

Bagley School District #162



IPP and Public Hearing – October 20, 2025

School Board Meeting and Public Hearing – Indian Education Programs and Budgets Notice

**Bagley Public Schools
Bagley, MN**

There will be a public hearing regarding the proposals for the 2025-2026 American Indian Education Programs and Budgets.

The Bagley Indian Education Parent Committee will meet at 5:00 p.m.

The Public Hearing will take place at 6:00 p.m

**The School Board meeting will follow the Public Hearing
at the Rice Lake Community Center and google meets
on**

Monday, October 20, 2025

The hearing will include the following:

1. Presentation of Annual Needs Assessment and Indian Policies and Procedures.
2. Overview of the Title I, II, & VI, Johnson O'Malley, American Indian Education Aid and Impact Aid.
3. Seek comments and recommendations regarding the programs.

**PARENTS/GUARDIANS AND TEACHERS OF AMERICAN INDIAN STUDENTS
ATTENDING BAGLEY SCHOOL DISTRICT # 162
ARE URGED TO ATTEND.**

The Public Hearing on Local Indian Education Programming and Tribal Consultation will be held on Monday, October 20, 2025 at 6:00 PM. The attachments include: Program budgets, program initiatives, IPP, Tribal Consultation Discussion Items, and Board policies. Everyone is welcome to attend.

1. CALL TO ORDER

2. PLEDGE

3. PUBLIC HEARING

A. School Profile and IPP Objectives

Data and Demographics, Indian Education Programs, Indian Student Achievement

B. Equal Access of Students to Programs

Board Policy 331 Indian Policies and Procedures of ISD 162, Ensuring Tribal and Parental Involvement in Educational Programming

Board Policy 102 Equal Education Opportunity

C. Relevant Educational Program Applications, Evaluations, and Program Plans.

Review of Title I Part A, Title II Part A, Title VI, Title VII -Impact Aid, AIEA Funding, and JOM Directors will provide a brief overview of the program, and discussion of revenue and expense budgets.

Indian Education Grants – Briana Floyd

Title I Part A, Title II Part A – Kristi Moritz

Title VII - Impact Aid – Erich Heise

D. Programs Conducted by the District to Address the Special Needs of Indian Students

Ojibwe Language On-Line Course, Native American History Class –Seth Wiegele

Anishinaabe Club, Special Education Services/Project Dreamcatcher, 504 Services - Mark Bensen

E. School District Facilities and Needs Assessment

The Indian Education Director conducts an annual “Needs Assessment”. This year the needs assessment was conducted during a community night in September

Indian Education Needs Assessment Outcome – Sheila Thompson

F. Tribal Consultation and Dialogue

4. ADJOURNMENT

Bagley School District #162

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Objective of Indian Policies and Procedures

To provide an opportunity for tribes and parents of Indian children to have meaningful input and make recommendations about the needs of their children related to the educational programs and activities of the Bagley School District.

School District Profile

Mission – “Pursuing educational excellence for all”

School District Demographics

% IDENTIFIED ETHNIC GROUPS (10/6/2025)

70% - White
17% - American Indian
11% - Multi-Race
1% - Black
1% - Hispanic

TOTAL DISTRICT ENROLLMENT (10/6/2025)

<u>No.</u>	<u>Students Enrolled</u>
34	Pre-K
767	Grades K-12
55%	Free and Reduced Lunch
22%	Special Education

BUDGET # of AMI STUDENTS PARTICIPATING REVENUE SOURCE

\$48,583	Grades PK-12 (506C Forms)	EASIE
\$193,062	Grades K-12	Federal Impact Aid
\$214,731	Grades K-6	Title I, Part A
\$16,396	Curriculum and Instructional Coach	Title II
\$105,000	Grades K-12	American Indian Education Aid (AIEA)
\$113,616	Protected Students PK-12	Achievement and Integration

No. of American Indian Students

16	Bagley Graduation Rate, 4-year Cohort
36	Truant, Grades 7-12 (Unverified absent 7 or more times 8/15/24-6/7/25)
5	Students in Alternative Programming (ALP)
2	Drop Outs, Grades 9-12
166	Students Participating in Free and/or Reduced Lunch Program
73	Students on an Individualized Education Plan, Grades k-12
2	Students enrolled in Post-Secondary Education Options (PSEO, OCHS, AP/CIHS) Coursework
8	Students enrolled in College and Career Readiness (CCR) programs (8-12)

No. of American Indian Students by Grade

4 Students	Pre-K and Head Start
14 Students	Grade K
12 Students	Grade 1
16 Students	Grade 2
23 Students	Grade 3
23 Students	Grade 4
14 Students	Grade 5
15 Students	Grade 6
15 Students	Grade 7
21 Students	Grade 8
17 Students	Grade 9
13 Students	Grade 10
15 Students	Grade 11
11 Students	Grade 12
Total	= 213 AMI Students

BES Attendance Data (2024-2025)

Grade	# of enrolled students	# of students missed 10+ days
Pre-K	34	17
K	53	36
1	51	43
2	66	33
3	63	45
4	69	41
5	56	48
6	63	41
TOTAL	455	304

BHS Attendance Data: (2024-2025)

Bagley High School's data is based on students who were absent 10 or more times during 9/03/24-5/22/25. Totals vary from class to class during the 7 hour Junior/High school schedule. The report shows 221 students grades 7-12, absent 10 or more times during dates listed above. The breakdown by ethnic groups is currently unavailable but in progress.

BES Fast Bridge Screening (2024-2025)

53% are On Track on Early Math (Grades K&1)
54% are On Track on AMath (Grades 2-6)
24% are On Track on Early Reading (Grades K&1)
42% are On Track on AReading (Grades 2-6)

BHS NWEA DATA (2024-2025)

33% of the students tested are On Track Math

21% of the students tested are On Track Reading

BES Discipline Data (2024-2025)

Grade	% of Referrals	# of Referrals
Pre-K	6%	19
K	15%	49
1	8%	28
2	13%	43
3	23%	77
4	15%	51
5	12%	39
6	8%	26
Total		332

BHS Discipline Data (2024-2025)

Grade	% of Referrals	# of Referrals
7	40%	401
8	21%	214
9	8%	79
10	20%	198
11	4%	41
12	8%	79
Total		1012

***Referrals descriptions- Academic dishonesty, Assault, Attendance, Cheating, Disruptive/Disorderly/Insubordination, Fighting, Illegal Drugs, Technology, Theft, Threat/Intimidation, Tobacco, Vandalism/Property related, Verbal abuse, Weapon, Other.**

Student Needs Questions

1. How will student's needs be identified (culturally, linguistically, and academically)?

Student needs are identified by academic grade reports, attendance reports, behavioral contact reports, parent/guardian input, Title VI meetings, JOM meetings, school counselor, mental health recommendations, teacher referrals, teacher advisory teams, self-reporting, and tribal consultation input.

2. Size and scope of equitable services?

The Bagley School District adopted: POLICY 102 "EQUAL EDUCATIONAL OPPORTUNITY POLICY"
The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the Bagley School District.

- A. Bagley School District's policy is to provide equal educational opportunity for all students. The Bagley School District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The Bagley School District also makes reasonable accommodations for disabled students.
- B. The Bagley School District prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute a violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. Every school district employee shall be responsible for complying with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district officials as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

3. Proportion of funds allocation for services.

Specific Indian education program budgets, goals and objectives, initiatives or action steps are available in Title and State program overviews included within this report.

4. How services will be assessed and improved based on assessment results?

Services and programs are evaluated through State accountability assessments, monthly parent meetings, parent surveys, school contacts with parents, as well as emails, messages and telephone calls. The annual parent resolution and transmittal is presented to the School District

at the Fall Public Hearing and Tribal Consultation meeting during the 3rd Monday, in October.

5. How, where, when, and by whom services will be provided?

American Indian Educational Services are provided throughout the year by the Bagley Public Schools within the school classrooms, field trips, college visitations, and through after school club and tutoring activities. The School District also offers summer school and alternative learning services. The Bagley School District has the following staff assigned to Indian Education Programs:

Indian Education Director - Programs, Title VI, AIEA, Achievement and Integration.

Indian Education Cultural Liaison/Community Expert

Indian Education Home/School Liaisons – 2- 0.25FTE in Grades K-6 (additional openings)

Erich Heise, Superintendent - Impact Aid Application Coordinator

School District Office – Administrator of Federal Impact Aid Program

6. How and when decisions about the delivery of services will be made?

Most federal Title program applications and state aid applications are due in the fall with the exceptions being Title VI and achievement and Integration which are both due in the Spring. The Bagley School District conducts the public hearing, and meets with parents, community groups, and tribal officials concerning these programs.

7. Parent and Tribal engagement?

1. Tribal Consultation will be held on November 3, 2025 with Tribal and State Indian Education reps present.

2. The 3rd Monday in October at the American Indian Public Hearing held in Rice Lake.

3. Native American parents and community members are able to provide input through a “Needs Assessment”.

4. Monthly Title VI, AIEA Parent meetings and/or JOM parent committee meetings.

5. Parents/guardians may contact the School District

Tribal Consultation Considerations

- **American Indian Parent Advisory Committee (AIPAC):**

Rita Swenson - Chairperson
Open - Vice-Chairperson
Kathy Conger - Teacher representative
Corrie Uhler - Parent
Shelia Thompson - Parent
Others as they attend the meetings.

- **Vote of Concurrence or Non-Concurrence**

The AIPAC met on October 3, 2024 and voted that the Bagley Public School is in Concurrence/Annual Compliance and that they are meeting the needs of the American Indian Students. This was then presented to the School Board.

- **American Indian Education Goals**

Graduation - 75% four-year graduation rate for Native American students.

Native American History/Ojibwe - BHS offers courses to all students.

Academic Support - The feedback from students and parents in regards to academic support has been very positive. We have parents and students reaching out to Indian Education staff for support and identifying them as integral pieces of education here at Bagley. This has been by verbal feedback from students and parents as well as notes received from students.

Curriculum/Books - Working to expand our collection of resources at BES and BHS.

- **Alternative Learning Setting**

Total American Indian Students in Programming: 5

9th Grade AI Students: 0

10th Grade AI Students: 0

11th Grade AI Students: 3

12th Grade AI Students: 2

- **Total teachers, percentage of teachers of color, percentage of Indigenous teachers**

Teachers in District: 68

Teachers of Color: 2

Indigenous Teachers: 1

- **Achievement and Integration** - We had a plan in place but didn't receive any applications that increased candidates of color. Our new plan is to share cultural professional development opportunities. We attempted a “grow your own” program by offering an

incentive based scholarship and had zero applicants. Our plan to increase indigenous teachers has been to post on Tribal newspapers and share in Tribal postings as well as University specific Cultural departments.

- Requested documentation - While we don't have School Board Policies in place for the Eagle Feathers/Regalia and the smudging these are what have been followed.

Eagle Feathers and Regalia -

<https://drive.google.com/file/d/1B8DW9uzqiVFAZMiW1aDhMEbldBe8NHTt/view?usp=sharing>

Smudging - [Smudging Form .docx](#)

AIEA Plan, Budget, Sign-In Roster - Application is due November 1, 2024

Parent Committee Website posted on the School District Website as well as meeting announcement/notices - [PARENT COMMITTEE | Bagley School District 162](#)

331 INDIAN POLICIES AND PROCEDURES OF INDEPENDENT SCHOOL DISTRICT #162, BAGLEY, MN. ENSURING TRIBAL AND PARENTAL INVOLVEMENT IN EDUCATIONAL PROGRAM PLANNING

Board Revised: August 16, 2021 Board Revised: November 4, 2024 Board Reviewed: October 20, 2025

It is the intent of the Bagley School District that all Indian children of school age have equal access to all programs, services and activities offered within the school district. To this end, the Bagley School District will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met. The preferred methods of communication with the local tribes and parents are by text, mail, email, postings and radio.

ATTESTATIONS

The Bagley School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures is attached to the Impact Aid application.

The Bagley School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their Impact Aid application.

Indian Policies and Procedures

The following Indian policies and procedures become effective upon school board approval.

Policy 1: The LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)]

Procedure 1:

Parents of Indian children, tribal officials and the public will be given notice of any and all meetings related to equal participation or the content of the educational program by including information about meeting times and locations. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted Board meeting and the tribes and parents preferred methods of communication.

The Bagley School District will disseminated information and seek timely input regarding the following programs on its educational program (including, but not limited

to): Policy 331 (Indian Policy and Procedures), Title I, Part A, Title II, Part A, Title VI, Part A, subpart I, Title VII – Impact Aid programs, Johnson O’Malley programming.

The completed applications, evaluations, and program planning will be made available to parents of Indian children, Tribal officials, and the Indian Parent Committee and a summary will be prepared and disseminated by the tribes preferred methods of communication, at least 10 days in advance of public hearing held in October to afford all interested parties the opportunity to review the documents with sufficient time to provide thoughtful input at the public meeting.

The hearing will be publicly advertised by local and tribal newspaper, public posting, District website at www.bagley.k12.mn.us to allow all interested parties to attend. In addition, representatives from the District and Indian Parent Committee will schedule meetings with the tribe(s) to seek input.

Parents of Indian children, tribal officials, the Indian Parent Committee and any other interested persons can review assessment data to help develop or modify educational programs and services allowing for the participation of Indian students on an equal basis in the district.

Minutes from the Indian Parent Committee meetings will be posted on the District’s website for all patrons and Tribal officials to review. This will allow for ongoing dissemination of information.

POLICY (2): The Bagley School District will provide an opportunity for the White Earth, Red Lake and Leech Lake Tribes and parent of Indian children to provide their views on the District’s educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. [34CFR222.94(a)(2)]

- (i) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and
- (ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

Procedure 2:

The Indian Parent Committee of the Bagley School District will meet monthly for the purpose of addressing comments and concerns of parents of Indian children regarding the District’s educational programs and activities. The meeting agendas are posted via the tribes preferred methods: school district website, school social media, emails, postings and radio announcements. All meetings are open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.

A school board representative was added to the Indian Parent Committee during fall of 2017. If the representative is Title VI eligible, by being a parent of an enrolled 1st or 2nd generation child, they may vote. If the representative is not Title VI eligible, they would be a non-voting member of the Indian Parent Committee. This representation allows for the discussion of the needs of the students and ideas to be brought forward to both the Indian Parent Committee as well as the School Board.

In the Fall and Spring, Tribal Consultation meetings are held to discuss Native American student needs and Tribal Consultation Considerations. This information will be included in the IPP.

In addition, one public hearing is scheduled October which is specifically devoted to addressing questions regarding federal programs and other Indian education funding sources. Tribal officials, Indian parents and community members are able to hold meaningful discussions at the meeting. Input based upon suggestions through preferred methods of communication, from tribal officials as well as parents of Indian children will be seriously considered.

At the annual Native American Senior Recognition Banquet, an Indian Parent “Needs Assessment” questionnaire is provided requesting feedback on Indian Education and Programs. The questionnaire is provided to all students, parents, family members, Indian Tribal officials and school staff, are asked to complete the survey.

The District and Indian Parent Committee representatives will schedule meetings with local Tribes to discuss ongoing programing goals if needed.

If the consultation participation by parents of Indian children and tribes is low, the Bagley School District will re-evaluate its consultation process. Specifically, the Bagley School District will take the following measures to improve or enhance participation:

- Consult with parents of Indian Children and tribes
- Change communication method
- Change time of meeting
- Other - During school days and office hours parents, students, community members may contact the Indian Education Director via email, phone, or in person regarding concerns they may have and be given an opportunity to provide input or feedback on educational programming and activities. The Indian Education Director and Indian Education staff also attend various community/outreach events as well as complete home visits to address concerns with community, families, and students which may involve discussions regarding educational opportunities, programming, and activities.

POLICY (3): The Bagley School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District’s education program and activities. [34CFR222.94(a)(3)]

- (i) Share relevant information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian children; and
- (ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

Procedure 3:

The Bagley School District shall annually analyze participation rates of Indian children compared to other children in all aspects of the educational program and school sponsored activities (data should include participation percentages for Native American students in sports, arts, etc. vs all students).

The Bagley School District's Superintendent and school staff, in conjunction with the Indian Parent Committee, will annually review data and comments gathered from families and students.

The results of the data and its comments will be shared with all interested parties in the district. In addition, with the Indian Parent Committee if requested or as needed.

This data will be utilized to develop appropriate supports for various programs.

This data will be shared with all interested parties during the public hearing in October, the school district will gather information relating to Indian children's participation in the LEA's education programs and activities. This information will also be made available to the parents of Indian children, tribal officials and the Indian Parent Committee 10 days in advance, via mail, email, postings, and on the School District's website at www.bagley.k12.mn.us.

If it is determined that there are gaps in Indian participation in the educational program or activities, the Bagley School Board in consultation with the Indian Parent Committee and tribal officials, will modify its education program in such a way as to help improve Indian participation.

POLICY (4): The Bagley School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document.
[34CRF222.94(a)(4)]

Procedure 4:

During Tribal Consultation in the Fall, the Indian Policies and Procedures will be reviewed and revised, if necessary. The document will be available on the school district website, and notification of this meeting will be via the tribes and parents preferred methods of communication. Once this has happened, the document will be forwarded to the Bagley School Board as well as the tribal officials and parents of Indian children for review and consideration. Any changes by the Bagley Public School Board will become effective immediately upon adoption.

The review will be presented at the October Public Forum to discuss the content of the IPPs, equal participation, and educational program and activities. Parents of Indian children and

tribes will be notified via mail, school website, email, school social media, postings, newspapers, and radio regarding these meetings and their ability to submit comment.

The Bagley School Board and Indian Education Committee will evaluate all recommendations for changes to these IPPs and will decide on all recommended revisions to these IPPs.

If necessary, the Indian Parent Committee may suggest revisions at other times of the year as appropriate. Any updates will be sent to parents of Indian children and tribal officials within 30 days of adoption by the Bagley School Board by posting on the school website, school social media and email.

POLICY (5) : The Bagley School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34CRF222.94(a)(5)]

Procedure 5:

The Bagley School District will at least annually respond in writing to comments and recommendations made by the Indian Parent Committee, tribal officials, or parents of Indian children, and disseminate the responses to all parties by local newspaper, posting at tribal offices, and the School District website, prior to the submission of the IPPs by the District.

Bagley School District will annually keep track of and assemble all comments and suggestions received through the various consultation processes by asking for comments and suggestions to be submitted to the Indian Education Director/Superintendent in a written format. These will be addressed first at Indian Parent Committee meetings then at the Board Meetings monthly. The Annual Indian Education needs assessment and tribal Consultation will also identify comments and questions. These will be presented annually at the IPP review and Public Hearing in October for review and answers. All documents, comments, questions, Tribal Consultation data will be disseminated to the public via US Postal Mail and other preferred methods 10 days in advance before the October meeting.

The comments and suggestions will then become a part of the meeting minutes for both meetings. The meeting minutes will be available on the school district website. They will then be disseminated to the Indian Parent Committee, tribal officials, or parents of Indian children via the preferred methods at the October meeting. The preferred methods of communication with the local tribes and parents are by text, mail, email, postings and radio.

POLICY (6): The Bagley School District will provide a copy of the IPPs annually to the affected tribe or tribes. [34CRF222.949(a)(6)]

The Bagley School District will annually provide a copy of the current Indian Policies and Procedures to the Red Lake, Leach Lake and White Earth tribes by email, and school website.

Indian Education Budgets

A&I		EASIE		AIEA	Estimate
Staffing	\$103,170	Staffing	\$47,059	Staffing	\$85,500
Senior Banquet	\$8,447	Supplies	\$1,524	Senior Banquet	\$2,500
Student Support & Travel	\$1,000			PowWow	\$10,000
Instruction Materials	\$1,000			PD	\$1,000
				Guest Speakers	\$2,000
				MIEA	\$2,000
				Books	\$2,000
	\$113,617		\$48,583.00		\$105,000.00

Programs Description:

Indian Education funds have provided for staff to assist the Native Students specifically in their classrooms via Home School Liaison support. Support was available to students for overall school/parent/home support when necessary. This entailed staff providing transportation home when a student was ill and the parents were unable to pick up the student and/or going to the homes to ensure paperwork was discussed and understood when parents/guardians were unable to come into the school. This assisted with various timelines being met for student needs. This has increased communication between the home and school.

Funding also provided cultural as well as educational opportunities that otherwise would not have been possible. This past year was the Bagley Schools 4th Annual Powwow. In preparation for the third powwow, the students made moccasins, ribbon skirts, tobacco pouches, etc. These were done as family events and partnered with White Earth Mental Health. More money has been allotted for future powwow expenses in the contractual area..

Indian Education Parent Committee Meetings were held monthly and the parents met as needed to ensure that there was input for, and were aware of what activities were being planned for the students. These meetings were held at various locations including Zoom. In May there was a Senior Banquet celebration to celebrate our Native American graduates. White Earth Tribal Council took an active role in the celebration.

Title I and Title II and Title IV

Summary

SY 2025-2026 info is below.

Title I	\$214,731
Title II	\$16,396
Title IV	\$15,157

Major Program D

A reading interventionist serves students in grades Prek-6 grades. Title I funds 1 reading interventionist position. The Title I position is modeled in the ADSIS (Alternative Delivery of Specialized Instructional Services)

Title II funds part of a teacher salary for a curriculum and instructional coach. This position works with teachers on their lessons and makes sure we are aligned with the state standards.

Our Title IV funds part of our behavior interventionist for our Positive Action Room. This interventionist helps all students in the school that needs extra support with their social emotional learning.

Bagley School District #162 Indian Education Needs Assessment

Needs Assessment

(Completed at the Indian Ed. Senior Banquet)

32 Responses Completed

The Bagley Indian Education Committee is conducting this needs assessment survey to gather input as to how to best meet the needs of Native American Students. Your response will be kept confidential. All information will be used by the LIEC (Local Indian Education Committee) in deciding program priorities. Thank you for helping us to identify and assist in meeting the needs of our Native American students. This is for the Title VI, AMI and JOM funding sources.

Goals and objectives prioritization:

1. Increase the academic success of Native American students in reading, language, and math through tutoring/ paraprofessional services.
2. Provide Counseling/ Mental Health services for Native American students.
3. Increase the number of Native American parents and community members involved in school programs and activities.
4. Provide cultural activities for students and the community.
5. Increase daily attendance and reduce dropout rates for Native American students.
6. Provide training for school staff, to help them develop skills and understanding of issues relating to Native American education.

Supportive Services for students:

- Summer School- **15**
- After school tutoring- **14**
- College career readiness- **12**
- Field Trips- **18**
- In school tutoring/para support- **17**
- Transportation- **14**

Problems/Barriers:

- Behind in credits- **9**
- Poor study habits- **12**
- Attendance- **0**
- Bullying- **18**
- Family/Home- **11**
- Drug/Alcohol- **11**
- Self- Image/Esteem- **14**

Do you have thoughts about other issues or activities we could be doing?

- More interaction between students and staff.
- Anishinaabe Club and cultural activities.

- I believe you're doing great.
- More Cultural learning.

Parents, do you feel your student(s) has/have a positive relationship with at least one adult staff member in the school?

- Yes= **22**
- No= **2**

Students, do you feel you have a positive relationship with at least one adult staff member in school?

- Yes=**19**
- No= **2**

Activities/Ideas:

- More Native games
- More Native culture activities
- Ceremonies
- More one on one
- More outdoor activities
- Soccer
- Drum and dance
- More culture speakers

Identification of Self:

- Parent- **12**
- Grandparent- **3**
- Guardian- **2**
- Staff- **5**
- Student- **10**
- Community Member- **0**

Please describe something that you enjoy seeing within Bagley Indian Education or in the school overall:

- "They do an awesome job"
- Culture
- Anishinabe Club
- People getting along
- Sewing
- Pow-wow

Miigwech!