

Bagley Public Schools School Board Meeting Agenda

Monday, October 19, 2015 at 6:00 PM
Public Hearing
Rice Lake Community Center

1. CALL TO ORDER

A. Pledge - Chairman Broden

2. PUBLIC HEARING

A. Summaries of Programs Conducted by the School District to Address Special Needs of Indian Students

1) Johnson O'Malley - Kathy Clark

2) Title VII - Deb Ronning 2

3) Title I - Lee Furuseth 7

4) AMI State Funds - Penni Cairns 9

5) Impact Aid - Superintendent Cairns

B. School Board Policies

1) Policy 330 - Policy Regarding PL 81 13

2) Policy 331 - Indian Policies and Procedures of Independent School District 14
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3) Policy 401 - Equal Employment Opportunity 17

4) Policy 555 - Section 504 Policy 22

C. School District Facilities and Needs 28

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

E. Presentation of LIEC Resolution

3. ADJOURNMENT

* If any one board member wishes to remove an item from the consent agenda for discussion, that item should be added to the board meeting agenda prior to its approval.

Formula Grant Electronic Application System for Indian Education (EASIE Allocation 1 - Initial) School Year 2015-16

OMB #: 1810-0021 OMB Expiration Date: 05/03/2016

Type of applicant: LEA (Not part of a Consortium)
 Type of application: Regular formula grant program
 Applicant name: **Bagley**
 Address: 1130 Main Ave N
 City, State, Zip: Bagley, MN 56621
 Applicant DUNS Number: 100037043
 Applicant NCES Number: 2703570
 Applicant PR Award number: S060A150709

Allocation 1 - Initial 2015-16 Allocation: \$55,894
 Grant award start date: July 01, 2015 12:00 AM
 Grant award end date: June 30, 2016 12:00 AM
 Application Part II version: 1.0
 Total Indian student count: 239
 Total student enrollment: 1,040

Participating LEAs:

LEA name: Bagley
 City, State: Bagley, MN
 NCES number: 2703570
 Grades offered: PK,K,1,2,3,4,5,6,7,8,9,10,11,12
 Student enrollment: 1,040
 Indian student count: 239
 Increase of 10% or more: N

Application Timeframe: Single-Year
 Current Application Cycle: Year 1 Of 1

Applicant name: Bagley
 PR #: S060A150709
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2.2 Coordination of Service

2.2.1 Coordination of Services with Formula Grant Programs

Programs	(a) Is this Program Available?	(b) Is this Program coordinated with Title VII Services?	Program Type
Title I	Yes	Yes	Federal
Homeless Child and Youth	No	No	Federal
Title III: English Language Acquisition	No	No	Federal
School Improvement Grants	No	No	Federal
Rural and Low-Income School Program	No	No	Federal
Impact Aid	Yes	Yes	Federal
Migrant Education	No	No	Federal

2.2.2.1 Description of Coordination of Services for American Indian/Alaska Native Students

The Title VII grant provides paraprofessional support in the class rooms, and also one on one support at the elementary and high school levels, also provides Cultural field trips, career/job fairs. Title VII will also provide funding for Cultural speakers/elders and materials to be used for the Anishinaabe Club for students to learn more of their traditional and cultural ways and the club has future plans to join the Quiz Bowls for competition with surrounding schools. The Title VII Director closely monitors grades/attendance. Title VII also provides funding for staff and parent committee members who are interested in attending our State Indian Education conferences. Title VII is also planning on working with LEA to help provide funding for a Workshop which will provide Sensitivity Training for teachers/staff in working with NA students. Title VII also helps with funding for the Summer School transportation. Title VII coordinates with the SFTF Grant. The SFTF also provides paraprofessional support in class rooms and also one on one with students. SFTF also offers 100% funding for the Ojibwe Language A & B classes. SFTF also provides college visits. SFTF provides funding for the After School tutoring program. SFTF funds are also used for the Summer School program. Our School is a Title I school at the Elementary level. Title I funding coordinates for extra support in providing Teachers and paraprofessional support in Reading and Math. Impact Aid funds are used to supplement the Title VII Director/SFTF Coordinator salary's and also extra paraprofessional wages. Impact Aid funds are 100% spent on staffing in Indian Education and also supports the programs that have American Indian students enrolled in them. Johnson O'Malley is also coordinated with our school they help with Athletic and academic fees, Cultural resources, cultural trainings and field trips.

2.2.3 Coordination of Services Professional Development

Staff	Professional Development Opportunity	Content
All teachers and other school professionals	Workshops/Sessions	Cultural Awareness Education and Sensitivity
Other non-Teaching staff Parent Committee members	Conferences, including national, regional, state, or LEA-sponsored	Indian Education-specific

2.2.4.1 - 2.2.4.3 Dissemination and Use of Assessment Data

Timeframe of Last Assessment(s) Conducted:	2	School Year: 2015-16
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Method of Dissemination to Indian Community and Parent Committee	<input checked="" type="checkbox"/> Public hearing for application
	<input checked="" type="checkbox"/> Parent Committee meeting
	<input checked="" type="checkbox"/> Within a written report
	<input type="checkbox"/> Posted on website
	<input type="checkbox"/> Other open meeting
	<input checked="" type="checkbox"/> Sent home with student
	<input type="checkbox"/> Radio Broadcast
	<input type="checkbox"/> Newsletter
How is LEA responding to findings of previous assessment(s)?	<input checked="" type="checkbox"/> No changes in services/programs
	<input type="checkbox"/> Modifications to services/programs at LEA level
	Please describe :
	<input type="checkbox"/> Modification to services/programs within project
Please describe :	
Public Hearing Date : 10/20/2014	

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2.3 Indian Education Project Description

2.3.1.1 Indian Education Formula Grant Objectives and Data Sources

Objective: Increase integration of Indian specific content into curriculum

Objective Target Grade Levels: Middle school grades

Services Provided

Service	DataSource
Curriculum development integrating local knowledge, language and culture	Other data source Text Book: Walking Toward the Sacred: Our Great Lakes Tobacco Story Health Class

Objective: Increase school attendance rate

Objective Target Grade Levels: Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Student advocacy or leadership	Attendance data

Objective: Increase academic achievement

Objective Target Grade Levels: Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Culturally-responsive academic support	Classroom observations

Objective: Increase parent participation

Objective Target Grade Levels: Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Parent involvement	Parent surveys, interviews, or focus groups

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2.4 Budget

2.4.1.0.1 Supplemental Information

By Checking this box, I will ensure that the Indian Education formula grant funds will supplement and not supplant other funding for the education of Indian children, with the goal of providing culturally-responsive education to meet the academic needs of American Indian/Alaska Native students and to assist those students in meeting State achievement standards. See FAQs for guidance and examples.

2.4.9 Budget Summary

Allocated Funds: \$55,894		Total Admin %: 0.2% Total Admin Funds: \$100 Waiver Applied For: <input type="checkbox"/>		Budgeted Funds: \$55,894		Unbudgeted Funds: \$0	
Budget Category		Status	Category Subtotal		% of Overall Allocation		
Supplemental Information		Finished	\$0		0.0%		
Personnel		Finished	\$51,927		92.9%		
Travel		Finished	\$2,000		3.6%		
Equipment		Finished	\$0		0.0%		
Supplies		Finished	\$1,000		1.8%		
Contractual		Finished	\$500		0.9%		
Other		Finished	\$467		0.8%		
Indirect Costs		Finished	\$0		0.00%		
Budget Total			\$55,894		100%		

2.4.1.1 Budget-Personnel

Type of Personnel	#	% of Time	Admin Cost	Prog. Cost	Fringe Cost	Total
Project Director	1	12%		\$4,080	\$618	\$4,698
Project Coordinator						\$0
Other:Instructional Assistant	1	50%		\$7,348	\$1,113	\$8,461
Instructional Assistants	2	100%		\$33,667	\$5,101	\$38,768
Category Totals	4		\$0	\$45,095	\$6,832	\$51,927

2.4.2.1 Budget-Travel

Type of Travel	Admin Cost	Program Cost	Totals
In-District		\$1,000	\$1,000
Out of District		\$500	\$500
Professional Development		\$500	\$500
Category Subtotals	\$0	\$2,000	\$2,000

2.4.3.1 Budget-Equipment

Item	Admin Cost	Program Cost	Totals
			\$0
Category Subtotals	\$0	\$0	\$0

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2.4.4.1 Budget-Supplies

Item	Admin Cost	Program Cost	Totals
Direct Instructional Delivery		\$300	\$300
Student Consumables		\$600	\$600
Program Management	\$100		\$100
Category Subtotals	\$100	\$900	\$1,000

2.4.5.1 Budget-Contractual

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Evaluations			\$0
Anishinaabee Club Supplies		\$500	\$500
Category Subtotals	\$0	\$500	\$500

2.4.6.1 Budget-Other

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Activities Related to Services			\$0
Professional Development			\$0
Summer School transportation		\$467	\$467
Category Subtotals	\$0	\$467	\$467

2.4.7.1 Budget-Indirect Costs

Rate %	Total

2.6 Comment

The "OTHER" section which totaled \$467., that I had remaining after everything else was allocated will be going to Summer School transportation. ALOT of our NA students utilize the Summer School program to remediate classes that they failed during the regular school year. Thank you.

I, the legal authorized representative, have read both program assurance forms, Standard Form 424B Assurances – Non–Construction Programs and Additional Program Assurances for 84.060–Indian Education Formula Grants, and agree to their provisions. NOTE: You do not need to sign and mail–in program assurances to the program office. Checking the checkbox is equivalent to a signature. You should keep a signed copy on file for your project records.

All of the required student forms (ED 506 Forms) are on file with the LEA and will be provided to the Office of Indian Education upon request.

I certify that the Parent Committee participated in the development of the application submitted and approves the proposed application. I have uploaded the Parent Committee Approval form.

I certify that I am an employee authorized to legally bind this entity, and that by accepting the award for the Indian Education Formula Grant Program, this grantee will comply with all program assurances, agrees to carry out the program and meet all applicable requirements described herein. I certify that, to the best of my knowledge, the information in this application is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to penalties under The False Claims Act, 18 U.S.C. 1001.

Certified By: Steve Cairns
Certified Date: Tuesday, April 21, 2015, 9:44:39 AM

Applicant Contact Name: Deborah J Ronning
Applicant Contact E-mail: dronning@bagley.k12.mn.us
Applicant Contact Title: Project Coordinator
Applicant Contact Telephone: (218) 694-3120

User 1: David Decker
E-mail: ddecker@bagley.k12.mn.us
Title: Business Manager

User 2: Deborah Ronning
E-mail: dronning@bagley.k12.mn.us
Title: Project Coordinator

User 3: Steve Cairns
E-mail: scairns@bagley.k12.mn.us
Title: Superintendent

If you have any questions regarding your SY 2015-16 EASIE Formula Grant application or need to report changes of EASIE system users for your LEA prior to the close of the application submission, review, and approval period (approximately July 1, 2015), please contact the Partner Support Center. PSC is available between 8:00 a.m. and 6:00 p.m., Eastern Time. PSC is closed on federal holidays.

EDFacts Partner Support Center (PSC)
Voice: 877-457-3336 (877-HLP-EDEN)
Fax: 888-329-3336 (888-FAX-EDEN)
E-mail: eden_OIE@ed.gov

Hearing impaired persons may contact the Partner Support Center at TTY/TDD: 888-403-3336 (888-403-EDEN).

If you have questions or need to make changes to SY 2014-15 or prior grants or need information after July 1, 2015, please contact the Office of Indian Education.

Office of Indian Education
Telephone: 202-260-1454
E-mail: indian.education@ed.gov

In order to apply for the **Title VII federal grant under the Indian Education Program**, this school district must **determine the number of American Indian students enrolled here**. Any child/student who is a descendant in the first or second degree, (having an enrolled parent or grandparent) with Native American blood or if a child is enrolled with a tribe, they can be counted for this purpose, **if a 506 form is on file**. The Title VII program benefits these students with emergency transportation, academic tutoring with paraprofessionals in the high school and the elementary, liaison between teachers, school staff and home on various issues. Students have an opportunity to attend job/college career fairs and also college visits and also can attend cultural events. Title VII also provides various school supplies and also helps with the monitoring of attendance and grades. Title VII is also involved with the Native American Recognition banquet for the graduating seniors each year. Title VII is involved with the Bagley Indian Education parent committee which meets once a month.

SY 2015-16 GRANT AWARD is \$55,894., which is based on the previous year's student count of 239.

This award amount must be used entirely or it goes back to OIE.

One of the Grant Objectives for this SY that was chosen was: Increase integration of Indian specific content into a curriculum: Health: Purchase of the Walking toward the Sacred: Our Great Lakes Tobacco Story.

Another objective: Improving the academic scores in: MATHEMATICS; READING LANGUAGE-ARTS/ENGLISH.

Other objectives are: Increase school attendance rates and Increase parent participation.

BUDGET BREAKDOWN IS AS FOLLOWS:

Personnel: \$51,927. (Covers 12% of Director salary; 100% of 2.5 para's salary)

Travel: \$1,500.

Instructional Delivery: \$300.

Summer School: \$467.

Professional Development: \$500.

Student Supplies: \$600.

Anishinaabe Club supplies/travel expense: \$500.

Program Management: \$100.

Deb Ronning, Title VII Director, ISD #162 (218-694-3120 x2302)

Title I and Title II and Title I Rural and Low Income Grant Summary
Budget

2014-2015	2015-2016	Title I
Allocation	Allocation	
\$284,306	\$296,414	
<u>\$28,252 (balance forward , bf)</u>	<u>\$20,810 (bf)</u>	
\$312,558 (total)	\$317,224 (Total)	Anticipated bf \$13,208

2014-2015	2015-2016	Title II
Allocation	Allocation	
\$89,705	\$81,371	
	<u>\$2,237 (bf)</u>	
\$89,705 (total)	\$83,608 (Total)	Anticipated bf \$.00

2014-2015	2015-2016	Title I Rural and Low Income Schools
Allocation	Allocation	
\$19,019	\$18,816	
	<u>\$19,019 (balance forward)</u>	
\$19,019 (total)	\$37,835 (Total)	Anticipated bf \$7,243

Major Expenditure Areas in 2015-2016

<u>Title I</u>	<u>Changes</u>
Admin Salary	\$ 12,999
15% of eight K-1 teachers (Guided Reading).	\$ 111,788 Eight teachers. 25% to 15%
Teacher providing small group to 6 th grade (.17 FTE)	\$ 11,775 New Position
50% of six paraprofessional staff (Guided Reading).	\$ 57,613 60% to 50%. Nine paras to 7.
READ 180/System 44 Teacher (1FTE).	\$ 80,699 Different teacher. (-\$23,087.)
Early Childhood Match	\$ 17,554
Summer School and Extended Day	\$ 9,458
Reading Curriculum	\$ 6,000
Subs for School Improvement Team/BEST Team	\$ 4,758
<u>Title II</u>	
Class Size Reduction, Teachers (1.0 FTE)	\$ 83,608
 Title I Rural and Low Income Schools	
<u>50% of two paraprofessional staff (Guided Reading).</u>	<u>\$ 18,816.</u>
Total Expenditures	\$415,268

Major Program Description

Bagley Elementary School has implemented a School-wide Program in 2014-2015 as well as the last few years. BES qualified for a School-wide Program as a result of being greater than 50% Free and Reduced Lunch (poverty index). School-wide allows for more flexibility in providing services to students.

Professional Learning Communities (PLC) continue in 2015-16. PLCs are teams of teachers meeting on a regular basis to engage in some or all of the following activities: 1. Focus on instruction; 2. Curriculum implementation; 3. Formative assessments; 4. Analysis of student achievement data, both classroom as well as MCA, NWEA (MAP), DIBELS, and others; 5. Interventions for identified at-risk students, including Leveled Literacy Intervention (LLI) and READ 180/System 44.

Everyday Mathematics continues to be the math curriculum.

READ 180/System 44 is one of the intervention programs at the Bagley Elementary School. This position/program is fully funded by Title I.

Bagley Elementary School added an additional teacher to assist sixth grade students. The teacher (.17 FTE) is available the last hour of each day. Students are engaged in their "Catch-up" period during the time.

2015-2016 includes funding for summer school and extended day.

In 2015-2016, the Title I grant includes \$17,554 funding for an Early Childhood initiative that requires a Title I matching funds. This funding formula was established in 2013-2014 and continues this year.

AMI Funding Plan		2015 - 2016		
Indian Education Program Plan				
World's Best Workforce Area	2014-15 Result (brief explanation-limited space)	2015-16 Goal (brief explanation-limited space)	Strategies for 2015-16 (brief explanation-limited space)	Budget for 2015-2016 (brief explanation-limited space)
All children ready for school	<i>No grade K-3 AMI students received Check & Connect support services in 2014-15.</i>	Add Check & Connect support services for AMI students in grades K-3.	Elementary School Based Interventionist (social worker) to identify and work with up to 6 AMI at-risk students, grades K-3.	Interventionist @ 3 hrs. per week for 32 weeks = \$2750.00
Grades K-6	An undetermined number of AMI students were enrolled in kindergarten having not participated in a recognized 4-Star rated early education program.	100% of AMI preschoolers and their parents will receive information about the School District early childhood programs.	Indian Ed. Staff will communicate with AMI families of preschoolers to provide information about the School District's 4-Star rated early education program	12 staff hours = \$144.00. Postage = \$75.00
	An undetermined number of AMI parents did not participate in a school sponsored introductory program with their preschool children.	100% of the AMI preschool students and their parents will participate in a school sponsored introductory program for kindergarten.	Indian Educ. staff, will participate in a school sponsored introductory program such as kindergarten round-up.	Kindergarten Round-up = \$72.00
All third graders achieve grade level literacy.	24% of 3rd grade AMI students were proficient in MCA III Reading in 2014-15.	Increase the percentage of 3rd grade AMI students proficient in the MCA III Reading from 24% to 30% in 2015-16.	Indian Education staff will provide direct instructional support for AMI students.	5 FTE Paraprofessional = \$8,500

attain career and college readiness.	grades 9 - 12 who participated on a college visitation specifically designed for AMI students in 2014-15 was 22 of 67 = 33%.	students in grades 9 - 12 participating in college exploration field trips from 33% to 40% in 2015-16.	field trips for AMI students. Coordinate a field trip to a Career Fair specific to AMI students.	college field trips = \$1020.00. Career fair travel and meals = \$475.00.
Grades 9 - 12			Financial support for AMI students taking the ACT tests.	ACT Test Fees = \$375.00.
All students graduate from high school. (* one year lag in release of graduation rates.)	The 4 year cohort graduation rate for AMI students at the high school in 2014-15 was 93.8%.	Raise the graduation rate of AMI students from 93.8% to 95% by 2016.	Increase the number of students with a Check & Connect mentor to encourage student success.	Check & Connect - (See staff salaries above.)
Grades 7 - 12			Improve parental involvement through parent committee by letters, phone calls, lunch, flexible meeting times, AMI students in after school tutoring.	Parent Involvement activity expenses & food = \$330.00. Tutoring paraprofessional salaries & fringe = \$1,410.00. Transportation home = \$5025.00
			Summer school academic opportunities for AMI students.	Summer school (3 teachers @ 30 hours & fringe) = \$2800.00
			Increase visual awareness and value of Native Culture within school with Ojibwe Language signs and Artwork displays.	Signs and Artwork = \$1500.00
			Provide study halls specific for AMI students and Indian Ed. Staff.	(See staff salaries above.)
			Increase availability of culturally appropriate books for classroom and Rice Lake Lending Library.	Culturally appropriate books and resources = \$1200.00.

330 Policy Regarding PL 81-874

Board Review and Approval: **October 19, 2015**

In order to meet Indian Assurances necessary to qualify for PL 81-874 impact aid, Independent School District #162 Board of Education adopts the following policy:

The Superintendent of Schools should meet with the Title IV Part A Indian Education parent committee, Johnson O'Malley Local Indian Education Committee and other interested Indian people to discuss utilization of PL 81-874 funds, thereby, providing for Indian people advisory in-put into programs funded by the law.

Interested parties will be given an opportunity to make recommendations to the educational programs proposed for funding under this program and an opportunity to present their general overall views on the total educational programs of the district.

It is the policy of Independent School District #162, Bagley, Minnesota, to comply with all state and federal discrimination laws that are applicable to public, elementary, and secondary schools, and that all students shall be afforded the opportunity to participate in any program established and funded by the school district.

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

Board Revised and Approved: **October 19, 2015**

The mission of Bagley Public School is to fully provide a positive learning experience for all learners, promoting academics, citizenship and individual self-esteem.

Following are the policies and procedures relating to Indian parental and tribal involvement in the education programs of Independent School District #162, the Bagley Public Schools, of Bagley, Minnesota.

Policies

It is the policy of the Bagley Public Schools to comply with all State and Federal discrimination laws that are applicable to public elementary and secondary schools. It is further the policy of the school district to afford Indian students equal access to all programs provided by the district.

Any Indian student who feels he/she is not being given an equal opportunity to programs offered at Bagley School be advised to bring a complaint to the Superintendent of Schools, the Title VII Director, or follow the complaint procedure outlined in the Title VII, Elementary and Secondary Education Act, Impact Aid Regulations.

District policy further assures that School District officials will actively consult and involve the parents of Indian students and Tribal Officials, or their designee, in discussion relative to the application for Title VII, Elementary and Secondary Education Act, Impact Aid and other programs which affect Indian students, seeking their views and recommendations as to ways of meeting student needs. The district encourages parental and tribal involvement in the application for and the development of programs, the evaluation of programs, and will afford parents and tribal officials an opportunity to present overall views on the total educational programs in the district.

Procedures

The School District will conduct a hearing in fall of each school year. Topics covered in these hearings will include:

- Equal access of students to programs.
- Program applications, Title VII, Elementary and Secondary Education Act, Impact Aid.
- **American Indian Education Funding**
- Programs conducted by the School District to address special needs of Indian students.

- The general overall programs of the school district.
- School District facilities and needs.

Parents and tribal officials will be notified of these hearings in the official newspaper of the district as well as by direct contact with the Local Indian Education Committee (LIEC)(designated by resolution of the tribe to represent them in Title VII, Elementary and Secondary Act, Impact Aid Matters) and other Indian Parent Committees. The hearings will be conducted in the community most convenient for Indian Parents to attend.

At the hearing, parents and tribal representatives will be given an overview of the topics to be covered and will be encouraged to provide input at the hearing, verbally or in writing to school officials or to contact LIEC parent committee members with their concerns.

A summary of the suggestions and recommendations is presented to the school board for their review through an administrative report of the hearing, by school board member attendance at the hearing and/or written recommendation by LIEC resolution.

Following the hearing each year, the school board will authorize application for the Title VII, Elementary and Secondary School Act, Impact Aid funds and review its policies and procedures at a public meeting.

Indian staff members and tribal officials assist in the gathering of data for the application.

Indian parents are invited to participate in all district level committees focusing on educational concerns.

Parents are invited to participate in parent-teacher conferences at the school the student attends. The elementary school meets twice a year and the high school meets four times a year. The high level of participation is testimony to the partnership that exists between school and home.

In the spring each year Indian students, parents of Indian students, and the Indian community complete a needs assessment survey conducted by the LIEC seeking input on programs and services for Indian students. The results of this survey will be shared with the school district officials and LIEC committees.

In the event that we find through surveys, assessments, public hearings or parent/student concerns that modifications are needed in programs or activities of the school to assure equal participation by Indian Children then a proposal will be drafted by the administration in consultation with the LIEC to recommend changes to the school board.

Annually, the input of the Indian community will be the subject of a school board meeting; response to input will be made and the IPP amended if necessary.

A Home School Interventionist serves as an advocate for students and parents and as a liaison between school and home.

Additional opportunities for parental input are:

- A preschool screening of all students is conducted annually to determine if there are unique learner needs. Services are provided by the school district to all students needing preschool handicapped services. Questions and suggestions are encouraged.
- A kindergarten roundup is held each spring to orient parents and students to the school facilities and to programs available to all students.
- Immediately prior to the beginning of the school year in the fall, parents of incoming 7th-12th graders are invited to an orientation day in the Bagley High School. At this orientation parents and students (especially 7th graders) are introduced to the facility and to the academic programs and extra-curricular activities that are available to all students on an equal basis. Parents are given the opportunity to ask questions and give input.
- All parents are involved with registration of their students for classes at the high school level annually. Individual concerns are heard and forwarded to the administration.
- Monthly Title VII Indian Education Parent Committee Meetings.

We encourage parents to call or come to the school at any time to share their concerns or to just find out what is going on in the school or with their student.

These policies and procedures will be reviewed by the school board at the October meeting each year following the fall public hearing.

401 EQUAL EMPLOYMENT OPPORTUNITY

Board Revised: **October 19, 2015**

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and school district employees.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the Bagley School District is to provide equal employment opportunity for all applicants and employees. The Bagley School District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.
- B. The Bagley School District prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities, or privileges of employment.
- D. It is the responsibility of every school district employee to follow this policy.

III. GRIEVANCE PROCEDURE FOR COMPLAINTS OF DISCRIMINATION

The following grievance procedure applies to claims of sex and disability discrimination:

- A. Any person who believes he or she has been the victim of unlawful discrimination or any person with knowledge or belief of conduct that may constitute unlawful discrimination shall report the alleged acts immediately to an appropriate school district official designated by this policy. The complaint must be filed within 30 calendar days of the alleged violation.
- B. The Human Rights Officer is responsible for receiving oral or written complaints of unlawful discrimination toward an employee or student. However, nothing in this policy shall prevent any person from reporting unlawful discrimination toward an employee or student directly with the Human Rights Officer, the school board or other school district official.
- C. While the school board has designated the Human Rights Officer to receive complaints of unlawful discrimination, if the complaint involves the Human Rights Officer, the complaint shall be made to the superintendent.

Human Rights Officer
Principal Helen Kennedy
1130 Main Avenue North
Bagley, MN 56621
Tel (218) 694-3120

Superintendent
Steve Cairns
202 Bagley Avenue NW
Bagley, MN 56621
Tel (218) 694-6184

- D. Upon receipt of a complaint, the Human Rights Officer shall immediately notify the superintendent. If the superintendent is the subject of the complaint, the Human Rights Officer shall immediately notify the school board.
- E. The Human Rights Officer may request but not insist upon a written complaint. Alternative means of filing a complaint, such as through a personal interview or by tape recording, shall be made available upon request for qualified persons with a disability. If the complaint is oral, it shall be reduced to writing within 24 hours and forwarded to the superintendent. Failure to do so may result in disciplinary action. The school district encourages the reporting party to complete the complaint form for written complaints. It is available from the principal of each building or the school district office.
- F. The school district shall respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses, consistent with the school district's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligation.

IV. INVESTIGATION

- A. The Human Rights Officer, upon receipt of a complaint alleging unlawful discrimination shall promptly undertake an investigation if deemed appropriate. The investigation may be conducted by the Title IX coordinator for complaints of sex discrimination or the Section 504 coordinator for complaints of disability discrimination, or a school district official or neutral third party designated by the Title IX coordinator, Section 504 coordinator or Human Rights Officer. The investigation shall be completed within 30 days of the complaint, unless impracticable.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods deemed pertinent by the investigator.
- C. In determining whether the alleged conduct constitutes a violation of this policy, the school district shall consider the facts and the surrounding circumstances such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incident occurred.
- D. The school district may take immediate steps to protect the parties involved in the complaint process, pending completion of an investigation of alleged unlawful discrimination.
- E. Upon completion of the investigation, the school district investigator shall make a written report to the Human Rights Officer. If the complaint involves the Human Rights Officer, the report may be filed directly with the superintendent or school board. The report shall include the facts, a determination of whether the allegations have been substantiated, whether a violation of this policy has occurred as well as a description of any proposed resolution which may include alternative dispute resolution.

F. The district shall comply with federal and state law pertaining to retention of records.

V. APPEAL

If the grievance has not been resolved to the satisfaction of the complainant, s/he may appeal to the Human Rights Officer within ten (10) school days of receipt of the findings of the school district investigation. The school district investigator shall conduct a review of the appeal and within ten (10) school days of receipt of the appeal, shall affirm, reverse, or modify the findings of the report. The decision of the school district investigator is final but does not preclude pursuit of alternative complaint procedures noted in the section entitled "Right to Alternative Complaint Procedures".

VI. SCHOOL DISTRICT ACTION

- A. Upon conclusion of the investigation and receipt of the findings, the school district shall take appropriate action. If it is determined that a violation has occurred, such action may include, but is not limited to, warning, suspension, expulsion, transfer, remediation or termination. School district action taken for violation of this policy shall be consistent with the requirements of application collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures shall be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. RETALIATION

The school district shall take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination toward an employee or student or any person who testifies, assists or participates in any investigation or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation or harassment.

VIII. CONFLICT OF INTEREST

If there is a conflict of interest with respect to any party affected by this policy, appropriate action shall be taken such as, but not limited to, appointing or contracting with a neutral third party investigator to conduct the investigation or recusal from the process by the person for whom a conflict or potential conflict of interest exists.

IX. DISSEMINATION OF POLICY

The school district shall adopt and publish these procedures.

X. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the agencies listed below or initiating action in state or federal court.

Claims of discrimination may also be pursued through the following agencies where appropriate:

U.S. Department of Education
Office of Civil Rights, Region V
500 West Madison Street, Suite 1475
Chicago, IL 60661
Tel: 312-730-1560
TDD: 312-730-1609

MN Department of Human Rights
190 East 5th Street
St. Paul, MN 55101
Toll Free: 800-657-3704
Tel: 651-296-5663
TDD: 651-296-1283

For complaints of employment discrimination:

Equal Employment Opportunity Commission
330 S. 2nd Avenue, Suite 430
Minneapolis, MN 55401
Toll Free: 800-669-4000
Tel: 612-335-4040
TDD: 612-335-4045

This document provides general information and is not to be a substitute for legal advice. Changes in the law, including timelines for filing a complaint, may affect your rights.

INDEPENDENT SCHOOL DISTRICT NO. 162

401 FORM: EQUAL EMPLOYMENT OPPORTUNITY DISCRIMINATION GRIEVANCE REPORT FORM

General Statement of Policy Prohibiting Equal Employment Opportunity Discrimination

Independent School District No. 162 maintains a firm policy prohibiting all forms of discrimination on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status. All persons are to be treated with respect and dignity. Discrimination will not be tolerated.

Complainant: _____

Home Address: _____

Work Address: _____

Home Phone: _____ Work Phone: _____

I have been discriminated against based on _____
because _____

Date of alleged incident(s): _____

Name of person you believe discriminated against you or another person: _____

If the alleged discrimination was toward another person, identify that person: _____

Describe the incident(s) as clearly as possible, including such things as: any verbal statements; what, if any, physical contact was involved; etc. (attach additional pages if necessary): _____

Location of the incident(s): _____

List any witnesses that were present: _____

This complaint is filed based on my honest belief that _____ has discriminated against me or another person based on _____. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

(Complainant Signature)

(Date)

Received by: _____

(Date)

555 Section 504 Policy

Board Adopted: March 6, 2000

Board Revised October 19, 2015

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against students with a qualifying disability in any program receiving Federal financial assistance. The Act defines a person with a handicap as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activity. Major life activities include activities such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Additional major life activities include eating, sleeping, standing, lifting, bending, reading, concentrating, and communicating. “Major bodily functions” that are also major life activities include functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory and endocrine systems.
2. Has a record of such impairment, or
3. Is regarded as having such an impairment.

Formal Compliance with Section 504

In adopting this policy, the Bagley School District states its commitment to non-discrimination on the basis of a qualifying disability. Specific actions in implementing the policy shall include:

1. Public notice of the policy.
2. Notice of the policy in student and parent handbooks.
3. Provision of parent/student rights under the policy at all decision points or in response to any concern.

Section 504 Coordinators

The District has designated the following individuals to coordinate compliance with Section 504 of Rehabilitation Act of 1973.

Section 504 Coordinator:
 Superintendent Steve Cairns
 202 Bagley Avenue NW
 Bagley, MN 56621
 Phone (218) 694-6184

Alternate Section 504 Coordinator:
 BHS Principal Helen Kennedy
 1130 Main Avenue North
 Bagley, MN 56621
 Phone (218) 694-3120

Enforcement

Section 504 is enforced by U.S. Department of Education, Office for Civil Rights (OCR). If you need information about Section 504, the contact information is as follows:

Office for Civil Rights, Chicago Office (Region V)
U.S. Department of Education
500 W. Madison Street, Suite 1475
Chicago, IL 60661
FAX: (312) 730-1560
TDD: (312) 730-1609
Email: OCR.Chicago@ed.gov

Notice of Parent/Student Rights in Identification, Evaluation, and Placement

In compliance with the procedural requirements of Section 504 of the Rehabilitation Act of 1973, hereinafter Section 504, the following Notice of Parent/Student Rights in Identification, Evaluation, and Placement shall be utilized in the Bagley Public School District #162. Should you have any questions, contact Superintendent Steve Cairns, the Section 504 Coordinator. As the parents/guardians, you may also meet with the superintendent or a designee and/or the local school board to resolve any objections to the evaluation or educational placement of your child.

The following is a description of some of the rights granted by this federal law pertaining to students with disabilities who are subject to identification, evaluation or placement under Section 504. (See 34 C.F.R § 104 for a full compilation of regulations.)

- A. Your child is entitled to take part in and receive benefits from public education programs or activities without discrimination because of his or her disability. 34 C.F.R. § 104.21
- B. Your child is entitled to receive free appropriate public education regardless of the nature or severity of his or her disability. 34 C.F.R. § 104.33(a)
- C. Your child is entitled to receive a regular or special education and related aids and services that are designed to meet his or her individual educational needs as adequately as the needs of students without disabilities. 34 C.F.R. § 104.33(b)
- D. Your child is entitled to receive free educational services except for those fees that are imposed on students without disabilities or their parents. 34 C.F.R. § 104.33(c)
- E. Your child is entitled to be educated with students without disabilities to the maximum extent appropriate to the needs of your child. 34 C.F.R § 104.34(a)
- F. Your child is entitled to be educated in facilities and received services and activities comparable to those provided to students without disabilities. 34 C.F.R. § 104.34(b)(c)

- G. Your child is entitled to an evaluation prior to an initial placement and any subsequent significant change in placement. 34 C.F.R. § 104.35(a)
- H. Your child is entitled to be evaluated and tested with procedures in accordance with regulations pertaining to evaluation procedures. 34 C.F.R. §104.34(b)
- I. Your child is entitled to have evaluation data and placement decisions based upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. 34 C.F.R § 104.35(c)(1)
- J. Your child is entitled to have interpretation of data and placement decisions based on evaluation procedures that ensure information is obtained from a variety of documented and carefully considered sources. 34 C.F.R. § 104.35(b)(c)(2)
- K. Your child is entitled to have placement decisions made by persons knowledgeable about your child, the meaning of evaluation data, and placement options. 34 C.F.R. § 104.35 (c)(3)
- L. Your child is entitled to periodic evaluations. 34 C.F.R. § 104.35(d)
- M. Your child is entitled to an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district. 34 C.F.R. §104.37
- N. You are entitled to notice prior to any action by the district pertaining to the identification, evaluation, or placement of your child. 34 C.F.R. § 104.36
- O. You are entitled to examine relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement. 34 C.F.R. § 104.36
- P. File a grievance under Section 504 (See *Section Grievance Procedures* below).
- Q. Request conciliation, mediation, or an impartial due process hearing related to decisions or actions regarding the student's identification, evaluation, education program, or placement (See *Section 504 Hearings* below).
- R. Seek review of the results of the hearing (See *Section 504 Hearings* below).
- S. These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the U.S. Department of Education, Office of Civil Rights, or initiating action in state or federal court.

Section 504 Grievance Procedures.

The grievance procedures for alleging violations under Section 504 are as follows:

Step 1 - Grievance

The grievance must be in writing and must be signed by the person making the complaint. The grievance must be filed with the 504 Coordinator or Alternate Section 504 Coordinator within five (5) days after the evaluation or educational placement of the child. The 504 Coordinator will promptly attempt to resolve the matter among the affected parties. If the 504 Coordinator is unable to resolve the grievance, he/she shall further investigate the matters of grievance and reply in writing to the complainant within ten (10) school days from the date of filing the grievance.

Step 2 - Appeal

If the complainant wishes to appeal the decision of the local Section 504 Coordinator or Alternate Section 504 Coordinator, he/she may submit a signed statement of appeal to the Chair of the School Board within five (5) school days after receipt of the Coordinators' response. The Chair of School Board shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) school days.

Step 3 – Impartial Hearing

If the complainant remains unresolved, you are entitled to request an impartial hearing and an appeal of any decisions or actions taken by the school district regarding your child's identification, evaluation, educational program, or placement. The school district will bear the costs for these due process procedures. Parents, guardians and the student may take part in the hearing and be represented by an attorney, at their own expense. The following details the procedures:

- i. If you disagree with the identification, evaluation, educational placement, or with the provisions of a free appropriate public education for your child, you may make a request for a hearing to the superintendent or the Section 504 coordinator, indicating the specific reason(s) for the request. Upon receipt of the request, the superintendent shall appoint the hearing officer.
- ii. The school district may initiate a hearing regarding the identification, evaluation, or education placement of the student or the provision of a free appropriate public education to the student. The school district shall notify you of the special reason(s) for the request.
- iii. The school district shall conduct hearings within twenty (20) instructional days after it receives the request, unless the hearing officer grants an extension, and at a time and place reasonably convenient to you.

Step 4 – Appeal of Hearing

You are entitled to request a review (appeal) of the hearing, should you not prevail. The following details the procedures:

- i. You or any party to the hearing may petition to review (appeal) the decision of the hearing officer. The request must specify the objections and be filed with the superintendent and the opposing party within twenty (20) instructional days of the date the hearing officer's decision is received. The school district must appoint an independent appeals officer to conduct an impartial review of the record as a whole. The officer may, at his/her election, conduct the review with or without oral argument. Such review shall be conducted within twenty (20) instructional days of the receipt of the petition to review, unless either party requests an extension of time.
- ii. The appeals officer shall ensure that a transcript of the review is prepared and made available to any party upon request.
- iii. Any party disagreeing with the decision of the appeals officer may appeal to a civil court with jurisdiction.
- iv. A parent/guardian represented by legal counsel during the proceedings of a due process hearing, appeal, or civil action may be entitled to reimbursement of legal fees if the parent ultimately prevails.

This document is not to be a substitute for legal advice. It contains portions of the Section 504 regulations. For a complete compilation of the law, see 34 C.F.R. § 104.

555F Section 504 Discrimination Complaint Form

Board Adopted: March 6, 2000

Board Revised **October 19, 2015**

SECTION 504 DISCRIMINATION COMPLAINT FORM

TO: Superintendent Steve Cairns
Bagley Public Schools #162
202 Bagley Avenue NW
Bagley, MN 56621

Date: _____

From: _____

Building: _____

Name of Complaint: _____
(Discrimination based on disability)

Informational discussion: (Date, place, persons present)

Accommodations Requested:

Statement of Facts: (Date, places, action, statements. Attach additional page if needed)

Signature

Bagley Schools Indian Education Programs
2015-2016 SY Needs Assessment Survey(RESULTS)
 (JOM, Success for the Future, Title VII)

21 SURVEYS RETURNED. 5/19/15

Please circle which of these describes you:

Parent/Guardian/Grandparent Elementary
 (5) Parent/Guardian/Grandparent High School
 (9) Parent/Guardian/Grandparent both H.S. &
 Elem.

Student (Grade ____)
 (2) Teacher/ Faculty/Administrator
 (5) Community Member

The Bagley Indian Education Committee is conducting this needs assessment survey to gather input as to how to best meet the needs of Native American students. Please take the time to complete the following. Your response will be kept confidential. All information will be used by the LIEC (Local Indian Education Committee) in deciding program priorities. Thank you for helping us meet the needs of our Native American students.

GOALS AND OBJECTIVES FOR LIEC PROGRAMS:

DIRECTIONS: Please read items 1-12. Circle your top 5 priorities on what you think will help students be more successful in school.

1. Reduce the number of Native American students that are behind in reading, language, and math, as well as help students do well in school through various tutoring/paraprofessional services. 19
2. Reduce the dropout rate among Native American students. 10
3. Provide cultural activities for students and the community. 6
4. Increase the number of Native American parents and community members involved in school programs and activities. 15
5. Increase communication between school and home. 15
6. Increase alcohol and drug prevention awareness among the school age population. 8
7. Provide training for the school staff, to help them develop skills and understanding of issues relating to Native American education. 18
8. Reduce the disciplinary referrals among Native American students. 2
9. Increase daily attendance among Native American students. 5
10. Help to develop curriculum and obtain materials specific to Native American culture, increase cultural awareness and self-esteem. 15
11. Provide counseling services for Native American students at all grade levels. 4
12. Other ideas? (1) Reduce homework.

Directions: Please check the following positive supplemental educational services that you feel are most helpful for students and you would like to see continued.

9 Summer School 21 In-School Tutoring 15 After-School Tutoring
16 Financial Support for Extra/Co-Curricular Fees 14 Transportation

14 Field Trips 13 Math & Reading Intervention Programs 9 Quiz Bowls

Others? (2) Crisis time Counselors for problematic children. ELDER INTERVENTION TO (2) TEACH RESPECT.

What do you think are the most pressing problems that Native American students face in school? Please mark your top three concerns.

13 Personal problems 8 Financial problems 13 Family/Home problems
12 Bullying 9 Drug/Alcohol problems 7 Teacher problems
6 Poor study habits 8 Poor self-image/esteem 3 Behind in credits
8 Uncomfortable in school _____ Other (Please specify) _____

Parents, do you feel your student/s has/have a positive relationship with at least one adult staff member in the school? 15 Yes 1 No 5 I'm not sure.

Students, do you feel you have a positive relationship with at least one adult staff member in the school? 11 Yes 0 No

Do you and your students have internet access at home? 20 Yes 1 No

*What type of activities would you like to see presented at the Celebration of Culture Days?
Crafts; (2) Respect; (2) Making of Regalia, History, Local Artists, (2) Dancing; Drumming; (2) Beading; (2) Fry bread making; Teachings of the Medicine wheel; Elders storytelling and cultural teachings; Cultural games, Archery.*

*Can you provide the name and contact information of someone you know who would like to provide a presentation for the Celebration of Culture Days at either the High School or the Elementary level?
Erma Visenor, (2) Henry Fox, (2) Lew Murray, (2) Marlana Hanson, Mickey Hodges-Merlin Deegan. Vince Beil, Melinda Iverson.*

Is there an idea or concern you would like to see discussed or brought forward in Indian Education?

(2) Parent Involvement in the Title VII program; more educational help; Elder meets; (2) Elder involved in Cultural activities, stories and pictures; teaching teachers a positive outlook on Indian children.

Bagley Schools Indian Education Programs.

