

MEMO TO: Board of Education
TOPIC: Regular School Board Meeting
FROM: Dr. Erich Heise, Superintendent
DATE: October 3, 2019

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

Agenda

1. CALL TO ORDER

A. Pledge

2. PREVIEW OF AGENDA

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

3. ADDITIONS TO THE AGENDA

4. CONSENT AGENDA

A. Minutes - September 16 4

5. COMMUNICATIONS

A. Enrollment 6

B. Congratulations to Doreen Zierer for being selected as the Region 8A Athletic Director of the Year.

C. "National Custodial Worker's Recognition Day", October 2 is dedicated to recognizing the hard work that it takes to keep out facilities in tip-top shape. Thank you to our custodians for all they do for our school.

6. STUDENT INPUT AND RECOGNITION

A. Student Athletes of the Week

- 1) September 18
Aiden Hanevold (8th grade, Football)
Kylli Anderson (Sr., Volleyball)
- 2) September 25
Jackson Kaiser (7th grade, Football)
Tessa Tramm (Jr., Volleyball)
Boysen Olson (Jr., Cross Country)
Dyan Gray (8th grade, Cross Country)

Kennedy Grover (Sr., Volleyball)
McKenna Melbo (Fr., Volleyball)

3) October 2

Drew Nelson (7th grade, Football)
Kenny Gordon (Jr., Football)
Claire Nelson (7th grade, Volleyball)
Cori Bonik (Sr., Volleyball)
Ayden Hagen (7th grade, Cross Country)
Liam Hagen (So., Cross Country)

B. R & J Broadcasting Good Student Award Winner - September 21, 2019

Samuel Scherzer

C. Senior of the Month - September

Izabell Gerbracht

7. PUBLIC AGENDA ITEM

8. INFORMATION ITEMS

A. BES Principal Report	9
B. BHS Principal Report	12
C. Community Education Report	
D. Superintendent Report	
1) Flyer Pride	
E. Committee Reports	
1) Athletics	
2) District Advisory	
3) Meet and Confer	
4) Negotiations	
5) Security	
6) Transportation	
7) Wellness	
8) Other	
F. Clearwater County Agricultural Society (Fair Board) Lease Agreement Update	15
G. Policy First Reading & Comments	
1) Policy 462 - Keyless Entry Access Card Fee - Revised Card Fees	23
2) Policy 840 - Facility and Equipment Use - Revised Personnel Fees	24
3) Policy 414 - Mandated Reporting - Revised	28

4) Policy 421 - Gifts to Employees and School Board Members - Revised	35
5) Policy 510 - School Activities - NEW	37
6) Policy 516 - Student Medication - Revised	39
7) Policy 534 - Unpaid Meal Charges	44
8) Policy 601 - School District Curriculum and Instruction Goals - Revised	46
9) Policy 603 - Curriculum Development - Revised	52
10) Policy 613 - Graduation Requirements - Revised	55
9. SCHOOL BOARD ACTION ITEMS	
A. AIEA Grant Approval - Carol Vik	61
B. NIEA - National Indian Education Association Overnight Conference trip for parents, students, staff. October 8-12 - Carol Vik	86
C. Spanish Trip Request - Maria Bjorklund	95
D. Verizon NASPO Plan - Brenda Dukek	99
E. Ratification of 2019-2021 Work Agreement	
1) Head Cook	103
2) Cleaner/Sweeper	104
F. Staffing	
1) Hire - Mary Jo Goldie as a Food Service Cook	
2) Hire - Tammy Loiland as a paraeducator. Contingent upon receipt of a satisfactory background check and meets MDE paraprofessional requirements.	
10. NEXT MEETING'S AGENDA ITEMS	
11. FUTURE MEETINGS	
Public Hearing - Monday, October 21, 2019, at 6:00 p.m. at the Rice Lake Community Center. The regular School Board meeting will follow about 7:00 p.m.	
12. ADJOURNMENT	

**BAGLEY PUBLIC SCHOOLS
REGULAR SCHOOL BOARD MEETING
SEPTEMBER 16, 2019
MINUTES**

The regular meeting of the School Board, Independent School District #162 was held on August 19, 2019, at 7:30 p.m. in High School Room 101. Members present: Jamie Grover, Amy Fontaine, Renee Benson, Wendy Fultz, Jeremy Davies, Don Nordlund and Superintendent Heise. Members absent: Adam Broden.

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

1. A motion was made by Amy Fontaine, seconded by Jeremy Davies to approve the following consent agenda items:
 - A. September 3 Minutes
 - B. September 2019 Invoices - \$352,903.28 – Ck #33175-33201 & 60277-60355
 - C. August 2019 Hand Payables - \$121,158.91 – Ck #33150-33174
 - D. August 2019 Statement of Cash Balances – \$4,514.251.76
 - E. August 2019 Budget Comparison
 - F. August 2019 Wires Payments - \$212,535.17
 - G. Elementary Auxiliary Account
 - H. High School Auxiliary AccountMotion Passed 6-0.

2. Principal Moritz apprised the Board of the BES happenings.

3. Principal Kerr apprised the Board of the BHS Homecoming events.

4. A motion was made by Wendy Fultz, seconded by Renee Benson to adopt resolution accepting gifts/donations to Bagley Public Schools:

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

- * \$5,000.00 from Garden Valley for Robotics Program
 - * \$260.00 from Sandra Brustad-Longfellow for Elementary Library
 - * \$14.00 from Wells Fargo Matching Gift for Student Needs - Elementary
 - * \$14.00 from Wells Fargo Matching Gift for Student Needs - Elementary
- Motion passed 6-0.

5. A made by Jeremy Davies, seconded by Don Nordlund to levy the “Maximum” for the 2019 Payable 2020 Proposed Levy Limitation. Motion passed 6-0.

6. A motion was made by Amy Fontaine, seconded Jeremy Davies to authorize the Athletic Director Zierer to explore trap shooting as a district activity and report her finding back to the board. Motion passed 6-0.

7. A motion was made by Renee Benson, seconded by Amy Fontaine to amend the Sports Medicine agreement between Sanford Health and Bagley ISD 162. The new agreement would extend the agreement for 10 years (July 1, 2019 – June 30, 2019) and Sanford agrees to perform the service under the agreement without charge. Motion passed 6-0.

8. A motion was made by Amy Fontaine, seconded by Wendy Fultz to ratify the Dean of Student/AD 2019-2021 work agreement. Motion passed 6-0.
9. A motion was made by Renee Benson, seconded by Jeremy Davies to ratify the Director of Indian Education 2019-2021 work agreement. Motion passed 6-0.
10. A motion was made by Amy Fontaine, seconded by Renee Benson to hire Stacie Peterson as an ECFE Parent Educator contingent upon receipt of an appropriate teaching license and a satisfactory background check. Motion passed 6-0.
11. A motion was made by Renee Benson, seconded by Don Nordlund to terminate employment with Noah Shegrud effective September 16, 2019. Motion passed 6-0.
12. Items for the Next Agenda:
 - A. Policy Updates
 - B. Ratification of Work Agreements
13. Future Meetings:
 - A. School Board Meeting – October 7, 2019
14. A motion by Amy Fontaine to adjourn the meeting at 7:59 p.m. Motion passed 6-0.

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

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

Bagley School				
Enrollment K -12				
SY 2019-2020				
	10/1/19	9/17/19	5/31/19	9/18/18
HK	16	13	16	15
K	61	64	58	64
1	71	71	64	62
2	62	63	85	83
3	88	87	68	70
4	67	67	92	89
5	86	87	75	73
6	78	77	91	93
Total K-6	529	529	549	549
7	94	96	75	78
8	72	73	83	85
9	78	78	67	69
10	66	69	71	74
11	63	64	53	53
12	51	57	58	66
Total 7-12	424	437	407	425
Total K-12	953	966	956	974

Bagley School															
Enrollment K -12															
Comparison 05/06 - 19/20 SY															
	9/17/19	9/18/18	9/19/17	9/20/16	9/15/15	9/16/14	9/16/13	9/17/12	9/20/11	9/7/10	9/8/09	9/15/08	9/14/07	9/15/06	9/1/05
HK	13	15	10	6	14	13	5	12	20	13	15	14	17	6	8
K	64	64	64	77	60	78	76	88	69	74	74	66	60	75	74
1	71	62	84	67	91	79	99	87	84	73	76	66	67	81	84
2	63	83	71	92	75	100	81	82	77	73	69	66	85	80	65
3	87	70	87	74	102	84	87	74	71	65	71	77	76	66	71
4	67	89	75	104	77	87	78	74	65	79	77	75	67	66	84
5	87	73	98	80	84	80	73	65	82	82	77	64	67	87	79
6	77	93	82	80	80	71	68	75	84	81	66	73	93	79	76
Total K-6	529	549	571	580	583	592	567	557	552	540	525	501	532	540	541
7	96	78	80	76	74	68	79	86	88	71	77	90	80	76	101
8	73	85	75	68	68	77	83	83	66	71	90	79	77	97	76
9	78	69	74	75	77	90	80	66	75	79	78	75	105	74	96
10	69	74	63	70	86	86	62	68	81	77	86	100	67	92	97
11	64	53	81	82	70	62	66	70	69	70	104	63	92	97	71
12	57	66	74	63	56	63	76	62	68	86	73	86	84	67	78
Total 7-12	437	425	447	434	431	446	446	435	447	454	508	493	505	503	519
Total K-12	966	974	1,018	1,014	1,014	1,038	1,013	992	999	994	1,033	994	1,037	1,043	1,060

Bagley School															
Enrollment K -12															
Comparison 05/06 - 19/20 SY															
	10/1/19	10/1/18	10/2/17	10/3/16	10/1/15	10/1/14	10/1/13	10/1/12	10/1/11	10/1/10	10/1/09	10/1/08	10/1/07	10/2/06	10/3/05
HK	16	15	11	7	16	12	5	13	19	13	15	14	17	6	9
K	61	64	63	76	59	78	78	87	70	74	74	65	57	76	74
1	71	62	84	67	91	77	101	86	84	72	76	66	67	81	85
2	62	82	71	92	75	100	81	82	78	73	69	66	85	82	68
3	88	70	85	74	102	84	88	74	71	65	71	77	75	65	73
4	67	89	74	103	77	85	78	74	66	79	77	76	65	66	86
5	86	73	97	79	83	81	73	65	82	83	77	64	67	88	78
6	78	93	81	80	80	71	68	75	86	81	66	72	93	79	78
Total K-6	529	548	566	578	583	588	572	556	556	540	525	500	526	543	551
7	94	79	80	76	75	67	78	87	88	70	73	87	80	74	99
8	72	85	76	68	68	78	85	83	66	73	89	78	75	97	71
9	78	69	74	76	77	90	80	67	75	79	77	73	101	73	96
10	66	74	61	71	86	85	62	67	81	76	85	97	67	89	99
11	63	53	82	82	67	57	67	70	69	72	98	62	90	93	71
12	51	67	73	63	56	60	75	64	68	87	72	85	85	63	75
Total 7-12	424	427	446	436	429	437	447	438	447	457	494	482	498	489	511
Total K-12	953	975	1,012	1,014	1,012	1,025	1,019	994	1,003	997	1,019	982	1,024	1,032	1,062

ELEMENTARY PRINCIPAL REPORT

OCT. 7, 2019

KINDERGARTEN



HOMECOMING



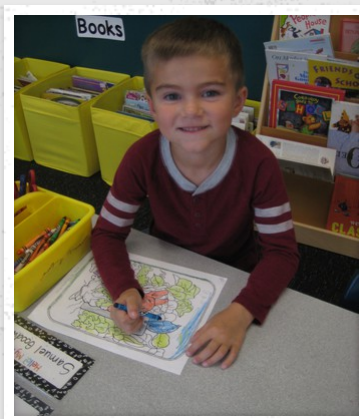
SCHOOL SPIRIT



HOMECOMING



TABLE GROUP



READY TO
WORK



ABC

NEW IN PHYSICAL EDUCATION

Our new PE teachers Adam Knochenmus and Joshua Matthees are teaming up! Once a week they team teach with a class of fourth graders and first graders important physical skills.



BALANCING



MOUNTAIN CLIMBERS



PUSH-UPS

HIGHLIGHTS FROM THE ELEMENTARY

- Our evacuation drill was very successful! A huge thank you to Neil Dolan for setting everything up.

- Our School Report Card
- Beginning of the year NWEA

ITEMS ON THE HORIZON

- Picture Re-takes is Oct 15th
- Our first Positive Action School Wide assembly is Oct 16th.



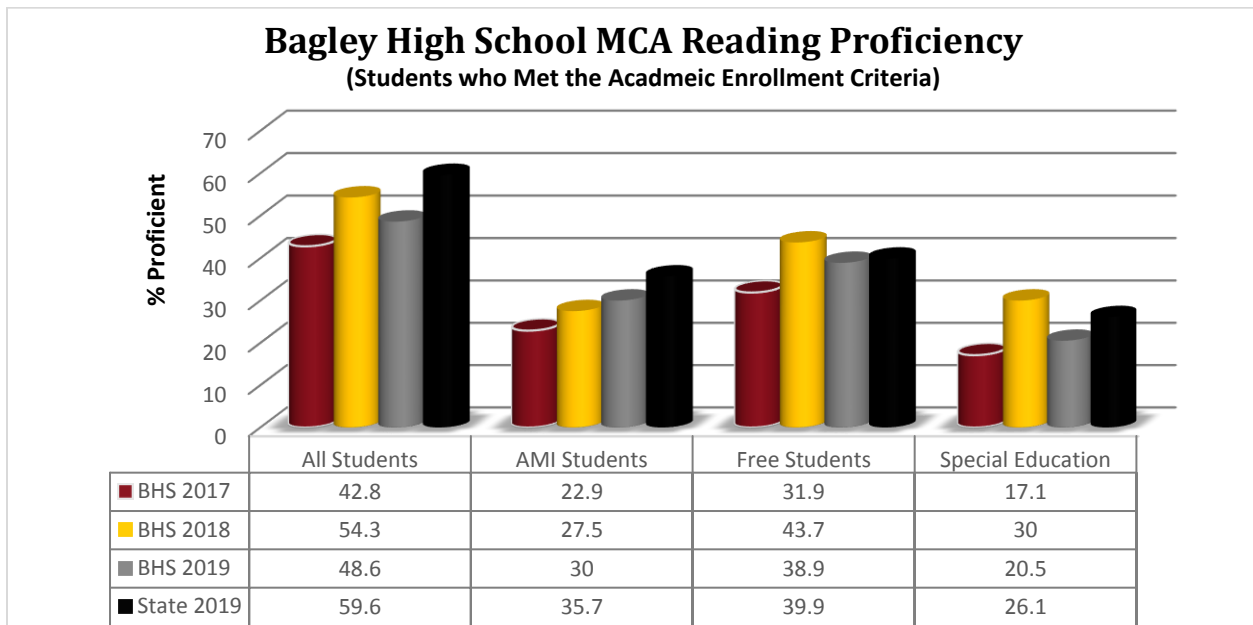
10/07/19

High School Board Report

Tony Kerr

MCA Overview

Reading:

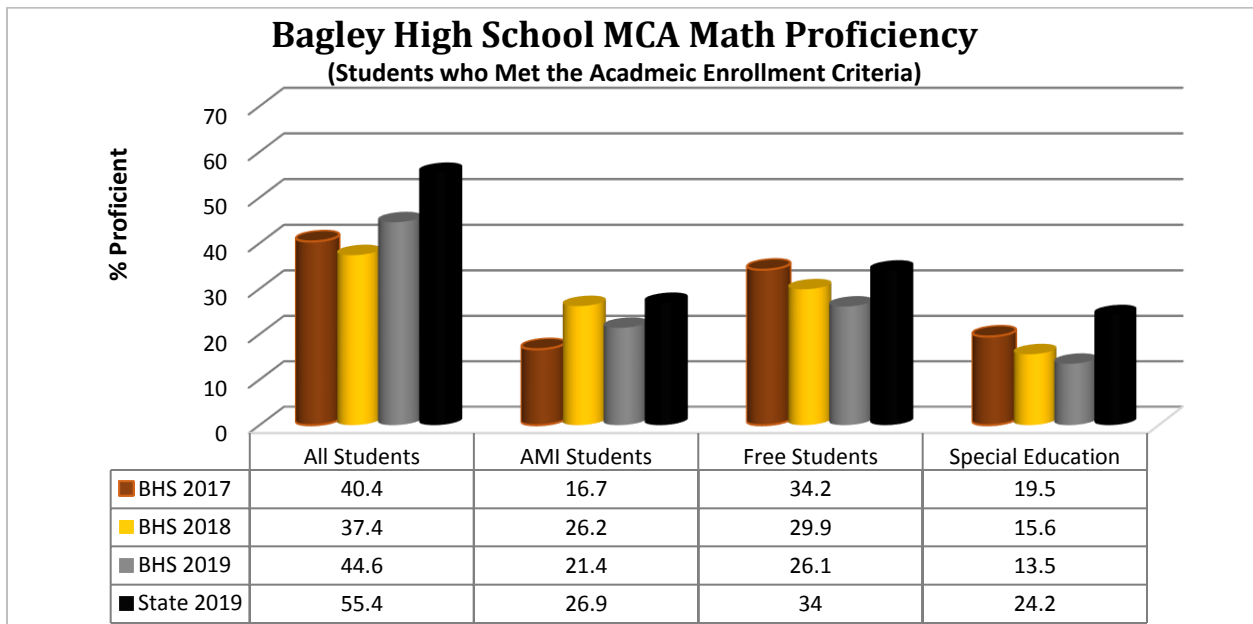


What we are doing:

We are currently looking at several data sets including the MCA results, Pearson Access Benchmarks, NWEA, PlanBook Data, and teacher experience to uncover similarities, differences, strengths, and weaknesses. In example: we may notice a disparity in technical reading, this could include work origins, prefix, suffix, or graph reading. We will learn about what strand(s) we need to put more attention on, choose a best practice strategy and implement the strategy school wide with fidelity and achievement checks. We will continue with this cycle until we have covered as many areas of attention as we can. We will also

look comparatively to standards we reported good performance on and look to see what those lesson plans looked like and examine differences between lesson activities. We may learn that students respond differently to different activities.

Math:



What are we doing: Well first we are celebrating to a job well done!

We will take the same approach as we are for reading. We want to keep any momentum moving forward. We are studying to see how the new math curriculum reflects our growth results.

As a result of our MDE CIS status, we will continue with MEIRS 2.0 and our streamlines credit recovery paths.

Items on the Horizon:

Firearms Safety Oct 5

BSU college visit Oct 14

Rainey River CC visit Oct 15

PSAT Oct 16th

Student Council Fall Summit at TRF Oct 16

Itasca CC visit Oct 31

LEASE

THIS AGREEMENT, Made this 6th day of September, 2011 by and between Clearwater County Agricultural Society, a Corporation under the laws of the State of Minnesota, party of the first part, Lessor, and Independent School District No. 162, a Municipal Corporation, under the laws of the State of Minnesota, party of the second part, Lessee.

WHEREAS, the Lessor is the owner of the real estate hereinafter described and the lighting system thereon commonly referred to as floodlights and the Lessee desires to use and maintain said facilities for athletic and school purposes;

NOW THEREFORE, Witnesseth, that the Lessor in consideration of the rents and covenants hereinafter mentioned, does hereby demise, lease and let unto the said Lessee and the said Lessee does hereby hire and take from the said Lessor the following described premises, situated in the County of Clearwater and State of Minnesota, to-wit:

Legal Description inserted here SEE ATTACHMENT A

Together with the lighting system, commonly referred to as floodlights, located thereon, subject to the right of the City of Bagley in and to the transformers in said lighting system.

And, granting to the lessee the right to the use of the above described premises for the purpose of staging and conducting baseball games, football games, track events, all other athletic events, and any school endorsed or sponsored curriculum, events or programs of any kind with the right and privileges of the use only of the grandstand and public address tower on said premises, save and except as hereinafter limited.

This lease is given subject to the following conditions to-wit:

- 1) The Lessor reserves the exclusive use of the premises herein described to said Lessor during the period of time of each year when the Lessor shall have their annual fairs thereon, and for 7 days prior thereto, together with the use of the floodlights during such time, but the said Lessor shall pay to the BAGLEY PUBLIC UTILITIES the cost of the electric energy used during the period said floodlights are so used by the first Lessor.
- 2) Any activity, other than the usual or regular school activities and baseball games, during the period of one month prior to the annual fair conducted by the Lessor, and two weeks thereafter, shall be first approved by the Lessor before the same may be held on the premises herein described. It being the intent hereof to regulate any special spectator events that would injure fair attendance.

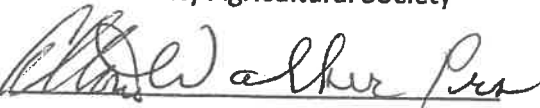
- 3) The Lessee shall have the sole and exclusive jurisdiction of the rental and use of the lighting system and athletic facilities located on the premises, save and except as otherwise herein provided by the Lessee.
- 4) The Lessee shall carry property insurance on the tower and concession stand to the extent of its depreciable value. The Lessee shall provide public liability insurance and agrees to hold harmless the party of the second part from any claims that arise on account of or during possession of use by the Lessee.
- 5) The parties hereto agree that this lease may be renegotiated on an annual basis by mutual consent. The parties hereto further agree that either party can choose to opt out of the lease but with the understanding that a year's notice is required.
- 6) At and for such time as the Lessor has possession of or takes control of the premises, said Lessor shall provide public liability insurance and agrees to hold harmless the party of the second part from any claims that arise on account of or during possession or use by the Lessor.

In consideration of the terms and conditions herein contained, the Lessee agrees to maintain and take care of the athletic facilities, grounds, and towers located on the premises and for the further consideration of \$14,000 on July 1st commencing for the year 2010 and continuing through June 30,2017.

And the said Lessee also covenants and agrees to and with the Lessors not to assign the Lease or underlet the above rendered premises or any part of thereof, other than herein provided without first obtaining the written consent of the Lessor, their successors and assigns, in as good condition and repair as when it took them, reasonable wear and tear and damage by the elements alone accepted. And, the said Lessor does covenant that the said Lessee, on performing the covenants and agreements as herein contained, shall and may peaceably and quietly have, hold and enjoy the same demised premises for the term aforesaid.

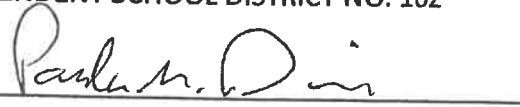
IN TESTIMONY WHEREOF, the said parties have caused these presents to be executed in its corporate names by authority of its governing Board, by its President and its Secretaries, the day and the year first above written.

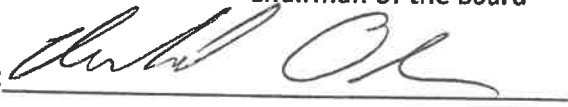
Clearwater County Agricultural Society

BY: 
President

BY: 
Secretary

INDEPENDENT SCHOOL DISTRICT NO. 162

BY: 
Chairman of the Board

BY: 
Clerk of the Board

Allen Paulson, Manager
Clearwater County Fair
34288 Dahlberg Lake Road
Shevlin, MN 56676

EXHIBIT A

All that part of the East Half of the Southwest Quarter (E1/2SW1/4), Section Twenty (20), Township One Hundred Forty-seven (147) North of Range Thirty-Seven West (37W) of the Fifth Principal Meridian, lying and being situated on the Easterly and Southeasterly side of County Aid Road No. 9, excepting therefrom the following parcel of land, described as follows, to wit:

Commencing at a point located 380 feet East of the East boundary line of said above named road, and 70 feet North of the South boundary line of the SE1/4SW1/4, Section 20-147-37, as a point of beginning; thence North on a line parallel to the West line of said above described forty, a distance of 165 feet; thence at right angles and East of a line parallel to the South line of said forty, a distance of 396 feet; thence at right angles and South on a line parallel with the aforesaid West line of said forty theretofore described, a distance of 165 feet; thence West at right angles on a straight line a distance of 396 feet to the point of beginning, said excepted tract containing 1.5 acres and the parcel herein containing 29.5 acres, more or less.



Bagley Public Schools

Independent School District 162
202 Bagley Avenue NW
Bagley, MN 56621
Tel: (218) 694-6184 Fax: (218) 694-3221

Date: October 15, 2018

Clearwater County Agricultural Society
Bagley, MN. 56621

Dear Board Members,

The School District holds an annual lease with the Clearwater County Agricultural Society for use and maintenance of their property and facilities. The lease is currently lapsed and the School District like to make a purchase offer through a "Lease to Own Contractual Agreement" with the Ag. Society on a specific portion of their property. In particular, the property containing School District's student parking area and the adjacent land referred to as Parcel R23.020.0100 Fairgrounds, that contains 5.04 acres. The School District paid Weber Appraisal Services to determine the value of this parcel on Oct 4, 2017. The current market value of this 5.04 acres tract is \$55,000.

The School District would like to propose a lease purchase agreement:

1. Lump sum of \$15,000 up front payment.
2. \$5,000 per year for 10 years. Payable annually, not in a lump sum. Commencing July 1, 2017 and continuing through June 30, 2027. Total price of \$65,000 for the parcel.
3. In addition, the School District would continue to lease the remaining property (as defined in the current lease agreement) for \$2,000 per year for 10 years. Payable annually, not in a lump sum. Commencing July 1, 2017 and continuing through June 30, 2027.
 - a. Lease of Brustad Field including football and baseball fields with lighting and grandstand.
 - b. Excluding all Fair Board buildings i.e., food stands, horticulture building, 4-H buildings.
 - c. Maintenance of the leased property including the mowing of Fair Grounds parking lot along Highway 92.
 - d. Use of grounds by Fair Board for special events such as Fahey auction, high school rodeo with notification dates prior to the events to the Lessee.
4. School District would pay for the following improvements:
 - a. Expand parking area to cover most of the acreage including the north end of the track. Not removing pines in the Northeast corner of parcel.
 - b. Remove the cabling, posts and boards along the old track.
 - c. Relocate the track storage shed to the northeast corner of the new parking lot.
 - d. Add additional parking lot security lighting to the lot areas.
 - e. Add asphalt to the additional parking area as School District funding allows.
5. Removal of the fairground baseball field dug outs and additional vehicle access off of Fair Grounds Roads is **negotiable** with the School District.
6. All parking areas would remain fully accessible to the Clearwater Agricultural Society for their events.

The resulting parking area would double the size of the existing parking area, offering enough space to accommodate most venues including winter sports season parking as well as expanded Clearwater County Fair parking. The parking of vehicles along State Highway 92 during the fair, the Fahey auction

Pursuing Educational Excellence for All

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



Bagley Public Schools

Independent School District 162

202 Bagley Avenue NW

Bagley, MN 56621

Tel: (218) 694-6184 Fax: (218) 694-3221

and school events is a very dangerous practice for everyone involved. Potentially serious accidents and legal liabilities can be greatly reduced by building safer parking accommodations.

The question is: Can the School District and the Clearwater County Agricultural Society enter into a private "Lease to Own Agreement" together without having to formally advertise and put the land parcel up for sale through relator?

The answer is: Yes. According to Ed Rasmussen, Attorney at Law. "Chapter 38 of the Minnesota Statutes establishes the county agricultural society as 'an autonomous unit' and can pretty much do what they please with their property."

A second option proposed by the School District: (maintain status quo, add additional rent).

1. Lease of Brustad Field including football and baseball fields with lighting and grandstand.
2. Parking lot including asphalt and gravel lots.
3. Excluding all Fair Board buildings i.e., food stands, horticulture building, 4-H buildings.
4. Use of grounds by Fair Board for special events such as Fahey auction, high school rodeo with notification dates prior to the events to the Lessee.

5. No removal of dug outs
6. No access road on Fair Ground Road.
7. No improvements of leased grounds.

8. Terms of lease - \$3,000 year for 5 years, payable annually. Commencing July 1, 2017 and continuing through June 30, 2022.

Sincerely,

Superintendent Steve Cairns

Cc: Bagley Public School Board

Pursuing Educational Excellence for All

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

July 17, 2019

To: Bagley School Board

The decision of the Clearwater County Fair Board is:

1. The property in question is not for sale.
2. The lease agreement will be \$6,000 per year for five years from this date. The late payments will be at the same rate to be caught up immediately.
3. The covenants will remain the same except the lease amount and length.
4. As per Number 5 of the covenants the lease will be renegotiated on a five-year basis.
5. The Clearwater County Fair Board reserves the right to cancel this agreement at any time with due notice of one year.
6. The Clearwater County Fair Board will remove the dugouts at their expense.



Bagley Public Schools

INDEPENDENT SCHOOL DISTRICT 162

DISTRICT OFFICE
202 BAGLEY AVENUE NW
BAGLEY, MN 56621
TEL (218) 694-6184
FAX (218) 694-3221
www.bagley.k12.mn.us

SUPERINTENDENT OF SCHOOLS Dr. Erich Heise

July 25, 2019

Clearwater County Agricultural Society
Bagley, MN 56621

Dear Clearwater County Fair Board Members,

The Bagley Public Schools Board has received and reviewed your latest proposal, dated July 17, 2019, regarding the leased property adjacent to the High School. The School Board deems your current proposal to be unreasonable and unacceptable.

The School Board would like to resolve this long-standing issue amicably, without resorting to eminent domain proceedings, and hereby requests to be included on your annual meeting agenda in November. Please confirm your acceptance of this request and inform the date and time of your meeting.

Sincerely,

Dr. Erich Heise, Superintendent

CC: School Board Members

SCHOOL BOARD MEMBERS

Pursuing Educational Excellence for All

CHAIRPERSON <i>Adam Broden</i>	CLERK <i>Jamie Grover</i>	TREASURER <i>Amy Fontaine</i>	DIRECTOR <i>Renee Benson</i>	DIRECTOR <i>Jeremy Davies</i>	DIRECTOR <i>Wendy Fultz</i>	DIRECTOR <i>Don Nordlund</i>
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462 Keyless Entry Access Card Fee

Board Adopted: October 15, 2007

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

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

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

840 Use of School District Facilities and Equipment

Board Revised: June 19, 2017

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

I. Purpose and Policy

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

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

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

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

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

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

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

II. Scheduling Procedures

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

Elementary School facilities and equipment – 694-6184

High School facilities and equipment – 694-3120

Other contacts:

Elementary School principal – 694-6528

High School principal – 694-3120

Athletic Director – 694-4051

Community Education Director – 694-3232

Superintendent – 694-6184

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

III. Scheduling Priorities

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

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

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

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

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

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

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

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

Third Priority – Community Education and Community Theater

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

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

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

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

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

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

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

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

IV. General Community Use of School Facilities and Equipment

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

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

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

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

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

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

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

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

Use of School Facilities and Equipment Costs

BUILDING RENTALS

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

PERSONNEL FEES

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

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

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

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

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

Board Adopted: January 21, 2014

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IV. REPORTING PROCEDURES

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

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

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

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

V. INVESTIGATION

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

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

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

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

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

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

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

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

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

VIII. DISSEMINATION OF POLICY AND TRAINING

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

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

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

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

421 GIFTS TO EMPLOYEES AND SCHOOL BOARD MEMBERS

Board Adopted: September 4, 2018

Board Revised: October 2019

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

- B. “Interested person” means a person or a representative of a person or association that has a direct financial interest in a decision that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.

- C. “Financial interest” means any ownership or control in an asset which has the potential to produce a monetary return.

IV. PROCEDURES

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

V. VIOLATIONS

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

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

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

510 SCHOOL ACTIVITIES
Board Adopted: October 2019

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

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

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

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

516 STUDENT MEDICATION

Board Adopted: June 20, 2011

Board Revised: ~~June 6, 2016~~

October 2019

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. REQUIREMENTS

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

pharmacy instructions shall be required immediately as well.

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

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

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

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

6. Medications:

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

are not governed by this policy.

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

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

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

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

- K. “Parent” for students 18 years old or older is the student.
- L. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

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

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

Policy)

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

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

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

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

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

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

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

Cross References:

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

534 UNPAID MEAL CHARGES

School Board Adopted: August 7, 2017

Board Revised: August 19, 2019

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

I. PURPOSE

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

II. PAYMENT OF MEALS

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

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

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

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

IV. UNPAID MEAL CHARGES

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

V. COMMUNICATION OF POLICY

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

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

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

Board Adopted: August 15, 2011

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

IV. LONG-TERM STRATEGIC PLAN

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

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

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

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

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

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

enhance learning, solve problems, and increase human productivity.

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

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

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

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

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

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

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

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

Legal References:

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

Cross References:

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

603 CURRICULUM DEVELOPMENT

Board Adopted: August 15, 2011

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

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

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

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

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

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

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

Legal References:

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

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

Cross References:

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

613 GRADUATION REQUIREMENTS

Board Adopted: February 3, 2014

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

IV. TEST ADMINISTRATOR

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

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

V. GRADUATION ASSESSMENT REQUIREMENTS

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

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

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

VI. GRADUATION CREDIT REQUIREMENTS

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

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

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

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

VII. GRADUATION STANDARDS REQUIREMENTS

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

standards:

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

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

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

VIII. EARLY GRADUATION

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

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

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

Legal References:

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

Cross References:

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

American Indian Education Aid Application

All items must be submitted July 1, 2019 through October 1, 2019

Requirements

1. **Indian Education Program Plan (IEPP):** Must be created in full collaboration with the American Indian Parent Advisory Committee (AIPAC). Districts without an AIPAC should contact the Office of Indian Education for guidance on their submission. IEPPs must be provided to applicable staff and all AIPAC representatives.
2. **Certification Statement:** A signed statement affirming that district personnel and the AIPAC fully collaborated on the creation of the IEPP and are in full agreement on its contents and execution. Typed signatures not accepted.
3. **AIPAC Representative Roster:** Roster provided. Review roster guidelines carefully, print, and fill out as directed.
4. **Submission:** The IEPP, signed Certification Statement, and AIPAC roster must be submitted together upon completion.

Remittance

1. **Email Submission (Preferred):** mde.indian-education@state.mn.us
2. **Mail Submission:** Minnesota Department of Education, Office of Indian Education, 1500 Hwy 36 W., Roseville, MN 55113

Related Minnesota Statutes

[124D.74 AMERICAN INDIAN EDUCATION PROGRAMS](#)

[124D.76 COMMUNITY COORDINATORS, INDIAN HOME/SCHOOL LIAISONS, PARAPROFESSIONALS](#)

[124D.78 PARENT AND COMMUNITY PARTICIPATION](#)

[124D.81 AMERICAN INDIAN EDUCATION AID](#)

Contact Information

The Office of Indian Education is available to assist you throughout this process. If you have questions or concerns, need clarification or guidance, please call 651-582-8280, or email mde.indian-education@state.mn.us.

Indian Education Program Plan

District/School Information

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

Address: 202 Bagley Ave NW

City: Bagley

Zip Code: 56621

Contact Information

Please type for clarity.

Personnel Role	Name	Phone Number	Email Address
District Superintendent, Charter School Director, or Tribal School Director	Erich Heise	218-694-6184	eheise@bagley.k12.mn.us
Indian Education Program Lead	Carol Vik	218-694-3120 ext 2215	cvik@bagley.k12.mn.us
Additional Indian Education Staff			
AIPAC Chairperson	Sheila Thompson	218-358-0469	dr.whitecloud.st@gmail.com

IEPP: Goals, Narrative, Budget Breakdown, Budget Total

**Please type in each applicable area. The template will expand to meet the needs of your text as you type.*

Goal Area 1

All American Indian (AI) Children Ready for School	Narrative
2018-19 Outcomes	
2019-20 Goal	
2019-20 Strategies for Goal Achievement	
2019-20 Budget Breakdown and Goal Area Total	

Goal Area 2

All AI Third-graders Achieve Grade Level Literacy	Narrative
2018-19 Outcomes	<p>The goal for SY 17/18 was that 25% of the Native American third graders will make a full year's growth on the NWEA test.</p> <p>Reviewing and analyzing the NWEA for our third graders that were present on Oct 1, 2018 and who completed both tests we had 16/18. Of those 16 students who fit the measurable standards we had 12/16 show a full year's growth, which is 75%. 2/4 that did not show a full year's growth are already above grade level. The other 2 showed a decrease in scores from fall to spring.</p> <p>This goal has been met.</p>
2019-20 Goal	<p>The Bagley Elementary will continue utilizing the NWEA testing to measure growth. They test in the Fall and then again in the spring in April/May. This year's goal will be 80% of the Native American students tested on both testing dates (Fall and Spring) will show a full year's growth.</p>
2019-20 Strategies for Goal Achievement	<p>Provide age appropriate and reading level appropriate cultural reading material for small group reading sessions. Focusing on k-1 reading, supplementing current reading in school. (WBWF Read well by Third grade for all k-3 students as part of the Literacy plan.) (Instructional Supplies)</p>

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All AI Third-graders Achieve Grade Level Literacy	Narrative
	<p>Parent involvement/Community outreach – 2 book bingo activities. Books to be “won” for the children/families to take home to ensure books are in the home. (Instructional Supplies)</p> <p>Provide for .75 FT paraprofessional to work with students in grades k-3 on reading. (Paraprofessional Salary).</p>
2019-20 Budget Breakdown and Goal Area Total	<p>.75 FT Paraprofessional salary and fringe - \$16971.96</p> <p>Instructional Supplies - \$2000</p> <p>Goal Area Total - \$18971.96</p>

Goal Area 3

All Achievement Gaps Closed for AI Students	Narrative
2018-19 Outcomes	<p>The goal for SY 18/19 was to reduce the reading gap between Native American and Non-native American Students by 9.5% and the math gap between Native American and non-Native American Students by 7%.</p> <p>We had 538 students take the reading MCA test in SY 18/19. Of those students, 144 of them were Native American and 394 were non-Native. We had 46/144 of our Native American Students who were proficient in reading (31.9%). 224/394 of our Non-Native students were proficient in reading (56.9%), which leaves a 25% gap between the Native American students and non-Native American students.</p> <p>We had 516 students take the Math MCA tests in SY 18/19. Of those students, 137 of them were Native American, 379 were non-Native. We had 36/137 of our Native American Students who were proficient in Math (26%). 203/379 of our Non-Native students were proficient in Math (53.5%), which leaves a 27.5% gap between the Native American students and non-Native American students.</p> <p>Based on the previous year’s data the proficiency of our Native American Students was at 29.42% in reading, and at 28.3% in Math. The Gaps in the areas were: reading 32%, Math 13.5%.</p> <p>The Reading goal was not met by 2.5 %, and the Math goal was not met as the gap increased by 11.5%.</p>
2019-20 Goal	<p>The goals for SY 19/20 will be to increase the proficiency in reading and math by 10%. This would mean an increase in Reading of 5 students becoming proficient. Math we would again look at a 10% increase</p>

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All Achievement Gaps Closed for AI Students	Narrative
	<p>which would mean we would have 4 more students proficient. These are not large goals but they are goals that can be met or exceeded.</p> <p>We will also be working on increased attendance. SY 18/19 had a schoolwide consistent attendance of 71.9%. For Native American Students it was 53% with the elementary having a 61% and the HS having 44%. We would like to increase attendance by 5% at each school by having support in reaching out to the homes and families regarding issues that may be affecting attendance and therefore academic achievement.</p>
2019-20 Strategies for Goal Achievement	<p>Paraprofessional support to assist in academic achievement/core classes (Math/Reading) and to assist with “check-Ins” with high risk students who may have attendance issues. Checking in with students and families regarding students’ absences and homework/academic assistance. (Paraprofessional Salaries)</p> <p>Providing academic interests for the students. Online Ojibwe Class, Native American History, adding culturally relevant books to the English curriculum. (Paraprofessional Salaries & Benefits, General & Instructional Supplies)</p> <p>Bagley Elementary is implementing a program called “Positive action” which has proven results to increased attendance as well as higher levels of academic achievement. This will teach students to build positive relationships with others on how to identify and communicate their feelings. No cost from Indian Education.</p> <p>Bagley High School is implementing “Minnesota Early Indicator Response System” (MEIRS) to increase the connection between families, students, and benefits the school. The High School will be working with the regional Center of Excellence for training. No cost to Indian Education.</p> <p>Provide culturally relevant field trips for student’s grades k-12, to learn about, share, and engage in cultural activities. (Student Transportation, Food, Cultural Liaison/Community Expert)</p> <p>Provide culturally relevant workshops and speakers for the students to be able to share, engage, and participate in their cultural traditions. (Hand drum making, ribbon skirt/shirt making, jingle dress making, storytelling, moccasin making, painting, regalia making, food making,) (General and instructional supplies, food, Student travel, Speakers and Fees, Cultural Liaison/Community Expert)</p> <p>Providing cultural, financial support for the Second Annual Bagley School Pow-wow. Increasing cultural awareness in the school as well as providing Professional development in an interactive environment</p>

All Achievement Gaps Closed for AI Students	Narrative
	<p>for students, staff as well as parental engagement. (Speakers and Fees, General and Instructional Supplies, Food)</p> <p>Transportation home from AIEA sponsored activities or other types of academic enrichment for our Native American Students to ensure equal access to cultural or academic activities. (Student travel, Food)</p> <p>Provide supplies to students so they can come to school prepared for the academic and cultural classes in the school. Books (Ojibwe and Native American History,) backpacks, notebooks, binders, folders, pencils, etc. to assist the Native American students to be successful as well as having culturally relevant resources for research before, during, and afterschool. (General and Instructional Supplies, Food)</p> <p>Financial support for cultural trainings, conferences, and workshops, for staff, parents, students for intercultural awareness and professional development. (MIEA, NIEA, etc) academic activities that are tied to the Native American Students academic performances. History day, Ojibwe and Native American History class trips/outings. (Student Travel, Food, Staff Travel)</p> <p>Private Study Hall for Native American Students to work together on group projects, research, homework. This will be a supportive environment for the students to increase study skills, academic performance, homework completion, graduation rates. (Paraprofessional Salary and benefits, Instructional and General Supplies, Food)</p>
2019-20 Budget Breakdown and Goal Area Total	<p>Student Travel - \$3,000</p> <p>1.5 FTE Paraprofessional Salaries and Benefits - \$31,372.04</p> <p>Staff travel- \$3000</p> <p>Food - \$2971</p> <p>General Supplies - \$1000</p> <p>Instructional Supplies - \$3000</p> <p>.5 FTE Cultural Liaison/Community Expert salary and Benefits - \$20,727</p> <p>Speakers and Fees - \$600</p> <p>Goal Area Total - \$65670.04</p>

Goal Area 4

All AI Students Attain Career and College Readiness	Narrative
2018-19 Outcomes	<p>In SY 18/19 we had 39/124 students in grades 7-12 participate in college/career exploration throughout the year which is 39.5%. Some students attended more than 1 event. We had a few events that were cancelled due to circumstances beyond our control with weather being a major issue which would have increased participation numbers.</p> <p>The goal was to have 38% of our students grades 7-12 participate in college/career exploration.</p> <p>This goal was met.</p>
2019-20 Goal	<p>The goal for college and career readiness will be that we have 45% of our Native American students grades 7-12 participate in college/career exploration and to meet with college/trade schools and plan for their future.</p>
2019-20 Strategies for Goal Achievement	<p>We will offer field trips to have our students on college campuses and to encourage early applications if they are seniors. They will visit the campus Native American support offices. We will provide transportation, food, and lodging for the students so that the college visits are free of charge to the students. (Student travel, Food)</p> <p>We will continue to attend both Native American and Public college and career fairs throughout the year and encourage future planning whether it be job training, trade school, military or college. (Student travel, Food)</p> <p>We will invite college, career, job training opportunities, military, Native American scholarship Departments in to speak with students in the Native American Classrooms. (Food)</p> <p>We will attend on the job training facilities for the students who want to go directly into careers. (Student travel, Food)</p> <p>We will assist with ACT/SAT testing fees (financial support) for Native American Students.</p> <p>We will continue utilizing the Expanding the Circle Curriculum with a small group of Native American to find out who they are, assisting with building a portfolio for planning their futures. (Cultural Liaison/Community Expert – See Goal 3)</p>
2019-20 Budget Breakdown and Goal Area Total	Student travel - \$8000

All AI Students Attain Career and College Readiness	Narrative
	Instructional Supplies - \$500 Goal Area Total - \$8500

Goal Area 5

**There is a one year lag in release of graduation rates.*

All AI Students Graduate from High School	Narrative
2018-19 Outcomes	<p>The goal for the 18/19 SY was to increase the graduation rate to 78%. Reviewing the Minnesota report card data the 2018 Native American Graduation percentage was already 92.3%.</p> <p>Doing a manual count of 9th graders in SY15/16 we had 19 qualify for the 2+ years at Bagley. Of those 19 students 14 graduated on time in the 4 years which gives us a 73.68% graduation rate for our Native American Students at Bagley. We also did graduate another through summer school but that will count towards a 5 year grad rate, as well as one student who graduated on a 6 year grad rate.</p>
2019-20 Goal	Our 19/20 SY goal will be to graduate 80% of our students on the 4 year graduation rate.
2019-20 Strategies for Goal Achievement	<p>Paraprofessional support with our seniors and underclassmen to ensure they stay on track for the years they earn credits. They will provide homework support, weekly check-ins, parental phone conversations as well as conference and if needed in home visits. (paraprofessional – See Goal #3)</p> <p>Cultural Liaison/Community Specialist will also provide assistance with check-ins and follow-up with students/parents.</p> <p>Mailings, phone calls, and home visits to students home to ensure open communication regarding students</p> <p>Senior Banquet – Recognition and celebration of Graduating students. (Food, General supplies, Instructional supplies)</p> <p>Student travel for ALP and Summer school to ensure our students are able to attend these to maintain credits and make-up credits to graduate on time.</p>
2019-20 Budget Breakdown and Goal Area Total	ALP student transportation - \$2000

All AI Students Graduate from High School	Narrative
	Summer School Transportation- \$2000 Food - \$750 General Supplies - \$2000 Summer School Teacher - \$1250 Goal Area Total - \$8500

Budget Total of All Goal Areas: \$101,642

Goal Area 2: \$18,971.96

Goal Area 3: \$65670.04

Goal Area 4: \$8,500

Goal Area 5 Total - \$8500

Certification Statement

The undersigned hereby certify that the information contained within the Indian Education Program Plan has been reviewed in full consultation with the American Indian Parent Advisory Committee, pursuant to [Minnesota Statutes, section 124D.78](#), and is complete and accurate to the best of our belief and knowledge.

By signing below parties affirm that:

- The IEPP was written in full collaboration with the AIPAC
- All aspects of the IEPP were agreed upon by all parties
- All information is accurate and true
- That the AIPAC representative roster is filled out and accurate

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Personnel Role	Typed or Printed Name	Signature	Date
District Superintendent, Charter School Director, or Tribal School Director	Erich Heise		
Indian Education Program Lead	Carol Vik		
Additional Indian Education Program Contact, if applicable			
AIPAC Chairperson	Sheila Thompson		

American Indian Parent Advisory Committee

About AIPAC Membership

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

About the AIPAC Roster

- Names should be typed or printed clearly.
- American Indian identifier, committee role, and area of representation **must be circled**.
- District staff, such as administrators, directors, teachers, and counselors may attend AIPAC meetings and contribute to the IEPP process, but they **are not considered committee members unless they identify as American Indian**, and they **SHOULD NOT** be listed on the AIPAC Roster.
- *District staff **who are not** eligible committee members, but who attend AIPAC meetings and participate in the IEPP creation process should be listed on the [District Staff Sign-In Sheet](#) provided after the AIPAC roster.

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

AIPAC Roster

Representative Name	American Indian (circle one)	Committee Role (circle one)	Primary Area of Representation (circle one)
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian

Representative Name	American Indian (circle one)	Committee Role (circle one)	Primary Area of Representation (circle one)
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian

Representative Name	American Indian (circle one)	Committee Role (circle one)	Primary Area of Representation (circle one)
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian

District Staff Sign-In Sheet

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____



Certification Statement

The undersigned hereby certify that the information contained within the Indian Education Program Plan has been reviewed in full consultation with the American Indian Parent Advisory Committee, pursuant to Minnesota Statutes, section 124D.78, and is complete and accurate to the best of our belief and knowledge.

By signing below parties affirm that:





- The IEPP was written in full collaboration with the AIPAC
- All aspects of the IEPP were agreed upon by all parties
- All information is accurate and true
- That the AIPAC representative roster is filled out and accurate

Personnel Role	Typed or Printed Name	Signature	Date
District Superintendent, Charter School Director, or Tribal School Director	Erich Heise		9-27-19
Indian Education Program Lead	Carol Vik		9-27-19
Additional Indian Education Program Contact, if applicable			
AIPAC Chairperson	Sheila Thompson		9/30/19

AIPAC Roster

Representative Name	American Indian (circle one)	Committee Role (circle one)	Primary Area of Representation (circle one)
Name: <i>Brittany Vertness</i>	<input checked="" type="radio"/> Yes	Chairperson	<u>Parent/Guardian of American Indian Student</u>
Name: <i>Betsy Neel</i>	<input type="radio"/> No	Vice-Chairperson	American Indian Secondary Student
Name: <i>Ayden Hall</i>	<input checked="" type="radio"/> Yes	<u>Secretary</u>	American Indian Community Member
Name: <i>Ayden Hall</i>	<input type="radio"/> No	<u>General Representative</u>	Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: <i>Reka Armstrong</i>	<input checked="" type="radio"/> Yes	Chairperson	<u>Parent/Guardian of American Indian Student</u>
Name: <i>Larae Stevens</i>	<input type="radio"/> No	Vice-Chairperson	American Indian Secondary Student
Name: <i>Jakae Stevens</i>	<input checked="" type="radio"/> Yes	Secretary	American Indian Community Member
Name: <i>Sheila Thompson</i>	<input type="radio"/> No	<u>General Representative</u>	Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: <i>Sheila Thompson</i>	<input checked="" type="radio"/> Yes	<u>Chairperson</u>	<u>Parent/Guardian of American Indian Student</u>
Name: <i>Sheila Thompson</i>	<input type="radio"/> No	Vice-Chairperson	American Indian Secondary Student
Name: <i>Sheila Thompson</i>	<input type="radio"/> No	Secretary	American Indian Community Member
Name: <i>Sheila Thompson</i>	<input type="radio"/> No	General Representative	Teacher, Paraprofessional, or other district staff who identifies as American Indian

Representative Name	American Indian (circle one)	Committee Role (circle one)	Primary Area of Representation (circle one)
Name: <i>Jamie August</i>	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: <i>Michel Fox</i>	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: <i>Lori Fairbanks</i>	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: <i>Maxine Rousu</i>	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: <i>Leshie Hweza</i>	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian

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

Representative Name

American Indian (circle one)

Committee Role (circle one)

Primary Area of Representation (circle one)

Name: Earl Thompson

Yes

Chairperson

Parent/Guardian of American Indian Student

Earl Thompson

No

Vice-Chairperson

American Indian Secondary Student

Name: Theodore Thompson

Yes

Chairperson

Parent/Guardian of American Indian Student

Theodore Thompson

No

Vice-Chairperson

American Indian Secondary Student

Name: Lucy Thompson

Yes

Chairperson

Parent/Guardian of American Indian Student

Lucy Thompson

No

Vice-Chairperson

American Indian Secondary Student

Name: Gaei Thompson

Yes

General Representative

Teacher, Paraprofessional, or other district staff who identifies as American Indian

Gaei Thompson

No

Chairperson

Parent/Guardian of American Indian Student

Name: Melvin Thompson Sr.

Yes

Chairperson

Parent/Guardian of American Indian Student

Melvin Thompson Jr.

No

Vice-Chairperson

American Indian Secondary Student

AIPAC Roster

Representative Name	American Indian (circle one)	Committee Role (circle one)	Primary Area of Representation (circle one)
Name: <i>Corrie White</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: <i>Kelly Gordon</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	Yes No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian

Representative Name	American Indian (circle one)	Committee Role (circle one)	Primary Area of Representation (circle one)
Name: Melanie Anderson	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: Aiyana Neeland	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name: John Satchival	<input checked="" type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	<input type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian
Name:	<input type="radio"/> Yes <input type="radio"/> No	Chairperson Vice-Chairperson Secretary General Representative	Parent/Guardian of American Indian Student American Indian Secondary Student American Indian Community Member Teacher, Paraprofessional, or other district staff who identifies as American Indian

District Staff Sign-In Sheet

Name and Title:  Tony Fen H.S. Principal

Name and Title: ERICH HEISE  SUPERINTENDENT

Name and Title: Kristi Moritz  Elem. Principal

Name and Title: Stuart Dukak  Transportation Director

Name and Title: Doreen Ziemer  Dean of Students BES / Academic Director

Name and Title: _____

Name and Title: _____

Name and Title: _____



Affirmation of Consultation with Tribal Representatives

SY 2019-20, For School Year Ending June 30, 2020

PL 114-95 § 8538 states that: (b) DOCUMENTATION. — Each affected local educational agency shall maintain in the agency's records and provide to the state educational agency a written affirmation signed by the appropriate officials of the participating tribes or tribal organizations approved by the tribes that the consultation required by this section has occurred.

LEA

Name of LEA BAGLEY SCHOOL DISTRICT

School District Number 162

Superintendent Erich Heise

Email cheise@bagley.k12.mn.us

Phone (218) 694-6184, ext 3100

Signature Erich Heise

LEA ESSA Coordinator KRISTI MORITZ

Email Kmoritz@bagley.k12.mn.us

Phone 218-694-6528

Signature Kristi Moritz

Tribal Representatives

Tribe/Organization White Earth Nation

Contact RONALD BUCKANAGA

Tribal Representative Name RONALD BUCKANAGA

Title EDUCATION DIRECTOR

Email ronald.buckanaga@whiteearth-nsn.gov

Phone (218) 983-3285, ext 1407

Tribal Representative DANA GOODWIN

Title ASSISTANT EDUCATION DIRECTOR

Email dana.goodwin@whiteearth-nsn.gov

Phone (218) 983-3285, ext 5312

Tribal Representative ALAN ROY

Title Secretary - Treasurer

Email alr.roy@whiteearth-nsn.gov

Phone (218) 983-3285

Affirmations

We agree that timely and meaningful consultation occurred before the LEA submitted plans or applications for the following Title programs under ESSA.

We agree that we have participated in meaningful and timely discussion on each Title under ESSA and have chosen to participate in the programs marked below.

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-income School Program
- Title VI, Part A, Subpart 1: Indian Education Formula Grants to Local Educational Agencies

We Agree that timely and meaningful consultation shall continue throughout the implementation and assessment of services provided under section 8535 on the following dates: 8/30/19

Superintendent or Designee *Erich Heise* ERICH HEISE

Date 9-24-19

Tribal Representative RONALD BUCKANAGA, *Boyd of Bemidji*

Date 9/24/19

Required Topics During Consultation

Check to affirm that all of the required topics were discussed during the consultation process:

- How students' needs will be identified (culturally, linguistically and academically)
- What services will be offered
- Size and scope of equitable services
- Equitable services to teachers and parents
- How and when decisions about the delivery of services will be made
- Proportion of funds allocated for services
- Title programs under ESSA
- How, where, when, and by whom services will be provided
- How services will be assessed and improved based on assessment results
- Parent and tribal engagement

Attach this completed document to your district's Title I, Part A SERVS application.

If you have questions please email mde.esea@state.mn.us.

Overnight or Out-of-State Trip Request Form

School Board Adopted: November 7, 2016

Group/Grade Level Requesting trip: _____ Staff in Charge: Carol Vik

Destination: Minneapolis, MN

Agency making the arrangements: _____

Dates of Trip: 10/8/19 - 10/12/19 Number of School Days Missed: 4

Number of Students Participating: 9 Departure/Return Times: _____

Goal or purpose of the trip and its relationship to curriculum objectives: To bring Native educators together to explore ways to improve schools & the schooling of Native children.

Supervision requirements: one adult for every 8 students. Same gender chaperone must be included for each gender participating.

Staff Accompanying: Carol Vik, Brittany Mattress, John Sutherland

Other Adults Accompanying: Lucy T, Sheila T, Evelyn T, Sandy

Cost Factor:

Trip Funded by: Student/Parents Fundraiser School Other AIEA

Cost per student: \$818.71

This cost includes: Trip cost for student (transportation, meals, lodging, admissions, etc.) \$ _____
Portion of trip cost for adult chaperones \$ _____
Other (please describe) \$ _____

What provision has been made for students with financial difficulties? Fund raising activities conducted? No cost to students.

What efforts have been made to acquire the most cost effective price? Called several hotels.

Transportation Information: How will students be transported?

Bus _____ Name of Company _____
Plane _____ Name of Airline _____
School District bus or van 3 school vehicles
School District not responsible for transportation _____
Other - explain _____

Meal (and lodging if relevant) arrangements (attach additional pages if necessary):

Normandy Inn & Suites (Best Western)
Meal cash advance (submitted)

Description of trip plan and routes (attach additional pages if necessary): Map/Route
Attached.

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

Person in Charge Signature Carol Vik
Building Principal Signature [Signature]
Superintendent Signature _____

Date 10/3/19
Date 10/3/19
Date _____

Date School Board Approved _____

Room #1:
Sandy Auginaush - adult
Desirae Auginaush
KariAnn Auginaush

Room #2:
Lucille Thompson- adult
Gracie Sansevero
Drayden Thompson

Room #3:
Sheila Thompson - adult
Aiden Thompson
Kendra Wictzek

Room #4:
Ayden Hall
Tavian Neeland

Room #5:
Brittany Nattress - adult
Zephaniah Collins

Room #6:
John Sutherland - adult
If he can be next to or across the hall from room #4. He is our male chaperone.

Room #7:
Carol Vik - adult
Evelyn Thompson - adult

*Meals total for 16 people/5 days=

\$2128

*7 Rooms=

\$4974.20

*Mileage round trip 484 miles @ .55 a mile=

\$266.20

***GRAND TOTAL= \$7368.40

Divided by 9 Students=

\$818.71

NIEA 2019 | 50th ANNIVERSARY CONVENTION SCHEDULE

TENTATIVE AGENDA – SUBJECT TO CHANGE

CONVENTION SCHEDULE

Tuesday, October 8, 2019

PARTNER MEETINGS

8:30 am – 4:00 pm	Native Language Summit – hosted by Bureau of Indian Education, Admin for Native Americans, US Dept. of Education (confirmed)
9:00 am – 4:00 pm	TEDNA Annual Meeting, Forum, & Luncheon (confirmed)
9:00 am – 4:00 pm	Indigenous Education State Leaders Network Meeting (confirmed)

NIEA ADVANCED LEARNING COURSES

8:30 am – 4:00 pm	Building Your Formative Assessment Practice (NWEA)
8:30 am – 4:30 pm	Creativity, Culture, and Critical Thinking: Building Student Knowledge Through Project-based Learning
9:00 am – 12:00 pm	Pre-Service on Early Childcare and Education: Brain Development, Early and Quality Care in Indian Country
9:00 am – 4:30 pm	Evaluation as a Sovereign Strategy: Building Tribal Capacity Evaluation as a Tool for Transforming Native Education under ESSA
9:00 am – 4:30 pm	Pre-Conference School Board Professional Development: Helping Create Stewards of the Sacred with Culture, Creativity, and Critical Thought.

1:00 pm – 4:00 pm **Registration**

1:00 pm – 5:00 pm NIEA Focus Forms

- Tribally Controlled Schools hosted by Association of Community Tribal Schools (ACTS)
- Higher Education hosted by National Coalition for the Advancement of Natives in Higher Education (NCANHE)
- JOM hosted by National Johnson O'Malley Association (NJOMA)
- Early Learning hosted by National Indian Head Start Association (NIHDSA)
- Special Education hosted by Education for Parents of Indian Children with Special Needs (EPICS)
- Impact Aid hosted by National Association of Federally Impacted Schools (NAFIS)

NIEA 2019 | 50th ANNIVERSARY CONVENTION SCHEDULE

TENTATIVE AGENDA – SUBJECT TO CHANGE

Wednesday, October 9, 2019

7:00 am – 9:30 am	NIEA Registration (closing at 9:30am to allow staff to attend Opening General Assembly)
8:00 am – 5:00 pm	Trade Show Internet Café Elder's Lounge Open
9:30 am	General Assembly Doors Opens
9:30 am – 10:00 am	Sponsored Coffee Break
10:00 am – 12:00 pm	Opening General Assembly
12:00 pm – 1:15 pm	Lunch On Own
1:00 pm – 4:00 pm	Registration (opens after Opening General Assembly)
1:00 pm – 5:00 pm	NIEA Indigenous Empowerment & Resilience Training (Blanket Exercise)
1:00 pm – 2:30 pm	Documentary Film: Mankiller, a Vison Maker Media Film
1:30 pm – 2:45 pm	Presentations – Session A
3:00 pm – 4:15 pm	Presentations – Session B
3:00 pm – 5:00 pm	Plenary Sessions 1A and 1B
4:30 pm – 6:00 pm	Documentary Film: Empowered, a Holt Hamilton Film
6:00 pm – 9:00 pm	Cultural Night and Welcome Reception

NIEA 2019 | 50th ANNIVERSARY CONVENTION SCHEDULE

TENTATIVE AGENDA – SUBJECT TO CHANGE

Thursday, October 10, 2019

7:00 am – 4:00 pm	Registration
8:00 am – 5:00 pm	Trade Show Internet Café Elder's Lounge Open
9:00 am – 10:15 am	Presentations – Session C
10:00 am – 12:00 pm	Plenary Sessions 2A and 2B
10:15 am – 10:30 am	Sponsored Coffee Break
10:30 am – 11:45 am	Presentations – Session D
12:00 am – 1:00 pm	Lunch On Own
1:10 pm – 3:10 pm	2nd General Assembly
3:30 pm – 6:00 pm	Documentary Film – Dawnland, an Adam Mazo Film
3:20 pm – 4:35 pm	Presentations – Session E
6:00 pm – 9:00 pm	Awards Gala & Reception

Friday, October 11, 2019

8:00 am – 4:00 pm	Registration
8:00 am – 5:00 pm	Trade Show Internet Café Elder's Lounge Open
8:00 am – 9:15 am	Presentations – Session F
9:00 am – 5:00 pm	Board of Directors Election & Resolution Voting
9:15 am – 9:30 am	Sponsored Coffee Break
9:30 am – 10:45 am	Presentations – Session G
11:00 am – 12:30 pm	3 rd General Assembly
12:30 pm – 1:30 pm	Lunch on Own

NIEA 2019 | 50th ANNIVERSARY CONVENTION SCHEDULE

TENTATIVE AGENDA – SUBJECT TO CHANGE

1:00 pm – 3:00 pm	Documentary Film: Indian Community School – 50 years of Indian Controlled Education. Includes discussion with filmmaker Chris Eyre
1:45 pm – 3:00 pm	Presentations – Session H
3:15 pm – 4:30 pm	Presentations – Session I
3:15 pm – 5:15 pm	Plenary Sessions 3A and 3B
3:30 pm – 6:00 pm	Documentary Films – Moananuiakea: One Ocean, One People, One Canoe
6:00 pm – 11:00 pm	Powwow

Saturday, October 12, 2019

8:00 am – 2:00 pm	Trade Show Internet Café Elder's Lounge Open
8:00 am – 8:15 am	Sponsored Morning Coffee
8:30 am – 9:45 am	Presentations – Session J
10:00 am – 11:15 pm	Presentations – Session K
11:30 pm – 1:30 pm	Closing General Assembly

Overnight or Out-of-State Trip Request Form

School Board Adopted: November 7, 2016

9/25/19

Group/Grade Level Requesting trip: _____ Staff in Charge: Karina Bjorklund

Destination: PERU (International Trip) 10 day tour.

Agency making the arrangements: Explorica

Dates of Trip: June 22 - July 1st Number of School Days Missed: none

Number of Students Participating: 4 (possible 2 more) Departure/Return Times: _____

Goal or purpose of the trip and its relationship to curriculum objectives: _____

Cultural enrichment.

Supervision requirements: one adult for every 8 students. Same gender chaperone must be included for each gender participating.

Staff Accompanying: Karina Bjorklund

Other Adults Accompanying: _____

Cost Factor:

Trip Funded by: Student/Parents Fundraiser School Other _____

we would like to start this.

Cost per student: _____

This cost includes: Trip cost for student (transportation, meals, lodging, admissions, etc.) \$ _____ } 3,276
Portion of trip cost for adult chaperones \$ _____ }
Other (please describe) \$ _____ }

What provision has been made for students with financial difficulties? Fund raising activities conducted?

NONE / we would like to do fundraising

What efforts have been made to acquire the most cost effective price?

Search for the cheapest company.

Transportation Information: How will students be transported?

Bus _____ Name of Company American Airlines

Plane _____ Name of Airline _____

School District bus or van _____

School District not responsible for transportation NO

Other - explain _____

Meal (and lodging if relevant) arrangements (attach additional pages if necessary): Included in

the price.

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

We (Students & Parents) will have our first meeting ASAP.

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

Person in Charge Signature Maria Bjorklund Date _____
Building Principal Signature _____ Date 10/1/19
Superintendent Signature _____ Date _____

Date School Board Approved _____



Peru: Incan Adventure

explorica.com/Bernabe-Bjorklund-898

June 22 - July 01, 2020

- Day 1 Hola Lima**
Meet your tour director and check into hotel
- Day 2 Lima landmarks**
Lima guided sightseeing tour: Government Palace, City Hall, Cathedral of Lima, Miraflores, San Isidro, San Francisco Convent visit
Museum of Archaeology & Anthropology visit
- Day 3 Lima--Cuzco**
Fly to Cuzco
Cuzco guided sightseeing tour: Tambo Mach'ay, Qenko, Puca Pucara, Sacsayhuaman Fortress visit
- Day 4 Sacred Valley landmarks**
Sacred Valley excursion : Ollantaytambo Fortress visit, Pisac Indian Market, Wildlife Sanctuary visit
- Day 5 Cuzco--Machu Picchu**
Train ride to Machu Picchu
Explore Machu Picchu
Hike to Intipunku
- Day 6 Machu Picchu--Cuzco**
Machu Picchu free time
Transfer back to Cuzco
- Day 7 Cuzco--Lake Titicaca**
Travel to Puno
Andahuaylillas Chapel guided visit
Raqchi Temple guided visit
Shop at local ceramics market
- Day 8 Uros Islands & Taquile Island**
Cruise to Uros Islands & Taquile Island
Visit with indigenous Uros families
Hike Taquile Island
- Day 9 End tour**
Sillustani Temple guided visit
Fly to Lima
Fly home
- Day 10 Return home**



Reserve your Spot!



Tour Center ID: Bernabe-Bjorklund-898
Registration deadline: October 31, 2018

What's included

We provide everything you need for a remarkable trip:

- Round-trip airfare
- Breakfast daily
- 8 overnight stays in hotels with private bathrooms
- Lunch daily
- Dinner daily
- Full-time services of a professional Tour Director
- Visits to select attractions as per itinerary
- Tour Diary™
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Please visit our Fees FAQ page for a full list of items that may not be included in the cost of your tour.

Tour investment

Students (travelers under the age of 23): \$3,276

Adults (age 23 and over): \$3,761

Price reflects savings of \$200 scholarship. Sign up by 10/31/2018 and enter code 2020earlybird in order to take advantage of this limited-time offer!

Automatic monthly payment plan

Pay just \$50 upon enrollment and the balance will be divided into equal monthly payments, charged automatically to your credit card or checking account. As of October 01, 2018, your monthly payment would be just \$169.79.

Manual plan also available; learn more on explorica.com/paymentplans.

Travel protection

Most Explorica travelers protect their investment with one of our trusted plans, starting from just \$12 per day. To learn more, visit explorica.com/cfar.

Enroll online,
by phone, or by mail



explorica.com/Bernabe-Bjorklund-898



1-833-540-7421



Download and complete
a paper application on
explorica.com/resources



145 Tremont Street
Boston, MA 02111

Proposal:

To allow Bagley Admin staff to benefit from our Verizon NASPO contract. Staff would be able to select a phone (many nice FREE options available) and then select a plan (listed below). The total cost for each staff line would be paid back to the school as a voluntary deduction from monthly pay. Staff would understand that when they sign up that changes to the plan should only be submitted in June to reflect on the July statement. (This would give a consistent monthly fee for each line to reduce the workload of adding this cost to the voluntary deductions of each staff member who chooses to participate.)

Plans:**Nationwide Government Calling Plan for Smart Phones:**

\$49.99/month

400 Anytime

Unlimited Nights and Weekends

Unlimited Mobile to Mobile

Unlimited Messaging (text, picture and video)

Unlimited Data

Nationwide Government Share Plan for Smart Phones:

\$35.99/month (available on 50% of your share lines)

0 Anytime (shares)

Unlimited Nights and Weekends

Unlimited Mobile to Mobile

Unlimited Messaging (text, picture and video)

Unlimited Data

Smart Phone Unlimited Plan:

\$50.70/month

Unlimited Talk, Text and Data

Includes Mobile Hot Spot

Nationwide for Government Calling Plans for Basic Phones:

\$23.68/month

100 Anytime

Unlimited Nights and Weekends

Unlimited Mobile to Mobile

100 Messages

Optional Unlimited Messaging for \$12/month

Nationwide for Government Share Plan for Basic Phones:

\$15.99/month (available on 50% of your share lines)

0 Anytime

Unlimited Nights and Weekends

Unlimited Mobile to Mobile
100 Messages
Optional Unlimited Messaging for \$12/month

Other Minutes Options:
\$27.29/month: 200 Anytime
\$29.99/month: 400 Anytime

Mobile Broadband Data Plans for tablets, jetpacks, notebooks ect:
\$39.99/month
Unlimited Data

Benefits of the NASPO Contract:

- 22% Off
- Unlimited Data
- No Activation Fees
- No Termination Fees
- Upgrade Every 10 Months
- Utilization of Share Plans (partner plan)
- Overnight Shipping
- 25% Off Accessories
- One Bill
- My Business Portal and Training
- Gov't Support Team – One Point of Contact
- Quarterly Business Reviews
- #1 Ranked Network for Overall Performance

Account No 242010158-00001
 Statement | Sep 01 2019

Voice and Data

Cost Center	Number / U	Account C	Monthly Ac	Usage Cha	Equipment	VZW Surch	Taxes Gov	Third Party
Account Charges		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
No Cost Cc	218-401-0655 / Steve	\$39.99	\$0.00	\$0.00	\$0.02	\$0.00	\$0.00	\$0.00
No Cost Cc	218-902-0015 / Brenda	\$58.05	\$0.00	\$0.00	\$0.04	\$0.00	\$0.00	\$0.00
No Cost Cc	218-902-0044 / Brenda	\$58.05	\$0.02	\$0.00	\$0.04	\$0.00	\$0.00	\$0.00
No Cost Cc	218-902-0054 / Brenda	\$58.05	\$0.02	\$0.00	\$0.04	\$0.00	\$0.00	\$0.00
Subtotal		\$214.14	\$0.04	\$0.00	\$0.14	\$0.00	\$0.00	\$0.00
Total Charges		\$0.00	\$214.14	\$0.04	\$0.00	\$0.14	\$0.00	\$0.00

Total Charges

\$0.00

\$40.01

\$58.09

\$58.11

\$58.11

\$214.32

\$214.32

Head Cook

Negotiations September 18, 2019:

- Salary schedule will increase 2 percent year one, and 2 percent year two on all steps.
- District contribution to health insurance will increase from \$450.00 per month to \$505 per month years 2019-2021.
- Change made to Uniform Allowance policy. Struck: ~~Employee is allowed to receive 5 new uniforms (shirts and pants) each school year. Vendor and uniforms must be pre-approved through the Food Service Coordinator. Black denim pants will not be reimbursable.~~ Added: The District shall provide 4 shirts each school year. The District will reimburse up to \$25 per pair of pants up to 4 pair of pants per school year. Employees will be allowed to have "Free Dress" on the last working day of the week.
- Section added School Closing. Once clocked in, should school be cancelled, Food Service staff shall be compensated a minimum of two hours or the actual time worked, whichever is greater.

Negotiations Summary Cleaner/Sweeper 2019-2021:

- Salary schedule will increase \$.30 each step, year one and year two.
- Item 2, Late Shift. Struck “2017-2019” for additional late shift pay.
- District contribution to medical insurance will increase from \$450/month to \$505/month single.