Check all that apply.**

Voices	Airplanes	Street noises	Trains	Quiet	Bells
Clear	Static	Animals	Party	Vehicles	
Horns	House noises	PA system	Music	Factory machines	
Motor	Phone booth	Other:			

**Threat language: Check all that apply.**

Well-spoken (educated)	Foul	Taped	Incoherent	Irrational	Message read from script
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Did caller indicate knowledge of the building? Give specifics: \_\_\_\_\_

Person receiving call: \_\_\_\_\_ Phone number where call received: \_\_\_\_\_

**LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP.**

## DEMONSTRATION

### **If demonstrators are near but not on school property:**

- Building administrator notifies staff and superintendent's office.
- Monitor situation. Notify law enforcement if necessary.

### **If demonstrators are on school property:**

- Ensure safety of students and staff, particularly safe entry into and exit from the building.
- Building administrator notifies staff and superintendent's office.
- Building administrator asks demonstrators to leave school property. Warn them that they are violating the state trespass statute. Notify law enforcement if necessary.
  - *If demonstrators leave*, continue to monitor the situation.
  - *If demonstrators do not leave*, notify law enforcement. Building administrator may initiate "lockdown with warning." (**See Lockdown Procedures**)

## **SUICIDE**

### **Suicide threat:**

- Consider any student reference to suicide as serious.
- Do not leave the student alone.
- Notify the school counselor, social worker, psychologist, or building administrator immediately.
- Stay with the student until suicide intervention staff arrives.
- Do not allow the student to leave school without parent, guardian, or other appropriate adult supervision.

### **Suicide attempt in school:**

- Notify building administrator, school nurse, or other appropriate professional staff.
- Call **911** if the person needs medical attention, has a weapon, needs to be restrained, or parent/guardian cannot be reached.
- Try to calm the suicidal person.
- Stay with the suicidal person until suicide intervention staff arrives.
- Isolate the suicidal person or the area, if possible.
- Initiate first aid.
- Do not allow the student to leave school without parent, guardian, or other appropriate adult supervision.

### **Building administrator:**

- Call parent(s) or guardian(s) if the suicidal person is a student.
- Call family or emergency contact if suicidal person is a staff member.
- Notify superintendent or appropriate district level administrator.
- Work with district public information officer.
- Implement post-crisis procedures.

## LOCKDOWN PROCEDURES

**One means of securing the school is to implement lockdown procedures. These procedures may be called for in the following instances:**

- 1) **Lockdown with warning** – The threat is outside of the school building. The school may have been notified of a potential threat outside of the building.
- 2) **Lockdown with intruder** – The threat/intruder is inside the building.

### **Lockdown with warning procedures:**

- Building administrator will order and announce “lockdown with warning” procedures. Repeat announcement several times. Be direct. Code words lead to confusion.
- Bring people inside.
- Lock exterior doors.
- Clear hallways, restrooms, and other rooms that cannot be secured.
- Pull shades. Keep students away from windows.
- Control all movement, but continue classes. Disable bells. Move on announcement only.
- Building administrator will announce “all clear.”

### **Lockdown with intruder procedures (these actions happen rapidly):**

- Building administrator will order and announce “lockdown with intruder.” Repeat announcement several times. Be direct. Code words lead to confusion.
- Immediately direct all students, staff and visitors into nearest classroom or secured space. Classes that are outside of the building SHOULD NOT enter the building. Move outside classes to primary evacuation site.
- Lock classroom doors.
- DO NOT lock exterior doors.
- Move people away from windows and doors. Turn off lights.
- DO NOT respond to anyone at the door until “all clear” is announced.
- Keep out of sight.
- Building administrator will announce “all clear.”

*Some other threats may override lockdown, i.e., confirmed fire, intruder in classroom, etc. Consider making an action plan for people in large common areas, i.e., cafeteria, gymnasium.*

*Lockdown may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or disturbance.*

## **SHELTER-IN-PLACE PROCEDURES**

**Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.**

**Sheltering in place is used when evacuation would put people at risk (i.e., tornado, environmental hazard, blocked evacuation route).**

**Shelter areas may change depending on the emergency:**

- Identify safe areas in each school building.
- Building administrator announces that students and staff must go to shelter areas.
- Bring all persons inside building(s).
- Teachers take class rosters.
- Close all exterior doors and windows, if appropriate.
- Turn off ventilation leading outdoors, if appropriate.
- Teachers account for all students after arriving in shelter area.
- All persons remain in shelter areas until a building administrator or emergency responder declares that it is safe to leave.

**If all evacuation routes are blocked:**

- Stay in room and close door.
- Keep air as clean as possible.
  - Seal door.
  - Open or close windows as appropriate.
  - Limit movement and talking in room.
- Communicate your situation to administration or emergency officials by whatever means possible.

## EVACUATION/RELOCATION

### Evacuation:

- Building administrator initiates evacuation procedures.
- Evacuation routes may be specified according to the type of emergency. They may need to be changed for safety reasons.
  - Bombs: Building administrator notifies staff of evacuation route dictated by known or suspected location of device.
  - Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route.
  - Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
- Teachers take class rosters.
- Do not lock classroom doors when leaving.
- When outside the building, account for all students. Immediately inform building administrator of any missing student(s).

### Relocation:

- Building administrator determines whether students and staff should be evacuated to a relocation center.
- Building administrator or school emergency response team designee notifies relocation center.
- If necessary, a school emergency response team designee coordinates transportation to relocation center.
- Teachers stay with class en route to the relocation center and take attendance upon arriving at the center.
- Use student release forms for students who are picked up from a relocation center.
- Notify superintendent's office and district public information office of relocation center address.

### Relocation centers:

List primary and secondary student relocation centers. The primary site is usually located close to the school. The secondary site is usually located farther away. Include maps and written directions to centers for staff reference.

Primary Relocation Center: \_\_\_\_\_ Secondary Relocation Center: \_\_\_\_\_  
Address: \_\_\_\_\_ Address: \_\_\_\_\_  
Phone: \_\_\_\_\_ Phone: \_\_\_\_\_

## MEDIA PROCEDURES

**All staff must refer media contacts to district spokesperson. The school district, in coordination with assisting agencies, assumes responsibility for issuing public statements during an emergency.**

- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

District spokesperson: \_\_\_\_\_  
Name Contact number(s)

Alternate spokesperson: \_\_\_\_\_  
Name Contact number(s)

*Consider pre-designating site spokespersons.*

- District Public Information (PI) person helps district spokesperson coordinate media communications.

District PI: \_\_\_\_\_  
Name Contact number

Alternate PI: \_\_\_\_\_  
Name Contact number

### **Media checklist:**

- Building administrator relays all factual information to superintendent and public information person.
- Establish a media information center away from the affected area. Consider:
  - Media need timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
  - Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders.
- Before holding a news conference, brief the participants and coordinate information.
  - Determine the message you want to convey. Create key messages for target audiences: parents, students, and the community.
  - Emphasize the safety of students and staff.
  - Engage media to help distribute important public information. Explain how the emergency is being handled.
  - Respect privacy of victims and families of victims. Do not release names to media.
- Update media regularly. DO NOT say “No comment.” Ask other agencies to assist with media.
- Maintain log of all telephone inquiries for future use.

## POST-CRISIS INTERVENTION PROCEDURES

- Assess the situation to determine the need for post-crisis interventions for staff, students, and families.
- Provide post-crisis briefings for staff, students, and families as appropriate.
- Re-establish school and classroom routine as quickly as possible.
- Consider interventions:
  - Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency.  
Defusings are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident. **Defusing should be conducted by trained individuals.**
  - Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency.  
CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for student’s development level. **CISD should only be conducted by trained professionals.**
  - Counseling – Provide grief counseling.
- Provide on-going support as necessary for staff, students and families.
  - Monitor and support staff.
  - Provide ongoing opportunities for children to talk about their fears and concerns. They may have more questions as time passes.
  - Identify and monitor at-risk students.
  - Provide individual crisis or grief counseling, if necessary.
  - Conduct outreach to homes.
  - Provide follow-up referral for assessment and treatment, if necessary.

*The district should identify a 24-hour contact person or agency responsible for post-crisis assessment and interventions.*

*In the event of a tragic, highly publicized event, mental health professionals from federal, state and non-government agencies may respond to offer post-crisis aid. Effective coordination is critical. Consult with the Minnesota Department of Education for support, advice and assistance in coordinating the activities of outside entities.*

## SCHOOL EMERGENCY RESPONSE TEAM

Build the school’s emergency response team with people who can perform the functions identified below. Backup personnel should be assigned to each function, and key personnel should be cross-trained in critical requirements of the functions. Staff members who are not responsible for students should fill as many of the functions as possible. **Depending on the emergency, one person may be able to perform multiple assignments.**

*See next page for descriptions of emergency response team functions.*

Function	Staff Assigned	Backup Staff
<b>Incident Commander</b> (person in charge)		
Safety		
Public Information		
Liaison		
<b>Operations Chief</b>		
Medical		
(attach list of qualified first-aid/CPR responders in building)		
Site Security/ Facility Check		
Student Release Coordinator		
<b>Logistics Chief</b>		
Communications		
Transportation		
<b>Planning Chief</b>		
<b>Financial/ Recordkeeping</b>		

*These functions mirror the National Incident Management System (NIMS) used by emergency responders.*

## SCHOOL RESPONSE TEAM FUNCTIONS

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security and is intended for use by all state and federal agencies when responding to emergencies. The system provides integrated and coordinated management guidelines for all types of disasters and emergencies.

Most functions necessary for emergency response in the community are also necessary for emergencies within the schools. Incident management functions below are described in the context of a school setting.

<b>Incident Commander</b> (person in charge)	Activates school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies district authorities and provides situation updates; requests resources.
Safety	Responsible for safety and security of the site; stops operations if conditions become unsafe.
Public Information	May be designated site spokesperson; cooperates with the district and other agencies on joint news releases; coordinates media briefings as necessary.
Liaison	Contact person for outside agencies; may represent school/district at city emergency operations center or at emergency responders' on-scene command post.
<b>Operations Chief</b>	Directs actions, i.e., lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities.
Medical	Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders.
Site Security/Facility Check	Responsible for seeing that the school building and grounds are visually inspected and secured.
Student Release Coordinator	Responsible for implementing school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site.
<b>Logistics Chief</b>	Estimates logistical needs; gets personnel, facilities (relocation sites), services, and materials to support operations.
Communications	Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.
Transportation	Responsible for arranging transportation for emergency relocations and early dismissal of school; keeps current contact list of transportation providers.
<b>Planning Chief</b>	Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with incident commander.
<b>Financial/Recordkeeping</b>	Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; initiates business recovery efforts.

## EMERGENCY PHONE NUMBERS

### **Fire/Ambulance/Police**

Emergency-911

Dispatch Center:

(for local police, fire and emergency medical services)

### **Public Utilities**

Electricity:      Company \_\_\_\_\_  
                          Contact person \_\_\_\_\_  
                          24-hour emergency number(s) \_\_\_\_\_

Gas:                Company \_\_\_\_\_  
                          Contact person \_\_\_\_\_  
                          24-hour emergency number(s) \_\_\_\_\_

Water:             Company \_\_\_\_\_  
                          Contact person \_\_\_\_\_  
                          24-hour emergency number(s) \_\_\_\_\_

### **Emergency Management Agencies**

Local emergency management director:

Name \_\_\_\_\_  
Telephone \_\_\_\_\_

County emergency management director:

Name \_\_\_\_\_  
Telephone \_\_\_\_\_

### **Referrals**

Hazardous Materials: Report hazardous materials leaks or spills to Minnesota Duty Officer  
24-hour numbers            Statewide (800) 422-0798            Metro area (651) 649-5451

Poison Control Center \_\_\_\_\_

Crime Victim Services \_\_\_\_\_

Post-Crisis Intervention/Mental Health Hotline \_\_\_\_\_

*[Note: These procedures are provided as a sample and a starting place for your schools to begin planning for a situation like a pandemic. A pandemic policy is not legally required.]*

## **HIGHLY CONTAGIOUS SERIOUS ILLNESS OR PANDEMIC FLU**

- The school district may provide information on the proper methods for hand washing, covering coughs, and social distancing. Reminders of these methods may be placed throughout the school district's buildings.
- Children and staff should be asked to wash their hands thoroughly and frequently. All classroom surfaces should be disinfected according to guidance from health officials.
- If a case of highly contagious serious illness is suspected, the sick student, employee, or visitor should be immediately sent home. If that is not possible, the person should be isolated, as much as possible, until arrangements can be made for the person to leave the school.
- If a serious illness is confirmed, the local health agency should be notified and communication efforts initiated. See *Emergency Phone Numbers* and *Media Procedures*.
- In the absence of a school closure order from a state agency, the superintendent, in consultation with the school board, will determine when to close school due to significant risk of spreading the illness. See *Early School Closure Procedures, Part III.F.*, especially if school is closed before the end of a school day.
- If an extended school closure is ordered, the school district may make online learning or other at home learning options available to the extent feasible.
- Any closed school buildings should be disinfected according to guidance from health officials before reopening.

Member introduced the following resolution and moved its adoption:

**RESOLUTION FILLING SCHOOL BOARD VACANCY BY APPOINTMENT**

**WHEREAS**, a vacancy exists in the office of school board member with a term expiring the first Monday in January, 2017; and

**WHEREAS**, the vacancy occurred more than ninety (90) days prior to the first Tuesday after the Monday in November in the year the vacancy occurred and prior to the fourth year of the vacant term;

**NOW THEREFORE BE IT RESOLVED** by the School Board of Independent School District No. 162, State of Minnesota, as follows:

Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b, Jamie Grover is hereby appointed to fill the vacancy and to serve until a successor is elected and qualified. The appointment shall be effective thirty (30) days after the adoption of this resolution unless a valid petition to reject the appointee is filed with the school district clerk pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b(b) within that thirty (30) day time period.

The motion for the adoption of the foregoing resolution was duly seconded by

and upon vote being taken thereon, the following voted in favor thereof

and the following voted against the same:.

whereupon said resolution was declared duly passed and adopted.

