

MEMO TO: Board of Education
TOPIC: Regular School Board Meeting
FROM: Steve D. Cairns, Superintendent
DATE: July 26, 2017

A Regular School Board Meeting of the Board of Education will be held August 7, 2017 at 7:30 PM in the High School Room 101.

Agenda

1. CALL TO ORDER

A. Pledge - Chairman Broden

2. PREVIEW OF AGENDA

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

3. ADDITIONS TO THE AGENDA

4. CONSENT AGENDA

A. Minutes - July 17

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5. COMMUNICATIONS

6. STUDENT INPUT AND RECOGNITION

7. PUBLIC PARTICIPATION

8. COMMITTEE REPORTS

A. Transportation

B. Policy

C. Facilities

D. Negotiations

E. Athletics

F. Security

G. Wellness

H. Other

9. REPORTS AND PRESENTATIONS

A. Policy First Reading & Comments

1) Policy 709 - Student Transportation Safety Policy

10

2) Policy 601 - School District Curriculum and Instruction Goals - Revised

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3) Policy 603 - Curriculum Development - Revised	35
4) Policy 612.1 - Development of Parental Involvement Policies for Title I Programs - Revised	37
5) Policy 616 - School District System Accountability - Revised	43
B. Student Handbooks	
1) BES	49
2) BHS	57
C. Policy 570 - Cell Phones and Personal Electronic Devices	
D. Board Discussion on Land Parcels Co. Fair 5 acre parcel and District 40 acre parcel	
10. SCHOOL BOARD ACTION	
A. Delete Policy 534 - Personnel Policy for Wellness Programs & Incentives The incentive was automatically terminated on June 30, 2015.	120
B. Policy Second Reading and Adoption	122
1) Policy 534 - Unpaid Meal Charges	
C. Annual Federal Impact Aid Notification to Parents and Survey	124
D. Math 180 & Read 180 for Jr./Sr. High School - \$34,504.76	126
E. System 44 - Jr./Sr. High School Special Ed. Dept. - \$4,202.50	129
F. Contracts/Agreements for Services	
1) Stellher Human Services - Mental Health Professional - \$4,000 School District	
2) 2017-2018 Bagley School District & Stellher Human Services - Interventionist Agreement - District cost is \$21,888.70	
3) 2017-2018 Bagley School District & Stellher Human Services Agreement for Children's Therapeutic Services & Support (CTSS) and Contracted Mental Health Services in the amount of \$43,461.41	
4) Twin Pines Golf Course Annual Rental - \$3,100 for 2017-2018 SY	
5) R&J Broadcasting Inc. All Inclusive Advertising Contract for the 2017-2018 SY in the amount of \$6,015	
6) Clearwater County Nursing Service Agreement for 2017-2018 SY School Health Office Paraprofessional at the rate of \$25.00/hour and Nurse at the rate of \$71.20/hour. There is no increase from last year.	130
G. Staffing	
1) Hire - Amy Fontaine as a junior high volleyball coach	
2) Resignation - Aaron Edman as the Transportation Director	

- 3) Reinstate Wenesdai Goldstein as a bus driver
- 4) Request for Extend Unpaid Personal Leave - Dixie Boe
- 5) Hire - Cheryl Hutchens as the Elementary Art Teacher
Contingent upon receipt of a satisfactory background check and licensure.
- 6) Hire - HS LD Teacher - TBA
- 7) Hire - Nichole Ekre as an Elementary DCD Paraprofessional
Contingent upon meeting the No Child Behind requirements and receipt of a satisfactory background check.
- 8) Hire - Kristina Malterud as a HS DCD Paraprofessional
Contingent upon meeting the No Child Behind requirements and receipt of a satisfactory background check.
- 9) Resignation - Jessica Lewis, paraprofessional

H. 2017 MSBA/Bagley School District Strategic Planning

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

12. **MEETING SCHEDULE - Chairman Broden**

The next regular school board meeting will be held on Monday, August 21, at 7:30 p.m.
in High School Room 101.

13. **ADJOURNMENT**

14. **SCHOOL BOARD ACTION**

BAGLEY PUBLIC SCHOOLS
REGULAR SCHOOL BOARD MEETING
JULY 17, 2017
MINUTES

The regular meeting of the School Board, Independent School District #162 was held on Monday, July 17, 2017, at 7:30 p.m. in High School Room 101. Members present: Adam Broden, Wendy Fultz, Amy Fontaine, LeAnn Agnes, Renee Benson, Jeremy Davies, Jamie Grover and Superintendent Cairns. Members absent: None.

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

1. A motion was made by Jeremy Davies, seconded by Amy Fontaine to accept the resignation of Marie Powell as a paraprofessional.
2. A motion was made by Jamie Grover, seconded by Amy Fontaine to approve the following consent agenda items:
 - A. June 19 and July 10 Minutes
 - B. July 2017 Invoices - \$570,586.89 – Ck# 58165-58266
 - C. June 2017 Hand Payables - \$179,884.23 – Ck #32003-32048
 - D. June 2017 Statement of Cash Balances - \$3,835,331.66
 - E. June 2017 Budget Comparison
 - F. June 2017 Wires Payments - \$601,317.81
 - G. Auxiliary Accounts – Elem & HS
 - H. MSBA association dues and policy services renewal - \$4,907Motion passed 7-0.
3. Superintendent Cairns distributed a thank you card from Ben Thoma, a letter from State Representative Steve Green and MSBA – The Power of Membership.
4. A motion was made by Jeremy Davies, seconded by Wendy Fultz to approve the Truancy tracker/coordinator 2017-2019 work agreement and job description. Motion passed 7-0.
5. A motion was made by Amy Fontaine, seconded by Jamie Grover to approve the American Indian Grant Coordinator (AMI) 2017-2019 work agreement and job description. Motion passed 7-0.
6. A motion was made by LeAnn Agnes, seconded by Renee Benson to approve the Director of Indian Education 2017-2019 work agreement and job description. Motion passed 7-0.
7. A motion was made by LeAnn Agnes, seconded by Jamie Grover to approve the Dean of Student 2017-2019 work agreement and job description. Motion passed 7-0.
8. A motion was made by Wendy Fultz, seconded by Jamie Grover to approve the Dean of Students/Athletic Director 2017-2019 work agreement and job description. Motion passed 7-0.
9. A motion was made by Jeremy Davies, seconded by Amy Fontaine to approve the Director of Community Education/Area Learning Program 2017-2019 work agreement and job description. Motion passed 7-0.
10. Superintendent Cairns presented the Workload Analysis Summary responding to the Special Education Teachers' comments to the Meet and Confer meeting on April 27, 2017.
11. Clearwater Co. Agricultural Society requested the lease agreement be placed on the next meeting.

12. Principal Furusetth reviewed the changes to the Elementary Student Handbook.
13. Principal Gooch reviewed the changes to the High School Student Handbook.
14. A motion was made by Jeremy Davies, seconded by Wendy Fultz to adopt a District Emergency Preparedness manual with the principals ability to update staff names. Motion passed 7-0.
15. Principal Furusetth reviewed the Read-Well by Third Grade plan.
16. A motion was made by Amy Fontaine, seconded by Renee Benson to adopt the Bagley High School Device Handbook with recommended changes. Motion passed 7-0.
17. First reading and comments of the following policies were held:
 - A. Policy 534 – Unpaid Meal Charges
18. A motion was made by LeAnn Agnes, seconded by Jeremy Davies 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:

- * \$153.13 from Mahube-Otwa for Pathways I/School Readiness
 - * \$4,166.88 from State of Minnesota for Pathways II/School Readiness
 - * \$250.00 from Clearwater/Polk Electric for Summer Reading
 - * \$225.00 from Clearwater/Polk Electric for Reading Challenge
 - * \$750.00 from Clearwater/Polk Electric for Accelerated Reading
- Motion passed 7-0.

19. The following Dairy Products Bids for the 2017-2018 school year were publicly read:

	<u>Escalator Bid</u>	<u>Firm Bid</u>
<u>Dean Foods/Land O’ Lakes</u>		
½ pint 1% milk	\$0.167	\$0.192
½ pint skim milk	\$0.156	\$0.176
½ pint choc. skim milk	\$0.173	\$0.193
½ pint Silk Soy Milk	\$0.57	\$0.59
Ice Cream Sandwich/each		\$4.90 - 24/pk
4 oz. Juice – orange		NA
apple		NA
grape		NA
6 oz. Juice		\$0.26
½ pint choc. 1% milk	\$0.190	\$0.21
 <u>Food Service of America – Fargo, ND</u>		
½ pint 2% milk		\$0.18
½ pint skim milk		\$0.17
½ pint choc. skim milk		\$0.20
½ pint Silk Soy Milk		\$0.73
Ice Cream Sandwich/each		\$9.15 – 24/pk
 4 oz. Juice – orange		 \$0.20
apple		\$0.18

grape		\$0.19
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Sysco North Dakota

½ pint 1% milk	\$15.94	\$13.94
½ pint skim milk	\$15.56	\$13.56
½ pint choc. skim milk	\$16.34	\$14.34
½ pint Silk Soy Milk	\$10.99	\$8.99
Ice Cream Sandwich/each		\$0.65 – each
4 oz. Juice – orange		\$0.19
apple		\$0.15
grape		\$0.17

A motion was made by Jamie Grover, seconded by Jeremy Davies to accept the escalator pricing of Dean Foods/Land O’ Lakes for dairy products for the 2017-2018 school year. Motion passed 7-0.

20. The following bids were read Bakery Products Bids for the 2017-2018 school year were publicly read:

Bimbo Bakeries USA

Whole Grain-Rich Bread – 20 oz	\$1.30
3 ½” Whole Grain-Rich Hamburger Buns	\$3.09 per 30 count
4” Whole Grain-Rich Hamburger Buns	\$3.30 per 30 count
Whole Grain-Rich Coney Buns	\$3.09 per 30 count
Whole Grain-Rich Split Top Steak Bun (Sub)	\$3.50 per 24 count
Whole Grain-Rich Dinner Roll	\$1.30 per 12 count

Pan-O-Gold Baking Co.

Whole Grain-Rich Bread – 20 oz	\$1.27
3 ½” Whole Grain-Rich Hamburger Buns	\$6.30 per 60 count
4” Whole Grain-Rich Hamburger Buns	\$3.20 per 30 count
Whole Grain-Rich Coney Buns	\$3.30 per 30 count
Whole Grain-Rich Hoagie Buns	\$3.40 per 24 count
Whole Grain-Rich Split Top Steak Bun (Sub)	\$3.40 per 24 count
Whole Grain-Rich Dinner Roll	\$1.30 per 12 count

Sysco ND

Whole Grain-Rich Bread – 20 oz	\$2.28
3 ½” Whole Grain-Rich Hamburger Buns	\$4.75 per 30 count
4” Whole Grain-Rich Hamburger Buns	\$5.75 per 30 count
Whole Grain-Rich Coney Buns	\$4.60 per 30 count
Whole Grain-Rich Hoagie Buns	\$6.50 per 24 count
Whole Grain-Rich Split Top Steak Bun (Sub)	\$4.75 per 24 count
Whole Grain-Rich Dinner Roll	\$2.99 per 12 count

A motion was made by Amy Fontaine, seconded by LeAnn Agnes and carried, to accept the bid of Pan-O-Gold Baking Company for bakery products for the 2017-2018 school year. Motion passed 7-0.

21. A motion was made by Jeremy Davies, seconded by LeAnn Agnes to increase the 2017-2018 student meal prices \$0.10 from the 2016-2017 meal prices and authorize to follow MDE minimum adult meal price recommendation for 2017-2018. The 2017-2018 meal prices are as follows:

Breakfast:

High School and Elementary: \$1.50

Lunches:

High School - \$2.65

Elementary - \$2.50

The following prices will remain the same as last year's prices:

Milk - \$0.30

Soy Milk - \$0.70

Motion passed 7-0.

22. A motion was made by Amy Fontaine, seconded by Renee Benson to approve the Minnesota State High School League (MSHSL) membership renewal and resolution for the 2017-2018 school year. See attached resolution. Motion passed 7-0.

23. Board member were given the MSHSL site address to watch "Why We Play" video.

24. A motion was made by Jamie Grover, seconded by Amy Fontaine to approve the BHS Athletic Statement. Motion passed 7-0.

25. A motion was made by Amy Fontaine, seconded by Jamie Grover to approve the following 2017-2018 Athletic Participation Fees and Activity Passes:

Participation Fees:

Athletics - \$65

Fine Arts - \$20

Activity Passes:

Family Pass - \$75

Individual Pass - \$50

Senior Citizen Pass (65 or older) - \$35

Staff Member Family Pass - \$50

~~Staff Individual - \$25~~

BHS Student/Recent Alumni (graduate from BHS within 2 years) - \$25

Adults – Individual Game Admission - \$6

Student/Seniors – Individual Game Admission - \$4

Grade 2 and under are free.

Bagley School District Staff – Free to all athletic events by showing their ID badge to the ticket takers (with the exception of MSHSL tournaments and other athletic events where the BSH Activity pass is not valid).

Motion passed 7-0.

26. A motion was made by Jeremy Davies, seconded by LeAnn Agnes to allow the building principals to revise the cell phone policy and create an implementation plan for each building. Motion passed 6-1 with Renee Benson abstaining.

27. A motion was made by LeAnn Agnes to adopt the following resolution:

**RESOLUTION APPROVING SCHOOL DISTRICT NO. 162
LONG-TERM FACILITY MAINTENANCE TEN YEAR PLAN**

BE IT RESOLVED by the School Board of District No. 162, State of Minnesota, approved the Long-Term Facility Maintenance Plan. The Board will follow the LTFM Legislation as follows:

- The district will maintain and implement a health and safety program that complies with regulations.
- The district will maintain an indoor air quality management program.

- As outlined in the LTFM plan, the district intends use the dollars in a pay as you go format.

1. The District further covenants to comply with all procedures now or hereafter established by the Minnesota Department of Education pursuant to Minnesota Statutes, Section 123B and otherwise to take such actions as necessary to comply with that statute. The chair, clerk or superintendent is authorized to execute any applicable Minnesota Department of Education forms.

The motion for the adoption of the foregoing resolution was duly seconded by Jeremy Davies and, upon vote being taken thereon, the following voted in favor thereof: Adam Broden, Wendy Fultz, Amy Fontaine, LeAnn Agnes, Renee Benson, Jeremy Davies, and Jamie Grover.

And the following voted against the same: None.

Whereupon said resolution was declared duly passed and adopted.

28. A motion was made by LeAnn Agnes, seconded by Wendy Fultz to approve Superintendent Steve Cairns as the educational official with authority to authorize FY 18 user access to the MDE secure website for Bagley Public Schools IDS #162.
29. A motion was made by Amy Fontaine, seconded by Renee Benson to approve Peacemaker Resources Trauma Sensitive Schools Training for Bagley Elementary K-4 staff in the amount of \$6,831.80.
30. A motion was made by Jeremy Davies, seconded by Jamie Grover to approve the Memorandum of Understanding between the Clearwater County Sheriff's Office and the Bagley School District for a School Liaison Officer for the 2017-2018 SY. Motion passed 7-0.
31. A motion was made by Jeremy Davies, seconded by Renee Benson to accept the elementary school roof replacement quote of Darin Halvorson Roofing in the amount of \$61,694.88. The quote of Tremco Roofing & Building Maintenance was not accepted.
32. A motion was made by Wendy Fultz, seconded by LeAnn Agnes to authorize purchase of a new BHS kitchen walk-in freezer door in the amount of \$7,387.00. Motion passed 7-0.
33. A motion was made by Amy Fontaine, seconded by Jeremy Davies to accept the milk cooler quote of Culinex in the amount of \$21,846.86. The quote from USFoods in the amount of \$24,342.52 was not accepted.
34. Dean Newland requested that the Board to hold off accepting the resignation of Aaron Edman, Transportation Director & Head Mechanic, until they hear Mr. Edman's concerns.

Aaron Edman's resignation was not accepted to a lack of a motion.
35. A motion was made by LeAnn Agnes, seconded by Amy Fontaine to hire Ashley Gunderson as a paraprofessional contingent upon meeting the No Child Left Behind requirements and receipt of a satisfactory background check.
36. A motion was made by Amy Fontaine, seconded by Jamie Grover to hire Nancy Lapos as a paraprofessional contingent upon meeting the No Child Left Behind requirements and receipt of a satisfactory background check.
37. A motion was made by Wendy Fultz, seconded by Renee Benson to accept the resignation of Wenesdai Goldstein effective immediately.
38. ITEMS FOR THE NEXT AGENDA:

- A. Policy 709 – Bus Transportation Safety Policy
- B. Lease Agreement between Clearwater County Fair Agricultural Society
- C. Twin Pine Golf Course Annual Rental
- D. Policy 534 – Unpaid Meal Charges – second reading
- E. BES and BHS Student Handbooks
- F. Policy 570 – Cell Phone & Personal Electronic Devices

39. The next School Board meeting will be held on Monday, August 7, 2017, at 7:30 p.m. in High School Room 101.

40. A motion was made by Amy Fontaine to adjourn the meeting at 11.56 p.m. Motion passed 7-0.

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

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

709 STUDENT TRANSPORTATION SAFETY POLICY
Board Revised: July 17, 2017

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership. **This policy will be posted in the student handbooks, on the School District website, and will be discussed during the fall open houses.**

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus,

and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minn. Stat. § 169.446, Subd. 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
9. The school district shall adopt and make available for public review a curriculum for transportation safety education. **Curriculum materials can be reviewed at the School District's Transportation Office/School Office. Transportation safety education curriculum shall be part of the District curriculum review cycle.**
10. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.

B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. **Serious misconduct may be reported to local law enforcement.**

1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus, **on the School District's website, and in the student handbooks.** If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

- a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.

- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student’s ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) If the student chooses to break a rule:

1st offense – The **bus driver** will use regular processes to correct the behavior such as verbal reprimand, assign the student to a different seat, and/or talk to the parents/**guardians** about the situation.

(Please note! All written referrals will be signed by the Transportation Director.)

2nd offense – If the same situation persists or more develop, the **bus driver** will fill out a warning slip noting the problem. Give one copy to the student, **transportation director and the school office**, call the parent/**guardian** as soon as possible to verify that the student took the warning slip home and call the transportation director be sure to warn the student and the parent/**guardian** that continued problems will result in the student losing his bus riding privileges. Drivers must follow these set guidelines

to suspend riding privileges.

3rd offense – One school-day suspension from riding the bus. If the problem behavior continues, the **bus driver** notifies the student that he/she may not ride the bus the following day. This is done by written notice also. ~~You~~ **The bus driver** must contact ~~both~~ the parent, ~~and~~ the transportation director, ~~and~~ a school building administrator, as soon as possible. If the parent cannot be contacted, the student shall be allowed to ride the bus **for a maximum of 1-additional route or day, until while** the parent is contacted. Sometimes this means that you may have to make a trip to the student's home after your route. You may not let any child off from the bus at any other spot but their own home unless you have had directions from their parent/**guardian** or the transportation director to do so. If you brought them to school in the morning, you must deliver them home at night, unless instructed to do otherwise.

4th offense – three **to five** school-day suspension from riding the bus, **depending on the severity of the infraction.** ~~If the problem behavior continues,~~ **Working collaboratively, the transportation director and a building administrator, the bus driver notifies will meet with the student and the parent/guardian, in an effort to resolve the problem and administrate the bus suspension. that they may not ride the bus for three days. A** written notice is ~~again~~ given to the ~~student~~ **parent/guardian, the transportation director and the school administrator.** ~~The parent and transportation director are contacted and a meeting will be held with the bus driver, the student, the transportation director and the parent in an effort to resolve the problem. The student will not be allowed to ride a bus again until after the parent/guardian meeting.~~

5th offense – two-week suspension from riding the bus. **Working collaboratively, the transportation director and a building administrator, will meet with the student and the parent/guardian, in an effort to resolve the problem and administrate the two-week bus suspension. A written notice is given to the parent/guardian, the transportation director and the school administrator. The student will not be allowed to ride a bus again until after the parent/guardian meeting. If the problem behavior persists,** ~~the bus driver notifies the student that he/she may not~~

~~ride the bus for two weeks by written notice. The parent and transportation director are contacted and a meeting will be held with the bus driver, the student, the transportation director and the parent in an effort to resolve the problem. The driver~~ **building administrator** will ~~now~~ notify the Superintendent of schools if a two-week privilege is lost. **bus suspension is being imposed.**

6th offense – Off the bus ~~pending loss of privileges~~ **for a minimum of three-weeks up to the remainder of the school year. The bus driver, the transportation director, and a building administrator, will conduct a meeting with the student and the parent/guardian, to discuss the loss of riding privileges and the duration of the suspension. The student will not be allowed to ride a bus again until after a parent/guardian meeting has been held following the suspension.** ~~If the problem behavior continues, the bus driver notifies the student with a written notice that they may not ride the bus pending the loss of privilege for the rest of the year. The parent and transportation director are contacted and a meeting will be held with the driver, student, parent and transportation director to discuss the loss of privilege. The Superintendent of schools shall be notified that the student has lost the riding privilege.~~ **by a building administrator if a bus suspension is being imposed.**

Severe Clause: Students will be suspended immediately off the bus for ~~being insubordinate, fighting, destroying property or any other~~ behavior deemed severe by the bus driver **and the transportation director or a building administrator.** ~~Severe behavior will activate step four of the preceding discipline procedure.~~

5. Guidelines for bus discipline

- a. The transportation director may override a decision made by the bus driver.
- b. If the parent cannot be contacted, the student shall be allowed to ride the bus **for a maximum of 1-additional route or day, until while** the parent is contacted.
- c. When circumstances require a student to ride home on a bus other than the one to which he/she is regularly assigned, written parental permission or a pass from the office is required.
- d. If a student is removed from the bus as a result of his/her behavior, the parents will be required to provide transportation to

and from school during the entire period of removal from a bus. The removal applies to all regular, spectator and activity buses.

- e. At each step when a student loses bus riding privileges, a written record will be made of the incident with copies to the student, **parent/guardian**, transportation director and **a building administrator**. ~~parent~~. Such record will include as many details as possible. Details to include are: time, bus number, regular or special route, names, date, specific behavior, students in the area, action taken, result of the phone call to the parent and other pertinent information.

6. Things for the bus drivers to watch out for

- a. Be sure you clearly say what you want students to do. Avoid the words “behave”, “straighten up” and “settle down”. Use a command that they cannot twist around like “sit down”, “stop throwing things”, “keep your hands to yourself”, “move to the front set”, etc. Be sure you do what you say. If you said that a student has been warned issue the written note and contact the parents. Don’t make idle threats. Be sure you are acting on first hand and complete information. Take action on what **you** see and not on what someone else told you or thought. Act on what you believe is right in a given situation. Your judgment should be used in gray areas. **You are responsible for the discipline on your bus!**
- b. If a student has been denied riding privileges due to severe behavior, the transportation director may move to any level as a result of the conference in step three and assign appropriate penalties.
- c. If a parent wants to comment on a situation on the bus they should use the following steps:

1st Step – Go to the bus driver and try to resolve the problem.

2nd Step – Go to the transportation director and try to resolve the problem.

3rd Step – Go **to the school building administrator** and try to resolve the problem.

4th Step – Go to the Superintendent and try to resolve the problem.

4th 5th Step – Go to the transportation committee of the

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Board to try and resolve the problem.

5th 6th Step – Go to the Board of Education to try and resolve the problem.

(2) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(3) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by the school district to the Department of Public Safety in accordance with state and federal law.

(4) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. ~~Failure to pay such damages will result in the fees to be placed on the student's senior bill.~~

(5) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus, **the student handbooks and district web-site. School bus rules will be discussed at the school building's open house.**

(6) Criminal Conduct

In cases involving criminal conduct, **including but not limited to;** ~~(for example,~~ assault, weapons, drug possession, or vandalism), ~~the appropriate school district~~

personnel and **will be reported to** local law enforcement officials. ~~will be informed.~~

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop five minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with a type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or

jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a “serious traffic violation” means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver’s license or without having a commercial driver’s license in the driver’s possession.
- D. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver’s license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person’s employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a Minnesota commercial driver’s license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person’s employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a

minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.
2. All school bus drivers shall be required to attend in-service training as requested by the transportation director and the school district administration. Training may include but is not limited to; crisis intervention protocols, de-escalation techniques, trauma and socio-emotional awareness, students with disabilities and special needs, behavior interventions and individual education plans.
3. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers and type III drivers will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;

4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, “school bus” has the meaning given in Minn. Stat. § 169.011, Subd. 71. In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital

telephone capable of sending or receiving telephone or text messages without an access line for service.

7. In the event a child is left unattended on a bus resulting from the failure of a driver to perform the post-route walk-through, the driver will be suspended without pay for a minimum of ten days. The district reserves the right to increase the severity of the discipline, up to and including possible termination of employment, dependent upon the results of the investigation of such an incident. A second infraction will result in termination of employment.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not

load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - c. A type III vehicle must contain at least three red reflectorized triangle road warning devices. Liquid burning "pot type" flares are not allowed.
 - d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Class D Driver's License

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;
 - (2) understanding student behavior, including issues relating to students with disabilities;
 - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - (5) handling emergency situations;
 - (6) proper use of seat belts and child safety restraints;
 - (7) performance of pretrip vehicle inspections;
 - (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a

designated turn lane;

- (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in “park” during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within ten days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minn. Stat. § 122A.18, Subd. 8, or Minn. Stat. § 123B.03 for school district employees; Minn. Stat. § 144.057 or Minn. Stat. Ch. 245C for day care employees; or Minn. Stat. § 171.321, Subd. 3, for all other persons operating a type III vehicle under this section.
- d. Operators shall submit to a physical examination as required by Minn. Stat. § 171.321, Subd. 2.
- e. The operator’s employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer’s policy under Minn. Stat. § 181.951, Subds. 2, 4, and 5. Notwithstanding any law to the contrary, the operator’s employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator’s driver’s license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minn. Stat. § 171.321, Subd. 5.
- g. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver’s license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent

law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five years from the date of conviction.

- h. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, Subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within three years of the first of three other moving offenses is precluded from operating a type III vehicle for one year from the date of the last conviction.
- j. Students riding the type III vehicle must have training required under Minn. Stat. § 123B.90, Subd. 2 (See Section II.B., above).
- k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

- 2. The type III vehicle must bear a current certificate of inspection issued under Minn. Stat. § 169.451.
- 3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement

- 1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts

for the school bus and is not solely hired to provide transportation services under this paragraph.

- b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minn. Stat. § 171.321, Subd. 2.
 - e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minn. Stat. § 171.02, Subd. 2a(h) - 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
 3. A school bus operated under this section must bear a current certificate of inspection.
 4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures

in the event of a crash (accident).

- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 - 1. the student's name and address;
 - 2. the nature of the student's disabilities;
 - 3. emergency health care information; and
 - 4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.
- E. Bagley Public Schools will be on a ten-year school bus purchase rotation schedule with the exception of the multi-needs bus which will remain on an eight-year rotation schedule. Busses that do not meet safety and maintenance requirements will be rotated at the discretion of the Director of Transportation

and approval by the Board of Education.

X. Transportation for In-Town Students

Students in Kindergarten through fifth grade have first priority for transportation if the bus becomes full. Parents of sixth through twelfth grade students are required to sign a permission form, developed by the Transportation Director, before students are allowed to ride the bus.

XI. Religious Release Time Transportation

Bagley Public School busses may transport students to and from Religious Release Time classes. In return, participating churches will agree to pay Independent School District 162 for the true and accurate costs for the provided transportation services. (Ex. Bus use fees, bus driver salary, and etc.)

The local ministerium and/or participating churches will remain responsible for paying the annual bus inspection fees and bus driver drug testing costs as required by the MN Department of Transportation.

Bagley Public School busses, or any school vehicle, will not be rented outside of the district for any purpose other than Religious Release Time.

XII. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

Board Adopted: August 15, 2011

Board Revised: ~~June 6, 2016~~ 2017

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and ~~the federal No Child Left Behind Act 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. ~~student performance on the National Assessment of Educational Progress where applicable;~~
 - 2. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, ~~other statutorily recognized rigorous~~ courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
 - 3. student performance on the Minnesota Comprehensive Assessments;
 - 4. high school graduation rates; and

5. 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 nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;
 2. a process ~~for assessing and evaluating~~ 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 identifying 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 identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. 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.
2. 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. student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student; 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.
3. 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. 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.

603 CURRICULUM DEVELOPMENT

Board Adopted: August 15, 2011

Board Revised: ~~June 6, 2016~~ 2017

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. 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 ~~No Child Left Behind Act~~ federal law.
- E. 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.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

612.1 DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR TITLE I PROGRAMS

Board Adoption: June 20, 2016

Board Revised: 2017

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

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

- A. Involve parents and family members in the joint development of the school district's Title I plan and the ~~process of school review and improvement~~ development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective ~~parental~~ parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

- C. ~~Build the schools' and parents' capacity for strong parental involvement;~~
- D. Coordinate and integrate ~~parental involvement~~ parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs ~~under other programs, such as Focus Strategies, Head Start, Early Reading First, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and state-administered preschool programs;~~
- E. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the ~~parental involvement~~ parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to, ~~and, particularly, with~~ parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy ~~or English proficiency,~~ or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;
- F. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level ~~parental involvement~~ parent and family engagement policies; and
- G. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each Title I school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents and family members of participating children a written ~~parental involvement~~ parent and family engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of ~~parental involvement~~ parent and family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- A. The policy will describe the means by which each school with a Title I program will:
1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
 2. Offer a flexible number of meetings, **such as meetings in the morning or evening, and may provide with Title I funds** transportation, child care, or home visits, as such services relate to parental involvement;
 3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parental involvement programs, including the **planning, review, and improvement of the school parent and family engagement school-parental involvement** policy and the joint development of the school-wide program plan, ~~unless the school already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children~~ except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
 4. Provide parents of participating children with: timely information about Title I programs; **a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards;** if requested by parents, opportunities for regular meetings to formulate suggestions, ~~share experiences with other parents~~ and to participate, as appropriate, in decisions relating to **the education of their child's education;** children, and ~~to~~ respond to any such suggestions as soon as practicably possible; and
 5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 2. Describe the ways each parent will be responsible for supporting his or her child's learning ~~by monitoring school attendance and homework completion, monitoring television watching,~~ volunteering in his or her child's classroom, and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
 3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
 - d. **Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:
1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 2. Provide materials and training to assist parents in working with their children to improve their children's achievement, ~~such as including coordinating necessary~~ literacy training and using technology, as appropriate, to foster parental involvement;
 3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and

school;

4. Coordinate and integrate parental involvement programs and activities with ~~Focus Strategies, Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool programs, and other programs,~~ other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;
 5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent ~~home to the parent of participating children~~ in a format and, ~~to the extent practicable,~~ in a language the parents can understand; and
 6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. The policy will also describe the process to be taken if the school district and school choose to:
1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
 2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in ~~school-related~~ meetings and training sessions;
 4. Train ~~and support~~ parents to enhance the involvement of other parents;
 5. Arrange meetings at a variety of times or ~~have conduct~~ in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental ~~opportunities for~~ involvement and participation in school-related activities;
 6. Adopt and implement model approaches to improving parental involvement;

7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
 8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- E. To carry out the requirements of ~~parental involvement~~ **parent and family engagement**, the school district and schools, ~~to the extent practicable~~, will provide ~~full~~ opportunities for the **informed** participation of parents ~~with and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), limited English proficiency or with disabilities~~, including providing information and school ~~profiles reports~~ in a format ~~and, to the extent practicable, in a language and form~~ that is understandable by the parents.
- F. The school district and each school shall ~~assist~~ **inform** parents and parent organizations ~~by informing such parents and parent organizations~~ of the existence ~~and purpose~~ of ~~such centers~~ **family engagement in education programs**.

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

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

Board Adopted: February 3, 2014

Board Revised: ~~June 20, 2016~~ 2017

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and ~~the No Child Left Behind Act~~ federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and ~~No Child Left Behind Act~~ federal law will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

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

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

- A. School District Goals
 - 1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are

the graduation and education standards contained in the Minnesota Academic Standards and ~~the No Child Left Behind Act~~ federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Advisory Committee).

2. The improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

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

[Insert Local Cycle in this space]

- C. Implementation of Graduation Requirements

1. The school board shall appoint a Graduation Standards Implementation Committee which shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually. The Graduation Standards Implementation Committee *[will/will not]* be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.

[Note: The Graduation Standards Implementation Committee may be comprised of an existing committee such as the Advisory Committee for Comprehensive Continuous Improvement of Student Achievements. Regardless of whether a new committee or an existing committee is utilized, the committee should be comprised of representatives of the community, including equal representation from school board members,

students, parents, teachers, representatives of local businesses, and representatives of the community at large. Among these members should be individuals who are able to represent the needs of students throughout the district including students with special needs.]

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Graduation Standards Implementation Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Graduation Standards Implementation Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. By [date] **October 1** of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation

Standards;

- b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
- c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
- d. Advising the school board about development of the annual budget.

3. The Advisory Committee shall meet the following criteria:

- a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
- b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
- c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
- d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

4. The Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:

- a. The Director of Curriculum (or similar educational leader)
- b. Principal
- c. School Board Member

- d. Student Representative
- e. One teacher from each building or instructional level
- f. Two parents from each building or instructional level
- g. Two residents without school-aged children, non-representative of local business or industry
- h. Two residents representative of local business or industry
- i. District Assessment Coordinator (if different from “a.” above)

[Note: This Advisory Committee composition is a model only.]

5. Translation services should be provided to the extent appropriate and practicable.

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

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

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

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

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

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

F. Reporting. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district,

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



BAGLEY ELEMENTARY SCHOOL

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PHONE: (218) 694-6528

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Date: August 1, 2017

To: Bagley School District Board Members

Re: Policy 570 Cell Phones and Personal Electronic Devices

Recommendation:

A cell phone, while at school, is the responsibility of the student and parent, so I recommend that all references to the location of the cell phone be struck from the Bagley Elementary Student Handbook. I do not want staff to engage in management of “keeping” cell phones. I do not want staff attempting to determine if the cell phone “...is on the person...” as the act may result in inappropriate search and seizure. With my recommendation, the handbook would appear as:

Elementary Handbook:

CELL PHONES

Cell phones and Personal Electronic Devices (CP-PEDs, which includes but is not limited to: bluetooth devices, radios, CD players, MP3 players/i-pods, tablets, handheld computers, or video games) are prohibited from use during school hours. See School District Policy 570. Cell phones must ~~not be on the person and~~ remain in lockers. ~~backpacks and~~ turned off. If When a cell phone is seen, heard or used, ~~or if there is a reasonable suspicion that the phone is on a person,~~ the cell phone or CP-PEDS will be taken by school staff and will be kept in the office until a parent is contacted to make arrangements for the return of the cell/phone. See Policy 570. Note: If the student does not give the teacher/administrator/staff member the CP-PEDs when asked, the student will be considered insubordinate and will have consequences related to insubordination.

OTHER ELECTRONIC DEVICES

~~Items such as radios, CD players, MP3 players (i-pods), handheld computers or video games, and other electronic devices are not allowed in school. Students who violate this policy may have the electronic device taken and returned at a later time. The school is not responsible for lost or stolen items.~~

Respectfully submitted,

Lee Furueth, Principal at Bagley Elementary School

As directed by Bagley School Board, Cell Phone Policy 570 Implementation Committee. 8-1-17

1. Implementation of the act of turning off and keeping cell phones turned off during class time, passing time, and any other restricted times in the school day with the cell phone staying on the person (pocket or backpack) rather than stored in a locker. Example: Direct teachers to have students take out (pockets) their phones and demonstrate “shut down the power”. (i.e. press action button and nothing happens).

- A. Put up signs/posters Cell Phone Use rule. **Cell Phones are to remain Powered Off** during instruction time (i.e. 8:24-3:06, excluding lunch time at High School, only, Lunchroom is a restricted area at the Elementary).
- B. Teachers/instructors will state the rule at the beginning of each class period. Frequency: sufficient to deter students from “not knowing the rule or forgetting the rule”. Staff will be provided resources for reminders (electronically).
- C. Teachers and staff will monitor hallways to ensure cell phones remain powered down during passing time.
- D. Main Offices are acceptable/approvable “texting” or “calling” location when necessary. Cell phones to return to powered off status prior to leaving offices.

2. Quantifying system for implementation of policy 570.

Purpose: Gather quantifiable data to determine policy implementation effectiveness.

- A. Data presented to Admin B Group, Bagley School Board, student body, and parents (as appropriate).
- B. Data used to adjust and modify Implementation plan.
- C. Synergy will indicate “Cell Phone” violations.
- D. Tardies will include “Cell Phone” use as reason for being tardy.
- E. Survey(s) to gather qualifiable and quantifiable data. (staff, student and parent surveys).

Pocket-Hound is not a recommended device. Pocket-Hound detects a cell phone or phones within 50 feet but does not specifically detect where or how many cell phone(s) are available. Pocket-Hound also does not detect cell phone when cell phone GPS is disabled whether device is turned on or off.

Resource Link: <https://www.bvsystems.com/wp-content/uploads/2015/04/PocketHound.pdf>

Lockers and Lockers

Lockers are provided for students in grades 1-6 for the purpose of storing school and personal items such as but not limited to: coats/jackets, boots/shoes, backpacks, books/notebooks, school supplies, and other various personal items. Students are responsible for the cleanliness and condition of the locker and the items being stored. Locks are available, upon request, in the Elementary Office. Locks will be collected at the end of the year. Please note: students are not to use locks purchased from outside sources. It is important that the Elementary Office has universal access to lockers through the use of master keys and combinations.

TESTING PROGRAMS

Bagley Elementary evaluates student academic progress using a variety of assessments during the school year. Standardized tests we administer include: the Minnesota Comprehensive Assessment II (MCA-II) and the Northwest Evaluation and Assessment/Measures of Academic Progress (MAP). In addition, we use the STAR Reading, STAR Math and the STAR Early Literacy tests to monitor progress. The following chart shows each test and when it is used:

Test	When Administered	Comments
MCA-II & III grades 3-6	Fall, Winter, Spring	Mandated by the State for
NWEA/MAP 2 nd and 6 th only	Fall, Winter and Spring	Used to measure growth for grade
STAR Reading for grades 1-5	Fall, Winter, Spring	Used to measure growth
STAR Math for grades 1-5	Fall, Winter, Spring	Used to measure growth
STAR Early Literacy for grades K-1	Fall, Winter Spring	Used to measure growth

Provided for parents is the [Parent/Guardian Guide to Statewide Testing](#). This guide is attached as an appendix item at the back of the Student Handbook or can be found on the Bagley School District Website. The documents provide basic information for parents or guardians, who are making decision regarding statewide testing (MCAs). Including in the documentation is a form parents can use for refusal of participation in MCA testing. Minnesota Statutes, section 120B.31, subdivision 4a.

Hardcopy of [Parent/Guardian Guide to Statewide Testing](#) available at the August 7 School Board Meeting.

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This document provides basic information to help parents/guardians make informed decisions that benefit their children, schools and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student’s achievement, but your student’s participation is important to understand how effectively the education at your student’s school is aligned to the academic standards.

- Students who do not participate will receive a score of "not proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

<p>Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)</p> <ul style="list-style-type: none"> • Based on the Minnesota Academic Standards; given annually in grades 3–8 and in high school in reading and mathematics; given annually in grades 5, 8 and in high school for science. • Majority of students take the MCA. • MTAS is an option for students with the most significant cognitive disabilities. 	<p>ACCESS and Alternate ACCESS for English Learners</p> <ul style="list-style-type: none"> • Based on the WIDA English Language Development Standards. • Given annually to English learners in grades K–12 in reading, writing, listening and speaking. • Majority of English learners take ACCESS for ELLs. • Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.
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Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The reading and mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](#) (education.state.mn.us > Students and Families > Statewide Testing).

Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date _____ (This form is **only** applicable for the 20__ to 20__ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides a *Parent/Guardian Guide to Statewide Testing* on the [MDE website](#) (Students and Families > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my student will receive a score of "not proficient" and he/she waives the opportunity to receive a college-ready score that could save time and money by not having to take remedial, noncredit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____

REVISIONS/ADDITIONS/CLARIFICATIONS
2017-2018 BAGLEY HIGH SCHOOL STUDENT HANDBOOK
Re-submitted for School Board Meeting August 7, 2017

**PLEASE NOTE THAT IN THE FINAL DRAFT OF THE 2017-2018 STUDENT HANDBOOK
PAGE NUMBERS MAY CHANGE DUE TO FORMATTING**

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- Welcome letter(s) will be completed at a later date
- ~~Guidance~~ **School**Counselor – Jenny Fraley
- ~~Michael (Toby) Anderson~~ Director
- ~~Katherine Clark~~ Director
- **Jeremy Davies** – Director
- **Renaë Benson** - Director

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Student Information, Jarrett Merschman’s written letter to student body.

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2017-2018 STUDENT COUNCIL & CLASS OFFICERS

President	Jarret Merschman
Vice-President	Cali Olson
Secretary	Nikita Vincent
Treasurer	Breanna Nelson

SENIORS (Class of 2018)

President	Bailey Engesether
Vice - President	Kirah Otting
Secretary/Treasurer	Austin Knutson
Representatives	Maddy Strandlien

JUNIORS (Class of 2019)

President	McKinzie Halverson
Vice -President	Kara Bowman
Secretary/Treasurer	Lauren Midbo
Representatives	Bayli Dukek

SOPHOMORES (Class of 2020)

President	Sam Scherzer
Vice –President	Demi Keough
Secretary/Treasurer	Kylli Anderson
Representative	Cori Bonik
	Logan Engesether

FRESHMEN (Class of 2021)

President Macy Strandlien
 Vice President Alec Norum
 Secretary/Treasurer Hallie Lindgren
 Representatives Gracie Highberg
 Gavin Halverson

EIGHTH GRADE (Class of 2022)

President Liam Hagen
 Vice -President Ellie Bonik
 Secretary/Treasurer Sarah Pullins
 Representatives Tiffany Gerbracht
 Kyle Cease Bowman

SEVENTH GRADE (Class of 2023)

President Isiah Tramm
 Vice -President Elias LaFond
 Secretary/Treasurer Ali Netland
 Representatives McKenna Melbo
 Mason Eck

AT LARGE MEMBERS:

Emiley Iverson (11th)
 Madison Evje (10th)
 Lindsey Willis (10th)
 Tessa Tramm (9th)

Pg. 6 **BAGLEY HIGH SCHOOL TESTING DATES 2017-2018** Updated 6/7/2017

DATE	TEST
October 27 5	ASVAB (Grade 11) Career Exploration & Military Entrance 8:30-11:30
October 11	PSAT (Grade 11) 8:30-Noon
November 8	Pre-ACT(10 th Grade)
March 5/May 4 (ONLINE BEGINS/ENDS)	MCA Reading (Grades 3-8, 10) Mathematics (Grades 3-8, 11), MTAS Reading, Mathematics & Science
March 5/May 11(ONLINE BEGINS/ENDS)	MCA Science (Grades 5-8, High School)
April 3	ACT w/Writing Test (Grade 11)

- ACT TEST DATES TO BE DETERMINED

Pg. 7-8 **BAGLEY HIGH SCHOOL CALENDAR 2017-2018**

- August 30 Teacher Workshop- *NO SCHOOL FOR STUDENTS*
- August 31 Teacher Workshop 12:00 – 5:00 BHS Open House 5:00-7:30 PM

- September 4 Labor Day, No School for students or staff
- September 5 Classes begin for Students
- September 8 Picture Day
- September 25-29 Homecoming Week
- September 25 Homecoming Coronation/ 2:40 PM
- September 29 Homecoming Pep fest/Academic Awards 9:00 AM
- September 29 Homecoming Parade 2:30 PM
- September 29 Homecoming Dance JH (7th & 8th) 8:00-10:00 SH (9th-12th) 9:00-Midnight
- October 2 **Parent/Teacher Conferences – 4:00-7:30 PM**
- October 5 **ASVAB**
- October 9 **Picture Retakes**
- October 11 PSAT- 8:30-Noon
- October 19-20 Fall Break – **NO SCHOOL**
- November 3 End of First Quarter
- November 8 **Pre-Act (10th Grade)**
- November 9 Veterans Day Program-9:30 AM
- November 10 Conference Exchange Day – **NO SCHOOL**
- November 17 Staff Development Grades 5-12-**NO SCHOOL FOR STUDENTS**
- November 23-24 Thanksgiving Vacation – **NO SCHOOL**
- December 7 **Parent/Teacher Conferences – 4:00-7:30 PM**
- December 9 Winter Formal Dance JH (7th & 8th) 8:00-10:00 SH (9th-12th) 9:00-Midnight
- December 21 Last Day with Students before Christmas Break
- December 22-January 1 Winter Break
- January 2 First Day of School after Christmas Break
- January 15 Staff Development Day- **NO SCHOOL-FOR STUDENTS**
- January 19 End of Second Quarter
- February 9-15 **Snow Week**
- February 12 **Snow Week Coronation @ 2:25 PM**
- February 14 Valentine’s Day
- February 16 Conference Exchange Day- **NO SCHOOL**
- February 19 **Presidents Day- NO SCHOOL**
- February 22 **Parent/Teacher Conferences – 4:00-7:30 PM**
- March 3 Glow Dance- JH (7th & 8th) 8:00-10:00 SH (9th-12th) 9:00-Midnight
- March 23 End of Third Quarter
- March 29-30 **Spring Break-NO SCHOOL**
- April 6 Staff Development Day-**NO SCHOOL FOR STUDENTS**
- April 16 POSSIBLE EMERGENCY DAY #1
- April 28 Prom
- April 26 **Parent/Teacher Conferences – 4:00-7:30 PM**
- May 18 POSSIBLE EMERGENCY DAY #3
- May 24 Seniors last day
- May 25 POSSIBLE EMERGENCY DAY #2
- May 28 Memorial Day- **NO SCHOOL**
- May 29 **Senior Awards Banquet**
- May 30 **Baccalaureate**
- May 31 End of Fourth Quarter
- May 31 Students last day
- June 1 Teachers last day/Staff Development-**NO SCHOOL-FOR STUDENTS**
- June 1 GRADUATION

- This calendar contains three emergency/snow days. School will **not** be in session on these three days unless we have to make-up the emergency/snow days in the following order:
- Possible snow day – April 16 (#1) May 25 (#3) May 18 (#2)

Pg. 9 **BAGLEY JUNIOR SENIOR HIGH SCHOOL DAILY SCHEDULES 2016-2017-2017-2018**

- **Late Start Day (Monday, Tuesday, Thursday, and Friday) Start Time-10:24AM**

<u>Sr. High</u>		<u>Jr. High</u>	
• Period 1 3	10:24-10:56 10:24-11:11	Period 1 3	10:24-10:56 10:24-11:11
• Period 2 4/	11:15-12:37	Period 2 4	11:00-11:31 11:15-12:02
• Lunch A	11:00-11:31 11:15-11:45		
• Lunch B	11:35-12:06 12:07-12:37	Period 3 5	11:35-12:06 12:06-12:53
Period 3 5	12:10-12:42 12:41-1:23	Lunch C	12:42-01:18 12:53-1:23
• Period 5 6	01:22-01:54 1:27-2:14	Period 5 6	01:22-01:54 1:27-2:14
• Period 6 7	01:58-02:30 2:18-3:06	Period 6 7	01:58-02:30 2:18-3:06
• Period 7	02:34 03:06	Period 7	02:34 03:06
• <u>Busses Leave at 3:12</u>			
• <u>PLEASE NOTE WED. SCHEDULE WILL BE ADJUSTED ACCORDINGLY</u>			

BACKPACKS, BAGS, ETC.

Backpacks, book bags, large tote-bags, etc. clutter the aisles in classrooms, and are sometimes used to conceal items brought to class for the purpose of creating disruptions. Therefore, they are not to be carried from class to class during the day. Such bags are to be stored in the students' lockers, **work period room or office.**

CELL PHONES AND PERSONAL ELECTRONICS DEVICES

The following items are not allowed to be used in the classroom (unless required for instructional purposes), locker rooms or assemblies. Items include but are not limited to the following: cell phones, headphones, radios, CD players, MP3 players (i-pods), tablets, handheld computers or video games, or other electronic devices. Students who violate this policy will have his/her electronic device confiscated and returned at a later time. **The contents of students' cell phones confiscated within the school may be searched when school personnel have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. Failure to turn over the electronic device to the staff person who makes the request will result in consequences for insubordination in addition to confiscation. Teacher discretion may be used to determine whether the device is a disruption. The school will not be held responsible for the loss/theft/destruction of electronic devices. Policy 570 is currently in discussion.**

FEES

Athletic Admissions: \$6 for Adults, \$4 for Students w/ID and Senior Citizens (65 and older), \$75 for Family Activity Pass, \$50 for Individual Pass, \$35 for Senior Citizen Pass, **\$25 for Bagley Student Pass.** School District employees **with ID will get in free,** \$50 for Family Activity Pass and \$25 for Individual Pass.

****Passes are good for home football, volleyball, boys and girls' basketball, hockey, dance and wrestling competitions. Passes do not include admittance to MSHSL sponsored tournament competitions.**

FOOD SERVICE

- **Lunch prices to be determined**

PAYMENTS

Money for meals may be deposited in the family/student account at any of the schools, or online. Students may also pay for their meals daily. Junior/Senior High School students may charge up to five (5) meals. If the meal charges have not been paid by these students, **a student shall not be allowed to charge further meals or a la carte items until the negative account balance is paid.** Notices will be sent to the parent/guardians for payment. If a Jr. /Sr. High School student has charged five (5) meals and they have not been paid, they will be offered a ~~peanut butter sandwich, apple and milk for their lunch.~~ **alternate meal. The cost of the alternative meal will be charged to the student's account or otherwise charged to the student. Students with a negative balance will not be allowed to charge any ala-carte items. 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.**

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. Any debts must be paid for the senior to attend the graduation ceremony. A diploma will be issued by the principal at a later time.

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. Referenced from Policy 534

SECTION 504 POLICY

HS Section 504 Coordinator
BHS Principal David Gooch
1130Main Ave. N
Bagley, MN 56621
Phone (218) 694-3120

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

STUDENTS OVER 18 YEARS OLD

- The age of majority for most purposes in Minnesota is 18 years of age. All students, regardless of age, are governed by the rules for students provided in school district policy. **Students that are 18 years old that have special circumstances may ask administration for a review of this policy. The decision of the administration is final.**

TRANSPORTATION-BUS SAFETY

~~Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses. The school is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and rules for riding on a school bus.~~

~~Students should get to the bus stop five minutes before your scheduled pick-up time and behave appropriately while waiting for the bus. Stay away from the street road, or highway while waiting for the bus and wait until the bus stops before approaching the bus. When exiting the bus, students should move away from the bus and wait for the driver to signal before crossing the street. Always cross in front of the bus where the driver can see you.~~

~~When on the bus, students are expected to behave appropriately and follow the bus driver's directives. Students should remain seated while on the bus and refrain from throwing things, switching seats, or any behavior which may distract the driver. Students who do not follow bus rules may be suspended from the bus or, in severe cases, bus privileges may be revoked. See the complete Student Transportation Safety Policy on the school website or respective school offices.~~

CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. **Serious misconduct may be reported to local law enforcement.**
 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus, **on the School District's website, and in the student handbooks.** If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.
 2. Rules at the Bus Stop
 - a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
 - b. Respect the property of others while waiting at your bus stop.
 - c. Keep your arms, legs, and belongings to yourself.

- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.

- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

- (1) If the student chooses to break a rule:

1st offense – The **bus driver** will use regular processes to correct the behavior such as verbal reprimand, assign the student to a different seat, and/or talk to the parents/**guardians** about the situation.

2nd offense – If the same situation persists or more develop, the **bus driver** will fill out a warning slip noting the problem. Give one copy to the student, **transportation director and the school office**, call the parent/**guardian** as soon as possible to verify that the student took the warning slip home and call the transportation director be sure to warn the student and the parent/**guardian** that continued problems will result in the student losing his bus riding privileges. Drivers must follow these set guidelines to suspend riding privileges.

3rd offense – One school-day suspension from riding the bus. If the problem behavior continues, the **bus driver** notifies the student that he/she may not ride the bus the following day. This is done by written notice also. ~~You~~ **The bus driver** must contact ~~both~~ the parent, ~~and~~ the transportation director, **and a school building administrator**, as soon as possible. If the parent cannot be contacted, the student shall be allowed to ride the bus **for a maximum of 1-additional route or day, until while** the parent is contacted. Sometimes this means that you may have to make a trip to the student's home after your route. You may not let any child off from the bus at any other spot but their own home unless you have had directions from their parent/**guardian** or the transportation

director to do so. If you brought them to school in the morning, you must deliver them home at night, unless instructed to do otherwise.

4th offense – three to five school-day suspension from riding the bus, depending on the severity of the infraction. ~~If the problem behavior continues,~~ Working collaboratively, the transportation director and a building administrator, the bus driver ~~notifies~~ will meet with the student and the parent/guardian, in an effort to resolve the problem and administrate the bus suspension. ~~that they may not ride the bus for three days.~~ A written notice is again given to the student parent/guardian, the transportation director and the school administrator. ~~The parent and transportation director are contacted and a meeting will be held with the bus driver, the student, the transportation director and the parent in an effort to resolve the problem.~~ The student will not be allowed to ride a bus again until after the parent/guardian meeting.

5th offense – two-week suspension from riding the bus. Working collaboratively, the transportation director and a building administrator, will meet with the student and the parent/guardian, in an effort to resolve the problem and administrate the two-week bus suspension. A written notice is given to the parent/guardian, the transportation director and the school administrator. The student will not be allowed to ride a bus again until after the parent/guardian meeting. ~~If the problem behavior persists, the bus driver notifies the student that he/she may not ride the bus for two weeks by written notice. The parent and transportation director are contacted and a meeting will be held with the bus driver, the student, the transportation director and the parent in an effort to resolve the problem. The driver~~ building administrator will now notify the Superintendent of schools if a two-week privilege is lost. bus suspension is being imposed.

6th offense – Off the bus pending loss of privileges for a minimum of three-weeks up to the remainder of the school year. The bus driver, the transportation director, and a building administrator, will conduct a meeting with the student and the parent/guardian, to discuss the loss of riding privileges and the duration of the suspension. The student will not be allowed to ride a bus again until after a parent/guardian meeting has been held following the suspension. ~~If the problem behavior continues, the bus driver notifies the student with a written notice that they may not ride the bus pending the loss of privilege for the rest of the year. The parent and transportation director are contacted and a meeting will be held with the driver, student, parent and transportation director to discuss the loss of privilege. The Superintendent of schools shall be~~

notified that the student has lost the riding privilege. **by a building administrator if a bus suspension is being imposed.**

Severe Clause: Students will be suspended immediately off the bus for being insubordinate, fighting, destroying property or any other behavior deemed severe by the bus driver **and the transportation director or a building administrator.** Severe behavior will activate step four of the preceding discipline procedure.

- a. If a parent wants to comment on a situation on the bus they should use the following steps:

1st Step – Go to the bus driver and try to resolve the problem.

2nd Step – Go to the transportation director and try to resolve the problem.

3rd Step – Go **to the school building administrator** and try to resolve the problem.

4th Step – Go to the Superintendent and try to resolve the problem.

4th 5th Step – Go to the transportation committee of the Board to try and resolve the problem.

5th 6th Step – Go to the Board of Education to try and resolve the problem.

VISITING SCHOOL

- All school doors will be locked at 8:30 AM for building security reasons. Visitors and late students need to be buzzed in to the main entrance of the building and should report directly to the principal's office. ~~Visitors are to explain the nature of their visit to the secretary at the main desk and are required to sign in/out at the main desk and wear a name badge while in the building.~~ If the purpose of the visit is to come in and spend part of the day observing the functioning of the school at facilities, permission must be secured in advance from the principal or designee. ~~Bagley High School students are not allowed to bring friends to school/class as visitors.~~ **All visitors are required to register at the main office during the school day, (8:00 am-3:30 pm) including showing a government issued photo ID (such as a driver's license). All visitors MUST wear a visitor name tag at all times**

while in the building, and return it to the office upon leaving. If a staff member wants a visitor to be allowed entrance, they shall notify the office secretary of the approved visitor's name. Any visitors not requested by a staff member will NOT be allowed access to the building. (This includes former students. If a former student wants to visit, they must have a staff member pre-approve their coming to school). If the purpose of the visit is an observation of a classroom or teacher or school functions, pre-approval from the Principal (or designee) is required. Bagley students are not allowed to bring visitors. Student visitors are only allowed for open enrollment considerations with the approval of the Principal (or designee). ~~Student visitors are allowed at Bagley High School only for open enrollment considerations.~~ Parents must call and arrange the visit in advance and must accompany the student on the visit. ~~Parents are allowed to visit with their child on a one-on-one basis, but cannot attend/visit classes because of confidentiality of other students.~~ Any person who is in the building during the school day without permission may be charged with trespassing.

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HEALTH SERVICES

- Bagley District #162 Health Services are provided through Clearwater County Nursing Service, which includes a part-time nurse for consultation and direct service as necessary. A trained health assistant is available to assess whether students need to go home for health reasons and to administer medication. Students in grades 7-12, ~~with written permission from their parents,~~ may carry and take over-the-counter pain medication, ~~however, an over the counter medication form must be signed by the parent/guardian and 18 year olds that have special circumstances must have forms turned in to the health office. These forms may be obtained from the High School Office.~~ All prescription medication must be turned in to the health office and administered by the school nurse or her designee, who is trained to administer medication. Parental signatures and a signature from a physician must be on file if prescription medication is to be administered at school, ~~these forms are available in the High School Office.~~ All prescriptions must be in the original bottle from the pharmacy, with the name and dose of the medication clearly stated. See the school website for the complete policy on student medication. If you have any questions, please call Marissa Hetland at 218-694-6581.

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HEAD LICE NO NIT POLICY

- Head lice can be a recurring problem each school year. When necessary, the school will have head checks. If lice are detected in your student, you will be called to pick your student from school. ~~The school does maintain a “no nit” policy and it is strictly enforced. This means that all nits must be removed from the hair before a student may be allowed back to school. See the complete policy for more information or call Clearwater County Nursing Service for information on how to get rid of head lice.~~ ~~That student’s classroom will be checked for lice as well as any siblings of that student. Classrooms will be checked as time permits. If lice is not found a letter will be sent home letting parents know that the classroom was checked and lice was found. If lice was found a letter will be sent home with the students informing parents. If the classroom is not checked due to time constraints a letter will be sent home instructing parents to check their child. The letter will have instructions on how to check your child for lice and viable nits. There is a “A Guide to Head Lice Treatment and Prevention” located on the School District Website at www.bagley.k12.mn.us under the heading “Department” and pull-down menu to “health Service”.~~ Board Revised: January 3, 2017

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ACADEMIC INFORMATION

ALTERNATIVE INSTRUCTION

~~Minn. Stat. §120B.20. Each school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, “to make reasonable arrangements” with school personnel (Teacher/Principal) for “alternative instruction.” Alternative instruction (consistent with Minnesota /law) may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.~~

Parents may request to review the contents of curriculum and/or materials. To request materials, contact the Bagley School Principal's Office at the address/phone number(s) provided in the staff directory. Also, "if the parent, guardian, or adult student objects to the content, parents can '... make reasonable arrangements' with school personnel (Teacher/Principal) for 'alternative instruction.'" Finally, "Alternative instruction (consistent with Minnesota /law) may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student." "School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work." Minn. Stat. 120B.20

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EARNING CREDIT

24 credits are required for BHS students to earn a diploma and graduate. **A student must receive a final course grade of D-or better to earn credit for the course.** Students in alternative instruction may earn credit the following ways:

- Students 16 or older must complete 20% of the semester credit hours in addition to required coursework to earn credit.
- Students age 14 and 15 must complete 50% of the semester credit hours in addition to required coursework to earn credit.

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GRADE LEVEL CLASSIFICATION

Grades 9 – 12

- Students are required to pass all classes required for graduation. If a student receives an 'F' or 'N' in a required class, they will need to repeat or remediate the course. **To track a student's progress the Counselor will hold senior meetings throughout the year. Warning letters will be sent home in the fall, winter and spring to advise students and parents of the student's progress.**
- ~~Students with fewer than 4 credits will be classified as Freshman~~
- ~~Students who have successfully passed 4-8.5 credits will be classified as sophomores.~~
- ~~Students who have successfully passed 9-14.5 credits will be classified as sophomores.~~
- ~~Students must successfully pass a minimum of 15 credits to be classified as seniors.~~
- Several classes have college credit available from the University of Minnesota Crookston or Northland Community College. These classes include: AP English, AP Calculus, Trigonometry, Spanish III, Anatomy, and AP Biology. In addition, there is **Online College in the High School** ~~On-line Learning Options~~ for college credit. To be eligible for "college in the high school" credit, students must be in grades 11-12 with a 3.0 CUM grade point average or above.

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REPORT CARDS

- Report cards will be issued approximately one week after the end of the grading period. The report cards will be given to the students to take home at the end of the first three quarters, **except for students who received a D or below, those will be e-mailed and snail mailed home.** The final 4th quarter report card will be mailed after the close of the school year. A mid-term progress report will be printed for all students during the middle of each quarter, and these will be handed out (not mailed) at Parent-Teacher Conferences.

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TEACHER ASSISTANT/OFFICE WORKER

- Juniors and seniors with a minimum GPA of 2.5 are eligible to be a T.A. or office worker. Students are limited to one per semester. The course is graded as Pass/No Pass. No grade points are earned for GPA or Honor Roll. Students are responsible for finding their own teaching assistant positions and a form must be signed by the supervising teacher **and a parent/guardian** and returned to the Guidance Office before the course will be added to the student's schedule.

GRADUATION REQUIREMENTS

School District #162 requires the successful completion of **24 credits**. **State law does not have a testing requirement for students.** Requirements for graduation include the successful completion of the following **required 17.5 credits plus 6.5 electives**:

- 4 credits in language arts, including: English 9, 10, 11, English 12 and .5 credit of English elective or AP English 12
- 3 credits of math, including: Algebra, Geometry, and **Algebra II for students who graduate in 2015 and beyond.** ~~Students who are not proficient on the 11th grade MCA Test in Mathematics are required to take an additional credit of math their senior year.~~
- 3 credits of science, including: Science 9, Biology, and Chemistry or Physics.
- **4 credits of social studies, including: Civics 9, U.S. History 10, World History, Adv. Geography 12 (1/2) and Economics 12 (1/2)**
- 1 credit in the arts (music, theater, dance, or visual art)
- .5 credit in Health
- .5 credit in PE 9
- 1.5 credits in technical/vocational courses from Career, Business, or Industrial Tech Education
- Additional elective credits **(6.5 credits minimum)**

PARTICIPATION IN THE GRADUATION CEREMONY

- The student must be a full time student in accordance with the regular attendance policy. Students must be enrolled at Bagley High School for the semester prior to graduation. PSEO students are considered enrolled at BHS.
- Be within two credits of completing the graduation requirements and the incomplete credits are in progress. This means that the student is registered for the necessary number of courses to complete the requirements for the diploma or be enrolled in courses in an alternative education program, **this must be done by May 17, 2018. All course work must be completed by the seniors last day, including 90% of all remedial work.**
- All unpaid fees (bills) that have accumulated during the student's career at BHS must be paid in full prior to graduation.
- All students must complete any detention or in-school suspension or any other disciplinary assignments in order to participate in the commencement exercises.
- If it becomes evident that any student has used alcohol or any other controlled substance prior to the graduation ceremony, that student will be reported to law enforcement. The student will also be asked to leave the premises and will not be allowed to participate in the commencement exercises.
- Students able to participate in commencement who have not completed all requirements will receive a diploma cover. Diplomas will be awarded only upon satisfactory completion of all graduation requirements.

SENIORS LAST DAY OF SCHOOL

THE CLASS OF 2017 STUDENTS' LAST DAY OF SCHOOL WILL BE THURSDAY MAY 25, 2017 UNDER THE FOLLOWING CONDITIONS:

- ~~There is NO SENIOR SKIP DAY. Senior skip day would be defined as any ONE day where 30% or more of the seniors are not in attendance at Bagley High School (not including field trips).~~
- ~~In the event that there would be a senior skip day (as defined above), the last day of school for the Class of 2017 would be WEDNESDAY, MAY 31, 2017 with graduation rehearsal being held on THURSDAY JUNE 1, 2017.~~
- ~~If seniors are required to attend until WEDNESDAY MAY 31, 2017 any senior not in attendance on those days would have to make up the time missed before they would be issued their diploma.~~
- ~~Weather related closures could change the last day of attendance for seniors.~~

ATTENDANCE POLICIES & PROCEDURES**ATTENDANCE POLICY AND REGULATIONS**

This policy outlines the attendance regulations for Bagley Junior-Senior High School 18 years and under.

1. Minnesota State Law requires that all persons under ~~sixteen~~ **seventeen** years of age attend school. Students ~~16-18 years of age~~ **seventeen and older** may drop out of school after having met with a school official and their parent/guardian. After the meeting, the student can drop out of school by issuing a written notice signed by the students and the parent/guardian stating that both parties agree that the student can drop out.
2. Students are expected to be in their classes no later than 8:24 am and are expected to be on time to all classes. **(see Tardies)**
3. Students may not leave the school grounds during the day unless an out-of-school pass has been obtained. The only way a student may obtain an out-of-school pass is with ~~a written note~~ **notification** from a parent/guardian stating the reason for the requested absence, date, and time student needs to leave. **RUNNING ERRANDS AND GOING OUT TO LUNCH WILL NOT BE ALLOWED ON AN OUT-OF-SCHOOL PASS UNLESS APPROVED BY THE PRINCIPAL OR DEAN OF STUDENTS. Out-of-School passes must be obtained from High School Office personnel either before school or during the lunch periods ONLY.** Any student seen off the school grounds during the school day, without an out-of-school pass is automatically considered to be skipping that part of the day and shall be dealt with accordingly.
4. Students will be granted an excused absence by ~~bringing a note~~ **parent/guardian notification** which meets at least one of the criteria listed below:
 - A. Medical, dental or legal emergency or appointment.
 - B. Participation in extended family travel, or community sponsored activity.
 - C. Family emergency ~~such as work if not excessive~~, or a death in the family.
5. ~~All students will be required to bring a note from home stating the reason for the absence or the absence will not be excused.~~ **Upon returning to school after an absence, students will receive an admit slip.** The admit slip will show the date and class periods of the absence, and if it is excused or not excused. The admit slip must be picked-up no later than 8:24am.
6. Students who have an excused absence will be allowed to make up missed work. **Work that was previously assigned and due on the first day absent will be due upon return to school.** The student will have ~~the one~~ **one day** plus the number of days absent to make-up the work assigned during the days absent. (Example – misses 2 days, he/she has 3 days to get the make-up work in.) It is the student’s responsibility to gather missed assignments and submit the completed work.
7. Examples of common unexcused absences include but are not limited to: convenience shopping, hair appointments, missing the bus, over sleeping, recreational outing not authorized by the school district, skipping, etc
8. **Students are expected to be present for at least 90% of school days per semester. Parent/guardian will be notified if students are absent 9 or more school days in a semester, excused or unexcused.**
9. **Discipline procedures for absences will be implemented as follows:**
 - a. **Students who are present in the building but are NOT in class or otherwise accounted for (i.e. nurse’s office, counselor’s office) will be marked as **skipping class** (see Level 1 Offense, p. 31) and may be referred to the truancy tracker program.**
 - b. **Students who have three (3) unverified absences in any class are considered continuing truant and will be marked as **skipping class**.**

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TARDIES

- ~~Students who are tardy to class will be required to complete a form at the Counselor’s Office window and will then be escorted to class.~~ **Students are considered tardy if they arrive to class after the 2nd bell (for first period) and if they are not more than ten minutes late to class. Students who arrive to class more than ten minutes late will be considered extreme tardiness which is a level 1 offense (see pg. 31). If a student has a legitimate pass from a teacher or other school personnel, the tardy will be marked as excused. All other tardies will be marked as unexcused; after three unexcused tardies, consequences will occur. Students, who are tardy to school, must get a pass from the High School Office to be admitted to class.**

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BAGLEY HIGH SCHOOL FACULTY

- **Names will be added/deleted as/when necessary**

BAGLEY PUBLIC SCHOOLS MISSION STATEMENT

*“Pursuing Educational Excellence for All -
In partnership with parents and community, Bagley Public Schools will support, challenge
and empower students to become responsible, productive citizens.”*

WELCOME

Dear Students, Parent(s)/Guardian(s):

~~It is with great pride and excitement that I write this letter of introduction to you as the newly appointed Principal of Bagley Junior Senior High School for the 2016-2017 school year. I have enjoyed twenty two years of teaching at the high school level, and my formal administrative experience has been shaped by one year of successful leadership as an Assistant Principal at International Falls High School. I am elated to bring my skills as an educational leader to your son/daughter's school and to work with you as a partner in education to ensure your child's success.~~

~~Along with staff, I will work hard to continue the legacy of success established at Bagley by building strong relationships with parents, students, staff, and community partners. We will continue our PRIDE, Positive, Respectful, Individuals, Demonstrating, Success initiative, teach 21st Century skills, nurture a safe environment, use data to form instruction, adopt direct instruction strategies to increase students' achievement, and provide exciting and challenging enrichment opportunities for all students.~~

~~I anticipate a most successful year as my team and I support the academic, social, and emotional growth of your child here at Bagley High School.~~

~~During the course of the year, it is my hope that we will work together to provide the students of Bagley the best possible opportunities in preparing them to be world class citizens ready to master the challenges of the 21st Century with a solid foundation created here at our school. As Principal, my door is always open and I welcome your input. Please feel free to stop in or call to make an appointment to discuss any concerns, suggestions, or ideas to help make this the best year yet!~~

~~In partnership,
David Gooch
Junior Senior High School Principal~~

Dear Students, Parent(s)/Guardian(s):

It is with great pride and excitement that I write this letter of introduction to you as serving my second year as Principal of Bagley High School for the 2017-2018 school year. I had a wonderful 2016-17 school year learning about students', staff, and the community. With that foundation, I will continue to bring my skills as an educational leader to your son/daughter's school and to work with you as a partner in education to ensure your child's success.

Along with staff, I will work hard to continue the legacy of success established at Bagley by building strong relationships with parents, students, staff, and community partners. We will continue our PRIDE, Positive, Respectful, Individuals, Demonstrating, Success initiative, teach 21st Century skills, nurture a safe environment, use data to form instruction, adopt direct instruction strategies to increase students' achievement, and provide exciting and challenging enrichment opportunities for all students.

I anticipate a most successful year as my team and I support the academic, social, and emotional growth of your child here at Bagley High School.

During the course of the year, it is my hope that we will work together to provide the students of Bagley the best possible opportunities in preparing them to be world class citizens ready to master the challenges of the 21st Century with a solid foundation created here at our school. As Principal, my door is always open and I welcome your input. Please feel free to stop

in or call to make an appointment to discuss any concerns, suggestions, or ideas to help make this the best year yet!

In partnership,

David Gooch

High School Principal

Go Flyers!

ADMINISTRATION AND SUPPORT STAFF

Jr.-Sr. High School Principal – David Gooch	694-3120
Guidance School Counselor – Jenny Fraley	694-3120/694-3129
Dean of Students – John Sutherland	694-3120
Athletic Director – Doreen Zierer	694-4051/694-6528
Superintendent – Steve Cairns	694-6184
Transportation – Aaron Edeman	694-6122
Building/Maintenance- Dan Lavine	694-3120
Head Custodian-Ron McCollum	694-3120/368-8314
Community Education & ALP – Corrie Uhler	694-3232
Elementary Principal – Lee Furuseth	694-6528
Head Cook – Terri Christianson	694-3120
Director of Indian Education—Carol Vik	694-3120
AMI Coordinator-Penni Cairns	694-3120

SCHOOL BOARD MEMBERS

Adam Broden-Chairman
Amy Fontaine-Treasurer
Wendy Fultz-Clerk
LeAnn Agnes-Director
~~Michael (Toby) Anderson-Director~~
~~Katherine Clark-Director~~
Jamie Grover-Director
Jeremy Davies - Director
Renae Benson-Director

A NOTE TO PARENTS

If a problem arises concerning the school, the Board of Education requests that you take the following actions:

- A. First, personally contact the person directly involved.**
- B. If you are unable to resolve the problem by contacting the person directly involved, please contact the appropriate principal or supervisor.**
- C. If you feel the problem still has not been resolved, you should meet with the superintendent of schools.**
- D. If the problem is not resolved after meeting with the superintendent, you may request a meeting with the appropriate committee of the School Board of Education.**
- E. In the event that you feel there is still a basis for a problem, you are invited to address your concerns to the full School Board of Education for final resolution.**

ADMINISTRATIVE DISCRETION AND REVIEW

Each policy/procedure in the Student Handbook is subject to administrative review and discretion upon its implementation. This handbook may be changed during the school year with School Board approval. Any changes will be posted on the website and communicated to parents via School Reach.

STUDENT INFORMATION

To all Students at Bagley Junior-Senior High School,

I'd like to welcome you all back to the new and exciting 2016-2017 school year! I hope that you all had a great summer! Let's start our school year with having a positive attitude and awesome school spirit. Student Council is here to make the best year yet. If you have anything you want to see within the school or changes in our activities,

~~please come talk to us! Working together we will do our best to create a positive and respectful learning environment, so get ready to make more memories and have another fun year!~~

Your Student Council President,

~~Cassie Keough~~ Jarret Merschman

“FLYERS” SCHOOL SONG (To the Tune of Anchors Aweigh)

Onward Maroon and Gold
Onward to Fame
We never taste defeat, so Flyers win this game
Rah! Rah! Rah!
Roll out the score, Bagley,
Fight to the end
Stop (opponent’s name), in their tracks
And crush the (opponent’s name)
Crush the (opponent’s name) team.
(Band plays) FIGHT!
(Band plays) FIGHT!
Yea, Bagley, fight team fight!
Yea, Bagley, fight team fight!
We never taste defeat, so Flyers win this game
Rah! Rah! Rah!
Roll out the score, Bagley,
Fight to the end
Stop (opponent’s name) in their tracks
And crush the (opponent’s name)
Crush the (opponent’s name) team.
B-A-G-L-E-Y! YEA, BAGLEY!

PLEDGE OF ALLEGIANCE

I pledge allegiance
to the flag of the United States of America,

and to the republic for which it stands,
one nation under God, indivisible,
with liberty and justice for all

2017-2018 STUDENT COUNCIL & CLASS OFFICERS

President	Jarret Merschman
Vice-President	Cali Olson
Secretary	Nikita Vincent
Treasurer	Breanna Nelson

SENIORS (Class of 2018)

President	Bailey Engesether
Vice - President	Kirah Otting
Secretary/Treasurer	Austin Knutson
Representatives	Maddy Strandlien

JUNIORS (Class of 2019)

President	McKinzie Halverson
Vice -President	Kara Bowman
Secretary/Treasurer	Lauren Midbo
Representatives	Bayli Dukek

SOPHOMORES (Class of 2020)

President	Sam Scherzer
Vice –President	Demi Keough
Secretary/Treasurer	Kylli Anderson
Representative	Cori Bonik
	Logan Engesether

FRESHMEN (Class of 2021)

President	Macy Strandlien
Vice President	Alec Norum
Secretary/Treasurer	Hallie Lindgren
Representatives	Gracie Highberg
	Gavin Halverson

EIGHTH GRADE (Class of 2022)

President	Liam Hagen
Vice -President	Ellie Bonik
Secretary/Treasurer	Sarah Pullins
Representatives	Tiffany Gerbracht
	Kyle Cease Bowman

SEVENTH GRADE (Class of 2023)

President	Isiah Tramm
Vice -President	Elias LaFond

Secretary/Treasurer Ali Netland
 Representatives McKenna Melbo
 Mason Eck

AT LARGE MEMBERS:

Emiley Iverson (11th)
 Madison Evje (10th)
 Lindsey Willis (10th)
 Tessa Tramm (9th)

ELECTION PROCEDURES

1. To be eligible for any Student Council or Class Officer position, students must -
 - have a Cumulative GPA of 2.00 or higher.
 - be a full-time student at Bagley High School
 - have no new or un-served MSHSL infractions – a MSHSL infraction will result in immediate dismissal from student council/class officer positions for the remainder of the school year.
2. The student council advisor will select the nomination process; verbal or paper vote, formal or informal.
3. The student council advisor will direct all voting. The administrative secretary in the high school office will count the ballots.
4. Ballots will be kept for one week after the elections.

BAGLEY HIGH SCHOOL TESTING DATES 2017-2018 Updated 6/7/2017

DATE	TEST
October 27 5	ASVAB (Grade 11) Career Exploration & Military Entrance 8:30-11:30
October 11	PSAT (Grade 11) 8:30-Noon
November 8	Pre-ACT(10 th Grade)
March 5/May 4 (ONLINE BEGINS/ENDS)	MCA Reading (Grades 3-8, 10) Mathematics (Grades 3-8, 11), MTAS Reading, Mathematics & Science
March 5/May 11(ONLINE BEGINS/ENDS)	MCA Science (Grades 5-8, High School)
April 3	ACT w/Writing Test (Grade 11)

ACT NATIONAL TEST DATES

Registration Packets available in the Guidance Office or register online www.actstudent.org.
 Students must register at least one month before test date.

2016-2017 ACT Test Dates & Registration Deadlines

Test Date	Registration Deadline	Late Registration Deadline	Complete Score Release***
June 11, 2016**	May 6, 2016	May 7-20, 2016	June 29, 2016
September 10, 2016	August 5, 2016	August 6-9, 2016	September 20, 2016
October 22, 2016	September 16, 2016	September 17-30, 2016	November 8, 2016
December 10, 2016	November 4, 2016	November 5-18, 2016	December 20, 2016

February 11, 2017

January 6, 2017

January 7-20, 2017

February 22, 2017

* The February test dates are NOT available in New York.

BAGLEY HIGH SCHOOL CALENDAR 2017-2018

August 30	Teacher Workshop- NO SCHOOL FOR STUDENTS
August 31	Teacher Workshop 12:00 – 5:00 BHS Open House 5:00-7:30 PM
September 4	Labor Day, No School for students or staff
September 5	Classes begin for Students
September 8	Picture Day
September 25-29	Homecoming Week
September 25	Homecoming Coronation/ 2:40 PM
September 29	Homecoming Pep fest/Academic Awards 9:00 AM
September 29	Homecoming Parade 2:30 PM
September 29	Homecoming Dance JH (7 th & 8 th) 8:00-10:00 SH (9 th -12 th) 9:00-Midnight
October 2	Parent/Teacher Conferences – 4:00-7:30 PM
October 5	ASVAB
October 9	Picture Retakes
October 11	PSAT- 8:30-Noon
October 19-20	Fall Break – NO SCHOOL
November 3	End of First Quarter
November 8	Pre-Act (10 th Grade)
November 9	Veterans Day Program-9:30 AM
November 10	Conference Exchange Day – NO SCHOOL
November 17	Staff Development Grades 5-12- NO SCHOOL FOR STUDENTS
November 23-24	Thanksgiving Vacation – NO SCHOOL
December 7	Parent/Teacher Conferences – 4:00-7:30 PM
December 9	Winter Formal Dance JH (7 th & 8 th) 8:00-10:00 SH (9 th -12 th) 9:00-Midnight
December 21	Last Day with Students before Christmas Break
December 22-January 1	Winter Break
January 2	First Day of School after Christmas Break
January 15	Staff Development Day- NO SCHOOL-FOR STUDENTS
January 19	End of Second Quarter
February 9-15	Snow Week
February 12	Snow Week Coronation @ 2:25 PM
February 14	Valentine’s Day
February 16	Conference Exchange Day- NO SCHOOL
February 19	Presidents Day- NO SCHOOL
February 22	Parent/Teacher Conferences – 4:00-7:30 PM
March 3	Glow Dance- JH (7 th & 8 th) 8:00-10:00 SH (9 th -12 th) 9:00-Midnight
March 23	End of Third Quarter
March 29-30	Spring Break-NO SCHOOL
April 6	Staff Development Day- NO SCHOOL FOR STUDENTS
April 16	POSSIBLE EMERGENCY DAY #1

April 28	Prom
April 26	Parent/Teacher Conferences – 4:00-7:30 PM
May 18	POSSIBLE EMERGENCY DAY #3
May 24	Seniors last day
May 25	POSSIBLE EMERGENCY DAY #2
May 28	Memorial Day- NO SCHOOL
May 29	Senior Awards Banquet
May 30	Baccalaureate
May 31	End of Fourth Quarter
May 31	Students last day
June 1	Teachers last day/Staff Development- NO SCHOOL-FOR STUDENTS
June 1	GRADUATION

This calendar contains three emergency/snow days. School will **not** be in session on these three days unless we have to make-up the emergency/snow days in the following order:

Possible snow day – April 16 (#1) May 25 (#3) May 18 (#2)

SCHOOL CLOSING NOTICE

Announcements for school closure or late starts will be made as early as possible. **Notice will be given via School Reach and on Bagley Cable TV, KVLV-TV11, KXJB-TV4, WDAY-TV5. BEMIDJI RADIO STATIONS: KBHP (FM 101.1 / FM 95.5), KKBK (FM 103.7 / FM 98.3), FOSTON RADIO STATIONS: KKCQ-KKDQ (FM 96.7 and FM 107.1) and MAHNOMEN RADIO STATION: KRJM (101.5).**

BAGLEY JUNIOR SENIOR HIGH SCHOOL DAILY SCHEDULES ~~2016-2017~~ 2017-18

Regular Daily Schedule (Monday, Tuesday, Thursday, Friday)

Morning Bell- 8:19AM *** 4 minutes passing time between classes

<u>Sr. High</u>		<u>Jr. High</u>	
Period 1	08:24-09:14	Period 1	08:24-09:14
Period 2	09:18-10:08	Period 2	09:18-10:08
Period 3	10:12-11:02	Period 3	10:12-11:02
Lunch	Period 4	Period 4	11:06-11:56
(A) 11:02-11:30	11:34-12:24	Period 5	12:00-12:50
(B) 11:56-12:24	11:06-11:56	Lunch (C)	12:50-01:18
Period 5	12:28-01:18	Period 6	01:22-02:12
Period 6	01:22-02:12	Period 7	02:16-03:06
Period 7	02:16-03:06		

Busses Leave at 3:12

Regular Schedule (Wednesday)

<u>Sr. High</u>		<u>Jr. High</u>	
Period 1	08:24-09:10	Period 1	08:24-09:10
Period 2	09:14-10:00	Period 2	09:14-10:00
Period 3	10:04-10:50	Period 3	10:04-10:50
Lunch	Period 4	Period 4	10:54-11:40
(A) 10:50-11:18	11:22-12:08	Period 5	11:44-12:30
(B) 11:40-12:08	10:54-11:40	Lunch (C)	12:30-12:58
Period 5	12:12-12:58	Period 6	01:02-01:48
Period 6	01:02-01:48	Period 7	01:52-02:38
Period 7	01:52-02:38		

Busses Leave at 2:44

Late Start Day (Monday, Tuesday, Thursday, and Friday) Start Time-10:24AM

Sr. High

Period 1 3	10:24-10:56	10:24-11:11
Period 2 4 /	11:15-12:37	
Lunch A	11:00-11:31	11:15-11:45
Lunch B	11:35-12:06	12:07-12:37
Period 3 5	12:10-12:42	12:41-1:23
	12:46-01:18	
Period 5 6	01:22-01:54	1:27-2:14
Period 6 7	01:58-02:30	2:18-3:06
Period 7	02:34-03:06	

Jr. High

Period 1 3	10:24-10:56	10:24-11:11
Period 2 4	11:00-11:31	11:15-12:02
Period 3 5	11:35-12:06	12:06-12:53
Period 4	12:10-12:42	
Lunch C	12:42-01:18	12:53-1:23
Period 5 6	01:22-01:54	1:27-2:14
Period 6 7	01:58-02:30	2:18-3:06
Period 7	02:34-03:06	

Busses Leave at 3:12

Late Start Day (Wednesday) Start Time 10:24AM

Sr. High

Period 1	10:24-10:52
Period 2/ Lunch 2A	10:56-11:24
Period 2/Lunch 2B	11:28-11:56
Period 3	12:00-12:28
Period 4	12:32-01:00
Period 5	01:04-01:32
Period 6	01:36-02:04
Period 7	02:08-02:38

Jr. High

Period 1	10:24-10:52
Period 2	10:56-11:24
Period 3	11:28-11:56
Period 4	12:00-12:28
Lunch C	12:28-01:00
Period 5	01:04-01:32
Period 6	01:36-02:04
Period 7	02:08-02:38

Busses Leave at 2:44

Early Release (Monday, Tuesday, Thursday, and Friday) Start Time-08:24AM

Sr. High

Period 1	08:24-09:14
Period 2	09:18-10:08
Period 3	10:12-11:02
Lunch	Period 4
(A) 11:02-11:30	11:34-12:24
(B) 11:56-12:24	11:06-11:56
Period 5	12:28-12:54

Jr. High

Period 1	08:24-09:14
Period 2	09:18-10:08
Period 3	10:12-11:02
Period 4	11:06-11:56
Period 5	12:00-12:24
Lunch C	12:24-12:54

Busses Leave at 1:00

Early Release (Wednesday) Start Time 08:24AM

Sr. High

Period 1	08:24-09:10
Period 2	09:14-10:00
Period 3	10:04-10:50
Lunch	Period 4
(A) 10:50-11:18	11:22-12:08
(B) 11:40-12:08	10:54-11:40
Period 5	12:12-12:54

Jr. High

Period 1	08:24-09:10
Period 2	09:14-10:00
Period 3	10:04-10:50
Period 4	10:54-11:40
Period 5	11:44-12:30
Lunch C	12:30-12:54

Busses Leave at 1:00

GENERAL INFORMATION

AFTER SCHOOL ACTIVITIES

Students may stay at school after regular classes have been dismissed only if they are in an activity or have a written pass to work under the supervision of a teacher/staff member. Students **must** leave the building by 3:20 PM daily if they don't have an activity in which to participate. When students attend evening activities at the school, they are expected to stay at the activity. Students leaving sports activities may re-enter only after paying again. **Students are expected to follow school rules at all after school activities. Misconduct may result in suspension of privileges to participate in or attend after school activities along with any appropriate school consequences.**

BACKPACKS, BAGS, ETC.

Backpacks, book bags, large tote-bags, etc. clutter the aisles in classrooms, and are sometimes used to conceal items brought to class for the purpose of creating disruptions. Therefore, they are not to be carried from class to class during the day. Such bags are to be stored in the students' lockers, **work period room or office**

BAGLEY DISTRICT WEBSITE

The Bagley School District has a website which is continually being updated with information and policies that the School Board approves. Parents and students are encouraged to use the website to contact staff via e-mail, pay bills via PaySchools, check on dates and times of sporting events, concerts, dances, and other school-related events, and check student attendance and grades on the **Synergy ParentVue**. The district's website address is: www.bagley.k12.mn.us.

BUS PASSES

Bus passes will be issued to students **with parent permission**. **Parents must send a note, e-mail, or call the High School Office** stating the reason for riding a different bus, the date, and the final destination of the student.

CELL PHONES AND PERSONAL ELECTRONICS DEVICES

The following items are not allowed to be used in the classroom (unless required for instructional purposes), locker rooms or assemblies. Items include but are not limited to the following: cell phones, headphones, radios, CD players, MP3 players (i-pods), tablets, handheld computers or video games, or other electronic devices. Students who violate this policy will have his/her electronic device confiscated and returned at a later time. ~~**The contents of students' cell phones confiscated within the school may be searched when school personnel have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. Failure to turn over the electronic device to the staff person who makes the request will result in consequences for insubordination in addition to confiscation. Teacher discretion may be used to determine whether the device is a disruption. The school will not be held responsible for the loss/theft/destruction of electronic devices.**~~ **Policy is currently in discussion.**

Flyer Pride CONCESSION STAND

All juniors are expected to sign up and work at the concession stand a minimum of one time throughout the school year. Bagley High School hosts over 50 events throughout the year during which the concession stand is in operation. **If a junior chooses not to work in the concession stand at least once, they will not be allowed to attend the Prom.** Fall and winter sports coaches and athletes will also assist with the operation of the concession stand.

DANCES

The Student Council sponsors several school dances during the school year for both junior high and senior high students. Junior high dances are for Bagley students only, in most cases are held from 8:00-10:00-PM, and students are not admitted after 9:00PM, with the exception of students arriving late due to other school related activities, such as the Homecoming Football game. Junior High Students, with the exception of WORKING Student Council Members **MUST** leave the dance by 10:00 PM. Senior high dances are usually held from 9:00 PM-12:00AM and students will not be allowed to enter after

10:00PM, with the exception of students arriving late due to other school related activities, such as the Homecoming Football game, **unless permission has been granted in writing by the Principal**. Senior High Students *MAY NOT* enter the dance earlier than 9:00 PM, with the exception of WORKING Student Council Members. Guests may be taken to the majority of senior high dances; however, guests must be in good standing with their school and *under the age of 20*. Current Bagley High School Students would all still be able to attend regardless of age. Once a student or guest leaves a dance they *MAY NOT* re-enter. All school rules, including the dress code, are enforced during school dances. **Consequences for inappropriate behavior at dances may include being asked to leave the dance, or other school consequences as stated in this handbook (pages 31-32)**. Any alcohol or drug use or other criminal behavior, occurring at dances will immediately be turned over to law enforcement.

DIRECTORY INFORMATION

Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Students must request within 30 days of their first attendance day if they do not want the following information published or disclosed to public service agencies, non-profit agencies, the media and school publications and technology: name, address, telephone listing, electronic mail address, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (i.e. full or part-time), participation in officially recognized activities and sports, weight and height of athletic team members, pictures, awards received. The most recent educational agency or institution attended, and parents' name, address, and telephone number. This information may be disclosed to public service agencies, non-profit associations, the local newspaper and radio stations and school publications (paper and electronic). Forms to request directory information is not published or disclosed are available in the High School Office. For the complete policy directory information, refer to School Board Policy 515 on the Bagley website.

DISCRIMINATION IN PROGRAMS AND EMPLOYMENT TITLE IX

It is the policy of Bagley Independent School District No. 162 not to discriminate on the basis of sex in its educational programs, activities or employment policies required by Title IX of the 1972 Education Amendments. There is a grievance procedure that can be found on the school website, high school and district office, along with the complete policy. The District has designated the following individuals to coordinate compliance with Title IX of the Educational Amendments Act.

Title IX Coordinator:

Dean of Students Doreen Zierer
202 Bagley Avenue North
Bagley, MN. 56621
Phone (218) 694-6122

Alternate Title IX Coordinator:

Superintendent Steve Cairns
202 Bagley Avenue North
Bagley, MN. 56621
Phone (218) 694-6184

DRIVER'S EDUCATION POLICY

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

For students that wish to participate in the 30 hours of classroom for driver education, the following criteria will be verified:

1. Must be eligible and passing all classes.
2. Must be in good standing with attendance, as determined by your school (i.e. must not be over on days).
3. May not miss more than 3 excused hours, as determined by instructor. Any missed hours must be made up at a later date.
4. Homebound students must present a doctor's note in order to attend class sessions.
5. Must be at least 14 years of age. Oldest by age, not grade, will be admitted into class first.
6. Must pay fee in full before first class session.

DRUG FREE-WEAPON FREE ZONE

The State of Minnesota has declared that the zone extending 300 feet or one city block on all sides of school, park or public housing facilities must be drug and weapon free. Penalties for infractions are greatly increased within this zone.

FEES

Public education in Minnesota is free to all students who are residents. Students are expected to provide their own pencils, paper, erasers, and notebooks. In addition, the Bagley School Board has approved the following fees:

MSHSL Sponsored Athletic Team Activities Grades 7-12: \$65 per season – no family or individual limit

Extra-Curricular Activities – Grades 7-12: \$20 per activity – no family or individual limit

Activities include: One Act Play, Knowledge Bowl, Annishinabe Bowl, Speech, MSHSL Music Competitions (1 fee for all competitions – Large group, Ensemble, Solo), Science Fair, **History Day & Robotics.**

Athletic Admissions: \$6 for Adults, \$4 for Students w/ID and Senior Citizens (65 and older), \$75 for Family Activity Pass, \$50 for Individual Pass, \$35 for Senior Citizen Pass, **\$25 for Bagley Student Pass.** School District employees **with ID will get in free**, \$50 for Family Activity Pass and \$25 for Individual Pass.

****Passes are good for home football, volleyball, boys and girls’ basketball, hockey, dance and wrestling competitions. Passes do not include admittance to MSHSL sponsored tournament competitions.**

Student Parking Fees: There will be an Annual cost of \$25 to park in the Student Parking Lot at Bagley High School. The cost for a single Semester Parking Permit is \$15.00. If a student loses a permit, there will be a \$5 replacement fee. **Students and their parents will be notified in person and in writing if they are found not to have a permit. After being notified of being out of compliance, if students do not secure a permit, they will have their vehicles towed at their expense.**

Other Student Fees: Students may also be required to pay for the cost of materials for class projects that exceed the minimum requirements and is kept by the students, security deposits for the return of materials, supplies, or equipment, field trips considered supplementary to the district’s educational program, use of musical instruments owned or rented by the school district, a district-sponsored driver’s education course, admission fees to school activities, and the cost of yearbooks, graduation announcements, caps and gowns and class rings, should they elect to order any of these items.

Students will be charged for textbooks, workbooks and library books that are lost, damaged, or destroyed. Fees unpaid within 30 days of the end of the school year may be collected through action in a small claims court or other appropriate means. These procedures are in accordance with and governed by the Minnesota Public School Fee Law, MSA 120.71-120.76.

FOOD SERVICE

Bagley Public Schools participate in the National Food Service, with regulations requiring that food from the five food groups is served. Students who prefer to bring their lunch may do so, but it must be eaten in the cafeteria. **Students MAY NOT order food from outside sources and have it delivered to the school. Students who have purchased a reimbursable meal may purchase ala carte items and seconds at lunch. Students on Free or Reduced status must pay the same rate for all ala carte items and seconds as those students who are full pay.** Breakfast is served daily from 8:00 – 8:24. Breakfast and lunch prices for high school students and adults are as follows:

Breakfast: \$1.40	Free & Reduced: Free	Adult price: \$1.85
Lunch: \$ 2.55	Free & Reduced: Free	Adult price: \$3.85

A la Carte Items: Prices will vary and will be posted on the school website and cafeteria. Additional juice and milk: \$.30 Soy Milk: \$.70

PAYMENTS

Money for meals may be deposited in the family/student account at any of the schools, or online. Students may also pay for their meals daily. Junior/Senior High School students may charge up to five (5) meals. If the meal charges have not been paid by these students, **a student shall not be allowed to charge further meals or a la carte items until the negative account balance is paid.** Notices will be sent to the parent/guardians for payment. If a Jr. /Sr. High School student has charged five (5) meals and they have not been paid, they will be offered a ~~peanut butter sandwich, apple and milk for their lunch.~~ **alternate meal. The cost of the alternative meal will be charged to the student’s account or otherwise charged to the student. Students with a negative balance will not be allowed to charge any ala-carte items. 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.

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. Any debts must be paid for the senior to attend the graduation ceremony. A diploma will be issued by the principal at a later time.

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. Referenced from Policy 534

LUNCH REFUNDS

Account balances are carried over to the next school year. Students leaving the school district or graduating from high school may have their account balances refunded by the lunch account secretary at the end of the school year. If seniors have younger siblings, the balance will remain in the account. Refunds from the accounts will only be sent if the balance is greater than \$5.00. A request for refund must be made by the parent/guardian when a student leaves the district.

LUNCHROOM EXPECTATIONS

Bagley High School has a closed lunch period which means students may not leave the school grounds during lunch. Students may go outside to a designated area determined by school officials but lunches must not be brought outside. Students are expected to return their tray to the appropriate place after eating and clean up any messes that are made in the cafeteria.

Please refer to the complete policy on our website or in the respective school offices.

HOMEBOUND INSTRUCTION

Homebound excused absences may be provided when medical reasons prevent a student from regular school attendance. In order to qualify for homebound, students must:

1. Be ill for 5 consecutive school days or longer.
 2. Submit homebound forms within 10 school days after returning to school. Forms are available in the counseling office.
 3. If the above provisions are met, students may request a homebound instructor or after school student tutor.
- Other absences including illness will be deducted from days allowed under the regular attendance policy.

INSURANCE

Independent School District #162 ***DOES NOT*** carry insurance on students. If students and their parents want insurance coverage, a variety of insurance plans are available for which the parent must pay. Application forms for insurance may be secured in the high school office.

INTERNATIONAL EXCHANGE STUDENT POLICY

1. Only students sponsored by agencies included in the Advisory List of International Educational Travel and Exchange Programs of the Council on Standards for International Educational Travel (CSIET) will be accepted as International Exchange Students at BHS.
2. International Exchange Students must be 17 years of age by September 1st of the year they are applying for application to BHS. Students under the age of 17 will be considered on a case-by-case basis, and MAY BE allowed to attend with principal approval.
3. International Exchange students will be placed in the grade that corresponds to their school progress. That is, if they are in the 11th grade in their home country they will be in the 11th grade here.
4. International Exchange students must complete the required courses and standards for the grade they are enrolled in and must earn at least **6 credits** during the year.

JUNIOR-SENIOR PROM, BANQUET & GRAND MARCH

Parents, families and friends are invited to attend the Grand March. Only juniors and seniors of Bagley High School and registered guests are eligible to participate in the Grand March, Banquet and Prom. Alternative Education students may participate only if they classified as a junior or senior, were enrolled in BHS as a full time student immediately prior to their placement at the ALP, and are pursuing a BHS diploma. Junior and senior student participants may be accompanied by their parent during the Grand March, if prior approval has been arranged with the BHS Principal.

Registered guests must have attained the sophomore year in high school to be eligible to attend the Grand March, Banquet, and Prom. Students may take an out-of-school guest as a date, provided he/she is at least a sophomore, and 20 years of age, or under, and parents and students sign the prom contract. Students who are engaged to someone that is over 20 must individually approach the School Board for permission to bring their fiancée. The sophomore waiters and waitresses at the Banquet may not attend the Prom, unless they are a date of a BHS junior or senior. Students planning to attend the Prom must obtain a ticket in advance. The prom dance will begin at 9:00PM and end at 12:00 midnight.

LOCKERS

All lockers are the property of the school and are provided for student use by the school. Lockers should be used to keep your textbooks and other school materials, when they are not in use, and any coats or other outdoor garments. Students are not to tamper with the locks. Doing so will result in disciplinary actions and fines. **Valuables should be kept on your person or left at home. The school will not be responsible for items lost or stolen.** Unauthorized locks may be removed from lockers in such a manner that will destroy the lock. In this event, the school or its officials are not liable for the cost of the lock.

LOCKER ROOMS

Gym lockers are to be used for clothing for physical education classes and for extra-curricular sporting activities. Students should keep all materials they need during the school day in the hallway locker assigned to them, not in their gym locker. Locker rooms will be locked during the lunch breaks. Lockers should be kept locked at all times. **Electronic device use in any locker room related to school functions is prohibited. Students who are found to have taken pictures of other students in athletic locker rooms (on or off campus) will be subject to disciplinary consequences.**

MANDATED REPORTING OF CHILD ABUSE AND NEGLECT

It is the policy of the Bagley Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. In all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused, an immediate report is made to Clearwater County Social Services /Law Enforcement Agencies. It shall be a violation of school district policy for any school personnel to fail 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.

MEDIA CENTER SECURITY SYSTEM

The BHS media center has a security system to help reduce the loss of books, periodicals, videos, and resources. No one is allowed to leave the library with any materials that have not been properly checked out. Students who willfully set off the

alarm, or purposely try to remove property may be subject to disciplinary action which may include the loss of media center privileges. If the alarm sounds, remain calm and do not panic. The alarm may have been triggered accidentally. Please return to the check-out counter for assistance. To help prevent unwanted alarms, no books, CD's, video cassettes, etc., from other libraries, music stores, or video rental stores will be allowed into the BHS library media center

NON-DISCRIMINATION STATEMENT

Bagley Independent School District 162 does not discriminate on the basis of sex/gender, sexual orientation, race, color, creed, national origin, and religion, and disability, receipt of public assistance, marital status, or age.

ONLINE PARENTVUE/STUDENTVUE – SYNERGY

Synergy, the Bagley School District's student management system, allows parents and students to view most data related to school, including but not limited to the following: attendance, behavior, assignments, grades, school and district information. You will need an e-mail address to set up an account. Contact the High School Office for instructions on how to create an account.

PARENT/FAMILY/COMMUNITY INVOLVEMENT

Research overwhelmingly demonstrates that parent/family/community involvement in children's learning is positively related to academic achievement. There are strong indications that the most effective forms of parent involvement are those which engage parents and families working directly with their children on learning activities in the home or school. A child's first and most influential teachers are parents. Bagley Public Schools supports this research, encouraging parents, families and community members to get involved with our schools, and develop an active partnership which works toward continued improvement in our educational programming. Parents who would like to be involved in a parent committee to assist with parental involvement in the high school should call David Gooch, **HS Principal**.

PASSES

In-School Passes are to be used when going from place to place inside the school building when classes are in session. Any student outside of a classroom or study hall during class time must have an In-School Pass in their possession. Out-Of-School Passes are to be used at all times when leaving. **Parent permission is required for all Out-of-School Passes.** Out-Of-School Passes can be obtained for medical, dental, legal appointments, and emergencies. **Parents must send a note, e-mail, or call the High School Office before any student will be issued an Out-of-School Pass. Students who leave the building without the appropriate pass will be subject to discipline.** Out-Of-School Passes will be authorized only on a very limited basis during the final week of school.

PEP FESTS

Pep-fests may be scheduled by coaches or Student Council with the principal's consultation and approval.

PETS IN SCHOOL

Family pets are not allowed on school grounds or in classrooms at Bagley Public Schools. The factors that led to this position include unpredictable animal behavior, allergies, asthma, and diseases such as rabies. Photos or videotapes of pets are an acceptable method of sharing a family pet.

PHYSICAL EDUCATION CLOTHING REQUIREMENTS

The Physical Education clothing requirement consists of a dress code compliant T-shirt, shorts/athletic pants, socks, and athletic shoes that don't leave marks on the gym floors. Students must have athletic shoes that tie and give good support. No

skating-type shoes or flip-flops will be allowed. Student names should be on all gym clothing items. Showers are recommended but not required after gym classes.

PLEDGE OF ALLEGIANCE

Students will recite the Pledge of Allegiance to the flag of the United States of America weekly. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Everyone must respect another person's right to make that choice. Students will receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

RELIGIOUS RELEASE TIME INSTRUCTION

Students will be released from class one hour per week for religious instruction. Parents must notify their minister and the minister will notify the school as to who should be released. No student will be released unless the minister notifies the school. Release Time will be held each Wednesday from the first Wednesday in October through the last Wednesday in April.

REWARD POLICY

It is the policy of the Board of Education to authorize up to \$500.00 reward for information leading to the arrest, conviction or confession of any person or persons (A) causing damage and/or terrorist threats to the property of the school and its employees or (B) involved in theft within the school. Payments of rewards will be authorized by the Superintendent of Schools to the Bagley Chief of Police and/or Clearwater County Sheriff. Information can be turned over to any school official, the Bagley Chief of Police, or the Clearwater County Sheriff.

SCHOOL REACH

Bagley ISD #162 has implemented School Reach as tool for notification and communication with our families. School Reach will be used to notify parents of school closings and late starts or early outs due to weather, attendance, activities that are occurring at our schools and other pertinent information that parents need. School reach is interfaced with our new student management system, Synergy, so if your information is up to date in Synergy it will be up to date in School Reach. If you are not getting messages, please call the High School Office.

SCHOOL RECORDS

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provides parents/guardians and eligible students with certain rights. For the purposes of student records, an "eligible" student is one who is 18 or older or who is enrolled in an institution of post-secondary education.

Students and parents may review school records by making an appointment with the principal for that purpose. Copies of information in a student's file may be obtained. Parents may add additional information to the student file and may request in writing that items be removed. **For the complete policy and public notice regarding student records, refer to School Board Policy 515 on the Bagley website.**

SEARCH AND SEIZURE

All lockers and desks are the property of the school and are provided for students use by the school. Lockers are subject to periodic inspection for cleanliness, **and may be entered by the principal or designee at any time, for any reason, without notice or student consent and without a search warrant.** The personal possessions of students within a school locker may be searched when school personnel have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.

School officials may search individual students and their property (including motor vehicles) when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the school and district. Discretion, good judgment, and common sense will be exercised in all cases of search and seizure.

SECTION 504 POLICY

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a a qualifying disability in any program receiving financial assistance. The Act defines a person with a qualifying disability 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).
2. Has a record of such impairment, or
3. Is regarded as having such an impairment.

It is the policy of the Bagley Public Schools not to discriminate on the basis of a qualifying disability in admission or access to, or treatment or employment in, its programs and activities. There is a grievance procedure that can be found on the school website, along with the full policy. The District has designated the following individuals to coordinate compliance with Section 504 of Rehabilitation Act of 1973, American Disabilities Act. of 1972.

HS Section 504 Coordinator
BHS Principal David Gooch
1130 Main Ave. N
Bagley, MN 56621
Phone (218) 694-3120

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

SELLING ITEMS ON SCHOOL GROUNDS

Students are prohibited from selling anything on school grounds without permission of the principal.

SPECTATOR BUS

Spectator buses may be available to out-of-town activities if there are a large enough number of students who sign up. Students who have been disciplined and assigned DETENTION during that current school year for any reasons other than attendance related reasons, will not be allowed to ride a spectator bus. If a student is eligible to ride the spectator bus, he/she must sign the sheet in the office by noon the day before the event. When the student signs the sheet, he/she must pay for the ride and ticket. When there is no admission the student must pay for the bus ride only. Students will not be allowed to ride the bus if they fail to sign up by the deadline. Students are required to ride the bus both ways and conduct themselves like ladies and gentlemen. They are expected to sit in our cheering section and support our team. If students want to ride home with their parents or relatives, they must bring a written request from their parents or guardian to the principal at the time they sign up for the bus. If students do not follow the spectator bus policy, they will not be permitted to ride the bus to future events.

SPORTSMANSHIP

Students and parents are invited to attend sporting events, musical events, and drama events at Bagley High School. Good sportsmanship should be exhibited by our athletes, student spectators and parent spectators. Respectful behavior should always be exhibited when enjoying our students and their performances. The complete Bagley School District Sportsmanship Position Policy is available at the Superintendent’s Office.

SPEED ZONE

The speed limit around the school is 10 MPH. This will be strictly enforced by school officials and area law enforcement.

STUDENT EMAIL

All BHS Students are expected to check their student email as a primary form of communication. Important announcements and other information will be communicated to students through their student Gmail accounts and will need to be checked on a regular basis.

STUDENTS OVER 18 YEARS OLD

The age of majority for most purposes in Minnesota is 18 years of age. All students, regardless of age, are governed by the rules for students provided in school district policy. **Students that are 18 years old that may have special circumstances may ask administration for a review of this policy. The decision of the administration is final.**

TRANSPORTATION-BUS SAFETY

~~Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses. The school is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and rules for riding on a school bus.~~

~~Students should get to the bus stop five minutes before your scheduled pick up time and behave appropriately while waiting for the bus. Stay away from the street road, or highway while waiting for the bus and wait until the bus stops before approaching the bus. When exiting the bus, students should move away from the bus and wait for the driver to signal before crossing the street. Always cross in front of the bus where the driver can see you.~~

~~When on the bus, students are expected to behave appropriately and follow the bus driver's directives. Students should remain seated while on the bus and refrain from throwing things, switching seats, or any behavior which may distract the driver. Students who do not follow bus rules may be suspended from the bus or, in severe cases, bus privileges may be revoked. See the complete Student Transportation Safety Policy on the school website or respective school offices.~~

CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director.
Serious misconduct may be reported to local law enforcement.
 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus, **on the School District's website, and in the student handbooks**. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.
 2. Rules at the Bus Stop
 - a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
 - b. Respect the property of others while waiting at your bus stop.

- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field

trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) If the student chooses to break a rule:

1st offense – The **bus driver** will use regular processes to correct the behavior such as verbal reprimand, assign the student to a different seat, and/or talk to the parents/**guardians** about the situation.

2nd offense – If the same situation persists or more develop, the **bus driver** will fill out a warning slip noting the problem. Give one copy to the student, **transportation director and the school office**, call the parent/**guardian** as soon as possible to verify that the student took the warning slip home and call the transportation director be sure to warn the student and the parent/**guardian** that continued problems will result in the student losing his bus riding privileges. Drivers must follow these set guidelines to suspend riding privileges.

3rd offense – One school-day suspension from riding the bus. If the problem behavior continues, the **bus driver** notifies the student that he/she may not ride the bus the following day. This is done by written notice also. ~~You~~ **The bus driver** must contact ~~both~~ the parent, ~~and~~ the transportation director, **and a school building administrator**, as soon as possible. If the parent cannot be contacted, the student shall be allowed to ride the bus **for a maximum of 1-additional route or day, until while** the parent is contacted. Sometimes this means that you may have to make a trip to the student's home after your route. You may not let any child off from the bus at any other spot but their own home unless you have had directions from their parent/**guardian** or the transportation director to do so. If you brought them to school in the morning, you must deliver them home at night, unless instructed to do otherwise.

4th offense – three **to five** school-day suspension from riding the bus, **depending on the severity of the infraction**. ~~If the problem behavior continues,~~ **Working collaboratively, the transportation director and a building administrator**, the bus driver **notifies will meet with** the student and the parent/**guardian**, in an effort to **resolve the problem and administrate the bus suspension**. ~~that they may not ride the bus for three days.~~ **A written notice is again given to the student parent/guardian, the transportation director and the school administrator**. ~~The parent and transportation director are contacted and a meeting will be held with the bus driver, the student, the transportation director and the parent in an~~

~~effort to resolve the problem.~~ The student will not be allowed to ride a bus again until after the parent/guardian meeting.

5th offense – two-week suspension from riding the bus. Working collaboratively, the transportation director and a building administrator, will meet with the student and the parent/guardian, in an effort to resolve the problem and administrate the two-week bus suspension. A written notice is given to the parent/guardian, the transportation director and the school administrator. The student will not be allowed to ride a bus again until after the parent/guardian meeting. ~~If the problem behavior persists, the bus driver notifies the student that he/she may not ride the bus for two weeks by written notice. The parent and transportation director are contacted and a meeting will be held with the bus driver, the student, the transportation director and the parent in an effort to resolve the problem. The driver~~ building administrator will now notify the Superintendent of schools if a two-week privilege is lost. bus suspension is being imposed.

6th offense – Off the bus ~~pending loss of privileges~~ for a minimum of three-weeks up to the remainder of the school year. The bus driver, the transportation director, and a building administrator, will conduct a meeting with the student and the parent/guardian, to discuss the loss of riding privileges and the duration of the suspension. The student will not be allowed to ride a bus again until after a parent/guardian meeting has been held following the suspension. ~~If the problem behavior continues, the bus driver notifies the student with a written notice that they may not ride the bus pending the loss of privilege for the rest of the year. The parent and transportation director are contacted and a meeting will be held with the driver, student, parent and transportation director to discuss the loss of privilege. The Superintendent of schools shall be notified that the student has lost the riding privilege.~~ by a building administrator if a bus suspension is being imposed.

Severe Clause: Students will be suspended immediately off the bus for ~~being insubordinate, fighting, destroying property or any other behavior deemed severe by the bus driver~~ and the transportation director or a building administrator. ~~Severe behavior will activate step four of the preceding discipline procedure.~~

- a. If a parent wants to comment on a situation on the bus they should use the following steps:

1st Step – Go to the bus driver and try to resolve the problem.

2nd Step – Go to the transportation director and try to resolve the problem.

3rd Step – Go to the school building administrator and try to resolve the problem.

4th Step – Go to the Superintendent and try to resolve the problem.

4th 5th Step – Go to the transportation committee of the Board to try and resolve the problem.

5th 6th Step – Go to the Board of Education to try and resolve the problem.

Referenced from Policy 709

USE OF PEST CONTROL MATERIALS

Our School District personnel may apply pest control materials inside or on school grounds as needed. Pest control materials are registered by the U.S. Environmental Protection Agency (EPA) and are selected and applied according to label directions. The long-term health effects on children from the application of such pest control materials, or the class of materials to which they belong, may not be fully understood. An estimated schedule of interior pest control inspections and possible treatments is available for review or copying at each school office. Parents of students may request to receive, at their expense, prior notification of any application of a pest control material, should such an application be deemed necessary on a day different from the days specified in the schedule.

USE OF TRAINED DOGS

In an effort to keep the schools free of drugs, alcohol, and firearms, the district may use specially trained non-aggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or district policy. The dogs may sniff the air around lockers, desks, bags, items or vehicles on district property or at district-sponsored events as long as they are not allowed to sniff any person.

Trained dogs' sniffing in cars and lockers does not constitute a search under the Fourth Amendment. The alert of a trained dog to a locker or car provides reasonable cause for a search of the locker or car only if the dog is reasonably reliable in indicating that contraband is present. The above inspections shall be unannounced and may be made at the discretion of the administration. If a student refuses to consent to the search of a vehicle, local law enforcement may obtain a search warrant based on a dog's alert on the vehicle. If any contraband is found in the vehicle, appropriate police action will be taken.

VENDING MACHINES & ENERGY DRINKS NEW WORDING

Vending machines will not sell soda-pop or candy **prior to 3:30 pm**. Vending machines will only offer healthy food/snack/beverages options **during the school day**. These machines can be shut down by school officials if circumstances warrant it. (Example - materials left in lunchroom or any vandalism in school building). No type of food or liquid should be consumed outside of the cafeteria by the student body. Students violating this will have any food or liquid taken away from them and thrown away by any staff member. For health and safety reasons BHS is banning the consumption/possession of high energy drinks on campus. These energy drinks include but are not limited to the following: Full Throttle, Monster, Amp, Red Bull, etc. **Students violating this will have any food or liquid taken away from them and thrown away by any staff member. Repeat offenders will be subject to other disciplinary measures.**

VIDEO RECORDING POLICY

It is the practice of the Bagley School District to use video recordings to record students in various settings around the school including but not limited to the; hallways, classrooms, school buses, school grounds and parking lots. These recordings are considered to be private data on individuals and may not be released to or viewed by the public without an appropriate release by the superintendent of schools. The recording will be used for various reasons by the school such as a basis for discipline, security, or other investigations. Recordings used as evidence in policy or safety violations will be retained by the school district and/or law enforcement agencies.

VISITING SCHOOL

All school doors will be locked at 8:30 AM for building security reasons. Visitors and late students need to be buzzed in to the main entrance of the building and should report directly to the principal's office. ~~Visitors are to explain the nature of their visit to the secretary at the main desk and are required to sign in/out at the main desk and wear a name badge while in the building. If the purpose of the visit is to come in and spend part of the day observing the functioning of the school at facilities, permission must be secured in advance from the principal or designee. Bagley High School students are not allowed to bring friends to school/class as visitors. All visitors are required to register at the main office during the school day, (8:00 am-3:30 pm), including showing a government issued photo ID (such as a driver's license). All visitors MUST wear a visitor name tag at all times while in the building, and return it to the office upon leaving. If a staff member wants a visitor to be allowed entrance, they shall notify the office secretary of the approved visitor's name. Any visitors not requested by a staff member will NOT be allowed access to the building. (This includes former students. If a former student wants to visit, they must have a staff member pre-approve their coming to school). If the purpose of the visit is an observation of a classroom or teacher or school functions, pre-approval from the Principal (or designee) is required. Bagley students are not allowed to bring visitors. Student visitors are only allowed for open enrollment considerations with the approval of the Principal (or designee). Student visitors are allowed at Bagley High School only for open enrollment considerations.~~ Parents must call and arrange the visit in advance and must accompany the student on the visit. ~~Parents are allowed to visit with their child on a one-on-one basis, but cannot attend/visit classes because of confidentiality of other students. Any person who is in the building during the school day without permission may be charged with trespassing.~~

HEALTH SERVICES

Bagley District #162 Health Services are provided through Clearwater County Nursing Service, which includes a part-time nurse for consultation and direct service as necessary. A trained health assistant is available to assess whether students need to go home for health reasons and to administer medication. Students in grades 7-12, ~~with written permission from their parents,~~ may carry and take over-the-counter pain medication, ~~however, an over the counter medication form must be signed by the parent/guardian, including 18 year olds that have special circumstances must have forms turned in to the health office. These forms may be obtained from the High School Office.~~ All prescription medication must be turned in to the health office and administered by the school nurse or her designee, who is trained to administer medication. Parental signatures and a signature from a physician must be on file if prescription medication is to be administered at school, ~~these forms are available in the High School Office.~~ All prescriptions must be in the original bottle from the pharmacy, with the name and dose of the medication clearly stated. See the school website for the complete policy on student medication. If you have any questions, please call Marissa Hetland at 218-694-6581.

ASTHMA INHALER LAW

The Minnesota legislature enacted language during the 2001 session (Section 121A.22) that allows public elementary and secondary school students to possess and use inhalers prescribed for asthma or airway disease. It is critical that the inhaled medications be done in a manner that allows students to maintain self-administered safety and therefore:

- The inhaler must be properly labeled for each student (name of student, name of medication, dosage, time, route).
- Each parent must file a written authorization form (available at the High School Office) permitting self-administration and possession of the inhaler by the student.
- A written verification must be filed with the school from the prescribing professional (physician, nurse practitioner) that documents an assessment of the student's knowledge/skills to safely possess/use an asthma inhaler in a school setting.

Forms may be obtained at the High School Office.

IMMUNIZATIONS

As of September 1, 2004, students entering grade 7 must show documentation of completed vaccinations against MMR (measles, mumps, and rubella), diphtheria, tetanus, Hepatitis B, Varicella (Chicken Pox), and Polio. Students who do not provide proof of immunizations may be excluded from school until the school has proof of immunization or parents provide a legal exemption. Students who cannot be vaccinated for medical reasons or whose parents are conscientiously opposed to immunization may receive a legal exemption. Records kept by parents are acceptable, provided they include the specific date of each immunization.

HEAD LICE NO NIT POLICY

Head lice can be a recurring problem each school year. When necessary, the school will have head checks. If lice are detected in your student, you will be called to pick your student from school. ~~The school does maintain a “no nit” policy and it is strictly enforced. This means that all nits must be removed from the hair before a student may be allowed back to school. See the complete policy for more information or call Clearwater County Nursing Service for information on how to get rid of head lice.~~ That student’s classroom will be checked for lice as well as any siblings of that student. Classrooms will be checked as time permits. If lice is not found a letter will be sent home letting parents know that the classroom was checked and lice was found. If lice was found a letter will be sent home with the students informing parents. If the classroom is not checked due to time constraints a letter will be sent home instructing parents to check their child. The letter will have instructions on how to check your child for lice and viable nits. There is a “A Guide to Head Lice Treatment and Prevention” located on the School District Website at www.bagley.k12.mn.us under the heading “Department” and pull-down menu to “health Service”. Board Revised: January 3, 2017

ACADEMIC INFORMATION

ALTERNATIVE INSTRUCTION

~~Minn. Stat. §120B.20. Each school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, “to make reasonable arrangements” with school personnel (Teacher/Principal) for “alternative instruction.” Alternative instruction (consistent with Minnesota /law) may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.~~

Parents may request to review the contents of curriculum and/or materials. To request materials, contact the Bagley School Principal's Office at the address/phone number(s) provided in the staff directory. Also, “if the parent, guardian, or adult student objects to the content, parents can ‘... make reasonable arrangements’ with school personnel (Teacher/Principal) for ‘alternative instruction.’” Finally, “Alternative instruction (consistent with Minnesota /law) may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student.” “School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.” Minn. Stat. 120B.20

ACADEMIC LETTER

Bagley Junior-Senior High School inaugurated the Academic Letter Program during the 1984-85 school year. The BHS Academic Letter is awarded to any student in grades 7-12 who maintains a **year-long cumulative Grade Point Average of 3.665 or higher** as determined once each school year at the end of 4th quarter. Seventh and eighth grade Cumulative GPA’s are to be distinguished from Senior High (9-12) level Cumulative GPA’s because credits begin to accumulate toward the Graduation requirement in the 9th grade year. Therefore, there is a Cumulative GPA after each of the 7th and 8th grade years, and also a new Cumulative GPA for grades 9-12. At least three quarters of the school year must be completed at Bagley High School in order to be eligible for the Academic Letter. Students participating in home school, alternative education or PSEO are not eligible for the Academic letter. The honors relate to the academic performance in the regular high school program. Students who have not participated in the regular program at BHS may qualify for honors at the institution they attend, but not at both.

AP CLASSES

It shall be the policy of the district that students enrolled in Advanced Placement courses will have an adjusted grading scale on their high school transcript for the following classes: ~~Anatomy and Physiology~~, Advanced Placement Biology, Advanced Placement English, and Advanced Placement Calculus. The adjusted grading scale will be determined by the teacher and stated on the AP Class Syllabus.

CREDIT FOR LEARNING

Students (9-12) may be granted credit for learning opportunities achieved in activities outside of school including: advanced enrichment programs, community service, work-based learning, etc. This request cannot be used for failed courses.

- When a student requests recognition of work completed but for which no academic transcript exists, the student shall make application to the counselor or principal describing the experiences and providing verification of hours associated with the experience. Evidence of completion might include letters of support, written tests or interviews, certificate of education hours/units, actual performances or demonstrations assessed by staff or others knowledgeable about the subject area.
- Upon the principal or counselor's determination of successful submission of the required evidence, the decided amount of credit shall be noted on the student's transcript as P (pass). This grade will not count in class rank, GPA and honor roll.

CREDIT BY ASSESSMENT

A 9-12 grade student who has gained conceptual knowledge and skills necessary to pass a course may elect to earn credit for a course by successfully completing the district credit by assessment application. Minnesota Department of Education's definition of a credit: "A credit is equivalent to successful completion of an academic year of study, (OR) student mastery of applicable subject matter".

The application must include evidence that the student has advanced experience or achievement in the subject area to be considered. Parent signature must accompany the application. Application for credit by assessment must be made to the school counselor by May 15th for the first semester and November 15th for second semester. Additional information and the application for credit by assessment are available from the school counselor.

DROPPING OR ADDING COURSES

Changing a course must be done within the first five school days of each semester. Priority will be given to students who are scheduled for a course that they have already taken, are completing at Alternative Education, or are inappropriately placed. Schedule changes will not be made for students who wish to change a class to be with friends or change instructor. Only in special extenuating circumstances will a student be allowed to drop a class after the first five school days have passed. In such cases the student must have parent and instructor permission, principal/counselor approval and can only drop the course at the end of a grading period. Partial credit for courses that are not completed will not be granted unless the principal/counselor makes a special exception.

EARNING CREDIT

24 credits are required for BHS students to earn a diploma and graduate. **A student must receive a final course grade of D-or better to earn credit for the course.** Students in alternative instruction may earn credit the following ways:

- Students 16 or older must complete 20% of the semester credit hours in addition to required coursework to earn credit.
- Students age 14 and 15 must complete 50% of the semester credit hours in addition to required coursework to earn credit.

GRADE LEVEL CLASSIFICATION

The following guidelines can be used to determine the number of credits needed for advancement in each of the grades. Although most credits are earned through our high school course work, credits can also be earned through alternative programs, or can be transferred in from other school systems and programs (see counselor).

Grades 7 – 8

- Students are required to pass four core classes (English, Math, Social and Science).
- Students who receive an ‘F’ or ‘N’ will either need to attend summer school or remediate the failed core classes on an individual basis (if summer school is not offered).
- Interventions will be put into place for students who fail three or more core classes as an alternative to retention, which will include remediation and a contract with the family.
- Grade retention in junior high will be determined on an individual basis.

Grades 9 – 12

- Students are required to pass all classes required for graduation. If a student receives an ‘F’ or ‘N’ in a required class, they will need to repeat or remediate the course. **To track a student’s progress the Counselor will hold senior meetings throughout the year. Warning letters will be sent home in the fall, winter and spring to advise students and parents of the student’s progress.**
- ~~Students with fewer than 4 credits will be classified as Freshman~~
- ~~Students who have successfully passed 4-8.5 credits will be classified as sophomores.~~
- ~~Students who have successfully passed 9-14.5 credits will be classified as sophomores.~~
- ~~Students must successfully pass a minimum of 15 credits to be classified as seniors..~~
- Several classes have college credit available from the University of Minnesota Crookston or Northland Community College. These classes include: AP English, AP Calculus, Trigonometry, Spanish III, Anatomy, and AP Biology. In addition, there is **Online College in the High School On-line Learning Options** for college credit. To be eligible for “college in the high school” credit, students must be in grades 11–12 with a 3.0 CUM grade point average or above.
- BHS encourages you to speak to our counselor or principal for assistance regarding any programs you may be considering for accumulating graduation credits.

GRADING SYSTEM

The Bagley High School system of marking is as follows:

A -- Excellent: the student does more than is required of him/her and does it exceptionally well.

B -- Above average: the student does all that is asked of him/her and does it well.

C -- Average: the student does what is asked of him/her and does it satisfactorily.

D -- Below average: the student fails to do the work required of him/her or his/her work is not of a satisfactory standard, though not poor enough for failure.

F -- Failure: the student fails to do the work required of him/her, and what he/she does is of poor quality.

I -- Incomplete work. Must be made up within 2 weeks after the issuance of report cards. (Incomplete Grades)

~~**N** -- Cannot be given any credit for the course because student has too many absences in the class (See Attendance)~~

P – Pass. Student has successfully completed coursework and tasks assigned.

The following is the suggested grading percentage range; individual teachers grading may vary slightly.

Percentage Range	Letter Grade	G.P.A. Weight
95-100	A	4.000
90-94	A-	3.670
86-89	B+	3.330
83-85	B	3.000
80-82	B-	2.670
76-79	C+	2.330
73-75	C	2.000
70-72	C-	1.670
66-69	D+	1.330
63-65	D	1.000
60-62	D-	0.670
Below 60	F	0.000

HONOR ROLL

There is an Honor Roll at the end of each quarter. The requirements for the Honor Roll are as follows:

A Honor Roll Quarter GPA 3.665-4.000

B Honor Roll Quarter GPA 2.995-3.664

Students must be enrolled in 5 periods of eligible classes per day per quarter to be eligible for Honor Roll consideration. All classes will be used in computing honor roll except the following: work periods, teacher & custodial aides, office workers, pass/fail courses, and all 'basic' level courses. *Note - Basic level courses contain only partial academic standards for their respective content areas and are therefore graded as pass/fail courses.

INCOMPLETE GRADES

Incomplete work and incomplete grades impede the normal education progress of a student. Most courses serve to provide a basic foundation for all other learning and at times are required prerequisites for advanced courses. All incomplete grades must be made up within two weeks from the last day of the quarter, unless otherwise arranged with the principal and instructor. If the grade has not been made up within the allowed two-week period, the "I" will be recorded as an "F". If a student meets requirements for the A or B Honor Roll, a certificate will be awarded upon completion of incomplete grades.

INDEPENDENT STUDY

Students wanting to pursue a course as Independent Study must be a junior or senior with a "B" average or better. Students are limited to one Independent Study course per semester. An application is available in the Guidance Office. The application must include signatures from the student, parent and supervising teacher. The supervising teacher must attach a course syllabus that outlines the course objectives, grading scale and student expectations. The independent study course will be graded A-F using the districts recommended grading scale. The application must be approved by the school counselor or principal before the student will be registered for the independent study course.

NATIONAL HONOR SOCIETY

The selection of members to the National Honor Society results from the following process. International exchange students, students participating in home school, alternative education, or PSEO are not eligible for National Honor Society. All juniors and seniors who have at least a 3.0 cumulative grade are eligible for NHS. Selection is based on a scoring system which includes GPA, character, leadership and service. Names are removed prior to computerized tabulation of each individual's scores and the final selection is based upon a review of scores only-- no names are known or considered during the final selection.

ONLINE LEARNING

The On-line Learning Option Act allows Minnesota schools to offer various online courses for credit to public school students. On-line providers must be certified by the Minnesota Department of Education. Students are not allowed to take courses that already exist in the district's current curriculum unless approved by the school counselor or principal. **Any student who intends to enroll in on-line learning must meet with the school counselor or principal to review eligibility and course offerings two weeks prior to the beginning of the semester in which the on-line course will be taken.** The application must be received prior to the start of the on-line course. Please contact the counselor for the complete policy and procedure.

POST-SECONDARY ENROLLMENT OPTIONS (PSEO)

The Post-Secondary Enrollment Options Act provides an opportunity for students in grades 10-12, who meet academic eligibility requirements, to enroll in courses at many Minnesota post-secondary institutions. **Tenth grade students, except foreign exchange students, may apply for PSEO enrollment in one career and technical education course at a Minnesota State College and University (MNSCU) institution. Tenth grade students must have passed the 8th grade reading MCA in order to participate.** Communication between the student, parents, and the school counselor will help insure academic success, and state law (2012) requires that students notify the counselor no later than May 30th if they intend to participate in PSEO in the next academic year. Please contact the counselor for the complete policy and procedure for PSEO.

REPORT CARDS

Report cards will be issued approximately one week after the end of the grading period. The report cards will be given to the students to take home at the end of the first three quarters, **except for students who received a D or below, those will be e-mailed and snail mailed home.** The final 4th quarter report card will be mailed after the close of the school year. A mid-term progress report will be printed for all students during the middle of each quarter, and these will be handed out (not mailed) at Parent-Teacher Conferences.

RIGOROUS COURSE OF STUDY WAIVER (Adopted 4/17/2006)

The Education Omnibus Bill provides local schools authority to grant a rigorous course of study waiver for a student who satisfactorily completes a rigorous course that meets or exceeds the corresponding academic standards required by law for high school graduation. In order for a rigorous course waiver to be approved all three of the following requirements must be met:

1. The student is participating in a course of study, learning opportunity outside the district or school curriculum, or an approved employment preparatory program or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard or course; and
2. The student would be precluded from participating in the rigorous course of study if the student were required to achieve the academic standard to be waived; and
3. The student satisfactorily completes the requirements for the rigorous course of study learning opportunity, or preparatory employment or postsecondary education program.

Bagley School District 162 recognizes waivers for the following rigorous courses if the student meets the conditions listed above.	
Rigorous Course	Corresponding State Standards
AP English	Reading & Literature, Writing (covered in English 12)
Humanities	World History
Advanced Geography	Geography (covered in World History/Geog.)

SCIENCE FAIR PROGRAM

Major Expectations:

1. Students must produce original research and present it at the Northern Minnesota Regional Science Fair in February.
2. Students must perform a quality literature search for information relating to the science fair project.
3. Students must possess a high level of self-motivation to successfully complete and present their research project.

Project Costs:

1. All research and project costs are the responsibility of the student unless advisor and administrative permission is granted to cover project items. Student display board materials that are reusable are paid by the school district.
3. School equipment and technologies may be used for research and experimental purposes.
4. All registration and travel costs are paid by the school district.

Eligibility:

1. The marking period immediately prior to a science fair competition will determine student eligibility for that competition. Students must be passing all classes to compete.
2. Any student in violation of MSHSL rules will not be eligible to compete in science fair competitions.

TEACHER ASSISTANT/OFFICE WORKER

Juniors and seniors with a minimum GPA of 2.5 are eligible to be a T.A. or office worker. Students are limited to one per semester. The course is graded as Pass/No Pass. No grade points are earned for GPA or Honor Roll. Students are responsible for finding their own teaching assistant positions and a form must be signed by the supervising teacher **and a parent/guardian** and returned to the Guidance Office before the course will be added to the student's schedule.

WORK PERIODS

Students are allowed to take up to one work period per semester with parental permission. Students will not receive a credit or a grade. Students will be expected to bring homework or a book to read during work period. Passes out of work period must be earned through good behavior and attendance.

YOUTH SERVICE

Students are encouraged to participate in youth service activities. Students can earn credit for Youth Service experiences through the following procedure.

1. Enroll in the Youth Service experience by submitting a proposal and receiving approval for participation. The proposal will include; the name of the supervisor, how long the service opportunity will last, anticipated hours of service, how the hours will be verified and a description of the activity.
2. Complete 60, 80, 120 or more hours of verified service through one of the many programs.
3. Upon documented completion of service, credit will be granted according to the hours of service completed. I.e. 1/4 credit=60 hours, 1/3 credit=80 hours, 1/2 credit = 120 hours. The letter grade of P along with the credit will be recorded on the transcript. This will not be applied to the GPA or honor roll.
4. A maximum of 1 credit for youth services may be applied toward graduation.
5. Youth Service opportunities may be in or out of school. In School opportunities include: Student Council Officers, Project Trust, Meeters and Greeters. Activities used for credit and must not be for pay.

This opportunity is for activities that meet the objectives for Youth Service Education.

GRADUATION INFORMATION

EARLY GRADUATION POLICY

Following in accordance with recent changes in Minnesota State Law, School District #162 recognizes a provision for early graduation. Students successfully completing all School District graduation requirements as set forth in the student handbook – Graduation Requirements section – are eligible to opt for early graduation. A student meeting these criteria may formally check out of school at the conclusion of any credit-earning period and be awarded their diploma (upon delivery from the manufacturer in May) from the principal. Upon checking out from BHS, the student is considered a graduate and no longer in attendance or eligible to participate in the school day or any high school extra-curricular sports, student functions, or events.

Early graduates may participate in the Graduation Ceremony.

GRADUATION REQUIREMENTS

School District #162 requires the successful completion of **24 credits**. **State law does not have a testing requirement for students.**

Requirements for graduation include the successful completion of the following **required 17.5 credits plus 6.5 electives**:

- 4 credits in language arts, including: English 9, 10, 11, English 12 and .5 credit of English elective or AP English 12
- 3 credits of math, including: Algebra, Geometry, and **Algebra II for students who graduate in 2015 and beyond. Students who are not proficient on the 11th grade MCA Test in Mathematics are required to take an additional credit of math their senior year.**
- 3 credits of science, including: Science 9, Biology, and Chemistry or Physics.
- **4 credits of social studies, including: Civics 9, U.S. History 10, World History, Adv. Geography 12 (1/2) and Economics 12 (1/2)**
- 1 credit in the arts (music, theater, dance, or visual art)
- .5 credit in Health
- .5 credit in PE 9
- 1.5 credits in technical/vocational courses from Career, Business, or Industrial Tech Education
- Additional elective credits (**6.5 credits minimum**)

HONOR GRADUATES

Bagley High School recognizes Honor Students, High Honor Students, Salutatorian and Valedictorian at graduation. All students graduating from Bagley High School that have earned at least a 3.5 cumulative GPA in courses completed in their high school career will be recognized as honor graduates and students earning at least a 3.8 cumulative GPA in courses completed will be recognized as high honor graduates. The student with the highest cumulative GPA will be recognized as the Valedictorian and the student with the second highest cumulative GPA will be recognized as the Salutatorian; both must have taken at least five eligible courses that count towards the GPA during their senior year. All ties will be broken based on the number of College in the High School courses taken. If the tie cannot be broken, the tie will remain and more than one student may be recognized for each award. Students participating in home school, alternative education, or PSEO are not eligible for Valedictorian or Salutatorian honors.

INTERNATIONAL EXCHANGE STUDENT

GRADUATION REQUIREMENTS

International Exchange students who are classified as seniors and wish to receive a high school diploma **must successfully complete required senior classes and must have equivalent coursework and credit requirements as determined by the High School Counselor.**

PARTICIPATION IN THE GRADUATION CEREMONY

1. The student must be a full time student in accordance with the regular attendance policy. Students must be enrolled at Bagley High School for the semester prior to graduation. PSEO students are considered enrolled at BHS.
2. Be within two credits of completing the graduation requirements and the incomplete credits are in progress. This means that the student is registered for the necessary number of courses to complete the requirements for the diploma or be enrolled in courses in an alternative education program, **this must be done by May 17, 2018. All course work must be completed by the seniors last day, including 90% of all remedial work.**
3. All unpaid fees (bills) that have accumulated during the student's career at BHS must be paid in full prior to graduation
4. All students must complete any detention or in-school suspension or any other disciplinary assignments in order to participate in the commencement exercises.
5. If it becomes evident that any student has used alcohol or any other controlled substance prior to the graduation ceremony, that student will be reported to law enforcement. The student will also be asked to leave the premises and will not be allowed to participate in the commencement exercises.
6. Students able to participate in commencement who have not completed all requirements will receive a diploma cover. Diplomas will be awarded only upon satisfactory completion of all graduation requirements.

SENIORS LAST DAY OF SCHOOL

THE CLASS OF 2017 STUDENTS' LAST DAY OF SCHOOL WILL BE THURSDAY MAY 25, 2017 UNDER THE FOLLOWING CONDITIONS:

- ~~There is NO SENIOR SKIP DAY. Senior skip day would be defined as any ONE day where 30% or more of the seniors are not in attendance at Bagley High School (not including field trips).~~
- ~~In the event that there would be a senior skip day (as defined above), the last day of school for the Class of 2017 would be WEDNESDAY, MAY 31, 2017 with graduation rehearsal being held on THURSDAY JUNE 1, 2017.~~
- ~~If seniors are required to attend until WEDNESDAY MAY 31, 2017 any senior not in attendance on those days would have to make up the time missed before they would be issued their diploma.~~
- ~~Weather related closures could change the last day of attendance for seniors.~~

ATTENDANCE POLICIES & PROCEDURES

ATTENDANCE POLICY AND REGULATIONS

This policy outlines the attendance regulations for Bagley Junior-Senior High School 18 years and under.

1. Minnesota State Law requires that all persons under ~~sixteen~~ **seventeen** years of age attend school. Students ~~16-18 years of age~~ **seventeen and older** may drop out of school after having met with a school official and their parent/guardian. After the meeting, the student can drop out of school by issuing a written notice signed by the students and the parent/guardian stating that both parties agree that the student can drop out.
2. Students are expected to be in their classes no later than 8:24 am and are expected to be on time to all classes. (see Tardies)
3. Students may not leave the school grounds during the day unless an out-of-school pass has been obtained. The only way a student may obtain an out-of-school pass is with a ~~written note~~ **notification** from a parent/guardian stating the reason for the requested absence, date, and time student needs to leave. **RUNNING ERRANDS AND GOING OUT TO LUNCH WILL NOT BE ALLOWED ON AN OUT-OF-SCHOOL PASS UNLESS APPROVED BY THE PRINCIPAL OR DEAN OF STUDENTS. Out-of-School passes must be obtained from High School Office personnel either before school or during the lunch periods ONLY.** Any student seen off the school grounds during the school day, without an out-of-school pass is automatically considered to be skipping that part of the day and shall be dealt with accordingly.
4. Students will be granted an excused absence by ~~bringing a note~~ **parent/guardian notification** which meets at least one of the criteria listed below:
 - A. Medical, dental or legal emergency or appointment.
 - B. Participation in extended family travel, or community sponsored activity.
 - C. Family emergency ~~such as work if not excessive~~, or a death in the family.
5. ~~All students will be required to bring a note from home stating the reason for the absence or the absence will not be excused.~~ **Upon returning to school after an absence, students will receive an admit slip.** The admit slip will show the date and class periods of the absence, and if it is excused or not excused. The admit slip must be picked-up no later than 8:24am.
6. Students who have an excused absence will be allowed to make up missed work. **Work that was previously assigned and due on the first day absent will be due upon return to school.** The student will have ~~the one~~ **one day** plus the number of days absent to make-up the work assigned during the days absent. (Example – misses 2 days, he/she has 3 days to get the make-up work in.) It is the student's responsibility to gather missed assignments and submit the completed work.
7. Examples of common unexcused absences include but are not limited to: convenience shopping, hair appointments, missing the bus, over sleeping, recreational outing not authorized by the school district, skipping, etc
8. **Students are expected to be present for at least 90% of school days per semester. Parent/guardian will be notified if students are absent 9 or more school days in a semester, excused or unexcused.**
9. **Discipline procedures for absences will be implemented as follows:**
 - a. **Students who are present in the building but are NOT in class or otherwise accounted for (i.e. nurse's office, counselor's office) will be marked as skipping class** (see Level 1 Offense, p. 31) and may be referred to the truancy tracker program.
 - b. **Students who have three (3) unverified absences in any class are considered continuing truant and will be marked as skipping class.**
10. **ATTENTION STUDENTS WHO PLAN TO BE ABSENT FOR DEER HUNTING:** If you plan to miss school to hunt, you are required to bring a note from home indicating your intention to go hunting and which days you plan to be absent. You **MUST** get an advance make-up slip from the office **BEFORE** you are absent in order to receive **EXCUSED absences**. Students are allowed **TWO (2) EXCUSED absences** for deer hunting – please remember that these days **ARE COUNTED** toward your allowed absences for Quarter 2 (as per the attendance policy), **PLEASE USE DISCRETION** as to whether you can afford to be absent to hunt. (~~6-9-09~~)

ATTENDANCE AND EARNING CREDIT

Credits required for graduation from Bagley High School can be earned by meeting the following two conditions:

1. ~~A student must receive a final course grade of D or better.~~
2. ~~A student must not be absent (excluding suspension or court placements), excused or unexcused, for more than 6 days in a quarter class (junior high) or 10 days in a semester class.~~
 - A. Extended Days- the Principal has the authority to grant **five additional days of absence per year** due to exceptional reasons (example: extended medical reasons, emergency or catastrophic event or other unforeseen tragedy). **Additional days (over five) of medical absences may be granted with medical verification.** Such additional days might be granted after the 6 or 10 day limit has been reached. Extended days for advanced absences need to be applied for before the absences occur (example family trip). Up to 5 extended days will be granted for the purpose of visiting with a parent or legal guardian who is an active duty member of the uniformed services and has been called to

duty for, is on leave from, or immediately returned from deployment to a combat zone or combat zone supporting post.

- B. Students participating in homebound or school-sponsored activities will be classified as being in attendance.
- ~~C. Students who have exceeded the allowable number of days will receive a final grade of "N" and will not receive credit for the course.~~
- ~~D. **Opportunities for N remediation (seat time—hour for hour) to recover credit will be provided at the end of each semester (summer school after Spring semester) and includes completion of assignments from the class in which the N was recorded, alternate assignments provided by the teacher monitoring the remediation, and/or community service to the school.**~~
- ~~E. The appeal process: If a parent or student wishes to appeal a final "N" grade earned in one or more classes, they must notify the principal of their intent within 10 school days of the issuance of the report card containing the final "N" grade. The principal will conduct an investigation and examine the facts of the case then render a decision. If the parent or student is not satisfied with the principal's decision, the parent or student can request that the appeal board review the case. The appeal board will consist of a principal (non-voting), a counselor, a home school coordinator, and three teachers. The appeal board will investigate the matter and render its decision of the appeal board then the parent or student may ask the superintendent to have the Board of Education review the case. The superintendent and Board will review the case and render their decision. This decision is final.~~

TRUANCY

Pursuant to state laws and regulations, students shall be in attendance each day that school is in session. Truancy, for purposes of this policy, is the absenting of one's self from school or class without the approval of the school. Bagley Schools will process all truancy in accordance to Minnesota Law (Minn. Statute 260A) or the White Earth Band of Chippewa Tribal Juvenile Justice Code. Parents will be notified by mail after three days of truancy or one or more class periods on three days. Parents and the appropriate county/tribal authorities will be notified of habitual truancy after seven days of truancy or one or more class periods of truancy on seven cumulative days. Truancy reporting is based on cumulative days of truancy during any one school year.

BEHAVIORAL EXPECTATIONS

ACCEPTABLE TECHNOLOGY USE

An appropriate Acceptable Use Agreement will be acknowledged and presented annually for all employees.

The Bagley School District offers internet access and e-mail for student use. The district's on-line system has been established for educational purposes, which includes classroom activities, professional and career development and school administration. The district has the right to place restrictions on the material accessed and has installed software that is designed to prevent students from accessing inappropriate or unacceptable websites.

Proper behavior as it relates to the use of computers is no different than proper behavior in any other aspect of student life. All students are expected to use the computers and computer network in a responsible, ethical, and polite manner. Transmission of any material in violation of federal or state law is prohibited; this includes, but is not limited to: copyright laws, trade secrets, threatening or obscene materials and other criminal activity. Use of computers or the network for commercial activities, product solicitations, or political lobbying is prohibited. Downloading of applications, executables, videos and music is strictly prohibited without prior approval of the network administrator.

Student use of the computers and computer network is only allowed when supervised by a staff member. Accessing the files and/or documents of others is prohibited. Taking advantage of a student or faculty member who accidentally leaves a computer without logging off is no different than entering an unlocked room and stealing, reading a personal letter, or destroying someone's personal property. **There is NO PRIVACY on the school network.** System managers have access to all mail, internet use, and other documents and reserve the right to monitor the use of Bagley School Networks.

The complete Acceptable Use Policy may be found on the school website or the respective offices. Violations of this policy may result in (but is not limited to): loss of computer privileges, loss of internet access, detention or suspension.

ALCOHOL, TOBACCO AND NARCOTICS

State law forbids possession and use of alcohol to anyone under the age of 21. Possession and use of narcotics without a prescription is illegal at any age. State law forbids possession and use of tobacco to anyone under the age of 18. State law also requires schools to hold all students to the same rules and regulations of conduct, regardless of whether the student is older than or younger than 18.

The School Board does not permit students to use or possess tobacco, alcohol, or narcotics consume, possess, purchase, sell or distribute products containing alcohol, or delivering nicotine, tobacco and other chemicals (eg e-cigarettes); or products that alter the central nervous system (eg synthetic drugs, glue, bath salts etc., on school premises, at school activities or on school buses. In addition, students may not possess or use at any school-sponsored activity including dances, contests or other activities such behavior will be subject to regular school rules and penalties for such offense.

Current State law requires that law enforcement agencies are required to notify school officials of any violation concerning alcohol and other drugs. **In the event of any alcohol, tobacco, or other drug violations, a school pre-assessment team is required to discuss each incident and make recommendations for follow-up actions for the student.**

Items containing tobacco, alcohol or narcotics are subject to confiscation by school authorities, and in the event of confiscation may be made available to the student's parent or guardian by appointment, or to the legal authorities, if proper, under the circumstances.

APPROPRIATE LANGUAGE

It is the belief of ISD No. 162 that to permit vulgar, indecent, offensive or lewd language, either written or spoken, including pornography, undermines the school's basic educational mission. Any student who chooses to use such language or possess such material will be disciplined. Disciplinary action may, at the discretion of the principal, include suspension from school for disruptive or inappropriate conduct.

ASSEMBLY BEHAVIOR REGULATIONS

During school assemblies, Bagley High School students (7-12) are expected to listen carefully, pay attention and not talk during the presentations. Behaviors which are in any way disrespectful to school guests, performers, faculty or administrators will not be tolerated. Students who fail to meet the above behavior expectations may be removed from said assembly and will not be able to attend the next three (3) assemblies.

BULLYING

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of student, is prohibited on school district property, at school-related functions, and on district transportation.

Bullying is defined as any behavior that intimidates, threatens, is abusive or harming to another individual, with an actual or perceived imbalance of power and is repeated or forms a pattern; or materially and substantially interferes with a student's education opportunity, performance, or participation in school functions and activities. Such behavior can be verbal, non-verbal, in writing or in any electronic form. This policy applies not only to students who directly engage in bullying but also to students who, by their indirect behavior, condone or support a student's act of bullying. Bystanders can also receive disciplinary consequences if their behavior is found to be indirectly supportive of the bullying behavior.

Forms to report bullying as per this policy are available in the High School Office. Each incident will be investigated as detailed in the complete "Bullying Prohibition Policy" (514), which is available on the Bagley District Website or in the policy manuals in the High School Office.

DRIVING POLICY

Students will not be authorized to drive or ride in any vehicle during any part of the school day, including senior high lunch, except with **parental permission or permission from the Principal**. Any student in a vehicle during the school day without permission will be suspended for a period not to exceed two days. Habitual violation of the driving policy will result in suspension from school and/or loss of school parking privilege. Permission to drive on a particular day will be granted only

under the following circumstances: presentation of written parental request specifying a medical, dental or legal appointment or an emergency as defined under our “Excused Absence” criteria.

DRESS CODE

In order to provide a positive environment, we promote dress, grooming and hygiene that support the learning, health and safety of our students and staff. Cleanliness of body and dress is vital to the success of an individual and to those with whom the student shares a classroom or locker.

1. Students should not wear clothing or hair that can be hazardous to them in their various school activities, such as shop, laboratories, athletics, physical education, etc.
2. Clothing must cover the shoulders, midriff, chest torso and undergarments. Clothing that is revealing as determined by administration is prohibited (examples include; halter tops, spaghetti straps, tube tops, muscle shirts and see-through clothing).
3. Skirts and shorts must be fingertip length or fall half-way between the knee and thigh, whichever is longer, as determined by administration.
4. **Pants must be worn in a manner consistent with pants staying up and not displaying undergarments. In other words, pants must be secured around the waist, not the hips.**
5. Grooming and dress that prevent the student from doing his/her best work because of blocked vision or restricted movement must be avoided.
6. ISD #162 does not permit or condone student apparel which contains language that may be considered harassment. Examples include all clothing that has words, symbols, pictures which are obscene, vulgar, abusive, discriminatory, racist, and sexist or chemicals, tobacco or any other controlled substance products.
7. Gang clothing including trench coats, chains, bandannas, artifacts, gang signs or graffiti is not permitted in school. Clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups or supremacist groups is prohibited
8. Shoes must be worn at all times. Shoes with wheels and skate boards are not allowed. Athletic tennis shoes which offer appropriate support and don't leave marks on the gym floor, must be worn in physical education classes.
9. Hats, coats and other non-essential items are to be left in the lockers. Wearing any head ware, except for legitimate religious or medical reasons during the day without permission from school administration is prohibited. Head ware is defined as any object which covers one's head, all or in part, including but not limited to bandanas, hats, hoods and dew-rags.
10. Due to persons with allergies and other respiratory problems, perfumes, colognes, cosmetics, essential oils and other aromatic products may be prohibited.

Students who violate the dress code will be provided with clean alternative wear if they do not have alternative wear in their possession. Refusal to comply will result in additional consequences.

EXPLOSIVE DEVICES

Students may not possess explosives of any kind on school property. This includes any illegal firecracker or any device used as part of a threat. This is a level 4 violation.

EXTRA-CURRICULAR SCHOOL ACTIVITY RULES

The extra-curricular program of the Bagley High School forms a very useful and important part of the school's curriculum. By voluntary participation, the student is able to develop skills, interests and abilities. Extra-curricular activities, including athletics, drama, speech and high school rodeo are a privilege. Any student participating in these activities will conduct themselves in accordance with the regulations of the Minnesota High School League and School Board policies. Students found in violation of this rule shall be dealt with accordingly.

ELIGIBILITY RULES FOR PARTICIPATION OF BAGLEY HIGH SCHOOL STUDENTS IN EXTRA-CURRICULAR ACTIVITIES – Policy may be found on the School District website, or by contacting the High School Office, or the Athletic Director's Office.

HARASSMENT AND VIOLENCE

Everyone in the Bagley School District has the right to feel safe in the school environment. The district has adopted a policy that prohibits any type of harassment or violence directed toward students or staff on the basis of race, color, creed, religion,

national origin, sex, age, marital status, and family status, status with regard to public assistance, sexual orientation, or disability. Harassment may include, but is not limited to: name calling, jokes or rumors, unwelcome sexual advances, unwelcome touching or any slur based on of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Any type of harassment or violence will not be tolerated. Students who choose to harass, intimidate, or behave in a violent manner will be disciplined accordingly. All harassment should be reported immediately to school administration either verbally or using the harassment and violence report form on the school website. **For the full policy, refer to the website or policy manuals in the High School Office. This policy is posted in a conspicuous place in the building.**

HAZING

The school district has a policy that strictly prohibits hazing on and off school property, both during and after school hours. "Hazing" is defined as committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization. Any acts of hazing should be immediately reported to the school principal. School district officials or a designated third party will conduct an investigation. Appropriate disciplinary action will be taken after the investigation is completed. **For the full policy, refer to the website or policy manuals in the High School Office.**

STUDENT USE AND PARKING OF MOTOR VEHICLES

It is the policy of this school district to allow the limited use and parking of motor vehicles by students in school district locations. It is the position of the school district that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school district.

Students are permitted to park in a school district location as a matter of privilege, not of right. **Students must pay for and display a parking permit to park on school grounds and must use the South student parking lot ONLY.** This includes all types of transportation (cars, snowmobiles, motorbikes, etc.). Permits may be obtained in the high school office. Failure to display parking permits or violation of any parking policy may result in disciplinary action or towing of the vehicle. Students are not to loiter in the parking lot before or after school. NO overnight parking. Students should not park vehicles in driveways, on private property, or lots designated for use only by staff or in inappropriate locations -i.e. sidewalks, front lawns, and freight delivery zones. Violators will be towed!

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicle of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have probable cause that the search will uncover a violation of law and/or school policy or rule.

The complete Policy on Student Use and parking of Motor Vehicles, Patrols, Inspections and Searches can be found on the district website, high school and district office.

PERSONAL RELATIONSHIPS

It is noted that close relationships do develop between students during the school year. **However, it is the policy of the school that kissing, embracing or hanging on each other should not be for public display.** Therefore, the above mentioned behavior will not be allowed in the school building.

TARDIES

~~Students who are tardy to class will be required to complete a form at the Counselor's Office window and will then be escorted to class.~~ **Students are considered tardy if they arrive to class after the 2nd bell (for first period) and if they are not more than ten minutes late to class. Students who arrive to class more than ten minutes late will be considered extreme tardiness which is a level 1 offense (see pg. 31). If a student has a legitimate pass from a teacher or other school personnel, the tardy will be marked as excused. All other tardies will be marked as unexcused; after three unexcused tardies, consequences will occur. Students, who are tardy to school, must get a pass from the High School Office to be admitted to class.**

WEAPONS ON THE SCHOOL PREMISES

STUDENTS MAY NOT POSSESS WEAPONS OF ANY KIND ON SCHOOL PROPERTY. This includes knives, handguns of any kind (including pellet guns), or rifles of any kind or any other object used as a weapon. Violation of this prohibition will result in immediate suspension from school pending expulsion from school. The incident will be reported immediately to the local law enforcement officials. Any weapon violation on school property is considered to be a Felony in the State of Minnesota! Students in possession of knives that may be considered weapons could face strong suspensions.

A student who wants to re-enter school following an expulsion due to this rule must make application for re-admittance to the Board of Education prior to the beginning of the school year following the incident. The Board of Education will render a decision whether re-admittance will be permitted at that time

DISCIPLINE POLICY AND PROCEDURES

We believe all students can behave appropriately in school. Therefore, we will not tolerate any student stopping any teacher from teaching and/or any other student from learning.

Classroom Rules: Students...

- Will be in their assigned areas when the bell rings
- Will bring necessary materials to class each day.
- Will follow teacher's directives immediately
- Will keep hands and feet to themselves.
- Will behave in a respectful manner toward other people and property.

If a student chooses to break a rule, teachers...

- Will warn the student
- Will contact parents/guardians if the problem persists.
- May remove the student from the classroom for the period.
- May send the student to the office on a referral and contact the parent/guardian as soon as possible.

Severe Clause: Students will be removed or sent to the office immediately for being insubordinate, for harming other students or for destroying school property.

DISCIPLINE ACTION OPTIONS

Inappropriate classroom behavior that is ongoing and/or disrupts the learning of other students, and is not corrected by teacher intervention, may require other disciplinary action. Below is a list of possible disciplinary actions that may occur when student behavior interferes with the educational process.

- Meeting with the teacher, counselor, dean of students, or principal.
- Parental conference with any of the above staff members.
- Loss of school privileges.
- Schedule adjustment of modified school programs.
- Confiscation of items not appropriate for school.
- Financial restitution, referral to police or other appropriate authority.
- Removal from class, lunch or after school detention.
- In-school suspension or out of school suspension.
- Expulsion.
- Other disciplinary actions as deemed appropriate by school administration.

ADDITIONAL DISCIPLINE INFORMATION

Reasonable Force Statement: Administrators, teachers, school bus drivers, and other staff of the school may use reasonable force with students, when necessary, in compliance with Minnesota Statute 121A.582 and other state laws.

Special Education or Disabled Students: Consequences for disabled students identified for special education services may be adjusted, as required by federal and state laws and regulations and/or the student's individual educational plan (IEP), when appropriate. Special Education students and their parents may request modification of these policies and accommodations when appropriate.

Law Enforcement Referral: Administrators will involve the police or other law enforcement authorities as necessary. If a student violates a district policy that also violates a law, the student will be referred to law enforcement.

Unique Situations: Because it is not always possible to list every violation that occurs, those not specified will be responded to as necessary by staff on a case-by-case basis. Unique or special circumstances may call for an adjustment in the discipline policies to meet the school's needs.

Off-Campus Behavior: Any behavior that substantially disrupts school order, even if it does not occur on school property, may be subject to disciplinary action by school administration.

No Privilege List: Students may be placed on a "no privilege list" at the discretion of the principal or dean of students. Students will not be allowed to leave class during this period, except for limited purposes and may lose other privileges as well.

Lunch and After-School Detention: Students who violate school rules may be required to serve either lunch detention or after school detention. Students who serve lunch detention must check in to the detention room immediately after dismissal from class to lunch and will either receive a bag lunch from the cafeteria, or bring their own lunch. After school detention will be held on designated days from 3:15 to 5:00 PM. After school detention takes priority over any extracurricular activity or work. Failure to serve assigned detention will result in additional consequences.

In-School Suspension: Students may be assigned to in-school suspension. Students who do not behave appropriately at in-school suspension will either receive additional consequences or will spend the remainder of the suspension time suspended out of school.

Modification of Consequences: Consequences for a specific violation can be adjusted on an individual basis at the discretion of building administration.

Tennessee Warning: School officials reserve the right to speak with students to determine whether attendance and disciplinary policies have been violated. The purpose of questioning is to find out what happened and impose proper discipline. Students who choose not to cooperate in school investigations will be subject to disciplinary action. Other than school officials and parents/guardians (when appropriate), no one else will receive the information, unless information requires a report to the Minnesota State High School League. Suspected criminal information will be submitted to the appropriate authorities.

SUSPENSION-EXPULSION

Occasionally it becomes necessary to suspend or expel a student from school. In this event, all procedures will be governed by MSA 127.26-127.40, more commonly known as the Minnesota Pupil Fair Dismissal Act.

Under the provisions of the law, students may be suspended or expelled from school for any of the following:

- A. Willful violation of any reasonable school board regulation.
- B. Willful conduct which materially and substantially disrupts the rights of others to an education.
- C. Willful conduct which endangers the student or other students or school property.

Expulsions may be imposed by the School Board upon recommendation by the Expulsion Review Committee. The Expulsion Review Committee will review student information as per the following discipline policy and make a recommendation to the board for expulsions. The Expulsion Review Committee will be composed of at least four of the following: Principal, Dean of Students, School Counselor, Native American School Advocate, Teacher. Expulsions may be for the remainder of the school year or less, or, in the case of bringing a firearm to school, 365 calendar days from the date of incident as per federal law.

DISCIPLINARY GUIDELINES

All disciplinary action is subject to the discretion of the principal. Following are the general guidelines that provide a range of penalties, which may vary depending on the situation. Every attempt will be made to maintain consistency in the consequences administered to students for unacceptable behavior on school property and at school sponsored events. Severe offenses in each level may be subject to the strictest disciplinary action in each level, at the discretion of the principal.

LEVEL 1 OFFENSES

Cheating -Cheating will also result in loss of credit.

Computer Misuse-Viewing inappropriate internet sites or printing inappropriate pictures or text, and other violations of the Acceptable Technology Use Policy.

Disrespectful Behavior-Rude or disrespectful behavior directed at **any student** or adult in the school.

Disruptive Behavior-Classroom or hallway behavior that disturbs staff or students.

Dress Code Violations-Violation of the dress code as described on page 23.

Forgery/Falsification of Information-Forging a signature, refusing to give correct information or giving untrue information to staff.

Gambling-Games or activities that require stakes or where money is exchanged.

Gang Symbols-Wearing, drawing, or displaying any item symbolizing a gang or secret society. (Gang symbols will be turned over to law enforcement.)

Nuisance Devices-Toys, laser lights, headphones, MP3 players, cell phones, pagers, lighters or other devices that may disrupt the school environment. (These items will be confiscated.)

Profanity in conversation-Using profanity when in conversations in the hallways, on the bus or at any school events.

Public Display of Affection-Kissing, hugging, hanging on each other, or other romantic displays of affection.

Scuffling/Horseplay-Mutual poking, pushing, shoving, snowball throwing that is more playful than angry in nature.

Skipping Class-Including being tardy to class more than five minutes.

Tardiness to Class (excessive)-Tardiness that is not corrected after teacher intervention.

Trespassing-Being in an area of the building that is off-limits to students, including being in the building unsupervised after school.

CONSEQUENCES FOR LEVEL 1 OFFENSES

1st Offense – Warning/Detention **2nd Offense** – Detention/In School Suspension

3rd Offense – Up to three days of In or Out of School Suspension

Subsequent Offenses – Up to ten days of In or Out of School Suspension

LEVEL 2 OFFENSES

Aggressive Behavior- One-sided aggression such as pushing, shouldering, slapping, etc.

Bullying-Any ongoing behavior that is intimidating, threatening, abusive (to a person or their property), or harms or causes fear of harm to another verbally, non-verbally, in writing or **through electronic means, as described on page 25.**

Computer Misuse-Viewing or printing any type of pornography on school computers and/or accessing staff computers without permission.

Instigating a Fight-Words or actions to another student that results in a fight.

Insubordination-Willful refusal to follow the directives of school personnel.

Harassment-Behavior that is intimidating or hostile and/or substantially interferes with a student's academic progress, including, but not limited to, name calling and intimidation regarding sexual orientation, race, religion or disability.

Leaving School Grounds-without a pass from the office.

Possession of Drug Paraphernalia-Any device identified by school officials or law enforcement that may be or has been used to inhale/ingest any controlled substance.

Profanity-F-word or profanity directed toward another person-Use of the f-word in the school, on the bus or at a school event, or any profanity directed toward a person (not in general conversation).

Smoking/Possession of Tobacco-in school or on school property.

Theft or Possession of Stolen Property-at school or on school property.

Threatening or Intimidation of Students/Staff-Verbal, non-verbal, or written (cyber or otherwise) behavior intended to cause fear.

Vandalism-of personal or school property on school premises.

Verbal Abuse-Language directed toward a student or staff member, which is discriminatory, abusive, profane, obscene or threatening.

CONSEQUENCES FOR LEVEL 2 OFFENSES

1st Offense – Detention/In School Suspension

2nd Offense – Up to three days of In or Out of School Suspension, possible referral to Law Enforcement

3rd Offense – Up to five days of In or Out of School Suspension, possible referral to Law Enforcement

Subsequent Offenses – Up to ten days of In or Out of School Suspension, referral to Law Enforcement and possible referral to the expulsion review committee to review for expulsion recommendation

LEVEL 3 OFFENSES

Burglary-Entering a school building or classroom without consent with intent or to commit a crime.

Disorderly Conduct-Disruptive or out of control behavior where the student does not respond to staff intervention.

Extortion-Obtaining money, property, or services of any sort by threat.

Fighting-Mutual combat.

Hazing-as described on page 24.

Inappropriate Posting or Cyber-bullying-any behavior that is lewd, inappropriate or bullying in nature that occurs on school property or at school events and/or is posted through social media or texting.

Inappropriate Sexual Behavior-sexual activity on school grounds, departing, and other inappropriate sexual behavior.

Physical Assault on Student/Staff-Act which intentionally inflicts or attempts to inflict bodily harm.

Possession of Ammunition-bullets or other projectiles designed to be used as a weapon.

Reckless Driving-on or around school property that may endanger students or staff.

Under the Influence of Drugs/Alcohol-on school property or at school activities.

CONSEQUENCES FOR LEVEL 3 OFFENSES

1st Offense - One to five days of In or Out of School Suspension, possible referral to Law Enforcement and possible referral to the expulsion review committee to review for expulsion recommendation.

2nd Offense – Five to ten days of In or Out of School Suspension, referral to law enforcement, restitution when appropriate, and possible referral to the expulsion review committee to review for expulsion recommendation.

Subsequent Offenses – Ten to fifteen days of Out of School suspension, referral to law enforcement and referral to the expulsion review committee for expulsion recommendation.

LEVEL 4 OFFENSES

Alcohol/Illegal Drugs/Marijuana or Synthetics-possession, distribution or use on school property.

False Fire Alarms/Bomb Threat/Setting Fires-including lighting fireworks and other incinerating devices, chemical or imploding devices, and tampering with sprinkler systems or fire alarms/extinguishers.

Possession of Weapons-includes knives, guns of any kind (including bb or pellet guns), or any other object used as a weapon (including look-alikes).

Sexual Criminal Conduct-Non-consensual sexual contact, including intentional touching or removal of clothing covering intimate parts.

CONSEQUENCES FOR LEVEL 4 OFFENSES

1st Offense – Ten days of Out of School Suspension, referral to law enforcement, and possible referral to the expulsion review committee for expulsion recommendation.

Subsequent Offenses – Ten to fifteen days of out of school suspension, referral to law enforcement and referral to the expulsion review committee for expulsion recommendation

Any student who wants to re-enter school following an expulsion due to a Level 4 Offense must make application for re-admittance to the Board of Education prior to the beginning of the school year following the incident. The Board of Education will render a decision whether re-admittance will be permitted at that time.

DISCIPLINARY GUIDELINES FOR BUSES

CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop.

Consequences for school bus/bus stop misconduct will be imposed by the Building Principal, Transportation Director or Bus Driver. In addition, all school bus/bus stop misconduct will be reported to the District's Transportation Safety Director. Serious misconduct will be reported to the Department of Public Safety and may be reported to local law enforcement.

A. School Bus and Bus Stop Rules

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School district's Transportation Office/School Office.

B. Rules at the Bus Stop

1. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
2. Respect the property of others while waiting at your bus stop.
3. Keep your arms, legs and belongings to yourself.
4. Use appropriate language.
5. Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching it.
6. After getting off the bus, move away from the bus.
7. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
8. No fighting, harassment, intimidation or horseplay.
9. No use of alcohol, tobacco or drugs.

C. Rules on the Bus

1. Immediately follow the directions of the driver.
2. Sit in your seat facing forward.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs and belongings to yourself.
6. No fighting, harassment, intimidation or horseplay.
7. Do not throw any object.
8. No eating, drinking or use of tobacco or drugs.
9. Do not bring any weapon or dangerous objects on the school bus.
10. Do not damage the school bus.

D. Consequences: We will not tolerate any student behaving dangerously on the bus. If the student chooses to break a rule:

1. The driver will use regular processes to correct the behavior such as verbal reprimand, assign the student to a different seat, and talk to the parents about the situation.
2. If the same situation persists or more develop, the driver will fill out a warning slip noting the problem. Give one copy to the student, call the parent as soon as possible to verify that the student took the warning slip home and call the Transportation Director. Be sure to warn the student and the parent that continued problems will result in the student losing his bus riding privileges. Drivers must follow these set guidelines to suspend riding privileges.
3. **ONE DAY OFF THE BUS:** If the problem behavior continues the bus driver notifies the student that he/she may not ride the bus the following day. This is done by written notice also. You must contact both the parent and the Transportation Director as soon as possible. If the parent cannot be contacted the student shall be allowed to ride the bus until the parent is contacted. Sometimes this means that you may have to make a trip to the student's home after your route. You may not let any child off from the bus at any other spot but their own home unless you have had directions from their parents or the Transportation Director to do so. If you brought them to school in the morning you must deliver them home at night, unless instructed to do otherwise.
4. **THREE to FIVE DAYS OFF THE BUS:** If the problem behavior continues the driver notifies the student that they may not ride the bus for three days. Written notice is again given to the student and the parent and Transportation Director are contacted. A meeting will be held with the bus driver, the student, the Transportation Director and the parent in an effort to resolve the problem.
5. **TWO WEEKS OFF THE BUS:** If the problem behavior persists, the bus driver notifies by written notice the student that he/she may not ride the bus for two weeks. Again you must contact the parent and the Transportation Director. Again a meeting will be held with the student, driver, parent and Transportation Director to try to resolve the problem. The driver will now notify the Superintendent of Schools if a two-week privilege is lost.
6. **OFF THE BUS PENDING LOSS OF PRIVILEGES:** If the problem behavior continues, the bus driver notifies the student with a written notice that they may not ride the bus pending the loss of privilege for the rest of the year. The parent and Transportation Director are contacted. Again a meeting will be held with the driver, student, parent and Transportation

~~Director to discuss the loss of privilege. The Superintendent of Schools shall be notified that the student has lost the riding privilege.~~

~~SEVERE CLAUSE: Students will be suspended immediately off the bus for being insubordinate, fighting, destroying property or any other behavior deemed severe by the bus driver. Severe behavior will activate any step four of the preceding discipline procedure.~~

BAGLEY HIGH SCHOOL FACULTY

ANDERSON, CHARLES - Social Studies B.S. (Social Studies, Physical Education) Mayville State University (1998) M.S. (Education) Bemidji State University (2011)

ANDERSON, OLIN – Science B.S. (Life Science, Broad Science) Bemidji State University (1998)

BARTA, ALLISON-Science B.S. (Geology) University of Wisconsin (1999) B.S. (Science Education) Bemidji State University (2008)

BJORKLUND-BERNABE, MARIA-Spanish B.S. (Spanish Communications) St. Cloud University (1998) M.S. (Sociology/Human Relations) St. Cloud University (2004)

BLISS-QUINN, CAROL – Social Studies B.S. (Social Studies) Bemidji State University (1992) B.A. (History) Bemidji State University (1992)

CARSTENS, DARIN – Physical Education & Health B.S. (Phy. Ed.) St. Cloud State University (2000)
B.S. (Health) Bemidji State University (2006)

CHRISTENSEN, DAVE – Hearing Impaired/MMMIB.S. (Deaf Education & Elementary Education) Augustana College, Sioux Falls, SD (1980) B.S. (MMMI) Bemidji State University, Bemidji, MN (1995)

CHRISTENSEN, DEBRA – Special Education B.S. (Elementary Education) Bemidji State University (1982)

DAHL, DARRIS – English/Lang. Arts B.S. (Secondary English/Lang. Arts) Bemidji State University (2002)

~~**DUKEK, SHELBY – Math** B.S. (Mathematics Education) Bemidji State University (2014)~~

FRALEY, JENNY- Guidance Counselor M.S. (School Counseling) St. Cloud State University, (2011) B.A. (History) Northwestern College (2006)

~~**GEE, CATHY-Special Ed.** M.A. (Special Education) Walden University (2012), Autism Certificate University of North Dakota (2014)~~

GOOCH, DAVID- Principal - Bemidji State University, BS & MS, Industrial Technology Education, 2000
St. Cloud State University, Educational Administration K-12, 2013

GUNDERSON, JOSH – Music, Vocal and Instrumental B.A. (Music Education) University of North Dakota, Grand Forks, ND (2003) B.A. (Music) University of North Dakota, Grand Forks (2011)

HANSON, BILLIE – Special Ed. B.A.(Special Education) Minnesota State University (1999) M.A. (Curriculum & Instruction) University of St. Thomas, St. Paul, MN (2006)

~~**HOOD, JOEL – Mathematics/Computer Science** B.S. (Mathematics) Moorhead State University (1983)~~

HOOD, MARILYN – Senior High English B.S. (English) Bemidji State University (1985)
M.S. (English) Bemidji State University (1994)

~~**JANICKE, MIKAELA-Special Education** B.S. (Elementary Education) Bemidji State University (2015)~~

LIEBL, DOUGLAS – Art B.S. (Art & Elementary Education) Bemidji State University (2000)

MALTERUD, MICHAEL – Industrial Technology B.S. (Industrial Tech. Ed) Bemidji State University (1996)

NELSON, PERRY – English B.S. (English and Language Arts) Bemidji State University (1999)
M.S. (Education) Bemidji State University, Bemidji, MN (2009)

NEWLAND, MICHELLE – Mathematics B.S. (Mathematics) Bemidji State University (1999)

NORUM, GREGORY – Social Studies B.S. (Social Studies) Bemidji State University (1986) M.A. (Athletic Administration) University of St. Thomas, St. Paul, MN (1998)

O’BEIRNE, KRISTIE-Mathematics B.S. (Math Education) Bemidji State University, Bemidji MN (2014)

PEDDYCOART, DANIEL-PE/Health B.S. (PE/Health) University of MN Duluth (2012)
PETERSON, SEAN – Science B.A. (Science) Concordia College, Moorhead, MN (1988)
REYNOLDS, MIA – English B.S. (English and Language Arts) Bemidji State University (1998) M.S Bemidji State University, Bemidji MN (2004)
ROEPKE, SAM-Science B.A. (Biology) Hamline University, St. Paul MN (1999)
SCHWEGEL, BRANDON – Social Studies B.A. (History) Luther College, Decorah, IA (2004)
STALBOERGER, JACOB – Physical Education B.S. (Health/PE) Bemidji State University (2004)
WASS, KARA, - Special Education M.S. (Special Education) Bemidji State University (2009)
WILLARD, BARRETT- Industrial Tech. B.A. (Industrial Technology/Mathematics) Northern Michigan University (2010)
WHITE, MARY – Business Education B.S. (Business Education) Minot State University (1986)

SUPPORT SERVICES STAFF

AAMODT, MARK	Technical Support
BECK, NOELLE	Guidance Office Sec.
CAIRNS, PENNI	AMI Coordinator
CHRISTIANSEN, TERRI	Head Cook
COLLINS, BRITTANY	AMI Paraprofessional
ECK, KEITH (Rocky)	BRIC Paraprofessional
EDEMAN, AARON	Transportation Director
ERICKSON, JONI	Paraprofessional/Health
ERICKSON, TERRI	Food Service
ERLANDSON, BONNIE	AMI Para
GOLDIE, MARY JO	Food Service
GOODWIN, BRIANA	Title VII Paraprofessional
GOODWIN, JESSICA	SpEd Paraprofessional
FROELICH, CHERYL	SpEd Para
HALVERSON, KIM	Administrative Sec.
HAM, CARRIE	Receptionist/Attendance Sec.
HANDYSIDE, MEGAN	Work Period Paraprofessional
HERMISTON, SHAWNA	Media Center Paraprofessional
HOLMSTROM, DEANNA	SpEd Paraprofessional
JOHNSON, AVIS	Food Service
JOHNSON, VERONICA	Custodian
JOY, TESS	Media Center Paraprofessional
KENT, AMY	DAC
KNUTSON, KARLA	Paraprofessional
LARSON, TERRI	Food Service
LAVINE, DAN	Head of Buildings/Grounds
MARTINE, VALERIE	BRIC Paraprofessional
MARUSKA, SHERRI	Paraprofessional
MCCOLLUM, RON	Head Custodian
MICHAELS, CHERI	Food Service
NANKIVEL, AL	Custodian
NELSON, OLIVIA	SpEd Paraprofessional
NORDEN, CASEY	Technology Director
OLSON, WILLA	Food Service
POWELL, MARIE	SpEd Paraprofessional
SARNA, VANESSA	ISS- Paraprofessional
SCHERMERHORN, BELINDA	Truancy Tracker
SCHUSSMAN, LEANNE	AMI Para
SUTHERLAND, JOHN	Dean of Students
WHITE, REBEKAH	SpEd Paraprofessional
VIK, CAROL	Director of Indian Education

DISTRICT OFFICE STAFF

CAIRNS, STEVE
DECKER DAVID
GERBRACHT, ANGIE
HECHT, JENNIFER

Superintendent of Schools
District Accountant
Payroll Clerk
Supt. Office Manager



Bagley High School

David Gooch
Principal

1130 Main Ave N.
Bagley, MN 56621
Phone: 218-694-3120
Fax 218-694-3225

John Sutherland
Dean of Students

Date: August 1, 2017

To: Bagley School District Board Members

Re: Policy 570 Cell Phones & Personal Electronic Devices

I have been asked as the high school principal to implement a policy that the Board can approve and that John Sutherland and I can enforce with my students and staff.

In order for me to implement a policy that will work for the high school, I am respectfully recommending that the Board remove from Policy 570 the striking on "and passing times" and strike "~~having on the person or~~".

The district implementation committee researched the Pocket-Hound and found that although it will detect a cell phone or phones within 50 feet, it does not specifically detect where or how many cell phone(s) are available. The Pocket-Hound will not detect cell phones when the phones GPS is disabled, whether device is turned on or off. The Pocket-Hound was designed to be used in a correctional setting not within an educational setting.

Instead of using the Pocket-Hound my staff will use visual monitoring and will follow the implementations listed below:

1. Ask teachers to put up signs in their classrooms stating, "Cell Phone use not allowed without permission from the teacher."
2. Teachers will state the cell phone rule at the beginning of each class period.
3. Data collection, using 2017-18 data as a baseline, and continue to gather data from Synergy on cell phone violations and tardies that relate to cell phone usage and present them to board on a quarterly basis.

Bagley High School

8/2/2017 Page 2

2017-18 Bagley High School Handbook

Cell Phones & Personal Electronic Devices (CP-PEDs) not issued by the School District, will only be used by students before and after school, during lunch periods, and during passing times. During all other instructional hours, students are prohibited from using CP-PEDs that include but are not limited to the following: blue tooth devices, radios, CD players, MP3 players (I-pods), tablets, handheld computers, or video games. The exception to this rule allows teachers to directly supervise students using CP-PEDs, for an emergency, or a specific instructional purpose, within a curriculum lesson being taught. Cell phone use and photographs are prohibited in locker rooms, bathrooms, and during assemblies.

If the school district has a reasonable suspicion that a student has violated a school rule by use of a CP-PED, the school district may search that device and if applicable, it may be turned over to law enforcement. School District #162 will not be held responsible for loss/theft/or destruction of the CP-PEDs.

Consequences for students who are not following CP-PEDs policy:

Level 1 Offenses:

1st Offense: Teacher takes CP-PEDs until the end of the hour.

2nd Offense: Teacher takes CP-PEDs and turns it into the office until the end of the day.

3rd Offense: Teacher takes the CP-PEDs and turns it into the office and writes referral. The student's parent will be contacted by administration to pick up the CP-PEDs from the office and administration assigns detention/ISS.

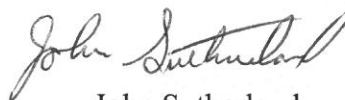
Note: If the student does not give the teacher/administration the CP-PEDs when asked, the student will be considered insubordinate and will have additional consequences.

Respectfully,



David Gooch

Bagley High School Principal



John Sutherland

Bagley High School Dean of Students

This addition will be added on page 6 in the Bagley HS Student Handbook under the Bagley High School Testing Dates 2017-18.

Student Participation in Statewide Assessments

Minnesota Statutes, section 120B.31, subdivision 4a. Student Participation requires MDE to publish a form for parents/guardians to complete if they refuse to have their student participate in state-required standardized assessments. The Parent/Guardian Guide to Statewide Testing document provides some basic information to help parents/guardians make informed decisions that benefit their child and their school and community. The form to meet this legislative requirement is available at the MDE website under Statewide Testing, Bagley School District website under Curriculum-Testing, and the high school office.

This document provides basic information to help parents/guardians make informed decisions that benefit their children, schools and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student’s achievement, but your student’s participation is important to understand how effectively the education at your student’s school is aligned to the academic standards.

- Students who do not participate will receive a score of "not proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

<p>Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)</p> <ul style="list-style-type: none"> • Based on the Minnesota Academic Standards; given annually in grades 3–8 and in high school in reading and mathematics; given annually in grades 5, 8 and in high school for science. • Majority of students take the MCA. • MTAS is an option for students with the most significant cognitive disabilities. 	<p>ACCESS and Alternate ACCESS for English Learners</p> <ul style="list-style-type: none"> • Based on the WIDA English Language Development Standards. • Given annually to English learners in grades K–12 in reading, writing, listening and speaking. • Majority of English learners take ACCESS for ELLs. • Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.
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Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The reading and mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](#) (education.state.mn.us > Students and Families > Statewide Testing).

Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date _____ (This form is **only** applicable for the 20____ to 20____ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides a *Parent/Guardian Guide to Statewide Testing* on the [MDE website](#) (Students and Families > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my student will receive a score of "not proficient" and he/she waives the opportunity to receive a college-ready score that could save time and money by not having to take remedial, noncredit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____

534 PERSONNEL POLICY FOR WELLNESS PROGRAMS AND INCENTIVES

Board Adopted: December 17, 2012

The Bagley Public School District #162 (“Employer”) desires to offer incentives to employees who voluntarily choose to participate in wellness programs (“Wellness Programs”) pursuant to a pilot program (the “Pilot Program”) that is made available through the Northwest Service Cooperative Wellness Institute (“Wellness Institute”). The Pilot Program is intended to be temporary and will sunset on the date set forth below.

Section 1. Pilot Program. During the term of the Pilot Program, employees will be provided financial incentives to participate in and complete Wellness Programs made available through the Wellness Institute. Participation in the Pilot Program by employees is completely voluntary.

Section 2. Eligibility. Incentives under the Pilot Program are limited to employees who are enrolled in Employer-sponsored group health plans made available through Northwest Service Cooperative. The Pilot Program shall terminate with respect to any class of employees that ceases to participate in group health plan coverage made available through Northwest Service Cooperative.

Section 3. Incentive. The Employer will pay incentives in the amount of \$200 in 2013/2014 for each employee who completes a health risk assessment in (during eligibility period) February, March or April 2013. The Employer will pay \$240 in 2014/2015 for each employee who completes a health risk assessment and participates in biometric screening in 2014. No amount of incentives shall be payable as taxable cash compensation.

Section 4. Application of Incentives. Incentives earned by employees shall be applied first, to reduce the employees’ share of health insurance premium under the coverage option selected by the employee. The reduction of the employees’ share of health insurance premiums shall be applied in the manner determined by Employer or as otherwise agreed upon. If and to the extent any portion of the incentive remains unallocated after reduction of the employees’ share of health insurance premiums, the balance shall be contributed to (1) the HSAs of employees who have established HSAs through a custodian selected by Employer or (2) the individual accounts of employees under the Employer’s HRA funded through the Minnesota Service Cooperative VEBA Plan and Trust in the manner determined by Employer or as otherwise agreed upon. At the Employer’s discretion, incentives may be contributed to HSAs or VEBA account of employees rather than applied to reduce health insurance premiums. Individual employees are not permitted to determine how incentives will be applied.

Section 5. Wellness Programs. During the first year of the Pilot Program, employees will be eligible for an incentive if they complete an online health risk assessment and review the results. During the second year of the Pilot Program, employees will be eligible for an incentive if they complete an online health risk assessment and review the results, and participate in biometric screening. In subsequent years, Employer will work with the Wellness Institute to make additional Wellness Programs available and Employer may modify the incentive structure as it deems appropriate. In no event will an incentive be contingent on satisfying a standard related to a health factor, unless a reasonable alternative standard is made available to achieve the reward for persons who could not otherwise obtain the reward because of a health condition or for whom it would be medically inadvisable to attempt to satisfy the applicable standard.

Section 6. Confidential Information. Individual information that employees provide on the health risk assessment or learn through biometric screening will not be shared with the Employer or the Wellness Institute. The Employer will receive information on who completes the health risk assessment and participates in biometric screening solely for the purpose of determining who is entitled to an incentive.

Section 7. Temporary Program; Sunset Provisions. The Pilot Program may be terminated at the discretion of Employer at any time, but incentives earned before the Pilot Program is terminated will be payable as described herein. The Pilot Program will automatically terminate on June 30, 2015 unless renewed by the Employer. Employer is not required to bargain for renewal or extension of the Pilot Program.

Section 8. No Precedent. This agreement does not set any precedent for any future issue, nor does it authorize opening any collective bargaining agreement between the Parties for negotiation.

534 UNPAID MEAL CHARGES

School Board Adopted:

[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 online 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. Any debts must be paid for the senior to attend the graduation ceremony. A diploma will be issued by the principal at a later time.
- 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.

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

BOARD OF EDUCATION
Adam Broden, Chairman
Wendy Fultz, Clerk
Amy Fontaine, Treasurer

BAGLEY PUBLIC SCHOOLS
Independent School District 162
202 Bagley Avenue Northwest
Bagley, Minnesota 56621
Telephone (218)694-6184 FAX (218)694-3221
Steve D. Cairns, Superintendent

BOARD OF EDUCATION
LeAnn Agnes, Director
Renee Benson, Director
Jeremy Davies, Director
Jamie Grover, Director

Date: August 31, 2017

RE: Federal Impact Aid Survey

Dear Parent or Guardian,

I am writing to ask if you would be willing to help support our School District in securing federal funding by completing the attached survey card. Each year the School District utilizes a significant amount of revenue from Federal Impact Aid to support our educational programs. Impact Aid is designed to compensate school districts for local revenues lost due to the presence of federally owned, and therefore tax exempt property.

This is not automatic – we must apply for it each year. The United States Department of Education requires that a survey be conducted each year and a claim be filed based upon the number of federally impacted families within the School District. Your response may help increase the dollar value of the District's claim.

Please fill out the enclosed survey card and return it to your student's first hour/homeroom teacher if your child/children are in the Bagley Elementary School. High School students should return the survey card to the High School office before September 15, 2017. Federally connected students include those who:

- have a parent in the United States military, or
- have civilian parents who work on federal property or businesses situated on tribal lands (such as a U.S. Post Office, Shooting Star Casino, Rice Lake Businesses, Tribal offices), or
- parents living on federal property, including an Indian Reservation or in public housing.

These cards are kept very confidential and are used for the purposes of filing this Federal Impact Aid claim only. We are encouraging all parents in the School District to respond by filing **one card per pupil** enrolled in Bagley Schools. Thank you very much for your time and for helping us to obtain this valuable funding for our students.

Sincerely,

Steve Cairns

Steve Cairns, Superintendent

Pursuing Educational Excellence for All
In partnership with parents and community, Bagley Public Schools will support, challenge, and empower students to become responsible, productive citizens.

BAGLEY PUBLIC SCHOOLS

202 Bagley Ave. NW
Bagley, Minnesota 56621

Parent Employment Survey Card

Impact Aid Card

Dear Parents:

It is important, in order for your school to obtain funding, that **ALL** pupils complete this form. Please take the time to review **section 1** and/or make any corrections if needed. Also, complete **section 2** through **section 5** and return it to your school as indicated by **September 15, 2017**.

It is necessary to make Parent Employment Surveys at specific times during the year. Monetary assistance which the District may receive from the federal government is determined by the number of parents who are employed on federal property, who are on active duty in the armed forces or employed by companies working on government contracts.

A completed Parent Employment Survey form must be on file for each pupil in the District-regardless of whether or not employment indicates federal connection. The District's eligibility depends upon your cooperation.

Thank You,
Steve Cairns, Superintendent

Bagley Public Schools – Impact Aid Program Survey Form
High School students return this form to the office
Elementary School students return this form to your homeroom teacher

1. STUDENT INFORMATION

Student's Last Name	First Name	M.I.	Date of Birth	Grade	School Name
Address			City	State	Zip Code

2. IF THE ABOVE PROPERTY IS A FEDERAL PROPERTY, CHECK THE NAME OF THE PROPERTY

- White Earth Reservation Other _____

3. PARENT/GUARDIAN EMPLOYMENT INFORMATION: CIVILIAN

Enter information in this section regarding the parent/guardian if 1) **neither** parent/guardian with whom the student resided was on active duty in the Uniformed Services of the United States and 2) **either** parent/guardian with whom the student resided was employed on federal property, or 3) **either** the parent/guardian reported to work on federal property on **September 1, 2017**. Enter the parent/guardian's name as it appears on the employer's payroll record.

Parent/Guardian Last Name	First Name and M.I.	Name of Parent/Guardian's Employer		
Address of Parent/Guardian's Employer		City	State	Zip Code
Name of Federal Property <input type="checkbox"/> Shooting Star Casino <input type="checkbox"/> Tribal Office <input type="checkbox"/> Other: _____				
Address of Federal Property		City	State	Zip Code

4. PARENT/GUARDIAN EMPLOYMENT INFORMATION: UNIFORMED SERVICES

Enter information in this section regarding the parent/guardian if **either** person was on active duty in the Uniformed Services of the United States on **September 1, 2017**.

Parent/Guardian's Last Name	First Name and M.I.	Rank/Rate
Branch of Service <i>Check one:</i>	<input type="checkbox"/> U.S. Army <input type="checkbox"/> U.S. Marine Corps <input type="checkbox"/> U.S. Navy <input type="checkbox"/> U.S. Coast Guard	<input type="checkbox"/> U.S. Air Force <input type="checkbox"/> Other:

5. SIGNATURE

This information is the basis for payment to your school district of federal funds under the Impact Aid Program (Title VIII of the Elementary and Secondary Education Act), and *may* be provided to the U.S. Department of Education *if* your school district's application for payment is audited. This form *must* be signed and dated for your school district to received funds based on this information. I certify that the above information is true and correct.

Signature of Parent/Guardian _____ **Date** _____



Houghton Mifflin Harcourt

Cost Proposal

Prepared For

Bagley Ind School District 162

202 Bagley Ave NW

Bagley MN 56621

For the Purchase of:

MATH 180 & READ 180 JR/SR High School

Prepared By

Marcy Dunlop

marcy.dunlop@hnhco.com

PLEASE SUBMIT THIS PROPOSAL WITH YOUR PURCHASE ORDER.



Houghton Mifflin Harcourt

Attention:
Brenda Dukek
bdukek@bagley.k12.mn.us

HMH Confidential and Proprietary

Intervention Solutions Group
255 38th St. Suite L
St. Charles, IL 60174
FAX: 800-724-4716

InterventionSolutionsOrders@hnhco.com

**Bagley Ind School District 162
MATH 180 & READ 180 JR/SR High School**

Total Cost of Proposal (PO Amount): \$ 34,504.76

This is a cost proposal only.

This cost proposal is subject to HMH's Standard Terms and Conditions ("Ts & Cs") below:

<http://www.hmhco.com/common/terms-conditions>

Ts & Cs are also found on HMH invoices.

HMH reserves the right to modify its Ts & Cs from time to time and agrees to notify you prior to such modifications becoming effective.

Date of Proposal: 6/19/2017

Proposal Expiration Date:8/3/2017



Houghton Mifflin Harcourt



Houghton Mifflin Harcourt

Attention:
Brenda Dukek
bdukek@bagley.k12.mn.us

Intervention Solutions Group
255 38th St. Suite L
St. Charles, IL 60174
FAX: 800-724-4716

HMH Confidential and Proprietary

InterventionSolutionsOrders@hmhco.com

Bagley Ind School District 162
MATH 180 & READ 180 JR/SR High School

ISBN	Title	Catalog Price	Discount	Sale Price	Quantity	Purchase Amount
Math 180 for 76 Students						
6002740	9780545571432 MATH 180 Course I Student License	\$500.00			28	\$14,000.00
3014060	9780545585354 MATH 180 mSpace Student Set (Volume 1 and 2)	\$32.50	\$6.50	\$26.00	30	\$780.00
6001532	9780545611190 MATH 180 Hosting Service	\$15.00			76	\$1,140.00
<i>46 Renewal 10/01/17 to 10/01/18 2 current licenses not Hosted Start Date 08/12/2017 to 08/12/2018 28 new licenses Start Date 08/12/2017 to 08/12/2018 TOTAL 76 Licenses M180 Course I</i>						
Total for Math 180 for 76 Students						\$15,920.00
READ 180 for 63 Students						
Materials and Services						
6001461	9780545381116 READ 180 Next Generation Stage B 12-License Bundle	\$8,988.00	\$1,797.60	\$7,190.40	2	\$14,380.80
3010237	9780545318310 READ 180 Next Generation Stage B Rbook	\$29.95	\$5.99	\$23.96	28	\$670.88
6001409	9780545123129 READ 180 Technical Services: SAM Hosting	\$30.00			63	\$1,890.00
<i>Renewal 15 Licenses 09/18/2017 to 09/18/2018 23 NEW Licenses (purchased 24 but host only 23) 08/12/2017 to 08/12/2018 25 Licenses Moved from BRIC Host 08/12/2017 to 08/12/2018 TOTAL 63 READ 180 Licenses Stage B NG</i>						
Total for Materials and Services						\$16,941.68
Total for READ 180 for 63 Students						\$16,941.68

Proposal Summary		
Total Savings:		\$3,957.92
Subtotal Purchase Amount:	\$32,861.68	
Shipping & Handling (5.00%):	\$1,643.08	
Total Cost of Proposal (PO Amount):	\$34,504.76	



Houghton Mifflin Harcourt

Attention:
 Brenda Dukek
 bdukek@bagley.k12.mn.us

HMH Confidential and Proprietary

Intervention Solutions Group
 255 38th St. Suite L
 St. Charles, IL 60174
 FAX: 800-724-4716

InterventionSolutionsOrders@hnhco.com

Bagley Ind School District 162 System 44 Next Generation JR/SR High School

ISBN	Title	Catalog Price	Discount	Sale Price	Quantity	Purchase Amount
System 44 Next Generation 7 Students						
	9780545571395 S44 NG SECONDARY SINGLE UPGRADE LICENSE <i>7 EE licenses from BRIC</i>	\$79.95			7	\$559.65
3026984	9780545582056 System 44 Next Generation Secondary Additional Classroom Pack <i>Includes: Complete Secondary Teaching System, Complete Secondary Paperback and Audiobook Library (56 titles, 5 copies of each title) , Word Building Kit (4)</i>	\$5,300.00	\$2,120.00	\$3,180.00	1	\$3,180.00
3021057	9780545501170 System 44 Next Generation Decodable Digest	\$18.95	\$7.58	\$11.37	7	\$79.59
3014556	9780545501224 System 44 Next Generation Secondary 44 Book Student Edition (Standalone)	\$24.95	\$9.98	\$14.97	7	\$104.79
6001405	9780545123075 System 44 Hosting Service <i>Hosting 08/12/2017 to 08/12/2018 7 EE licenses from BRIC</i>	\$15.00			7	\$105.00
Total for System 44 Next Generation 7 Students						\$4,029.03

Proposal Summary

Total Savings:	\$2,242.92
Subtotal Purchase Amount:	\$4,029.03
Shipping & Handling (5.00%):	\$173.47
Total Cost of Proposal (PO Amount):	\$4,202.50



Houghton Mifflin Harcourt

Attention:
Brenda Dukek
bdukek@bagley.k12.mn.us

HMH Confidential and Proprietary

Intervention Solutions Group
255 38th St. Suite L
St. Charles, IL 60174
FAX: 800-724-4716
InterventionSolutionsOrders@hnhco.com

SCHOOL CONTRACT

Clearwater County Nursing Service hereby agrees to contract with Bagley School District No. 162 for nursing service beginning September 1, 2017 and ending May 31, 2018.

The Clearwater County Nursing Service hereby agrees to provide school nursing in the following manner:

- A. A Public Health Nurse or Registered Nurse will be available to assist as appropriate and necessary in the following activities:
 - 1. Health screenings (e.g., vision & hearing, scoliosis, lice).
 - 2. Immunization program.
 - 3. Health education (e.g., human sexuality, menstruation, BSE).
 - 4. Supervision/consultation with staff.
 - 5. Consultation with students.
 - 6. Small group sessions (e.g., prenatal education).
- B. A trained Home Health Aide may be used in appropriate areas under the supervision of the Public Health Nurse or Registered Nurse.
 - 1. Additional 1.5 hours/day of paraprofessional time to augment the Schoolwide Nursing Outreach grant to cover health office hours 8:30AM to 2:30PM.

The Bagley School agrees to:

- A. Provide working space for the Public Health Nurse or Registered Nurse.
- B. Make available someone in the school who will, under the direction of the superintendent, carry out certain non-professional tasks related to the school health program as defined by school policies. This person will work in certain defined areas with the assistance of the Public Health Nurse or Registered Nurse from Clearwater County Nursing Service.
- C. Delegate a person (ie., superintendent or principal) in the school to authorize home follow-up visits, verify nursing time spent in the school.
- D. Assume full liability for the handling of first aid activities performed by Bagley School District staff.
- E. Reimburse the Clearwater County Nursing Service at the rate of \$71.20 per hour for a nurse and \$25.00 per hour for a home health aide. The school will be billed at the end of the month in which service was provided.
- F. The School Health Office paraprofessional will be billed monthly at \$556/month with a maximum of \$5000/year.

Superintendent Bagley Schools

Chair, Bagley School Board

Date

Marissa Huff

Director Clearwater County
Nursing Service
7/25/17

Date



Bagley Public Schools
Strategic Planning Meeting
Friday, August 25, 2017
10:00 a.m.

1. Review the process and outcomes for the strategic planning service
2. Develop a draft timeline for the process
3. Develop a draft schedule for the “Listening Sessions”
4. Review and discuss the make-up of the Strategic Planning Advisory Committee
5. Review available surveys for use in the process
6. Discuss possible “Focus Areas” for the process
7. Other



Strategic Planning Services

Strategic Planning Services Outline:

- **Stakeholder engagement activities:**
 - On-line surveys for purposes of gathering stakeholder feedback.
 - MSBA consultant(s) facilitate information-gathering meetings with school district students, central office/administrators, staff, and community.
 - MSBA provides a brief, written summary of the stakeholder-activities prior to the second Strategic Planning Committee meeting.

- **Strategic Planning Committee meetings:**
 - MSBA consultants facilitate four meetings with the School District's Strategic Planning Committee
 - Meeting 1 (in-district): the Strategic Planning Committee members will receive information about the School District from the superintendent, a summary of the stakeholder-related activities from the MSBA consultant(s), and conduct an environmental scan to identify the school district's Strengths, Opportunities, and Barriers (Plus/Delta Analysis).
 - Meeting 2 (in-district): the Strategic Planning Committee will develop/revise/rework the School District's mission, vision and beliefs/values statements.
 - Meeting 3 (in-district): the Strategic Planning Committee will develop School District goals and objectives.
 - Meeting 4: The MSBA consultant(s) will meet with the Strategic Planning Committee to clarify the Strategic Planning Committee's developed goals and objectives. This meeting may be conducted electronically via Skype or by phone call from the MSBA office at the discretion of the MSBA consultant(s).
 - The MSBA consultant(s) will provide templates for developing the action plans, communication plan, and suggest a plan for monitoring the strategic plan.
 - MSBA consultant(s) create all documents developed during the Planning Committee meetings. MSBA's strategic planning services do not include facilitation and development of the School District's action plans.

- **Follow-Up:**

Following the School Board's approval of the strategic action plans, the MSBA consultant(s) provide ten (10) copies of a final document summarizing the Strategic Planning Committee's work and follow-up one year later via Skype.

Fee and Billing: The base fee for the services noted above is \$4,200*. This fee includes travel and expenses. *2017-2018 School Year

Getting Started: Contact MSBA Membership Services Consultant Jeff Olson at 800-324-4459 (ext. 121) or jolson@mnmsba.org.



**Bagley Public Schools
Working Draft Strategic Planning Timeline**

August 25, 2017	<ul style="list-style-type: none"> • Superintendent/School Board Representative: holds planning meeting with MSBA consultants, adopts strategic planning timeline, determines strategic planning committee membership, and processes for stakeholder input
Date	<ul style="list-style-type: none"> • School Board/Superintendent: reviews strategic planning process & timeline
Date	<ul style="list-style-type: none"> • Superintendent: gathers school district reports, plans, budget, testing data, etc., analyzes information prepares “State-of-the-District Report”, sends invitations
Date	<ul style="list-style-type: none"> • MSBA: gathers stakeholder input via “Listening Sessions” and surveys – “Listening Sessions” on (Insert Date)
Date	<ul style="list-style-type: none"> • MSBA: analyzes stakeholder input, reviews school district reports, prepares for planning meetings, and prepares summary of stakeholder-engagement activities
Date	<ul style="list-style-type: none"> • School District: hosts 1st planning meeting – “State of the District Report, Stakeholder Engagement Summary, and Environmental Scan: Strengths, Opportunities, Barriers (Plus/Delta Analysis)”
Date	<ul style="list-style-type: none"> • MSBA: prepares summary document in between meetings
Date	<ul style="list-style-type: none"> • School District hosts 2nd planning meeting – “Thinking About the Future : Visioning-Related Activities”
Date	<ul style="list-style-type: none"> • MSBA: prepares summary document in between meetings
Date	<ul style="list-style-type: none"> • School District: hosts 3rd planning meeting - Writing of goals and objectives, indicators and measures of progress
Date	<ul style="list-style-type: none"> • MSBA: prepares summary document of the results of the three meetings and holds a planning session to review the document.
Date	<ul style="list-style-type: none"> • School Board: reviews and approves Strategic Planning Governance Document (district beliefs, mission, vision, goals, and objectives)
Date	<ul style="list-style-type: none"> • Superintendent and staff: develop action plans (activities, assign responsibility, timeline), and prepare monitoring schedule
Date	<ul style="list-style-type: none"> • School Board: reviews action plans and monitoring schedule, and establishes goals for the Superintendent’s evaluation based on the Strategic Plan (Optional)

Date	<ul style="list-style-type: none"> • Superintendent: updates School Board per the Strategic Plan Monitoring Schedule
Date	<ul style="list-style-type: none"> • MSBA: completes final strategic plan report
Date	<ul style="list-style-type: none"> • MSBA: holds accountability meeting via Skype or on-site (Approximately one (1) year after plan completion)



Bagley Public Schools
"Listening Session Schedule"
 , 2017

1. Meet With High School Students
Time:
Location:
2. Meet With Superintendent and Administration
Time:
Location:
3. Meet With Elementary Staff
Time:
Location:
4. Meet With Secondary Staff
Time:
Location:
5. Meet With School Board
Time:
Location:
6. Meet With Community
Time:
Location:

COMMITTEE FORM

DATE: _____

DISTRICT: (NAME OF SCHOOL DISTRICT)

COMMITTEE NAME: **Strategic Planning Committee**

PURPOSE/ MISSION/ CHARGE/ AUTHORITY OF COMMITTEE:

Ensure active stakeholder (community and school district staff) participation in developing the school district's strategic plan and priorities.

COMMITTEE MEMBERS:

POSITIONS: SCHOOL BOARD MEMBER(S)- COMMUNITY MEMBER(S) - STAFF MEMBER(S) - TERMS

Teacher	term	Teacher	term
Parent		Parent	
Support staff		Support Staff	
Student		Student	
Resident		Resident	
Board Member			

DURATION (PERMANENT- ONGOING- TIMELINE) OF COMMITTEE

School board committee meetings are covered by the Open Meeting Law. Other committee meetings that include school board members also may be covered by the Open Meeting Law. M.S. 13D.01, Subd. 1(c).



[Name of School District]
Perception Survey of School District Strengths and Needs

The [Name of School District] School Board is developing a strategic plan. The School Board is soliciting input from school district residents and staff to help identify school district strengths and needs. This survey is provided by the Minnesota School Boards Association (MSBA), which is assisting the School Board. The material collected through the survey will be analyzed by MSBA to identify themes. Individual responses will be kept confidential. The material collected through the survey will help shape the strategic plan priorities. Please complete this survey by [time], [date]. Thank you for your participation.

1. Please select the title or role that best reflects the underlying basis or foundation for your responses. Use only one response.

	Business Owner
	Community Member
	Parent
	Staff Member
	Student
	If none of the above, please specify your title or role:

2. Please rate each statement on the survey using the following scale:
 SD = strongly disagree
 D = disagree
 A = agree
 SA = strongly agree
 DK = don't know

Thank you! Your time and responses are valuable. We appreciate you filling out our survey!

Please call [name] at [phone number] if you have any questions.

Completed surveys should be returned by [date] to the district office located at [address].

MINNESOTA SCHOOL BOARDS ASSOCIATION

1900 West Jefferson Avenue, St. Peter, Minnesota 56082-3015 Phone: 507-934-2450 or 800-324-4459
www.mnmsba.org



STATEMENT	RATING					
	LOW-----HIGH					
	SD	D	A	SA	DK	
1.	The school district does an excellent job of educating all students.					
2.	School district facilities are safe, secure, and well maintained.					
3.	I am satisfied with the academic program of the school district.					
4.	Overall, I have a positive impression of the school district.					
5.	I am satisfied with the opportunities the school district's co-curricular program provides for students.					
6.	I am satisfied with the school district's budget and use of funds.					
7.	I am satisfied with the overall condition of the school district's buildings.					
8.	I am satisfied with the overall condition of the school district's athletic facilities.					
9.	I am satisfied with the overall condition of the school district's athletic fields.					
10.	I am satisfied with the overall condition of the school district's playgrounds and outdoor areas.					
11.	I am satisfied with the overall condition of the school district's fine arts facilities.					
12.	I am satisfied with the level of communication from the school district.					
13.	In general, I am satisfied with the teachers of the school district.					
14.	In general, I am satisfied with the support staff of the school district.					
15.	In general, I am satisfied with the administration of the school district.					
16.	In general, I am satisfied with the school board of the school district.					
17.	I would recommend the school district to a family that is searching for a new place to live.					

If you would like additional opportunity for input on the status of the school district, please attend the "Community Listening Session" scheduled for [date, time, location].

Completed surveys should be returned by [date] to the district office located at [address].

MINNESOTA SCHOOL BOARDS ASSOCIATION

1900 West Jefferson Avenue, St. Peter, Minnesota 56082-3015 Phone: 507-934-2450 or 800-324-4459
www.mnmsba.org



**[Name of School District]
Strategic Planning Process**

Perception Survey of [Name of School District]

The [Name of School District] School Board is developing a strategic plan. The School Board is soliciting input from school district residents and staff. The purpose of this perception survey is to provide input on the process of determining what the school district is doing well and areas that might need attention or focus as a part of the strategic planning process. This survey is provided by the Minnesota School Boards Association (MSBA), which is assisting the School Board. The material collected through the survey will help shape the strategic plan priorities. Survey responses are confidential. All responses will be collected and analyzed by MSBA. Thank you for your participation.

1. Please select the title or role that best reflects the underlying basis or foundation for your responses. Use only one response.

<input type="checkbox"/>	Administrator
<input type="checkbox"/>	Teacher
<input type="checkbox"/>	School Board Member
<input type="checkbox"/>	Support Staff

2. Please rate each indicator on the level you agree it is in place in the school district using the following scale:
 SD = strongly disagree
 D = disagree
 A = agree
 SA = strongly agree
 DK = don't know

Thank you! Your time and responses are valuable. We appreciate you filling out our survey!

Completed surveys should be returned by [date] to the district office located at [address].

MINNESOTA SCHOOL BOARDS ASSOCIATION

1900 West Jefferson Avenue, St. Peter, Minnesota 56082-3015 Phone: 507-934-2450 or 800-324-4459
www.mnmsba.org



INDICATOR		RATING				
		LOW-----HIGH				
		SD	D	A	SA	DK
1.	The school district does an excellent job of educating all students.					
2.	The school district uses student achievement data to inform and improve instruction.					
3.	The school district uses effective instructional programs, practices, and interventions to help all students learn what they are expected to learn.					
4.	Policies and procedures are in place in regard to a safe, orderly, and caring environment that supports learning.					
5.	The “climate” of all school buildings is conducive to teachers being able to teach and students being able to learn.					
6.	Leadership roles and responsibilities are clearly defined for all aspects of the school district’s operation.					
7.	School district leaders (school board and superintendent) are visible and accessible throughout the school district and community.					
8.	The school district works to build community support among a wide variety of groups.					
9.	The school district seeks input from both internal and external stakeholders on key decisions regarding school district policies and practices.					
10.	Multiple methods of communicating with stakeholders about the school district’s work are in place and are clear, concise, and user friendly.					
11.	All school district staff understand their roles and responsibilities in the process of education.					
12.	The school district has an effective evaluation process in place for all staff (non-licensed, teachers, principals, superintendent).					
13.	The school district has a staff development program for all staff that is focused on improving the teaching and learning process.					
14.	The school district allocates adequate funding and resources needed to advance student learning and achievement.					
15.	The school district has a procedure in place to regularly review and update curriculum standards, instructional strategies, and assessment measures.					
16.	The school district has a process to ensure that the school board-adopted curriculum for a course or grade level is being taught by all teachers.					
17.	The school district consistently tries to find ways to take action to improve programs and services for students.					
18.	School district facilities are safe, secure, and well maintained.					
19.	The entire school district is committed to long-range, continuous improvement and has agreement on a shared purpose and direction for the school district.					
20.	School district leaders (school board and superintendent) provide direction, support, and resources for quality curricular and co-curricular programs for students.					

If you would like additional opportunity for input on the status of the school district, please attend the “Staff Listening Session” scheduled for [date, time, location]. Completed surveys should be returned by [date] to the district office located at [address].

MINNESOTA SCHOOL BOARDS ASSOCIATION

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