

# Bagley Public Schools School Board Meeting Agenda

Monday, October 15, 2018 at 6:00 PM

Public Hearing

Rice Lake Community Center

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## 1. CALL TO ORDER

A. Pledge - Chairman Broden

## 2. PUBLIC HEARING

A. School Profile and Indian Policies and Procedures 3

1) Document pages 9-13

B. Equal Access of Students to Programs

1) Policy 331 - Indian Policies and Procedures of Independent School District 162, Ensuring Tribal and Parental Involvement in Educational Programming

2) Policy 102 - Equal Education Opportunity 31

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

1) Review of Title I, Part A, Title II, Part A, Title VI, Title VII - Impact Aid, AIEA Funding, and JOM

2) Copies of program applications will be on the table for review and public input. Directors will provide a brief overview of program, and discussion of revenue and expense budgets.

a. Title VI - Carol Vik

b. Title I Part A, Title II Part A - Kristi Moritz

c. Title VII - Impact Aid - Steve Cairns

d. American Indian Education Aid - Penni Cairns

e. Johnson O'Malley (JOM) - Jo or Shane Auginaush, Carol Vik

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

1) Ojibwe Language Online Course, Anishinaabe Club, After School Peer Tutoring, Read 180/Math 180, Special Education Services, 504 Plan Services – Steve Cairns

E. School District Facilities and Needs Assessment

1) Each year, JOM/Title VI/AIEA Program Directors conduct a “Needs Assessment” at the Spring Senior Recognition Banquet in May.

2) Indian Education Needs Assessment Outcome – Carol Vik

**3. ADJOURNMENT**

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

# **Bagley School District #162**



**Public Hearing**

**October 15, 2018**

**6:00 PM**

**Rice Lake Community Center**

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The Public Hearing for 2018-2019 SY will be held in Rice Lake at the Community Center on Monday, October 15, 2018 beginning at 6:00 PM. The Regular School Board Meeting will follow the Public Hearing beginning at approximately 7:15 PM. Included: PDF's of all program budgets, program initiatives, Indian Policies and Procedures Document, Tribal Consultation Affirmation, and Board policies. Everyone was welcome to attend the supper and the Hearing.

**1. SCHOOL BOARD CALL TO ORDER**

**2. BUSINESS ITEMS** (copies available at the table)

**A. School Profile and Indian Policies and Procedures**

- i. Document pages 9-13.

**B. Equal Access of Students to Programs**

- i. Board Policy 331 Indian Policies and Procedures of ISD 162, Ensuring Tribal and Parental Involvement in Educational Programming
- ii. Board Policy 102 Equal Education Opportunity

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

- i. Review of Title I Part A, Title II Part A, Title VI, Title VII -Impact Aid, AIEA Funding, and JOM
- ii. Copies of program applications will be on the table for review and public input. Directors will provide a brief overview of program, and discussion of revenue and expense budgets.
  - a. Title VI – Carol Vik
  - b. Title I Part A, Title II Part A – Kristi Moritz
  - c. Title VII - Impact Aid – Steve Cairns
  - d. American Indian Education Aid – Penni Cairns
  - e. Johnson O'Malley (JOM) – Jo or Shane Auginaush, Carol Vik

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

- i. Ojibwe Language Online Course, Anishinaabe Club, After School Peer Tutoring, Read 180/Math 180, Special Education Services, 504 Plan Services – S. Cairns

**E. School District Facilities and Needs Assessment**

- i. Each year, JOM/Title VI/AIEA Program Directors conduct a “Needs Assessment” at the Spring Senior Recognition Banquet in May.
- ii. Indian Education Needs Assessment Outcome – Carol Vik

**F. Tribal Consultation Affirmation**



## White Earth Reservation Tribal Council

P.O. Box 418  
White Earth, Minnesota 56591  
Tel. (218) 983-3285  
Fax (218) 983-3641

CHAIR  
Terrence "Terry" Tibbetts

SECRETARY-TREASURER  
Tara Mason

DISTRICT I  
Steven "Punky" Clark

DISTRICT II  
Kathy Goodwin

DISTRICT III  
Eugene "Umsy" Tibbetts

February 26, 2018

Dear Superintendent Cairns:

As a follow up to our Tribal Consultation and Affirmation meeting, these are the recommendations we would like to see reflected in the SFY18-19 Title Applications.

- Utilize the Minnesota Department of Education; Office of Indian Education District and School Self-Assessment for Implementing Indian Education as a resource and tool school wide
- Informational consultation with School Board and Parent Committees
- Increase the number of Culture/Language Teachers
- Incorporate Language and Culture in daily school wide activities
- Increase Trauma Informed practices school wide
- Number of American Indians students enrolled in PSEO at the White Earth Tribal Community College or other Colleges
- American Indian dollars supporting more Language and Culture and less salaries
- Identifying successful ways to engage parents of American Indian students

Thank you,

*White Earth Tribal Consultation Team*

# Bagley School District #162

202 Bagley Ave NW, Bagley, MN. 56621 | (218) 694-6184 | scairns@bagley.k12.mn.us

## Objective of Indian Policies and Procedures

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

## School District Profile

**Mission** – “Pursuing educational excellence for all”

### School District Demographics

- % IDENTIFIED ETHNIC GROUPS
- 71% - White
- 19% - American Indian
- 8 % - Multi-Race
- 1% - Black
- 1% - Hispanic

### TOTAL DISTRICT ENROLLMENT (as of September 18, 2018)

No./	% /	Students Enrolled
88	8%	Pre-K/Head Start
1062	92%	Grades K-12
544	51.7%	Free/reduced Lunch - previous years data
209	20%	Special Education - previous years data

BUDGET	# of AMI STUDENTS PARTICIPATING	REVENUE SOURCE
\$50,234	195 Grades K-12	Title VI, Part A
\$222,260	258 Grades K-12	Title VII - Federal Impact Aid
\$333,986	139 Grades K-6	Title I, Part A
\$49,184	21 Grade 3	Title II, Part A
\$106,287	261 Grades K-12	American Indian Education Aid (AIEA)

### No. of American Indian Students

68.4	Bagley Graduation Rate, 4-year Cohort
30	Transfer to Bagley Schools, Grades K-12
13	Students At-Risk Due to High Mobility Rate, Grades K-12

79	Truant, Grades K-12 (46 HS,33 Elem)
22	Students in Alternative Programming (ALP) & Summer School
5	Dropouts, Grades 9-12
1003	Total Incidents of Discipline Problems, other than Truancy, in the High School: Alcohol (1), Assault (10), Attendance (93) Bullying (1), Cell Phone (6), Cheating (1), Chromebook (66), Computer (0), Cyber Bullying (1), Tardies (218), Theft (0), Threats (13), Weapon (1), Fighting (3), Illegal Drugs (4), Tobacco (7), Vandalism (4), Verbal Abuse (27), Disruptive/Disorderly/Insubordination (409), Other (138) Total School- 2254, 44% of referrals in the HS were on Native American Students
177	Total Incidents of Discipline Problems, other than Truancy, in the Elementary School: Alcohol (0), Arson (0), Assault (2), Bullying (3), Cheating (2), Computer (2), Disruptive/Disorderly/Insubordinate (91), Fighting (10), Harrassment (2), Other (63), Theft (0), Threats (1), Tobacco (1) Vandalism (0)
161	Students Participating in Free and/or Reduced Lunch Program
42	Students on an Individualized Education Plan, Grades K-12
80	Students Participating in Senior High Extra-Curricular Activities
57	Students Participating in Elementary Sports Programs
3	Students enrolled in Post-Secondary Education Options (PSEO) Coursework
115	Students enrolled in College and Career Readiness (CCR) programs

**No. of American Indian Students by Grade – SY18/19 (as of 9/18/18)**

Total AMI	Grade	Identify as:	Native American	2 or more*
7 Students	Pre-K and Head Start		6	1
18 Students	Grade K		13	5
19 Students	Grade 1		16	3
13 Students	Grade 2		8	5
20 Students	Grade 3		14	6
22 Students	Grade 4		14	8
17 Students	Grade 5		12	5
20 Students	Grade 6		15	5
24 Students	Grade 7		17	7
30 Students	Grade 8		26	4
14 Students	Grade 9		12	2
17 Students	Grade 10		15	2
12 Students	Grade 11		9	3
18 Students	Grade 12		14	4
Total =	250 AMI Students		190	60

\*2 or more are identified as multi-race not Native American

## American Indian Students Accountability Data

35.9%	State Proficient in Reading MCA
22.7%	District Proficient in Reading MCA
27.5%	High School Proficient in Reading MCA
19.6%	Elementary School Proficient in Reading MCA
29.3%	State Proficient in Math MCA
26.3%	District Proficient in Math MCA
26.2%	High School Proficient in Math MCA
26.8%	Elementary School Proficient in Math MCA
Overall Average ACT Score = 18	
Overall SAT Score = No AMI Students Participated in the SAT	
ASVAB Scores = Verbal Skills: N/A      Math Skills:N/A      Science and Technology Skills: N/A	

### STUDENT NEEDS QUESTIONS

**1.1 How will student’s needs be identified (culturally, linguistically, and academically)?**

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

**1.2 Size and scope of equitable services?**

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

- A. The policy of Bagley School District’s policy is to provide equal educational opportunity for all students. The Bagley School District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The Bagley School District also makes reasonable accommodations for disabled students.
- B. The Bagley School District prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district’s policy on harassment and violence and the school district’s procedures for addressing such complaints, refer to the school district’s policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. Every school district employee shall be responsible for complying with this policy conscientiously.

- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

**1.3 Proportion of funds allocation for services.**

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

**1.4 How services will be assessed and improved based on assessment results?**

- Services and programs are evaluated through State accountability assessments, monthly parent meetings, parent surveys, school contacts with parents, as well as emails, messages and telephone calls. The annual parent resolution and transmittal is presented to the School District at the Fall Public hearing and Tribal Consultation meeting during the 3<sup>rd</sup> Monday, in October.

**1.5 How, where, when, and by whom services will be provided?**

- American Indian Educational Services are provided throughout the year by the Bagley Public Schools within the school classrooms, field trips, college visitations, and through after school club and tutoring activities. The School District also offers summer school and alternative learning services.
- The Bagley School District has the following staff assigned to Indian Education Programs:
  - Carol Vik – Director of Indian Education Programs, Title VI
  - Penni Cairns – Coordinator of American Indian Education Aid and Programs
  - Indian Education Paraprofessionals – (5) five FTE in Grades K-12
  - Janice Goodwin - Impact Aid Application Coordinator
  - School District Office – Administrator of Federal Impact Program

**1.6 How and when decisions about the delivery of services will be made?**

- All federal Title program applications and state aid applications are due in the fall. The Bagley School District conducts the public hearing, and meets with parents, community groups, and tribal officials concerning these programs on the 3<sup>rd</sup> Monday in October.

**1.7. Parent and Tribal engagement?**

1. The 3<sup>rd</sup> Monday in October at the American Indian Public Hearing held in Rice Lake.
2. Native American parents and community members are able to provide input through a “Needs Assessment” offered at the Native American Senior Recognition Banquet in May.
3. Monthly Title VI, AIEA Parent meetings and/or JOM parent committee meetings.
4. Parents/guardians may contact the School District American Indian Education Director @ [cvik@bagley.k12.mn.us](mailto:cvik@bagley.k12.mn.us) or Telephone (218) 694-3120, or in person.
5. Parent/guardians may also contact the American Indian Education Aid Coordinator @ [pcairns@bagley.k12.mn.us](mailto:pcairns@bagley.k12.mn.us) or Telephone (218) 694-3120, or in person.

**POLICY 331**

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

**Board Adopted: October 15, 2018**

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

**ATTESTATIONS**

The Bagley School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY 2019 Impact Aid application.

The Bagley School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY 2019 Impact Aid application.

**Indian Policies and Procedures**

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

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

**Procedure 1:**

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

The Bagley School District will disseminate information and seek timely input regarding the following programs on its educational program (including, but not limited to): Title I, Part A, Title II, Part A, Title VI, Part A, subpart 1, Title VII-Impact Aid programs, Johnson O'Malley programming.

The completed applications, evaluations, and program planning will be made available to parents of Indian children, Tribal officials, and the Indian Parent Committee and a summary will be prepared and disseminated at least one (1) week in advance of public hearing held in October to afford all interested parties the opportunity to review the documents with sufficient time to provide thoughtful input at the public meeting. The hearing will be publicly advertised by local newspaper, public posting, District website at [www.bagley.k12.mn.us](http://www.bagley.k12.mn.us) to allow all interested parties to attend. In addition, representatives from the District and Indian Parent Committee will schedule meetings with the tribe(s) to seek input.

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

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

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

(i) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and

(ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

**Procedure 2:**

The Indian Parent Committee of the Bagley School District will meet monthly for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. The meeting agendas are posted and all meetings are open to the public allowing for tribal officials as well as parents of Indian

children the opportunity to submit comments and recommendations for consideration.

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

At each of the monthly school board meetings, a section of time is set aside for “Public Participation”. This is a time to offer comments and suggestions regarding all School District programs and activities including programming for Indian students. In addition, one public hearing is scheduled in October which is specifically devoted to addressing questions regarding federal programs and other Indian education funding sources. Tribal officials, Indian parents and community members are able to hold meaningful discussions at the meeting. Input based upon suggestions through preferred methods of communication, from tribal officials as well as parents of Indian children will be seriously considered.

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

An amendment will be added to the Fall 2017 student handbooks explaining the process of eligibility for Indian Education. Information will be included in student enrollment packets regarding Indian education opportunities as well as enrollment certification forms for Title VI and Johnson O’Malley.

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

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

(i) Share relevant information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian children; and

(ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

**Procedure 3:**

The Bagley School District shall annually analyze participation rates of Indian children compared to other children in all aspects of the educational program and school sponsored activities.

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

The results of the data and its comments will be shared with all interested parties in the district. In addition, comments and/or suggestions brought forth from these conversations will become part of the Indian Parent Committee approved minutes.

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

During the public hearing in October, the school district will gather information relating to Indian children's participation in the LEA's education programs and activities. This information will also be made available to the parents of Indian children, tribal officials and the Indian Parent Committee via mail, email, posting at tribal offices, on the School District's website at [www.bagley.k12.mn.us](http://www.bagley.k12.mn.us)

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

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

**Procedure 4:**

During the organization meeting of the Indian Parent Committee, the Indian Policies and Procedures will be reviewed and revised if necessary. Once this has happened, the document will be forwarded to the Bagley School Board as well as the tribal officials and parents of Indian children for review and consideration. If necessary, the Indian Parent Committee may suggest revisions at other times of the year as appropriate. Any updates will be sent to parents of Indian children and tribal officials within 30 days of adoption by the Bagley School Board.

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

**Procedure 5:**

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

**POLICY (6):** The Bagley School District will provide a copy of the IPPs annually to the affected tribe or tribes. [34CR F222.94 (a)(6)]

The Bagley School District will annually provide a copy of the current Indian Policies and Procedures to the Red Lake, Leech Lake and White Earth tribes by mail, and/or posting at tribal offices, if we have documented children in our school district with these Tribal affiliations.

Board Approval Date:                      October 15, 2018

**Title VI Grant Summary**

	<u>2017-2018</u>	<u>2018-2019</u>	
Student Count	223	195	decrease of 28
Budget	\$53,071	\$50,234	decrease of \$2,837
<hr/>			
<i>Expenditure Areas</i>	<i>2017-2018 – actual</i>	<i>2018-2019 - budgeted</i>	
Staff salaries and benefits– 1 (.1) Indian Ed Director, 1 FT Para, 1 (.5) Para, 1 (.25) Para	\$50,360	\$43,160	
Travel – MIEA/Trainings, student trips (Elementary/High School), Student/Parent Transportation	\$662	\$3,324	
Supplies – Student consumables, Staff/classroom supplies, postage, newspaper ads, sweetgrass, sage	\$2,256	\$2,750	
Contractual – Speakers/presenters, Anishinaabe Club	\$66	\$1,000	
Totals	\$53,344	\$50,234	

*Program Description:*

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

Funding also provided cultural as well as educational opportunities that otherwise would not have been possible. Two opportunities were for students in all grades to attend pow-wows. They attended a contest powwow showing the best of the best in Native American dancing and singing. Students also were able to attend the White earth State of the Nation to learn about Tribal Government and how it works. Elementary students were able to attend a Sugar Bush this past year that taught history of the Maple Sugar process as well as hear traditional stories of Anishinaabe trading/currency. Traditional Indigenous games were also brought into the schools for the students to participate in and learn. Anishinaabe club also provided materials for moccasin making, drum making, as well as birch bark crafting and coordination with AMI to have cultural specific speakers/presenters.

We coordinated with AMI to take kids on college exploratory field trips to University of Minnesota - Crookston and Morris campuses, University of North Dakota, North Dakota State University as well as Tribal and Technical Colleges to provide educational diversity. Students who were interested in further education had the opportunities to be present on eleven campuses with information specific to them as Native American students. We also attended two local Tribal Career Fairs.

Indian Education Parent Committee Meetings were held monthly and the parents met as needed to ensure that they had input for and were aware of what activities were being planned for the students. These meetings were held in different locations that were decided on by the parent committee. There was a coordination of Title VI, AMI, and JOM for the Native American Senior banquet to have a celebration of our Native American Seniors/Graduates.

**Title I and Title II and Title I Rural and Low Income Grant Summary - July 2018**

<u>2017-2018</u>	<u>2018-2019</u>	<u>Title I</u>
Allocation	Allocation	
\$300,781	\$323,253	Increase \$11,472
<u>\$34,205 (balance forward, bf)</u>	<u>\$16,343 (bf)</u>	Decrease \$17,862
\$334,986 (Total)	\$328,596 (Total)	Decrease \$6,390

<u>2017-2018</u>	<u>2018-2019</u>	<u>Title II</u>
Allocation	Allocation	
\$45,985	\$45,985	Decrease \$431
<u>\$ 3,199 (bf)</u>	<u>\$ 255 (bf)</u>	Decrease \$431
\$ 49,184 (total) Anticipated bf \$0.00	\$ 45,810 (Total)	Decrease \$3,374
\$384,170	Total Allocation	\$374,406
		Decrease \$9,764

<u>2017-2018</u>	<u>2017-2018</u>	<u>Title I Rural and Low Income Schools</u>
Allocation	Allocation	
\$20,500	\$0 (TBD)	
<u>\$ 0 (bf)</u>	<u>\$ 0 (bf)</u>	
\$20,500 (total)	\$0 (TBD) (Total)	

**Major Anticipated Expenditure Areas in 2018-2019**

<u>Title I</u>	<u>Totals</u>	
Admin Salary	\$ 0	Not allowable.
15% of eight K-1 teachers (Guided Reading).	\$ 79,538	Increase \$2,838
50% of eight paraprofessional staff (Guided Reading)	\$ 73,893	Decrease \$10,407
READ 180/System 44 Teacher (1 FTE)	\$ 86,437	Increase \$2,437
LLI Teach (.5 FTE)	\$ 43,219	Increase \$1,219
Early Childhood Match	\$ 0	Same
Summer School and Extended Day	\$ 11,190	Increase \$590
Reading Curriculum	\$ 6,000	Decrease \$2,200
Subs for School Improvement Team/BEST Team	\$ 7,049	Increase \$3,349
Homeless	\$ 500	Same
Foster Care	\$ 500	Same
Parent and Family Involvement	\$ 900	Same
Leadership Comm. And Staff Development	\$ 4,000	Increase \$2,700
Indirect Costs	\$ 13,670	Decrease \$1,330
Misc.	\$ 1,700	Increase \$900
<u>Title II</u>		
Class Size Reduction, Teachers (.95 FTE)	\$ 44,444	Decrease \$4556 (less steps & years)
Anticipated Carry Over	\$ 1,366	Balance Forward
	\$373,040	Total Expenditures
Title I Rural and Low Income Schools		
TBA (Grant Application due on Oct. 31)	\$ 0 (TBD)	

### Anticipated Major Program Description

Bagley Elementary School has implemented a School-wide Title I Program in 2018-2019 as well the last few years. BES qualified for a School-wide Program as a result of being greater than 50% Free and Reduced Lunch (poverty index). School-wide allows for more flexibility in providing services to students.

Bagley Elementary School supports reading and math in the classroom by providing small group instruction from a paraprofessional under the direction of the classroom teacher. This supports our guided reading and math approach in the classroom.

Professional Learning Communities (PLC) continue in 2018-19. PLCs are teams of teachers meeting on a regular basis to engage in conversation about instruction, assessment, curriculum, classroom systems and intervention systems.

Scholastic READ 180/System 44 is an intervention program at the Bagley Elementary School. This position/program is fully funded by Title I. The program serves third, fourth, fifth and sixth grade students.

LLI (Leveled Literacy Instruction) is an intervention system. This system has been expanded to serve grades K-5 grade. Title I funds a ½-time LLI position. The Title I position is modeled in the ADSIS (Alternative Delivery of Specialized Instructional Services) Program through about 2.0 positions.

2018-2019 includes funding for summer school and extended day.

Administrative Salary is no longer an allowable expenditure for Bagley School District. In the place is Indirect Costs, which is an allowable expenditure and covered District costs such as Superintendent Office staff and other expenditures related to the management of ESSA funds.

# **American Indian Education Aid Program**

## **Updated 9-14-18**

### **2018 - 2019 Budget is \$106,287.00**

The American Indian Education Aid Program (AIEA Program) is a Minnesota Department of Education Formula Grant to help Native American students succeed in school, and create a vision for future success. Officers for the 2018/2019 Native American Parent Committee were elected on March 19<sup>th</sup>, 2018 taking over their duties on July 1, 2018.

The Parent Committee consists of:

- Shane Auginaush – Chairperson
- James Hvezda – Vice Chairperson
- Secretary – This position is currently unfilled
- Jo Auginaush/Chris Benson - Alternates

The Application for the AIEA Program was approved at the Native American Parent Committee meeting on September 13<sup>th</sup>, 2018, and was approved by the School Board of Education on September 17<sup>th</sup>, 2018. It was sent to the Minnesota Department of Education on September 18<sup>th</sup>, and we are currently waiting for their response. This formula grant and all activities and budgets will be presented at the Public Forum to be held at the Rice Lake Community Center on October 15<sup>th</sup>. The Indian Education Parent Committee meeting will begin at 5PM. A light lunch will be served, and will be followed by the Public Hearing at 6PM, followed by the School Board Meeting. Everyone is welcome to attend.

In this Grant Application, we will be looking at four of the five areas of the World's Best Workforce requirements in order to support Native American student success.

Those areas include:

1. All AI Third-graders Achieve Grade-Level Literacy
2. All Achievement Gaps Closed for AI Students
3. All AI Students Attain Career and College Readiness
4. All AI Students Graduate from High School.

We utilized the Native American Needs Assessment suggestions, a student questionnaire, Parent Committee suggestions, Tribal Consultation suggestions and staff suggestions in developing the activities included in this grant. Budgeted grant areas include: Salaries & Benefits, Fees for Services, Postage, Staff Travel, Student Travel, General Supplies, Instructional Supplies and Food. The budget per each of these categories will not be final until it is MDE approved. Some of the activities currently included in the grant are Culture/Career/College Exploration field trips, Anishinaabe Club, after school workshops and student recognitions, tutoring, summer school, Cultural artwork, ACT & SAT testing fee reimbursement, Artwork and Ojibwe signs for the schools for increased cultural visual connections, Native Senior Banquet, after school workshops for community involvement with the students, the development of a Pow Wow, and more.

Last year's budget was \$104,846.00 with staff salaries and benefits totaling \$73,147.00 which was 69.7% of the grant budget. One of the recommendations made from MDE was to reduce salaries to around 60% of the grant. This year the Salaries and benefits would be \$62,169.91, which is 58% of the grant.

For questions on this program, please contact [pcairns@bagley.k12.mn.us](mailto:pcairns@bagley.k12.mn.us), or [cvik@bagley.k12.mn.us](mailto:cvik@bagley.k12.mn.us). They can be contacted at 218-694-3120.

## 2019 Budget and Fiscal Year 2018 Actual – Title VII/Impact Aid Report

Description	FY 19 Budget	FY 18 Actual
Para's Salary-Impact Aid	\$3,000.00	\$3,000.00
FICA/Medicare-Impact Aid	\$250.00	\$229.50
PERA-Impact Aid	\$0.00	\$0.00
Scholarships	\$110.00	\$0.00
Pupil Transportation Vehicle	\$0.00	\$95,668.02
Elementary Para Salary		\$4,801.00
Elementary FICA/Medicare		\$379.24
Elementary PERA		\$372.81
School Interventionist Contract	\$39,000.00	\$37,888.40
Managerial Salary	\$25,000.00	\$16,000.00
High School Counselor Salary	\$25,000.00	\$16,000.00
Instructional Salary-High School ~Impact Aid	\$34,500.00	\$34,357.53
Paras Salary-High School~ Impact Aid	\$42,000.00	\$41,757.04
FICA/Medicare-High School~Impact Aid	\$8,750.00	\$8,321.30
PERA- High School~Impact Aid	\$3,700.00	\$3,605.75
TRA-High School~Impact Aid	\$5,750.00	\$5,254.04
Group Hospitalization-High School~Impact Aid	\$14,000.00	\$13,026.74

<b>403(b) Match~Impact Aid</b>	<b>\$1,200.00</b>	<b>\$1,199.98</b>
<b>Travel~Impact Aid</b>	<b>\$2,500.00</b>	<b>\$0.00</b>
<b>General Supplies~Impact Aid</b>	<b>\$2,500.00</b>	<b>\$0.00</b>
<b>Special Education Costs-Elem*Tuitions, **Salaries</b>	<b>\$7,500.00</b>	<b>\$0.00</b>
<b>Special Education Costs-HS*Tuitions, **Salaries</b>	<b>\$7,500.00</b>	<b>\$0.00</b>
<b>Total Expenditure</b>	<b>\$222,260.00</b>	<b>\$281,861.35</b>
<b>Revenues to Date</b>		<b>\$281,861.35</b>

\* Tuitions include~ Services provided to Resident Special Education Students that are outside of the district. These services also include fees paid to treatment programs and Early Childhood Program in White Earth.

\*\* Salaries are a small portion of the unreimbursed Special Education Salaries of the local district staff and the Title VI Staff.

Secretarial: Salary for Impact Aid Application and data verification and record keeping services.

Elementary School Interventionist (.7 FTE): Provides student counseling services, behavioral interventions, makes recommendations and referrals to outside agencies including mental health.

Scholarships: Annual technology insurance fees for qualifying AMI students.

Instructional Salary American Indian Education Coordinator (.9 FTE): Manages all AMI student services, paraprofessional staff scheduling and academic support systems.

High School Paraprofessional Salaries: Provides classroom academic support and tutoring services for AMI Students.

Travel: Activity bus costs for Tuesday and Thursday after-school academic tutoring program

General Supplies: Misc. instructional supplies as needed for AMI students

## Bagley Public School Johnson O'Malley School Year 2018/2019

The Bagley Johnson O'Malley Program has been active for many years. We have a new Committee that was elected in on March 19, 2018. There has not yet been a meeting to set a new budget.

Bagley School District currently has 76 JOM Certified students as of January 2018. This is an ongoing process that will hopefully result in more students becoming certified/eligible to receive JOM services. Some of the services that they currently provide assistance with are: Sports fees @ 100%, Sports shoe reimbursement max \$50/year, school field trips, Driver's License reimbursement (max \$150) after successful completion of class, and music fees. They assisted with the Indian Education Senior Banquet costs and door prizes to encourage people to attend and to complete the needs assessment.

### EXPENSE BUDGET

3/12/2017

Bagley JOM Budget

NJOMA 2017 conference	Budget	Actual	Difference (\$)	Difference (%)
Conference fees-4 people	\$ 1,700.00		\$ 1,700.00	100.0%
Per diem- 4 people	\$ 918.00		\$ 918.00	100%
Hotel/car rental- 2 rms/1 car	\$ 971.26		\$ 971.26	100%
Airfare-4 people from fargo	\$ 2,111.20		\$ 2,111.20	100%

Parental Costs	Budget	Actual	Difference (\$)	Difference (%)
Athletics	\$ 5,800.00		\$ 5,800.00	100.0%
Music	\$ 300.00		\$ 300.00	100.0%
Shop	\$ 500.00		\$ 500.00	100.0%
Drivers Ed	\$ 1,000.00		\$ 1,000.00	100.0%
Cultural Resources	\$ 500.00		\$ 500.00	100.0%
Headstart	\$ 350.00		\$ 350.00	100.0%
Senior academic fees	\$ 1,200.00		\$ 1,200.00	100.0%
Recognition banquet	\$ 1,000.00		\$ 1,000.00	100.0%
Field trips	\$ 4,000.00		\$ 4,000.00	100.0%

School supplies	\$ 250.00		\$ 250.00	100.0%
Office/tutor supplies	\$ 100.00		\$ 100.00	100.0%
Postage	\$ 50.00		\$ 50.00	100.0%
Election	\$ -		\$ -	
PO Box fee	\$ 70.00		\$ 70.00	100.0%
Tutor/aid salary	\$ 500.00		\$ 500.00	100.0%
Graduation	\$ 2,500.00		\$ 2,500.00	100.0%
Committee member meeting stipends	\$ 900.00		\$ 900.00	100.0%
			\$ -	
			\$ -	
<b>Total Expenses</b>	<b>\$24,720.46</b>	<b>\$ -</b>	<b>\$ 24,720.46</b>	<b>100.0%</b>

## Bagley School District #162 Indian Education Needs Assessment

## School Year 2018-2019

**Results: 66 responses – 59 Senior Banquet, 7 Rice Lake Powwow**

**Completed on May 17, 2018 and June 2, 2018**

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

**Goals and objectives prioritization:** Please number the following with your priority levels in mind;

- 95%** Increase the academic success of Native American students in reading, language, and math, through tutoring/paraprofessional services.
- 91%** Provide cultural activities for students and the community.
- 86%** Increase the number of Native American parents and community members involved in school programs and activities.
- 89%** Provide training for the school staff, to help them develop skills and understanding of issues relating to Native American education.
- 89%** Increase daily attendance and reduce dropout rates for Native American students.
- 91%** Provide counseling/Mental Health services for Native American students.

**Supportive Services for the students:** Please check the following educational services that you feel are most helpful for students.

- 44%** Summer School      **68%** Field Trips      **61%** Transportation
- 48%** Math/Read 180      **62%** After-School Tutoring
- 72%** In-School Tutoring/Para Support      **55%** College Career Readiness

### **Problems/Barriers:**

What do you think are the most pressing problems that Native American students face in school?

- 45%** Behind in credits      **53%** Bullying      **55%** Drug/Alcohol
- 56%** Poor study habits      **62%** Family/Home      **48%** Self-image/esteem
- 67%** Attendance

Please explain:

**17 responses – They all responded differently addressing various areas or that they all tie together.**

Parents, do you feel your student(s) has/have a positive relationship with at least one adult staff member in the school? **74% Yes .02% No**

Students, do you feel you have a positive relationship with at least one adult staff member in the school? **68% Yes .03% No**

**Activities/Ideas:**

What type of activities would you like to see presented in our school district?

**Native American Sports, Pow-wow, Summer Programming, Interactive Assemblies, Cultural Presentations/Education, Teacher/Staff Education, Parent/Student Activities, Native Speakers, After School Activities, Cultural “things”, Drum, Traditional Games/foods, Outside Activities, Cultural Implementation in curriculum, Quiz/Language Bowl**

**Identification of self:**

*How would you describe yourself?*

**22** Parent      **6** Grandparent      **2** Guardian      **5** Staff      **19** Student  
**4** Community Member      **4** Other (please describe): **sibling/cousin**

*Of a student in the:*

**16** High School 7-12      **5** Elementary K-6      **12** Both(HS & Elem)      **2** Pre-K

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

- Field trips and Education
- Great attitude and is welcoming
- Understanding of the Native American Culture
- The support staff available for students and increase in cultural activities
- Relationships, friendships among Native and non-native students and in sports/working together
- Positive interactions between staff and students
- The Kids! The smiles on their faces when they know they have accomplished what they set out to do

- Intercultural education
- The Banquet, Everything - Parent Involvement, College trips
- They are trying to get the Native programming up and running
- Everything and nice people
- Learning new things
- All seems to be pretty fair overall
- We get help
- More Native American Involvement
- Indian Education Director has been inspiring and has done alot for Native American Culture
- Seeing kids graduate and go to college
- People get along
- How involved staff is
- After School Program, Club, Senior Banquet and Anishinaabe Club – Opportunities provided are awesome
- The help you get in classes
- Mental Health, Community gatherings/get togethers
- The help Native students get when needed
- The increase of Native American Culture within the past school year
- Youth Sports teams, Youth pictures in the newspapers

**Chi-miigwech!**

**Thank you for taking the time to complete this questionnaire! It is very much appreciated!**

Bagley School District Response:

Recommendations of the Tribal Consultations dated February 26, 2018

*Utilize the Minnesota Department of Education; Office of Indian Education District and School Self-Assessment for Implementing Indian Education as a resource and tool school wide.*

This survey tool was distributed to the Bagley High School staff in December 2017 with an incentive to complete. We received 14 surveys back but responses varied greatly, due to a lack of understanding for completing the survey. Discussion with our two new building Principals has been initiated. All staff will complete the survey, with proper directions provided, during the Fall professional development days.

*Informational consultation with School Board and Parent Committees.*

Recommendations from Tribal Consultation were brought back and shared with the Bagley School Board. This has been an ongoing discussion with our Parent Committees in regards to what the parents and students would like to see offered in the schools as well as attempting to implement the recommendations of the Tribal Consultation.

*Increase the number of Culture/Language Teachers.*

The Bagley Public Schools is currently applying for the Achievement and Integration Grant as a partner school district with the Mahnomen Public Schools. The primary use of these funds will be to hire a Culture/Language teacher for SY 2019/2020. There has been discussion with the White Earth Tribal College to utilize them for a future language class and potential college students to come in and work with our students. The discussion will continue until we establish initiatives that are beneficial for the students, the School District and the Tribal College.

*Incorporate Language and Culture in daily school wide activities.*

The incorporation of Ojibwe language within the School District has been a slow yet ongoing process. The foremost reason being a shortage of people who speak the language and are willing to come in and teach the students. We have grown from one classroom section to two in the high school with future hopes of eventually having an immersion classroom when our students understand Ojibwe. This is also something that may begin to flourish once we are able to find and hire our own Ojibwe language/culture teacher. Currently, our students are attempting to apply the knowledge they have learned and have been asking for more cultural activities to be promoted within our School District. The Needs Assessment, which was completed in May, shows some growth in Native American culture but there is always room for more.

*Increase Trauma Informed practices school wide.*

Teachers and staff have been attending trauma training within both schools. The Bagley Elementary School hired Peacemaker Resources and did extensive teacher training during SY 2017-2018. Efforts were placed on infusing trauma sensitivity and ACEs related curriculum into all elementary classrooms. Training also included ADSIS, ACEs, and the Nurtured Heart Approach. Extensive Mental Health Services are also being incorporated for Special Education and regular education students within the school buildings. Both Stellher Mental Health and White Earth Tribal Mental Health are addressing huge needs concerning trauma, bullying, drug and alcohol abuse as well as family dysfunction issues with the students. This process will continue.

*Number of American Indian Students enrolled in PSEO at the White Earth Tribal and Community College or other Colleges.*

We work extensively with the senior high students to encourage college exploration and to look at PSEO. Not all of our students feel prepared to attend college classes within or outside of the high school. Those students that do feel ready, have applied for colleges of their choice. As of today, we have 3 Native American students that have applied and been accepted into PSEO programs at BSU and Leech Lake Tribal College. We have had discussions with students, families, and the colleges to help prepare them for these programs.

*American Indian Dollars supporting more Language and Culture and less salaries.*

The Title VI grant has already been written and approved, there is not room as it is on a 4 year timeline so cannot be changed. The AIEA State Formula funding is currently in the process of being written. The parent committee, school officials, students and the Tribe can have input in its development. Reducing staff salaries is very difficult because the School District is a service organization. It takes staff to teach the students. How do you increase language without increasing staff?

Despite this barrier, the AIEA staff are working to reduce staff salaries by about 5%. We anticipate total salaries for staff to be about 65% for SY 2018-2019. If we receive the Integration and Achievement Grant, staff salaries may be further reduced in the AIEA formula funding and hiring a culture/Language teacher out of that fund.

Several possible program initiatives are being proposed for AIEA funding. The Parent Committee has been tasked with considering how to raise academic proficiency in AMI

students? Another idea is to promote a Spring school powwow to provide a cultural event for our entire school district and surrounding communities. Please review the grant reports for questions regarding this section.

*Identifying successful ways to engage parents of American Indian Students.*

Our parent committee, staff and students have had discussions regarding this multiple times. We have invited parents to the schools, gone to the Rice Lake Community, gone door knocking, done multiple forms of advertisement, have had door prizes as incentives to participate, and have had staff at community events/community powwows to engage parents. We have also completed mailings, offered transportation, and moved meeting down to Rice Lake to encourage participation. Some parents do participate and we are so thankful and blessed to have them. They are the backbone and stability of our Indian Education Department. Without their voices we wouldn't be able to do what we need to do with identifying our student/parents needs. We want more participation but are still working on successful ways to engage the Native American community. **This is an area we could use assistance.**

## 102 EQUAL EDUCATIONAL OPPORTUNITY POLICY

Board Adopted: October 18, 2010

Board Revised: August 20, 2018

### I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the Bagley School District.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of Bagley School District's policy is to provide equal educational opportunity for all students. The Bagley School District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation as defined in *Minn. Stat. § 363A.03, Subd. 44*, or age. The Bagley School District also makes reasonable accommodations for disabled students.
- B. The Bagley School District prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. Every school district employee shall be responsible for complying with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

**Legal References:** Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)



FY 20 18 For School Year ending June 30, 20 19

### Affirmation of Consultation with Tribal Representatives

PL114-95 § 8538 states that:

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

#### LEA

Name of LEA:	<u>Bagley Public Schools</u>	SD#	<u>0162-01</u>
LEA Superintendent	<u>Steve Cairns</u>	Email:	<u>scairns@bagley.k12.mn.us</u>
		Phone:	<u>218-694-6184</u>
LEA ESSA Coordinator:	<u>Steve Cairns</u>	Email:	<u>scairns@bagley.k12.mn.us</u>
		Phone:	<u>218-694-6184</u>
Signature:	<u>Steve D. Cairns</u>	Signature:	<u>Steve D. Cairns</u>

#### Tribal Representatives

Name of Tribe/Organization:	<u>White Earth Reservation</u>
Contact:	<u>Mary Otto, Education Director</u>

Tribal Representative:	<u>[Signature]</u>	Title:	<u>Chairman</u>
Email:		Phone:	
Tribal Representative:	<u>[Signature]</u>	Title:	<u>Secretary-Treasurer</u>
Email:		Phone:	
Tribal Representative:	<u>[Signature]</u>	Title:	<u>DISTRICT</u>
Email:		Phone:	

**Affirmations:**

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

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

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

We Agree that timely and meaningful consultation shall continue throughout the implementation and assessment of services provided under section 8535 on the following dates: July 23-2018

Superintendent (or designee): Steve D. Collins Date: Aug 16-2018

Tribal Representative: Mary O'Hara Date: 8-16-18

**Required Topics during Consultation**

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

<input checked="" type="checkbox"/> How students' needs will be identified (culturally, linguistically and academically)	<input checked="" type="checkbox"/> Proportion of funds allocation for services
<input checked="" type="checkbox"/> What services will be offered	<input checked="" type="checkbox"/> Title programs under ESSA
<input checked="" type="checkbox"/> Size and scope of equitable services	<input checked="" type="checkbox"/> How, where, when, and by whom services will be provided
<input checked="" type="checkbox"/> Equitable services to teachers and Parents	<input checked="" type="checkbox"/> How services will be assessed and improved based on assessment results
<input checked="" type="checkbox"/> How and when decisions about the delivery of services will be made	<input checked="" type="checkbox"/> Parent and tribal engagement

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

**If you have questions or you would like to request a Word version to add signature lines to this**

**Affirmation Form, email [mde.esep@state.mn.us](mailto:mde.esep@state.mn.us).**