

MEMO TO: Board of Education  
TOPIC: Regular School Board Meeting  
FROM: Steve D. Cairns, Superintendent  
DATE: January 3, 2019

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

### Agenda

**1. CALL TO ORDER**

A. Pledge

**2. ORGANIZATION OF THE BOARD**

A. Nominations for Board Chairperson

B. Nominations for Board Clerk

C. Nomination for Board Treasurer

D. Don Nordlund, School Board Member Oath of Office

8

E. Set Board Meeting Dates and Time

Current

First and third Mondays of each month at 7:30 p.m. unless there is a conflicting holiday.

In case of inclement weather or other unforeseen circumstances, the board will meet the following day, same location and same time.

F. Official Newspaper

Current

Farmers Independent

G. Official Depositories for School District

Current

First National Bank, Bagley, MN

Minnesota School District Liquid Asset Fund

USBank

PMA/MN Trust

BMO Harris Bank

H. Set School Board Salaries

Current:

Chairman - \$67.50 per meeting

Clerk - \$65 per meeting  
Treasurer - \$65 per meeting  
Directors - \$60 per meeting  
\$60 per meeting for attending committee and negotiations meetings.  
Mediation and arbitration meetings - \$150/day - \$75/half day

Board member should contact District Office when they attend committee meetings.

I. Mileage Reimbursement

Current

IRS Mileage Reimbursement Rate for all those who travel on school business. When personal vehicles are used for travel at the request of the employee, no reimbursement will be made unless the transportation director confirms a school vehicle was not available.

J. Meal Reimbursement

Current

- A. Breakfast - \$7.00
- B. Lunch - \$9.00
- C. Dinner - \$15.00
- D. \$31/day may be used for one, two or three meals if gone all day.
- E. Board members receive full reimbursement for meals and lodging.

Receipts must be submitted to the School Accountant in order to be reimbursed. Claims must be itemized and cannot include tips. Claims that are not for overnight trips will be paid through payroll and will be taxable income.

Per IRS regulations, the value of employer provided meals and reimbursements for meals are to be included in the taxable income of the employee, unless there is some provision that allows for the meal to be excluded from taxable income. A meal may be excluded from the employee's taxable income if the meal is a result of the employee traveling away from home on overnight business.

K. School Attorney

Current

Kennedy and Graven, Minneapolis, MN

With the understanding that the service of Ed Rasmussen may be obtained at the discretion of the Superintendent with the Board Chair approval.

L. Committee Assignments

Current

Athletic Committee: Jamie Grover and Renee Benson

BRIC Representative: LeAnn Agnes

District Advisory Committee: Jeremy Davies, Amy Fontaine and Steve Cairns

Community Education Representative: Amy Fontaine  
Indian Parent Committee: Renee Benson  
Meet and Confer: Steve Cairns, Adam Broden, Jeremy Davies and LeAnn Agnes  
Negotiations Committee: Steve Cairns, Adam Broden, Jamie Grover, LeAnn Agnes  
Pine to Prairie Representative: Amy Fontaine  
Security Committee: Wendy Fultz, Renee Benson and Jeremy Davies  
School Forest Committee: Steve Cairns and Jeremy Davies  
Transportation Committee: Wendy Fultz, Amy Fontaine, LeAnn Agnes  
Wellness Committee: Adam Broden, Amy Fontaine, Jamie Grover and Steve Cairns

M. Caretaker/Manager of the Imprest Fund

Current

David Decker, Business Manager

Jennifer Hecht and Angela Gerbracht are authorized to sign checks in this account.

N. Recorder of the Minutes for ISD #162

Current

Jennifer Hecht

O. High School Auxiliary Account Caretaker/Manager

Current

Carrie Ham and Kim Halverson to sign and validate checks and disbursements of funds from the Bagley High School Auxiliary Account and naming Anthony Kerr as the Caretaker/Manager of the account.

P. Bagley Elementary Auxiliary Account

Current

Dixie Boe to sign and validate checks and disbursements of funds from the Bagley Elementary Auxiliary Account and naming Kristi Moritz as the Caretaker/Manager of the account.

Q. LEA Resolution

Current

The Local Board of Education of Independent School District #162 has authorized Steve Cairns, at a monthly meeting held on January 2, 2018, for the calendar year 2018 to act as the LEA Representative in filing an application for funds as provided under Public Law 103-382. The LEA Representative will ensure that the school district maintains compliance with the appropriate Federal statutes, regulations, and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this application. Kristi Moritz is authorized as Contact Person for Title I and Title II Part A.

**New - 2019:**

The Local Board of Education of Independent School District #162 has authorized Steve Cairns, at a monthly meeting held on January 7, 2019, for the calendar year

2019 to act as the LEA Representative in filing an application for funds as provided under Public Law 103-382. The LEA Representative will ensure that the school district maintains compliance with the appropriate Federal statutes, regulations, and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this application. Kristi Moritz is authorized as Contact Person for Title I and Title II Part A.

R. MSHSL Representatives

Current

Governing Board Representative: Amy Fontaine

Boys Sports Representative: Doreen Zierer

Girls Sports Representative: Doreen Zierer

Speech Activities Representative: Hold

Music Activities Representative: Joshua Gunderson

Designated Representative: Steve Cairns

S. PL 88-352 Title VII Part A Indian Education

Current

Naming Superintendent Cairns as official representative in applying for funds under PL 88-352 Title VI Part A Indian Education and that application for these funds are made.

Further, that Carol Vik be named as Indian Education Director for the calendar year 2018. Carol Vik is authorized as Contact Person for the Title VI.

**New 2019:**

Naming Superintendent Cairns as official representative in applying for funds under PL 88-352 Title VI Part A Indian Education and that application for these funds are made.

Further, that Carol Vik be named as Indian Education Director for the calendar year 2019. Carol Vik is authorized as Contact Person for the Title VI.

T. Public Law 81-874 Impact Aid

Current

Naming Superintendent Cairns as official representative in applying for funds under Public Law 81-874 Impact Aid and Janice Goodwin to make application for these funds.

U. Approve Payments of Bills

Current

Authorizing the Board Treasurer to approve payments of bills for all months during the year

the Board of Education meetings do not coincide with the District's normal disbursement schedule.

V. 2019 Legislative Liaison for the Bagley Board of Education

Current

Adam Broden

W. EFT Transfers

To authorize David Decker and Angela Gerbracht to make electronic fund transfers.

X. Board Members Employment

- 1) Jamie Grover - substitute teacher
- 2) Amy Fontaine - coaching and activities worker
- 3) Jeremy Davies - substitute bus driver

**3. PREVIEW OF AGENDA**

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

**4. ADDITIONS TO THE AGENDA**

A. Credit Recovery - Tony Kerr

**5. CONSENT AGENDA**

- A. Minutes - December 17 11
- B. Invoice Payment
  - 1) Northland Trust Services in the amount of \$357,107.50 13
  - 2) Big River Group, LLC in the amount of \$4,000 14

**6. COMMUNICATIONS**

- A. Enrollment 15
- B. MSBA Annual Leadership Conference - January 17-18, 2019, Minneapolis Convention Center.
  - Phase I Training - January 15, Hyatt Regency Minneapolis
  - Phase II Training - January 16, Hyatt Regency Minneapolis
- C. Superintendent Search Update - Adam Broden

**7. STUDENT INPUT AND RECOGNITION**

- A. Athletes of the Week
  - 1) January 2
    - Cameron Broden (8th, Boys Basketball)
    - McKinzie Halverson (Sr., Girls Basketball)
    - Ali Netland (8th, Dance Team)
    - Alex Jobe (7th, Boys Basketball)
- B. Senior of the Month - December
  - Layla Berg
- C. BES Student of the Month - November
  - 1) Nevaeh Salzer, Jon Dahl, Mollie Gunderson, Hattie Nelson, Winter Bingham Anderson, Sylis Linehan, Deja Auginaush, Havin Salzer, Keegan Evans, Collin

LaFerriere, Derrick Strong, Jesse Gunderson, Brett Schwegel, Jensen Tibbetts, Malcolm Sistrunk, Isabella Nelson, Mariah Mathison, Emme Ekre, Collin Higginbotham, James Johnson, Ian Phrakankhom, Sadie Fultz, Claire Nelson, Grace Haney, and Eva Christianson

**8. PUBLIC AGENDA ITEM**

**9. COMMITTEE REPORTS**

- A. Athletics
- B. District Advisory
- C. Meet and Confer
- D. Negotiations
- E. Security
- F. Transportation
- G. Wellness
- H. Other

**10. REPORTS AND PRESENTATIONS**

- A. BHS Registration Guide for 2019-2020 17
- B. Overnight Trip Request - Josh Gunderson 77  
Concordia College Choral Festival - January 19 & 20, 2019
- C. Fundraiser Request for the BHS Music Department - Josh Gunderson 81  
Selling Great American Opportunities Magazine & Cookie Dough
- D. Fundraiser Request for BHS Music Department - Josh Gunderson 82  
Sing-O-Gram Valentines

**11. SCHOOL BOARD ACTION**

- A. Policy Second Reading & Adoption
  - 1) Policy 416 - Drug and Alcohol Testing - Revised 83
- B. Staffing
  - 1) Maternity Leave for Employee A. Employee A is requesting 12 weeks of unpaid maternity leave beginning March 11th.
  - 2) Hire - Becky Fultz as a bus driver contingent upon receipt of a satisfactory background check and licensure.

**12. NEXT MEETING'S AGENDA ITEMS**

**13. FUTURE MEETINGS**

Regular School Board Meeting - **Tuesday**, January 22, 2019, at 7:30 p.m. in High School Room 101.

1st Round of Superintendent Interviews - January 28, 2019, in High School Room 100 -  
Time TBD

2nd Round of Superintendent Interviews - February 7, 2019, in High School Room 100 -  
Time TBD

14. **ADJOURNMENT**

**SCHOOL BOARD MEMBER OATH OF OFFICE**

It is an honor that you were elected to guide the education of our community’s children. As you recite the oath of office, you assume a tremendous responsibility as a director of our school district with the duties empowered by the Minnesota Legislature. This power puts you and the other members of our school board in the position of being both morally and legally responsible for equitable, quality education of every student in the district.

In carrying out this responsibility, you will be asked to fulfill the roles of vision, structure, accountability, and advocacy. In providing vision, the board, with extensive participation of the community, envisions the community’s educational future and then formulates the goals, defines the outcomes and sets the course for the public schools.

To achieve the vision, the board establishes a structure and creates an environment designed to ensure all students the opportunity to attain their maximum potential through a sound organizational framework.

Because as a board we must be accountable to the community, we must ensure a continuous assessment of student achievement and all conditions affecting the education of our children.

As board members, we serve as education’s key advocate on behalf of students and our community schools to advance the vision for our schools.

Furthermore, we must strive to work together with the superintendent and staff to lead the district toward fulfilling the vision we have created, fostering excellence for every student in the areas of academic skills and knowledge, citizenship and personal development.

\*\*\*\*\*

Having signed the acceptance of office and oath of office, I hereby publicly affirm my commitment to the oath of office:

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 162 to the best of my judgment and ability.

\_\_\_\_\_

Board Chair

\_\_\_\_\_

Date

\_\_\_\_\_

Member

\_\_\_\_\_

Date

## 2019 School Board Committees

The following is a list of the School Board Committees and a brief definition of the role of the committee as I understand them. I recommend having some discussion about each committee's responsibilities prior to voting on the School Board members.

### Committee for 2019

1. District Advisory Committee (WBWF Requirement) formerly known as the District Leadership Committee
  - a. The district advisory committee recommends to the school board academic standards, student achievement goals and measures, and district assessments. There is a new requirement that the district advisory committee also make recommendations about the means to improve students' equitable access to effective and more diverse teachers.

*Minnesota Statutes, section 120B.304 was amended to include the following: A school district that does not have an agreement between the school board and the exclusive representative of the teachers about selecting assessments must establish a district assessment committee to advise the school board on administering standardized assessments to students in addition to the assessments required under section 120B.30 and applicable federal law unless paragraph (b) applies. The committee must include an equal number of teachers and administrators and at least one parent of a student in the district and may include at least one representative from each school site in the district. (b) A school district may seek this assessment advice from the district advisory committee under section 120B.11, subdivision 3, instead of establishing a committee under this section.*

*Subdivision 4 of the WBWF legislation related to school site teams was amended. Schools must now establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies (including cultural awareness and cross-cultural communication), and student achievement at the school site. Prior to 2016, this was optional. In addition, the site team must include an equal number of teachers and administrators and at least one parent.*
2. Negotiations Committee:
  - a. Committee meets and negotiates with all employee work groups and individuals employed by the Bagley School District. Committee makes recommendations to the School Board for work agreements and changes to employee job descriptions.
3. Transportation Committee:
  - a. Committee meets with the Transportation Director and Superintendent to discuss and collect bids for District bus and vehicle purchases. Makes recommendations for transportation policies and procedures to the School Board.
4. Community Education Representative:
  - a. Meets periodically with the Community Education Director and Superintendent to discuss budget, staffing needs, curricula, grants, program initiatives, and goals. Committee makes recommendations to the School Board.
5. BRIC Representative:
  - a. Bemidji Regional Interdistrict Council School District Representative to meet once per year at the annual BRIC Board meeting.
6. Meet and Confer Committee:
  - a. The "Meet and Confer" process is established by law to open a line of direct communication between teachers and the school district. Discussions of submitted topics and the resulting exchange of points of view will result in closer cooperation between the two parties and will benefit both parties and the students who will be the ultimate gainers.
  - b. Representatives of the Board of Education, the teachers and the Superintendent of Schools will meet 3 times annually to consider items submitted in writing and signed by the submitter. Any topic may be considered but the committee will reject items that deal with conditions of

employment or that are more properly dealt with through the grievance procedure as established in the Master Contract.

- c. The committee will establish its own procedures.
  - d. The committee is not a decision making group but will make its findings known to the Board of Education with whom the final decision on any matter will rest.
7. Athletic Committee:
    - a. Meets monthly or as needed to discuss the athletic policies and procedures of the School District. Committee makes recommendations to the School Board about changes in the athletic programs.
  8. Security Committee:
    - a. Meets occasionally to discuss school site and District security needs and policies. Review of Emergency/Disaster Preparedness Manuals and procedures. Committee coordinates with law enforcement and County MIMS planning teams. Review security grants and partnerships with local area collaborative.
  9. Wellness Committee:
    - a. Meets periodically to discuss wellness initiatives, policies and procedures, grants, and wellness climate issues. Makes recommendations to the School Board.
  10. Pine to Prairie Committee:
    - a. Meets monthly to discuss Vocational Education within the Pine to Prairie conference school districts.
  11. School Forest Committee:
    - a. Meets 2-3 times annually or as needed to monitor and direct the Stewardship Plans for the Bagley and Minerva School Forests. Committee makes recommendations to the School Board for action.

**BAGLEY PUBLIC SCHOOLS  
REGULAR SCHOOL BOARD MEETING  
DECEMBER 17, 2018  
MINUTES**

The regular meeting of the School Board, Independent School District #162 was held on December 17, 2018, 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. Chairman Broden thanked LeAnn Agnes for her 4 years of service on the School Board and presented her with a clock.
2. A motion was made by LeAnn Agnes, seconded by Jeremy Davies to accept the resignation of Wenesdai Goldstein as a bus driver, effective December 21, 2018. Motion passed 7-0.
3. A motion was made by Jeremy Davies, seconded by Wendy Fultz to approve the following consent agenda items:
  - A. December 3 Minutes
  - B. December 2018 Invoices - \$356,146.49 – Ck#59613-59678
  - C. November 2018 Hand Payables - \$73,293.70 – Ck #32796-32825
  - D. November 2018 Statement of Cash Balances - \$4,233,016.50
  - E. November 2018 Budget Comparison
  - F. November 2018 Wires Payments - \$319,307.78
  - G. Elementary & High School Auxiliary AccountMotion passed 7-0.
4. Chairman Broden announced that Griffin Brovold, Madisyn Bennett, Carly Lewis, and Preston Derheim were the December 5 Student Athletes of the Week and Aleah Nelson, Alec Norum, Hillary Maruska, and Jayce Thompson were the December 12 Student Athletes of the Week.
5. Chairman Broden announced that Bayli Dukek was the KRJB Good Students of the Month.
6. BHS Principal Kerr announced that McKenzie Halverson has been nominated for the Girls AAA Award.
7. Chairman Broden announced that Meet and Confer met on December 6<sup>th</sup>. There was no official agenda items but a discussion was held on how agenda items are brought forward to Meet and Confer meeting.
8. Amy Kent present the Minnesota Student Survey, requested permission to send a passive consent letter to parents/guardians, and administer the survey January 22-25, 2019 to students in grades 5, 8, 9 and 11. Request failed to pass due to a lack of a motion.
9. First reading and comments of the following policies were held:
  - A. Policy 416 – Drug and Alcohol Testing
10. A motion was made by Jamie Grover, seconded by Renee Benson to adopt resolution accepting gifts/donations to Bagley Public Schools:

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

\* \$3,030.52 from Clearwater Co. Environmental Services for Maintenance Dept. - Recycling Totes

\* \$300.00 from Rotary Club for ECI Program

\* \$1,650.00 from MN DNR Stewardship Program for School Forest

Motion passed 6-0.

11. A motion was made by Jeremy Davies, seconded by Jamie Grover to authorize the transfer of bus purchases from reserved to the capital outlay account in the amount in the amount of \$278,805. Motion passed 7-0.

12. ITEMS FOR THE NEXT AGENDA:

A. Policy 416 – Drug and Alcohol Testing

B. Organization of the Board

13. The next School Board meeting will be held on January 7, 2019, at 7:30 p.m. in High School Room 101.

14. A motion was made by Amy Fontaine to adjourn the meeting at 8:08 p.m. Motion passed 6-0.

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

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



150 S. Fifth Street, Suite 3300  
 Minneapolis, MN 55402  
 Phone 612-851-4931  
 Fax 612-851-4933

**\* EFFECTIVE FEBRUARY 11, 2018 OUR ADDRESS HAS CHANGED \*  
 (SEE ABOVE)  
 INVOICE**

BAGLEY ISD 162, MINNESOTA  
 ATTN: BUSINESS MANAGER  
 202 BAGLEY AVENUE NW  
 BAGLEY MN 56621

12/10/2018  
 ISDBAGLEY

RE: ISD 162 BAGLEY, MINNESOTA  
 \$6,375,000 GENERAL OBLIGATION  
 ALTERNATIVE FACILITIES BONDS,  
 SERIES 2013A

**Debt Service: 02/01/2019**

Principal:	270,000.00
Interest:	87,107.50
	-----
Total Principal & Interest:	357,107.50
Less Cash on Hand ( Escrow Funds)	( 0.00 )
	-----
Paying Agent Annual Fee	0.00
	=====

**Total Amount Due: 357,107.50**  
**\*If paying by wire, please notify us via email\***

**CHECK PAYMENTS due: 01-25-19**  
  
 Make Checks payable to:  
**NORTHLAND TRUST SERVICES INC.**

**WIRE PAYMENTS due: 01-29-19**  
  
 Wells Fargo Bank, San Francisco, CA  
 ABA: 121-000-248  
 ACCT: 143-6412710 Northland Trust Services  
 REF: Issuer name & series number

**\*MN SCHOOL DISTRICTS should wire funds 3 days prior to debt service date according to State Credit Enhancement requirements.**

**Thank you for your business!**  
 If you have questions please contact:  
 Rhonda Magee  
 PH:612-851-4931  
 rmagee@northlandtrust.com  
  
 Scott Miles  
 PH: 612-851-5914  
 smiles@northlandtrust.com

*S. Miles  
12-21-18*



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***Invoice #1 of 2***

**Date** December 27, 2018

**To** Bagley Schools

**From** Big River Group, LLC  
PO Box 5120  
St. Cloud, MN  
56302-5120

**Tax ID #s** US: 41-1913522 • MN: 3830234

**Project Tasks** Initial 50% of search project

**Invoice Amount** \$4000.00

***Thank You!***

<b>Bagley School</b>							
<b>Enrollment K -12</b>							
<b>SY 2018-2019</b>							
	<b>1/2/19</b>	<b>12/3/18</b>	<b>11/1/18</b>	<b>10/1/18</b>	<b>9/18/18</b>	<b>5/31/18</b>	<b>9/19/17</b>
HK	15	15	15	15	15	11	10
K	60	62	59	64	64	61	64
1	62	61	61	62	62	83	84
2	86	84	84	82	83	74	71
3	70	70	70	70	70	91	87
4	92	91	90	89	89	74	75
5	76	75	73	73	73	95	98
6	93	94	93	93	93	78	82
<b>Total K-6</b>	<b>554</b>	<b>552</b>	<b>545</b>	<b>548</b>	<b>549</b>	<b>567</b>	<b>571</b>
7	77	78	79	79	78	82	80
8	84	84	85	85	85	71	75
9	67	68	69	69	69	73	74
10	74	74	76	74	74	55	63
11	50	51	52	53	53	68	81
12	66	65	67	67	66	67	74
<b>Total 7-12</b>	<b>418</b>	<b>420</b>	<b>428</b>	<b>427</b>	<b>425</b>	<b>416</b>	<b>447</b>
<b>Total K-12</b>	<b>972</b>	<b>972</b>	<b>973</b>	<b>975</b>	<b>974</b>	<b>983</b>	<b>1,018</b>

<b>Bagley School</b>														
<b>Enrollment K - 12</b>														
<b>Comparison 05/06 - 18/19 SY</b>														
	1/2/19	1/2/18	1/3/17	1/4/16	1/5/15	1/2/14	1/2/13	1/3/12	1/3/11	1/4/10	1/5/09	1/2/08	1/2/07	1/3/06
HK	15	10	12	16	11	4	16	19	14	15	14	17	5	9
K	60	62	72	60	78	77	90	69	74	76	70	61	78	72
1	62	84	66	90	75	100	89	83	75	73	70	66	85	79
2	86	71	89	72	99	80	84	73	73	70	66	83	80	67
3	70	87	77	102	82	87	77	70	66	72	77	77	66	69
4	92	74	104	77	84	77	77	65	80	78	76	64	66	87
5	76	96	80	82	79	72	66	79	83	77	65	68	88	79
6	93	79	80	80	71	68	74	81	81	69	72	92	82	74
Total K-6	554	563	580	579	579	565	573	539	546	530	510	528	550	536
7	77	82	76	74	67	76	86	84	70	73	88	80	75	96
8	84	73	69	66	75	87	82	64	73	84	77	75	96	72
9	67	72	71	78	86	80	67	74	78	79	74	97	68	94
10	74	58	71	81	79	60	65	78	71	77	93	63	87	94
11	50	73	79	62	56	66	68	64	68	98	64	88	82	71
12	66	70	59	50	58	69	61	65	80	67	92	76	63	74
Total 7-12	418	428	425	411	421	438	429	429	440	478	488	479	471	501
<b>Total K-12</b>	<b>972</b>	<b>991</b>	<b>1,005</b>	<b>990</b>	<b>1,000</b>	<b>1,003</b>	<b>1,002</b>	<b>968</b>	<b>986</b>	<b>1,008</b>	<b>998</b>	<b>1,007</b>	<b>1,021</b>	<b>1,037</b>

# Bagley Junior High School Registration Guide

*Last updated 11/29/2018*

~~2018-2019~~

**2019-2020**



*The mission of the Bagley Public Schools is to provide a learning environment which inspires and prepares each student to achieve his/her dreams, contribute to community, and engage in lifelong learning.*

## **7<sup>th</sup> GRADE REGISTRATION ~~2018-2019~~2019- 2020**

In 7<sup>th</sup> grade, students take:

- A full year of English (English 7 with/without Read 180)
- A full year of Math (Pre-Algebra 7)
- A full year of Social Studies
- A full year of Science
- Health, Keyboarding, GTT and Art (quarter each)
- PE (full year, every other day)
- Basic Skills Math (one semester, every other day)
- Basic Skills Reading (one semester, every other day)

The above-mentioned courses are all required unless noted on a student's IEP or approved by the principal and/or counselor.

### **STUDENT CHOICE...**

Students can choose whether they want a full year of work period or if they want to take part in band and/or choir. Work period, band, and choir are all offered during the same period. Band and choir alternate days.

## **8<sup>th</sup> GRADE REGISTRATION ~~2018-2019~~2019- 2020**

In 8<sup>th</sup> grade, students take:

- A full year of English (English 8 with/without Read 180)
- A full year of Math (either Algebra 8 or Algebra 8A)
- A full year of Social Studies
- A full year of Science
- Health, Keyboarding,  
GTT 8, General Music (one quarter each)
- PE (full year, every other day)
- Basic Skills Math (one semester, every other day)
- Basic Skills Reading (one semester, every other day)

The above-mentioned courses are all required unless noted on a student's IEP or approved by the principal and/or counselor.

### **STUDENT CHOICE...**

Students can choose whether they want a full year of work period or if they want to take part in band and/or choir.

Work period, band, and choir are all offered during the same period. Band and choir alternate days. Band is offered on Mondays, Wednesdays, and Fridays. Choir is offered on Tuesdays and Thursdays.

## **ART DEPARTMENT**

### **ART 7**

#### **GRADE 7**

In this course, basic design, drawing, painting, and sculpture techniques will be explored. A concentration on the elements of design will be integrated into various art projects.

## **COMPUTER DEPARTMENT**

### **KEYBOARDING 7**

#### **GRADE 7**

In this course, students will learn the following: how to navigate the keyboard by touch; proper posture at the keyboard; how to save and print work; mastery of the keyboard; accuracy while utilizing the keyboard; how to improve time on speed drills; and basic computer literacy concepts.

### **KEYBOARDING 8**

#### **GRADE 8**

In this course, students will review keyboarding basics; work on improving their time on speed drills; continue mastering the use of the keyboard with a focus on accuracy; and learn how to format documents including reports, letters, and memos.

## **ENGLISH DEPARTMENT**

### **BASIC SKILLS READING 7**

#### **GRADE 7**

In this course, students will receive additional instruction in the Language Arts to bolster their skills and work on any areas **in need of remediation**. **in accordance to the Minnesota Language Arts standards.**

## **BASIC SKILLS READING 8**

### **GRADE 8**

In this course, students will receive additional instruction in the Language Arts to bolster their skills and work on any areas in need of remediation.

## **ENGLISH 7**

### **GRADE 7**

In English 7, students will work on improving their skills in reading, writing, spelling and grammar. Students will complete a novel study as well as learn more about literature, **reading informational text**, and writing, while keeping with the Language Arts 7 standards.

## **ENGLISH 8**

### **GRADE 8**

English 8 covers various topics including short stories, poetry, mythology, and MCA test preparation. Students will also read a novel and complete a research paper as well as exercise spelling, grammar, and vocabulary skills.

## **LANGUAGE ARTS FUNDAMENTALS WITH READ 180**

### **GRADES 7**

~~Language Arts Fundamentals with (Read 180) uses adaptive technology to personalize reading intervention strategies and differentiate student instruction. Students will also work on improving their skills in reading, writing, spelling, and grammar.~~

# **HEALTH DEPARTMENT**

## **HEALTH 7**

### **GRADE 7**

This course covers many different life skills topics including healthy relationships, puberty, good hygiene, nutrition, bones, and muscles.

## **HEALTH 8**

### **GRADE 8**

In this course, students will learn about drug prevention, especially as it relates to tobacco and alcohol. First aid and CPR are also covered, as are a variety of life skills topics.

## **INDUSTRIAL TECHNOLOGY DEPARTMENT**

### **GTT 7 (Design and Modeling/DM)**

GRADE 7

In this course, students begin to recognize the value of an engineering notebook as a means to document and capture their ideas. They are introduced to (and use) the design process to solve problems and understand the influence that creative and innovative design has on our lives. In DM, students work with industry standard 3D modeling software to create a virtual image of their designs and produce a portfolio to showcase their creative solutions.

### **GTT 8 (Automation and Robotics/AR)**

GRADE 8

In this course, students will learn about the history, development and influence of automation and robotics. Additional topics covered include: mechanical systems; energy transfer; machine automation; and computer control systems. In AR, students will use a robotics platform to design, build and program a solution to an existing problem.

## **MATH DEPARTMENT**

### **BASIC SKILLS MATH 7**

GRADE 7

In this course, students will receive additional instruction in mathematics **tailored to the MN State Academic Standards** to bolster their skills and work **on any areas in need of remediation** toward proficiency in mathematics.

### **BASIC SKILLS MATH 8**

GRADE 8

In this course, students will receive additional instruction in mathematics **tailored to the MN State Academic Standards** to bolster their skills and work **on any areas in need of remediation** toward proficiency in mathematics.

### **PRE-ALGEBRA 7**

#### **GRADE 7**

This course covers the skills, tools, and number sense needed to succeed in Algebra with an emphasis on reasoning and problem solving. Students will learn operations with rational numbers, simplifying expressions and solving equations, rate (including an introduction to slope), ratio, proportion, use of formulas, and graphing.

### **ALGEBRA 8**

#### **GRADE 8**

Transitioning from arithmetic to algebra, attention shifts from the arithmetic operations (addition, subtraction, multiplication and division) to the use of properties of these operations. Simplifying expressions, as well as solving proportions, equations and inequalities help to prepare students for functions in the world of linear algebra.

### **MATH 180**

#### **GRADES 7 & 8**

Math 180 focuses on deep understanding and mastery of the essential skills and concepts necessary to succeed in Algebra. In order to accelerate students to grade level, Math 180 provides concepts and strategies that will be used repeatedly in future lessons, as students continually expand their toolbox of mathematical vocabulary terms, procedural strategies, and virtual manipulatives. The course is designed as a SUPPLEMENT and in addition to the student's regularly scheduled math course.

## **MUSIC DEPARTMENT**

### **JUNIOR HIGH BAND**

#### **GRADES 7 & 8**

In Junior High Band, students will learn to read music, play individual instruments, and work as a team to make music through performance.

### **JUNIOR HIGH CHOIR**

#### **GRADES 7 & 8**

In Junior High Choir, students will learn to read music, use proper singing techniques, and work as a team to make music through performance.

### **MUSIC 8**

## GRADE 8

In Music 8, students will learn about various music styles, genres, and periods of music. In addition, they will learn basic music theory and how to play guitar.

# **PHYSICAL EDUCATION DEPARTMENT**

## PE 7

### GRADE 7

In this course, students will take part in a variety of fitness activities such as warm ups, conditioning, weight training, stretching and other activities each week. Students may take notes, do worksheets, journal and take written tests. Students will also be assessed on various skills in conjunction with the Presidential Fitness Testing that takes place three times throughout the year.

## PE 8

### GRADE 8

In this course, students will take part in a variety of fitness activities such as warm ups, conditioning, weight training, stretching, and other activities each week. Students may take notes, do worksheets, journal and take written tests. Students will also be assessed on various skills in conjunction with the Presidential Fitness Testing that takes place three times throughout the year.

# **SCIENCE DEPARTMENT**

## SCIENCE 7

### GRADE 7

Life Science 7 is the study of living things and their relationship to the world. In this course, students will study the three Domains of Living Things (Archae, Bacteria and Eukarya) as well as human interactions with living systems. Topics in this course include: cells and their functions; genetics; **human body systems**; evolution in living systems; interactions of living things; ecology; plants; animals; fungi; protists; bacteria; and disease. Lab work includes: microscope investigations; dissections; probability; and nature walks. Each student will create a leaf collection using the MN Forests Tree Key.

## **SCIENCE 8**

### **GRADE 8**

In 8<sup>th</sup> grade Earth Science, students completing this course will be able to identify key concepts of the processes of the earth and our universe. In Astronomy, students will learn about our solar system, and how it interacts with the earth, and how to observe it. The geology component of Earth Science includes teaching the students about the earth's structure, and the processes on its surface, such as the rock cycle. The water and atmosphere sciences will bring new appreciation for our atmosphere, and how it interacts with the earth systems (oceanography and meteorology).

## **SOCIAL STUDIES DEPARTMENT**

## **SOCIAL 7**

### **GRADE 7**

Social Studies for 7th graders is primarily a survey of U.S. History beginning around the 1500's through the present time.

## **SOCIAL 8**

### **GRADE 8**

Social 8 is the study of Human Geography, or the culture of people. It is also the study of Physical Geography, including: the location of physical features; knowing the location of the countries around the world; and understanding the relationship of the different countries around the world.

## **WORK PERIOD**

### **GRADES 7 & 8**

Work period is a privilege, not a right. Students must utilize work period as it is intended, which is for getting help with their studies and completing assignments. Parent/Guardian, counselor and teacher permission is required if a student wishes to add work period to his/her schedule after the start of a semester.

# GRADE 9 REGISTRATION GUIDE

*Last updated 12/6/2018*

~~2018-2019~~

**2019-2020**

## Just for 9<sup>th</sup> Graders....

Welcome to the Senior High! In 9<sup>th</sup> grade, the credits that you earn count towards graduation. It is extremely important for you to do your best in each of your classes. Your grades in 9<sup>th</sup> grade become part of your over-all high school grade point average (GPA). In 11<sup>th</sup> and 12<sup>th</sup> grade, students with GPAs of 3.0 or higher can currently take up to 44 college credits in our College in the High School (CIHS) program. This is like getting a year and a half of college for FREE!

Here is a list of the **required courses** that you must take (and pass) as a 9<sup>th</sup> grader.

- a full year of English 9 (1 credit)
- a full year of Civics (1 credit)
- a full year of Physical Science (1 credit)
- a full year of either **Geometry or Algebra 9 or Intro to Algebra 9/9M** (1 credit)
- a semester of PE 9 (1/2 credit)
- a semester of Health 9 (1/2 credit)
- a semester of IED (1/2 credit)\*\*

### 5.0-5.5 REQUIRED credits\*\*

- \*\*Students who are enrolled in a full year of band or choir can take IED or Intro to Computers during their sophomore year as can any student who needs a work period and is enrolled in a full year of either band or choir.

Please note, students will not receive any credit for a work period. Students can only take one work period per semester. Any student who passes all of his/her classes and takes one work period per semester (during each year of high school) will earn the minimum amount of credits (24) that are required for graduation.

To recap, BHS requires that 9<sup>th</sup> graders take the above mentioned 5.0-5.5 credits. Students can fill the remaining 1½-2 class periods in their schedule with either work period and/or courses of their choosing. Students are encouraged to take classes that count toward their graduation requirements (e.g. 6.5 elective credits; 1.0 Art credit; and an additional 1.0 Technical/Business/Vocational credit). **Also, students should select classes that will: a) help them figure out what types of careers they may be interested in and b) help them prepare for college and/or employment.**

All the **additional courses** that 9<sup>th</sup> graders can take are noted below (as well as in the following pages of this guide).

- American Diversity**---1/2 credit
- Aerobics/Bootcamp**---1/2 credit
- 2D Art**---1/2 credit (fulfills ½ credit of the Art requirement for graduation)
- 3D Art**---1/2 credit (fulfills ½ credit of the Art requirement for graduation)
- Band**---1 credit/full year (fulfills 1 credit of the Art requirement for graduation)
- Choir**---1 credit/full year (fulfills 1 credit of the Art requirement for graduation)
- Fitness and Wellness**---1/2 credit
- Historical Research**---1/2 credit
- IED II**---1/2 credit (fulfills ½ credit of the Technical & Vocational requirement for graduation)
- Intro to Computers**---1/2 credit (fulfills ½ credit of the Technical & Vocational requirement for graduation)
- Material Processing**---1/2 credit (fulfills ½ credit of the Technical & Vocational requirement for graduation)
- Minnesota Fish & Wildlife Management**---1/2 credit
- Native American History**---1/2 credit
- Power I**---1/2 credit (fulfills ½ credit of the Technical & Vocational requirement for graduation)
- Robotics**---1/2 credit (fulfills ½ credit of the Technical & Vocational requirement for graduation)
- Social Diversity**---1/2 credit
- Sociology**---1/2 credit
- Web Page Design**---1/2 credit (fulfills ½ credit of the Technical & Vocational requirement for graduation)
- Welding I**---1/2 credit (fulfills ½ credit of the Technical & Vocational requirement for graduation)
- Work Period**---no credit (does not count towards any graduation requirement)

**If you have any questions, please don't hesitate to ask the school counselor.**

## **STATE TESTING REQUIREMENTS FOR 9<sup>TH</sup> GRADERS**

*The information below is in accordance with the Minnesota Statute 120B.02 Subd.3.*

### **Civics Test Requirements**

Students enrolled in grade 9 for the 2017-2018 school year or later must correctly answer at least 30 out of 50 civics test questions.

The civics test questions relate to foundational ideas in civics education; they do not address the depth and breadth of civics knowledge and skills in the Citizenship and Government standards and benchmarks. The 50 civics test questions are selected by the Learning Law and Democracy Foundation are embedded in the 2011 Minnesota K-12 Academic Standards in Social Studies. The 50 questions are posted on the Minnesota's Legacy website (<http://www.legacy.leg.mn/>).

Students may be given the questions as often as necessary to pass and may not be denied a diploma for failing to correctly answer at least 30 out of 50 civics test questions.

## **REQUIRED COURSES**

### **2091 ENGLISH 9 S1 and**

### **2092 ENGLISH 9 S2**

**Grade 9: Required** (1 credit; register for the full year)

This course will focus on a traditional approach to studying literature, grammar, writing, and speaking.

### **2691 CIVICS S1 and**

### **2692 CIVICS S2**

**Grade 9: Required** (1 credit; register for the full year)

The objective of this course is to give students an awareness of the structures of the federal, state, and local governments. All aspects of government, from our basic documents (the Declaration of Independence and the Constitution) to the structure of local city and county government are covered. This course help students understand the foundations, rights, and responsibilities of US Citizenship.

### **2491 PHYSICAL SCIENCE S1 and**

### **2492 PHYSICAL SCIENCE S2**

**Grade 9: Required**

Physical science is an introduction to physics, earth science, and chemistry. In this course, emphasis is placed on the practical applications of physics and chemistry, including studies involving earth processes, climate, the universe and the environment.

**2291 ALGEBRA 9 S1 and  
2292 ALGEBRA 9 S2**

**Grades 9-12: Required** (1 credit; register for the full year)

**Prerequisite: Algebra 8 or Algebra 8A (in 8th grade)**

In Algebra 9, students will explore different representations of linear, quadratic, and exponential relationships using graphs, tables, equations, and contexts. They will use symbolic manipulation of expressions in order to solve problems, such as factoring, distributing, multiplying polynomials, expanding exponential expressions, etc. Algebra 9 students will be solving equations and inequalities using a variety of strategies, including rewriting (such as factoring, distributing, or completing the square), undoing (such as extracting the square root or subtracting a term from both sides of an equation), and looking inside (such as determining the possible values of the argument of an absolute value expression). This class will analyze representations of arithmetic and geometric sequences and use statistical analysis of two-variable data, including determining regression lines, correlation coefficients, and creating residual plots.

**2293 INTRO TO ALGEBRA 9 S1 and  
2294 INTRO TO ALGEBRA 9 S2**

**Grade 9:** (1 credit; register for the full year. Can be taken in place of Algebra 9 by teacher referral only)

This course is for 9th graders who have not yet received a full credit in Algebra. Intro to Algebra 9 is designed to cover all of the Algebra standards in a differentiated and individualized manner using technology, student interaction and mathematical conversation.

~~**2301 GEOMETRY S1 and  
2302 GEOMETRY S2**~~
~~**Grades 9-12: Required** (1 credit; register for the full year)~~
~~**Prerequisite: Algebra 8A**~~
~~Geometry is an inquiry into the nature of physical laws. It involves the study of angles, triangles, circles, polygons, and parallelism. Geometry's main function is to strengthen student's reasoning abilities through inductive and deductive processes. A substantial amount of time will be spent on indirect and direct proof. Many practical applications of geometry will be studied such as finding areas & volumes of geometric figures, both plane and solid. The Pythagorean Theorem and its applications will also be studied.~~
**2891 PHYSICAL EDUCATION 9 (1/2 credit)**

**Grade 9: Required**

In this course, students will come to know and apply the National Physical Education standards. This class offers a wide range of fitness activities. For successful completion of the course, demonstration of competency will be expected.

**2892 INDIVIDUAL AND COMMUNITY HEALTH (1/2 credit)**

**Grade 9: Required**

In this course, students will learn about: anatomy and physiology as it pertains to exercise; drug education; death and dying; sex education; and mental health.

**2832 INTRODUCTION TO ENGINEERING DESIGN I (IED) – PLTW**

**Grade 9 or 10: Required** (1/2 credit)

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

*Students enrolling at BHS after the 10<sup>th</sup> grade can take any course that is listed under Business Education, Industrial Technology or Career Education in substitution of IED.*

This is an introductory, semester-long course that is part of the PLTW pre-engineering curriculum. Students will use the computer modeling software from Autodesk, called Inventor, to learn the process of product design.

In addition, students will solve problems as they develop, create, and analyze production models. They will also develop drawings, assemblies, and presentations to communicate these designs to others.

# ELECTIVE COURSES

## ART EDUCATION DEPARTMENT

### **2865 2D ART (1/2 credit)**

**Grades 9-12: Elective**

**Fulfills ½ credit of the Art Graduation Requirement**

In this course, students will learn to create and communicate through 2-D art works. They will be introduced to multiple techniques and mediums. Some of the mediums may include acrylic painting, canvas, colored pencil, paper, pencil and markers and paint. Student activities will include collages, illusions, paintings, posters, sketches, etc...

### **2866 3D ART (1/2 credit)**

**Grades 9-12: Elective**

**Fulfills ½ credit of the Art Graduation Requirement**

In this course, students will learn to create and communicate through 3-D art works. They will be introduced to multiple techniques and mediums. Paper Mache, plaster, ceramic clay, rope and wood will be used to create functional and nonfunctional art works (such as masks, sculptures, molds, etc...).

## CAREER and COMPUTER COURSES

### **2855 INTRODUCTION TO COMPUTERS (1/2 credit)**

**Grades 9-12: Elective**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

In this course, students will learn how to operate a computer. They will study both hardware and the software that is needed to make computers run. MS Word, Excel and PowerPoint will also be introduced at a basic level. In addition, students will research various topics, prepare typed reports and strengthen their keyboarding skills.

### **2857 WEB PAGE DESIGN (1/2 credit)**

**Grades 9-12: Elective**

**Pre-requisite 2855 – Introduction to Computers**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

Web Page Design will cover Web Page development using HTML, Weebly and Google Sites and FrontPage. You will learn web writing skills at a basic level and have an opportunity to create your own web page. Part of the class time will be spent updating the Bagley School District Web Site. In addition, we will be creating weekly News Reports featuring Sports, Activities and Student Interest Topics using iMovie. Finally, we will integrate Live Broadcasting through GvTel which will cover home sporting events, assemblies, plays, and choir and band concerts.

## **INDUSTRIAL TECHNOLOGY DEPARTMENT**

### **2833 INTRODUCTION TO ENGINEERING DESIGN II (IED) - PLTW**

**Grades: 9-12 Elective** (1/2 credit)

**Pre-requisite: IED I**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

*Students can earn 3 college credits if they meet the requirements set by the University of MN-Twin Cities (refer to the PLTW section at the front of the Registration Manual for details)*

This is a continuation of IED I. In this class, students will use the computer modeling software from Autodesk, called Inventor, to learn the process of product design. Students will solve problems as they develop, create, and analyze production models. In addition, they will develop drawings, assemblies, and presentations to communicate these designs. Please note, students wishing to apply for college credit must successfully complete IED I **and** II (as well as meet the additional requirements set forth by the University of MN--Twin Cities).

### **2841 MATERIAL PROCESSING** (1/2 credit)

**Grades: 9-12 Elective**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

In this course, students will learn the process of forming and separating materials. During the wood portion of this class, students will be estimating, working from plans, and producing a project.

### **2845 POWER I** (1/2 credit)

**Grades: 9-12 Elective**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

In this course, students will learn about power and energy systems. Emphasis will be placed on the internal combustion engine along with common commercial electrical systems and renewable energy sources. Students will study proper procedures and checks (using test equipment) for engine disassembly and repair. The basic maintenance of an ignition system, carburetor, cooling system, fuel system and lubrication system will also be covered. Additional topics include electrical production from different energy sources (renewable and non-renewable) and energy transfer/efficiency (studied through different scenarios involving static, kinetic and potential energy).

### **2848 ROBOTICS TECHNOLOGY S1** (1/2 credit)

### **2849 ROBOTICS TECHNOLOGY S2** (1/2 credit)

**Grades: 9-12 Elective**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

*Can be repeated for credit.*

In this course, students will trace the history, development and influence of automation and robotics. Topics to be covered include: safety in robotics and automation systems; design of automated systems; physics of robotics; sensors; industrial robotic applications; fundamentals of electricity; robot mechanics; programming; and various robotic platforms. Students will also have the chance to take part in local and regional competitions (including VEX and FIRST Robotics). To prepare for this, students will spend time in class designing, constructing, programming and troubleshooting any problems that arise with their robot.

### **2843 WELDING I** (1/2 credit)

**Grades: 9-12 Elective**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

This introductory course is designed for students to learn basic knowledge and skills related to welding and metal working. Proper use of tools, equipment, materials, and safe work practices will be studied in detail. Techniques of electrical arc welding and gas welding will be taught including welding in flat and horizontal positions. Welding

processes of Oxyacetylene Welding, Shielded Metal Arc Welding (SMAW/STICK), and Gas Metal Arc Welding (MIG/Wire Feed) will be covered. Students will also gain introductory knowledge in metal working processes by using equipment such as brakes, sheers, lathes, grinders, drill presses, etc.

## **MUSIC DEPARTMENT**

**Band and Choir can be repeated each year for credit.**

### **2861 SENIOR HIGH BAND S1 and**

### **2862 SENIOR HIGH BAND S2**

**Grades 9-12: Elective** (1 credit; register for the full year)

**Prerequisite: Junior High Band (Grades 7-8) or instructor approval**

**Fulfills ½ credit of the Art Graduation Requirement**

Senior Band is open to students in grades 9 – 12. Performances are a required part of the curriculum and include: three home concerts (Fall, Holiday and Spring); MSHSL Large Groups; and Graduation. Opportunities for solo and ensemble participation are available. Individual practice is required and students will need to demonstrate individual playing skills. Currently, the band embarks on a music tour every other year with the choir, and there are plans to have the pep band play at several home sporting events as well.

### **2863 SENIOR HIGH CHOIR S1 and**

### **2864 SENIOR HIGH CHOIR S2**

**Grades 9-12: Elective** (1 credit; register for the full year)

**Fulfills ½ credit of the Art Graduation Requirement**

Senior Choir is open to students in grades 9 – 12 who have a desire to sing with others and perform challenging music of the mixed choir repertoire (from the Renaissance through the Contemporary). Typically, many styles are sung from Gospel to Rock and Pop – including music in foreign languages. Solo and ensemble opportunities are available. Performances are a required part of the curriculum and include: three home concerts (Fall, Holiday and Spring); MSHSL Large Groups; and Graduation. Currently, the choirs embark on a music tour every other year with the high school band.

## **PHYSICAL EDUCATION DEPARTMENT**

### **2820 AEROBICS/BOOTCAMP (1/2 credit)**

**Grades: 9-12 Elective**

**Prerequisite: PE 9**

In this course, students will learn about the benefits of aerobic exercise and what it takes to achieve and maintain a healthy lifestyle. Aerobic workouts through instructional videos and guest speakers are activities that will be part of this class. In addition, students will do research and then set up and present an aerobic lesson. Students will also look into military physical fitness training and have recruiters come in to talk about their respective branches.

### **2825 FITNESS AND WELLNESS (1/2 credit)**

**Grades: 9-12 Elective**

**Prerequisite: PE 9 and Individual/Community Health 9 or teacher/counselor approval**

In this course, students will learn about ways to live a healthier lifestyle. Topics covered will include cultural health, fitness, nutrition, and current health issues. Students will participate in outdoor fitness activities as well as learn to make healthier substitutions when cooking. The debate and current health portions of this course will help students become more aware of the many sides to health issues. Students will also learn how their everyday choices can impact their health.

## **SCIENCE DEPARTMENT**

### **2708 MINNESOTA FISH & WILDLIFE MANAGEMENT (1/2 credit)**

#### **Grades 9-12: Elective**

In this course, students will learn about the importance of wildlife; the history of wildlife conservation; wildlife biology; animal habitats; plant biological systems and needs; preventing habitat pollution and destruction; native forests; hunting; fishing; trapping and taxidermy.

## **SOCIAL STUDIES DEPARTMENT**

### **2641 SOCIOLOGY (1/2 credit)**

#### **Grades: 9-12 Elective**

The purpose of this course is to give students an awareness and overview of humankind's social development. Special consideration will be given to the social problems of modern society such as crime and delinquency, drugs, population pressure and conservation.

### **2651 AMERICAN DIVERSITY (1/2 credit)**

#### **Grades: 9-12 Elective**

This course will examine the historical origins, cultural traditions, societal roles, and significant contributions of the various ethnic groups that form America's 'melting pot'. Each ethnic group will be studied extensively within its own unit.

### **2652 SOCIAL DIVERSITY (1/2 credit)**

#### **Grades: 9-12 Elective**

The purpose of this class is to integrate students from various learning styles and needs to create lifelong skills that promote social interdependence, acceptance, and collaboration within the context of school and the broader community. Concepts that will be covered in this elective course include: American Sign Language, cooking, team building activities, peer interaction, community activities, bowling, consumer skills, community interactions, social skills, and home living skills.

### **2661 NATIVE AMERICAN HISTORY (1/2 credit)**

#### **Grades: 9-12 Elective**

*Can be repeated for credit as 2671 Historical Research.*

Students taking Native American History will be learning alongside students who are enrolled in the Historical Research course. In this class, students will conduct in-depth research on a topic of their choice, corresponding with the Native American theme. **Offered first semester only.**

### **2671 HISTORICAL RESEARCH (1/2 credit)**

#### **Grades: 9-12 Elective**

*Can be repeated for credit as 2661 Native American History.*

This course provides an in-depth approach to historical research. Students will complete one or more projects in the 'National History Day' theme. Projects may be individual or group and include expression through documentary or exhibit. Students will also annotate bibliographies, write process papers and complete an interview. **Offered first semester only.**

## **WORLD LANGUAGE DEPARTMENT**

### **2871 SPANISH I S1 and 2872 SPANISH I S2**

**Grades 9-12: Elective** (1 credit; register for the full year)

**Grade 9 Prerequisite: A grade of “B” or higher in English 8**

In this course, students will learn Spanish through a conversational approach, featuring dialogues and vocabulary that is centered around daily life. The culture and customs of Mexico, Central America, and Spain will also be introduced.

## **WORK PERIOD**

### **2880 WORK PERIOD**

**Grades: 9-12**

**No Grade/No Credit**

Students are limited to one work period per semester. Students who do not utilize their time wisely in a work period may lose their privilege to have one. Not all work period requests can or will be granted. To register for a work period, students must have permission from a parent, the principal or counselor, and the work period teacher. Permission forms are available in the Guidance Office.

# GRADUATION REQUIREMENTS

School District #162 requires the successful completion of state assessment requirements and **24 CREDITS** as follows:

## ENGLISH

(4.0 credits)

\*Current elective options include: 20<sup>th</sup> Century Lit, Themes in Lit & ½ credit of Humanities.

## MATHEMATICS

(3.0 credits)

Algebra I series (grade 8 or completed in grade 9), Geometry & Algebra II are required.

English 9 – 1.0 credit

English 10 or Advanced English 10 – 1.0 credit

English 11 or Advanced English 11 – 1.0 credit

English 12 & an \*English Elective or AP English – 1.0 cr

### MATH SEQUENCE 1\*

8<sup>th</sup> – Algebra 8

9<sup>th</sup> – Algebra 9

10<sup>th</sup> – Geometry

11<sup>th</sup> – Algebra II

12<sup>th</sup> – Math Elective

### MATH SEQUENCE 2\*

8<sup>th</sup> – Algebra 8

9<sup>th</sup> – Intro to Algebra 9

10<sup>th</sup> – Intro to Geometry

11<sup>th</sup> – Intro to Algebra II

12<sup>th</sup> – Math Elective

High School Credit Starts here:

\*Math Sequence is for those in the class of 2022 and younger. The class of 2019, 2020, and 2021 will follow the preceding years' math sequence (see right):

### MATH SEQUENCE 1

8<sup>th</sup> – Algebra 8

9<sup>th</sup> – Algebra 9 or 9M

10<sup>th</sup> – Geometry

11<sup>th</sup> – Algebra II

12<sup>th</sup> – Math Elective

### MATH SEQUENCE 2

8<sup>th</sup> – Algebra 8A

9<sup>th</sup> – Geometry

10<sup>th</sup> – Algebra II

11<sup>th</sup> – Math Elective

12<sup>th</sup> – Math Elective

High School Credit Starts here:

## SCIENCE

(3.0 credits)

\*POE can be substituted for Physics.

Physical Science – 1.0 credit (required)

Biology – 1.0 credit (required)

Chemistry or Physics – 1.0 credit (required)\*

9<sup>th</sup> Civics – 1.0 credit

10<sup>th</sup> US History or AP US History – 1.0 credit

11<sup>th</sup> World History – 1.0 credit or

Humanities\* & ½ cr. Social Studies Elective

(\*1/2 credit from the 1.0 credit Humanities class can

be used as a general elective or to fulfill half of the

12<sup>th</sup> grade English requirement as well)

12<sup>th</sup> Advanced Geography & Economics – 0.5 credit each

## SOCIAL STUDIES

(4.0 credits)

## PHYSICAL EDUCATION

(0.5 credits)

## HEALTH

(0.5 credits)

Physical Education 9 – 0.5 credit

Individual/Community Health – 0.5 credit

**ART/MUSIC**(1.0 credit)

Courses listed in the Art Education Department count towards this content area. Additional courses include:  
Band – 1.0 credit per year    Choir—1.0 credit per year

**TECHNICAL AND VOCATIONAL**

(1.5 credits)

IED is required (the class of 2019 & beyond can substitute Intro to Computers). Transfer students who enroll at BHS after 10<sup>th</sup> grade can take an alternate PLTW, Business, IT or Career course in substitution

Courses listed in the Business Education, Careers & Industrial Technology Departments count towards this content area.

**ELECTIVES**

(6.5 credits)

See the Registration Guide for options



# Bagley High School Registration Guide

*Last updated 12/13/2018*

~~2018-2019~~

**2019-2020**



*The mission of the Bagley Public Schools is to provide a learning environment which inspires and prepares each student to achieve his/her dreams, contribute to community, and engage in lifelong learning.*

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**Mr. John Sutherland**  
Dean of Students

### **SPECIAL MESSAGE TO STUDENTS AND PARENTS**

Dear Parents, Guardians and Students:

Bagley High School offers students a wide variety of programs and courses to meet individual educational needs. This registration guide is designed to provide students and their parents with an easy to use tool for making next year's course selections.

Parents/guardians and students are urged to work together while using these materials. When making course selections, consideration should be given to each student's interests, academic strengths and limitations, future career goals, and the Bagley High School graduation requirements.

The curriculum at Bagley High School is composed of both required and elective courses (please refer to the 'Graduation Requirements' section in this guide for details). Required courses are what every student *must* take to graduate while electives are courses that students *choose* to take to assist them in exploring potential career paths and narrowing down their interests. Keep in mind that while there is choice involved in the selection of electives, a minimum of 6.5 elective credits are needed for graduation.

The importance of early planning cannot be over-emphasized. Students should take the time to consider their goals, abilities, interests, skills and values and then choose courses that will best suit their post-secondary plans (whether those plans be further schooling, seeking immediate employment after high school, joining the military, etc...).

Staff and administration at the Bagley High School look forward to working with you during the **2018-2019 2019-2020** school year. If you have any questions or concerns about the registration process, please do not hesitate to contact the high school office, guidance office or individual instructors.

Sincerely,

~~David Gooch~~ **Anthony Kerr**  
Principal

Jenny Fraley  
School Counselor

# GRADUATION REQUIREMENTS

School District #162 requires the successful completion of state assessment requirements and **24 CREDITS** as follows:

## ENGLISH

(4.0 credits)

\*Current elective options include: 20<sup>th</sup> Century Lit, Themes in Lit & ½ credit of Humanities.

English 9 – 1.0 credit

English 10 or Advanced English 10 – 1.0 credit

English 11 or Advanced English 11 – 1.0 credit

English 12 & an \*English Elective or AP English – 1.0 cr

## MATHEMATICS

(3.0 credits)

Algebra I series (grade 8 or completed in grade 9), Geometry & Algebra II are required.

### MATH SEQUENCE 1\*

8<sup>th</sup> – Algebra 8

High School Credit Starts here:

9<sup>th</sup> – Algebra 9

10<sup>th</sup> – Geometry

11<sup>th</sup> – Algebra II

12<sup>th</sup> – Math Elective

### MATH SEQUENCE 2\*

8<sup>th</sup> – Algebra 8

9<sup>th</sup> – Intro to Algebra 9

10<sup>th</sup> – Intro to Geometry

11<sup>th</sup> – Intro to Algebra II

12<sup>th</sup> – Math Elective

\*Math Sequence is for those in the class of 2022 and younger. The class of 2019, 2020, and 2021 will follow the preceding years' math sequence (see right):

### MATH SEQUENCE 1

8<sup>th</sup> – Algebra 8

High School Credit Starts here:

9<sup>th</sup> – Algebra 9 or 9M

10<sup>th</sup> – Geometry

11<sup>th</sup> – Algebra II

12<sup>th</sup> – Math Elective

### MATH SEQUENCE 2

8<sup>th</sup> – Algebra 8A

9<sup>th</sup> – Geometry

10<sup>th</sup> – Algebra II

11<sup>th</sup> – Math Elective

12<sup>th</sup> – Math Elective

## SCIENCE

(3.0 credits)

\*POE can be substituted for Physics.

Physical Science – 1.0 credit (required)

Biology – 1.0 credit (required)

Chemistry or Physics – 1.0 credit (required)\*

## SOCIAL STUDIES

(4.0 credits)

9<sup>th</sup> Civics – 1.0 credit

10<sup>th</sup> US History or AP US History– 1.0 credit

11<sup>th</sup> World History – 1.0 credit or

Humanities\* & ½ cr. Social Studies Elective

(\*1/2 credit from the 1.0 credit Humanities class can

be used as a general elective or to fulfill half of the

12<sup>th</sup> grade English requirement as well)

12<sup>th</sup> Advanced Geography & Economics – 0.5 credit each

## PHYSICAL EDUCATION

(0.5 credits)

Physical Education 9 – 0.5 credit

## HEALTH

(0.5 credits)

Individual/Community Health – 0.5 credit

**ART/MUSIC**(1.0 credit)

Courses listed in the Art Education Department count towards this content area. Additional courses include:  
Band – 1.0 credit per year    Choir—1.0 credit per year

**TECHNICAL AND VOCATIONAL**  
(1.5 credits)

IED is required (the class of 2019 & beyond can substitute Intro to Computers). Transfer students who enroll at BHS after 10<sup>th</sup> grade can take an alternate PLTW, Business, IT or Career course in substitution

Courses listed in the Business Education, Careers & Industrial Technology Departments count towards this content area.

**ELECTIVES**  
(6.5 credits)

See the Registration Guide for options

## STATE TESTING REQUIREMENTS Career and College Readiness

*The information in below is in accordance with Minnesota Statute 120B.30.*

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

(1) an opportunity to participate on a nationally normed college entrance exam, in grade 11 or grade 12;

(2) achievement and career and college readiness in mathematics, reading, and writing, consistent with paragraph (k) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and

(3) consistent with this paragraph and section 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

To meet requirements 1, 2, and 3 listed above, students will have the opportunity to take the Pre-ACT in 10<sup>th</sup> grade, and the PSAT, ASVAB, and ACT in 11<sup>th</sup> grade.

- The Pre-ACT offers 10<sup>th</sup> graders the opportunity to practice for the ACT exam, identify current academic readiness for college, predict ACT scores, determine skills to improve upon, and provides a way to explore current career aspirations and how they align with interests.

- The ACT is a nationally normed college entrance exam that is accepted by all US colleges and universities.
- The PSAT is an optional test for juniors offered in the fall. It provides students the opportunity to prep for the SAT as well as potential access to scholarships. It also provides students with information on how to improve knowledge and skills prior to taking the SAT or any other nationally normed college entrance exam.
- The ASVAB (Armed Services Vocational Aptitude Test) is offered to students during their junior year. It is an aptitude test that measures current skills and helps predict potential skills. The ASVAB CEP is a tool used for career exploration to match aptitude and career aspirations.

## STATE TESTING REQUIREMENTS

### Minnesota Comprehensive Assessments (MCA)

*The information below is taken from the Minnesota Department of Education website at <http://education.state.mn.us/MDE/dse/test/>*

#### What is the MCA?

The Minnesota Comprehensive Assessments (MCA) are state tests in reading, mathematics, and science that are used to meet federal and state legislative requirements. The tests are administered every year to measure student performance relative to the Minnesota Academic Standards that specify what students in a particular grade should know and be able to do.

#### Why do we give these tests?

We use the MCA to find out how well schools have aligned curriculum to and instructed students in the Minnesota Academic Standards in reading, mathematics, and science. The reading and mathematics assessments are also used in federal and state accountability measurements.

Schools use the information to improve classroom teaching and learning. Teachers and principals look for areas where students do well so they can reinforce the ways they teach these skills. They also look for areas that need improvement so they can increase instructional time or modify their instruction.

#### Who must take these tests?

All students in public schools are required to participate in the statewide assessment program. Reading and mathematics tests are administered in grades 3–8 and high school (students in grade 10 take the Reading MCA, and students in grade 11 take the Mathematics MCA). The Science MCA is administered to students in grades 5 and 8 and in the high school grade when students take a life science or biology course. With very few exceptions, all public school students in the above grades take the MCA.

Students with an Individualized Education Program (IEP) or 504 plan may be eligible for accommodations.

Some students with significant cognitive disabilities may be eligible to take the Minnesota Test of Academic Skills (MTAS) instead of the MCA. The MTAS is an alternate assessment based on alternate achievement standards in reading, mathematics, and science. See the MTAS Eligibility Requirements on

the MDE website for more information. (Go to Districts, Schools and Educators > Teaching and Learning>Statewide Testing > Minnesota Tests.)

### How are tests administered?

All grades of the Reading, Mathematics, and Science MCA are administered online only. Paper accommodations are available for eligible students, including large print and braille. The online Reading and Mathematics MCA are adaptive tests, which means that the test adjusts to each student's responses.

- For reading, the test adjusts at a passage level, so a student's responses to a set of items for a passage determines the next group of passages and items a student will receive.
- For mathematics, every time a student answers a question, his or her response helps determine the next question the student will answer.

### How can students prepare for the tests?

The "Test Preparation Suggestions for Parents and Teachers" handout is available on the MDE website with tips on content preparation and general test-taking strategies. View the Test Preparation handout on the MDE website. (Go to Students and Families > Statewide Testing.)

Item samplers help students become familiar with the format of the test and the types of questions that are on the test. Student tutorials for online tests provide information on using the online tools and describe navigation and item types. Go to the Item Samplers page on the MDE website for information on accessing the item samplers and student tutorials. (Go to Districts, Schools and Educators > Teaching and Learning>Statewide Testing > Item Samplers.)

### What does it take to pass the tests?

Students do not pass or fail the reading, mathematics, or science tests. Since the tests measure student performance relative to the Minnesota Academic Standards, each student receives a score that falls in one of four achievement levels—Does Not Meet the Standards, Partially Meets the Standards, Meets the Standards, and Exceeds the Standards.

### What skills are assessed by the MCA?

The MCA measures student performance on the Minnesota Academic Standards. View the Minnesota Academic Standards on the MDE website. (Go to Districts, Schools and Educators > Teaching and Learning> Academic Standards K-12.)

- The Reading MCA is aligned to the 2010 academic standards.
- The Mathematics MCA is aligned to the 2007 academic standards.
- The Science MCA is aligned to the 2009 academic standards.

### How can I see the MCA results for my child, school, and district?

Your school will receive an individual student report for your child and will provide this information to you. This report shows your child's overall score in each subject, as well as scores for specific skill areas within each subject. It includes information about achievement level, comparisons to various groups, and comparisons to the student's performance in past years, when applicable.

School and district results are available in the Minnesota Report Card section of the Data Center on the MDE website. Go to the Minnesota Report Card section of the MDE website. (Go to Data Center > Minnesota Report Card.)

For more information, contact:

For more information, contact Statewide Testing at:  
[mde.testing@state.mn.us](mailto:mde.testing@state.mn.us)

## STATE TESTING REQUIREMENTS FOR 9<sup>TH</sup> GRADERS

*The information below is in accordance with the Minnesota Statute 120B.02 Subd.3.*

### Civics Test Requirements

Students enrolled in grade 9 for the 2017-2018 school year or later must correctly answer at least 30 out of 50 civics test questions.

The civics test questions relate to foundational ideas in civics education; they do not address the depth and breadth of civics knowledge and skills in the Citizenship and Government standards and benchmarks. The 50 civics test questions are selected by the Learning Law and Democracy Foundation are embedded in the 2011 Minnesota K-12 Academic Standards in Social Studies. The 50 questions are posted on the Minnesota's Legacy website (<http://www.legacy.leg.mn/>).

Students may be given the questions as often as necessary to pass and may not be denied a diploma for failing to correctly answer at least 30 out of 50 civics test questions.

## Recommended Curriculum for Post-Secondary Schools

To meet preparation requirements for admission or transfer to a Minnesota state university, the Minnesota State system recommends the following for students in grades 9-12:

English	Mathematics	Science	Social Studies	World Language	Visual or Performing Arts	Computer Science
4 years	3-4 years	3-4 years	3.5-4 years	2 years	At least 1 year	At least 1 year

Even if you are not sure what you want to do after high school, by following these recommendations you will be better prepared for your future. Keep your options open by taking classes that meet graduation and post-secondary requirements. Work hard, and challenge yourself. The more you do now, the more you can do later.

### PROGRESS TOWARD GRADUATION

Monitoring a student’s progress is a team effort. Parents, guardians and students should familiarize themselves with graduation requirements and check regularly on grades and credits. An easy way to do this is via the ParentVue and Student Vue portals on Synergy. If you are not familiar with Parent or StudentVue (or do not know/remember your username and password to access it), please contact the Guidance Office for assistance. The school counselor is also available to help answer any questions you may have about graduation requirements and progress as well.

### REPEATING A COURSE

1. A student may repeat a course for which a failing grade was earned. The original “F” will remain on a student’s transcript even after a new grade is earned.
2. Students **must** repeat any required courses for graduation if they have previously failed.
3. Some elective courses, as indicated in the Registration Guide, may be repeated for additional credit.
4. Certain courses may be repeated for credit with counselor or principal permission **if** a student needs to bolster their skills (e.g. a student who transfers to BHS and wants to retake a semester of a math class or a student who takes a language course but doesn’t feel confident about progressing on without a refresher)

### SCHEDULE CHANGES

A schedule change must be made through the school counselor. Students who wish to drop or add a class may request to do so during the drop/add period at the start of each semester. However, it is recommended that students visit with the counselor prior to this time to discuss their options. The official drop/add deadline for high school courses (college courses have different deadlines) is one week after each new semester begins. For example, if classes begin on Monday, January 23<sup>rd</sup>, students will have until Friday, January 27<sup>th</sup> to drop or add a class. It is understood that special circumstances may arise after the drop/add period is over. In these cases, the school counselor and principal can review the request and make adjustments to a student’s schedule if the situation warrants it. **Parent and teacher permission may be required to drop or add a class and not all schedule requests can or will be granted.** Students are encouraged to plan their schedules carefully with the help of the counselor and a parent/guardian to avoid the need for changes.

#### Reasons for making a change to a schedule include:

- A student has failed a class that is required for graduation.
- A student is enrolled in a course that they have previously completed.
- A student has not taken a prerequisite course.
- A student was inappropriately placed in the course.
- A student has a rigorous class load and is in need of a work period.
- A student could better meet his/her graduation requirements with a schedule change.

## OPPORTUNITIES FOR EARNING COLLEGE CREDIT

**College in the High School Courses (CIHS):** Through the CIHS program, students have an opportunity to earn college credit by taking classes that are taught by certified BHS staff. Those who elect to take a CIHS course (and who meet the requirements for this program) will be classified as both a high school and college student (earning dual credit). Students in this program must be cognizant of the drop/add deadlines set by the college through which they are enrolled. **Final grades and withdrawals from CIHS courses will become a part of a student's permanent college record. Please be aware that D's, F's and W's (withdrawals) can result in college academic probation and may negatively impact one's future ability to receive financial aid.** In addition, poor performance in a CIHS course can impact a student's ability to take additional CIHS courses for college credit.

Currently, BHS is partnering with the University of Minnesota-Crookston (UMC) and Northland Community and Technical College (NCTC). The credits granted by these institutions should transfer relatively easy to any 2 or 4 year college or university within the Minnesota State system. It is, however, at the discretion of a college or university as to how those credits will be used (e.g. counting towards a program **or** general education requirement). Institutions outside of the Minnesota State system will likely accept these credits as well. Though to be sure, it is recommended that students check first with the college or university they plan to attend to find out what transfer courses they will accept.

It is the responsibility of each student to request his/her college transcript from UMC and/or NCTC as neither institution will release this information to the school counselor. Seniors who will be going on for more schooling after graduation, need to send their transcripts to the college or university they plan to attend, or the credits that they have earned in the CIHS program will not be acknowledged.

**1. Eligible courses include:**

Humanities, Calculus, AP English, AP Biology, Anatomy and Physiology, Pre-calculus, College Algebra, and Spanish III

**2. Students must:**

- Be a junior or senior
- Have a 3.0 Cumulative GPA
- Some courses require a passing score on the ACCUPLACER college placement test or ACT

**Advanced Placement:** Advanced Placement (AP) courses provide opportunities for rigorous and challenging learning. Students who are enrolled in a designated AP courses (AP Biology, AP English and AP US History) will have the option of taking the national AP exam at the end of the school year. Students who receive a high enough score (on a five point scale) may be able to receive college credit. This, however, is dependent on the policies and scoring criteria of the college or university that a student will attend after graduation. Some colleges and universities grant credit based on test scores, others do not. Some post-secondary institutions may even award AP credit in addition to accepting CIHS credit. To find out for sure, students are encouraged to contact the Office of Admissions or Enrollment Services at whatever post-secondary school they are interested in attending.

**The following is a list of AP and CIHS courses, the credit awarded by UMC and NCTC, and the grading rubric for AP.**

Name of BHS Course	University of MN-Crookston	Northland Community & Technical College
AP English	Composition I 1011 (3 Credits) Introduction to Literature 1005 (3 Credits)	
AP Biology		Biology 1111 (4 Credits) Biology 1112 (4 Credits)
Anatomy and Physiology		Biology 2252 (3 Credits) Biology 2254 (3 Credits) Biology 2256 (2 Credits)
Calculus	Math 1142 (3 Credits)	
College Algebra	Math 1031 (3 credits)	
Humanities	Humanities 1301 (3 Credits)	
Pre-calculus		Math 1113 (5 Credits)
Spanish III		Spanish 1101 (4 Credits) Spanish 1102 (4 Credits)

**Grading Rubric for AP English and Calculus**

BHS Grading Scale	CIHS Grading Scale
A 95-100%	A+ 99-100%
A- 90-94%	A 95-98%
B+ 87-89%	A- 92-94%
B 83-86%	B+ 89-91%
B- 80-82%	B 86-88%
C+ 77-79%	B- 83-85%
C 73-76%	C+ 80-82%
C- 70-72%	C 77-79%
D+ 67-69%	C- 74-76%
D 63-66%	D+ 71-73%
D- 60-62%	D 68-70%
F 0-59%	D- 65-67%

## Grading Rubric for AP Biology and Anatomy and Physiology

BHS Grading Scale	CIHS Grading Scale
A 80-100%	A 90-100%
B 70-80%	B 80-89%
C 60-70%	C 70-79%
D 50-60%	D 60-69%
F 0-50%	F 0-59%

**Online College in the High School Courses (OCHS):** Distance Minnesota offers a variety of online courses for high school students to choose from (please refer below for details). Those who elect to take (and meet the requirements for) an OCHS class will be classified as both a high school and college student, earning dual credit. Please note that OCHS students still attend classes at BHS and must adhere to the attendance policies. A work period will be scheduled for each online course that a student takes and he/she will have access to a computer and the internet during that time. In addition, the school counselor is available to proctor tests and can assist students in getting any help that they may need. If students are struggling, they must notify the school counselor immediately. The school counselor does not receive updates (from the colleges) on a student's progress at any point during the semester. Students are encouraged to go over their progress with their parent/guardians and the school counselor on a regular basis.

Final grades and withdrawals from OCHS courses will become a part of a student's permanent college record. **Please be aware that D's, F's and W's (withdrawals) can result in academic probation and may negatively impact one's future ability to receive financial aid.** The drop deadline (after which a drop becomes a 'W') is BEFORE the start date of each semester. For example, the deadline for fall semester is in August. A student who is enrolled in a fall semester class and decides to drop it on the first day of school at BHS (in September) would have a 'W' on their college transcript.

Students should also be aware that textbooks and instructional aids have to be ordered weeks in advance of the class start date or they will not arrive in time. Any student who is interested in enrolling in an OCHS course must, therefore, contact the school counselor well in advance. Please note that a meeting with parents/guardians, the student and the school counselor needs to take place before a student will be enrolled in any online course. It is important that parents and students understand the unique challenges of online learning before committing to this type of education.

Students who are most successful as online learners are motivated, self-directed and organized. It is the student's responsibility to stay on top of their assignment deadlines and tests. Most online college instructors will not allow students to turn their work in late or take tests on alternate dates for any reason (family vacations, being ill, going to prom, or being in sports and having a game night are not acceptable excuses). Although a great opportunity for some, online courses are not the best option for all students. Students shouldn't be surprised to find that they need to put in 10 or more hours of work each week outside of the BHS school day for every online class that they take.

It is the responsibility of students to request their college transcripts from the college or university through which they are taking their online course. The school counselor does not have access to college transcripts, only final grades. Seniors will need to send their transcripts to the college or university that they plan to attend after graduation (or the credits that they have earned will not be acknowledged).

### Eligibility for Online College in the High School:

- Seniors must have a 2.8 GPA **and** either 1) be in the upper one-half of their class **or** 2) score at or above the 50<sup>th</sup> percentile on a nationally standardized, norm-referenced test. (e.g. ACT)
- Juniors must have a 3.2 GPA **and** either 1) be in the upper one-third of their class **or** 2) score at or above the 70<sup>th</sup> percentile on a nationally standardized, norm-referenced test (e.g. ACT)
- Sophomores must have at least a 3.2 GPA **and** 1) be in the upper 10% of their class **and** 2) be recommended by the High School Principal. *Eligible 10<sup>th</sup> graders will be allowed to enroll in ONE Career and Technical Education (CTE) course provided they meet specific course requirements and pre-requisites.*
- Depending on the type of course a student is enrolling in, a passing score on one or more of the following assessments is required (please note that students may retest once annually):

Minimum ACCUPLACER Scores	Minimum ACT Scores	Minimum PLANMCA Scores
Reading Comprehension score of 78	Reading sub score of 21 English sub score of 18	Reading sub score of <del>21</del> 1047
Elementary Algebra score of 85 <b>or</b> , Elementary Algebra score of 78 plus a College Math score of at least 50	Math sub score of 22	Math sub score of 22 College Algebra: 1158 Statistics: 1148 Contemporary Math: 1150

*Special approval is required by a College Dean for students who want to enroll in more than 3 OCHS courses per semester.*

The following are proposed OCHS course offerings for the ~~2018-2019~~ **2019-2020** school year (are subject to change). For the most up-to-date list (and course descriptions), please go to: <http://distanceminnesota.org>

### Fall ~~2018~~**2019**

#### Career and Technical Education

Intro to Agriculture (3cr)  
Legal Business Environment (3cr)  
Foundations of Child Development (3cr)  
360 Technical Math (\*\*\*) (3cr)  
Safety Awareness (\*\*\*) (2cr)  
Networking I (4cr)  
Intro to Health Professions (3cr)  
Medical Terminology (2cr)  
Introduction to Computers (3cr)  
Criminal Procedure/Const Law/Civil Process (3cr)  
Computer Assisted Drafting 2D (4cr)

(\*\*\*) 360 Technical Math and Safety Awareness, taken together, and split during the semester.

#### Minnesota Transfer Curriculum

Biological Principles I (4cr)  
Anatomy & Physiology I (\*) (3cr)  
Public Speaking (3cr)  
Chemistry (3 cr)  
Composition I (3cr)  
World Regional Geography (3cr)  
World History to 1500 (3cr)  
Principles of Trigonometry (\*) (2cr)  
College Algebra (\*) (3cr)  
Consumer Economics (3cr)  
Ethics (3cr)  
Introduction to Literature (3cr)  
Introduction to Philosophy (3cr)  
American Government & Politics (3cr)  
General Psychology (3cr)  
Introduction to Sociology (3cr)  
Interpersonal Communications (3cr)  
Intro to Criminal Justice (3cr)  
Beginning Spanish I (4 cr)

\*College Algebra and Trigonometry, taken together, are equivalent to a PreCalculus course

### Spring ~~2019~~**2020**

#### Career and Technical Education

Accounting I – Financial Accounting (4cr)  
Guidance (4cr)  
360 Blueprint Reading (\*\*\*)  
Maintenance Awareness (\*\*\*)  
Networking II (4cr)  
Introduction to Web Concepts (3cr)  
Medical Terminology (2cr)  
Introduction to Computers (3cr)  
Minnesota Criminal Code (3cr)  
Computer Assisted Drafting 3D (laptop included) (3cr)

(\*\*\*) Blueprint Reading and Maintenance Awareness are taken together and split during the semester.

#### Minnesota Transfer Curriculum

Cultural Anthropology (3cr)  
Concepts of Biology (4cr)  
Principles of Nutrition (3cr)  
Microbiology (3cr)  
Anatomy & Physiology II (\*) (3cr)  
Advanced Physiology (\*) (2cr)  
Social Media Communications (3cr)  
Macroeconomics (3cr)  
Composition II (3cr)  
World History 1500 to Present (3cr)  
Statistics (4cr)  
Calculus I (4cr)  
Introduction to Literature (3cr)  
General Physics I (4cr)  
Life Span Psychology (3cr)  
Abnormal Psychology (3cr)  
Minnesota History (3cr)  
Beginning Spanish II (4cr)  
Public Speaking (3cr)  
Critical Thinking (3cr)

\*BIOL2252, BIOL2254, and BIOL2256 are most easily transferable as an 8-credit package. Students interested in health science fields and enrolled in BIOL2252 and BIOL2254 are encouraged to also complete BIOL2256 prior to transferring.

## POSTSECONDARY ENROLLMENT OPTIONS

*\*the following information has been taken from the Minnesota Department of Education's website: <https://education.mn.gov/MDE/fam/dual/pseo/>*

Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn college credit while still in high school, through enrollment in and successful completion of college-level courses. With traditional PSEO, these courses are generally offered on the campus of the postsecondary institution; some courses are offered online. Postsecondary institutions are not allowed to charge PSEO students for tuition, textbooks or support services. Students may be charged for equipment that becomes their property when the course or program is completed.

Most PSEO courses are only open to high school students during their 11th- and 12th-grade year, with each participating college and university setting their own requirements for enrollment into the PSEO courses and programs. Students may take PSEO courses on a full- or part-time basis.

Many two- and four-year colleges and universities in Minnesota offer online courses and some of them offer online degrees and certificates. Through the wide array of online courses offered in Minnesota higher education, it is possible for PSEO students in our state to complete the Minnesota Transfer Curriculum requirements and/or other courses that could result in an award in addition to their high school diploma. School districts must allow a PSEO student reasonable access to the high school building, computers and/or other technology resources during regular school hours to participate in PSEO courses, whether on-line or on campus.

By March 1 of each year, a district must provide up-to-date information on the district's website, and in materials that are distributed to parents and students, about the program--including information about enrollment requirements and the ability to earn postsecondary credit--to all pupils in grades 8, 9, 10, and 11.

Students must meet the PSEO eligibility requirements and abide by participation limits. However, if a school district determines a pupil is not on track to graduate, she/he may still continue to participate in PSEO.

### **How to Enroll in PSEO**

Interested and eligible 11th- and 12th-grade students should contact the postsecondary institution to find out their eligibility requirements, which courses are offered and what the application process is at that institution. [Access the list of Participating Postsecondary Institutions](#) for a list of schools and their contact information. Interested and eligible public 10th-grade students should contact the postsecondary institution to find out which Career and Technical (CTE) courses are offered and what the application process is at that institution.

To assist the district in planning, students are required to inform their district of their intent to enroll in PSEO courses during the following school year by May 30. Students should seek guidance from their high school counselor to determine if PSEO is the right fit for them and their academic plan. Interested students must complete the Postsecondary Enrollment Options Program Registration Form.

### **PSEO for 10th Graders to take Career and Technical Education (CTE) courses**

Legislation allows eligible 10th-grade students to enroll initially in one Career and Technical Education (CTE) course through PSEO. If the student earns a "C" or higher grade in this first course, she/he is eligible to take additional CTE courses while in 10th grade. In order to be eligible, a 10th-grade student must have met the proficiency level of "meets or exceeds" on the 8th-grade MCA reading test. If the student did not take the MCA, another reading assessment accepted by the enrolling postsecondary institution can be substituted.

The Minnesota Department of Education has developed a new Policy entitled: **Minnesota Department of Education Alternative Eligibility Options Policy for 10th Grade Students with a Disability who Wish to Participate in Career and Technical Education Classes through the Postsecondary Enrollment Options Program**. The Policy and written procedures are effective December 8, 2015. Access

the [policy](#), [procedures](#), and the [Modification Request Form](#).

### **Transportation Reimbursement for Qualified Students**

Funds are available to help pay transportation expenses for PSEO students whose families are at or below the poverty level, as determined by the federal government, to participate in PSEO courses on college campuses. [Access the Postsecondary Enrollment Options Mileage Reimbursement Program Instructions](#). If you have any questions regarding the mileage reimbursement for low-income students' participation in the PSEO program, contact Julie Belisle at 651-582-8265.

## **PSEO RECAP**

**Post-Secondary Enrollment Options (PSEO):** The PSEO program allows BHS students to earn college credit while attending classes **at** a Minnesota post-secondary institution **and/or** by taking courses online. Credits earned through a post-secondary institution are applied towards graduation requirements at BHS. Bagley High School will pay the costs of tuition, books and some fees – excluding those associated with student tools, computers, parking permits, etc. Students who meet certain income guidelines can apply to the state for reimbursement on a portion their transportation costs.

### **Eligibility:**

- Be a senior in the upper ½ of the class **or** score at the 50<sup>th</sup> percentile (or above) on a nationally standardized test (such as the ACT or ACCUPLACER).
- Be a junior in the upper 1/3 of the class **or** score at the 70<sup>th</sup> percentile (or above) on a nationally standardized test (such as the ACT or ACCUPLACER).
- 10<sup>th</sup> grade students who have taken the 8<sup>th</sup> grade MCA reading test and have met the composite proficiency level of 'meets or exceeds' can enroll in **ONE** Career and Technical Education (CTE) course provided they meet specific course requirements and pre-requisites. If a student earns a 'C' or higher, a student is eligible for additional classes.
- Meet the academic eligibility of the post-secondary institution a student wishes to take classes from (for example, Bemidji State University requires both juniors and seniors to rank in the top 25% of their class).
- State law requires that students notify the school counselor **no later than May 30<sup>th</sup> (2019)** if they intend to participate in the PSEO program in the next academic year (**2019-2020**).
- Students who do not maintain their post-secondary institution's minimum standards for continued PSEO enrollment will be dropped from the PSEO program and advised to continue their education at BHS.

When a student chooses to participate in the PSEO program, it is the responsibility of the student and his or her parents/guardians to monitor the student's progress at the college or university in which they are enrolled. The school counselor does not have access to the student's progress throughout the semester and only receives final grades at the end of each term (please note that these grades will appear exactly on a student's high school transcript as they do on their college transcript). Bagley High School will work with PSEO students and their post-secondary institutions to ensure that appropriate college courses are taken to fulfill BHS graduation requirements. Any student who is enrolled in the PSEO program must meet with the school counselor prior to registering for a semester **and** before he/she drops or adds any course after this meeting has been held. To enroll in the PSEO program initially, a student and his or her parents/guardians must meet with the BHS school counselor to go over graduation requirements and expectations. Each post-secondary institution has its own advising requirements as well.

## **Additional Ways to Earn College Credit**

**Credit by Examination (CLEP):** High school students can earn college credit by taking a computer-based test of their knowledge. The College-Level Examination Program (CLEP) is a College Board program that allows students to accelerate their education by skipping introductory college-level courses in subjects they have already mastered through general academic instruction, significant independent study, extracurricular work or volunteerism. Schools in the Minnesota State Colleges and Universities (Minnesota State) system award college credit to high school students who receive a satisfactory score on a CLEP examination. Please note there are tuition fees associated with taking a CLEP exam.

**Project Lead the Way (PLTW) courses at BHS:** 9<sup>th</sup>-12<sup>th</sup> grade students can earn both college and high school credit by taking PLTW courses that are taught by certified BHS faculty. PLTW curriculum makes math and science relevant for students through hands-on projects

and problem solving activities that pertain to the real world. PLTW classes are a great starting point for male and female students who are interested in learning more about engineering and advanced manufacturing education.

Students who successfully complete PLTW courses may apply for college credit from the University of Minnesota-Twin Cities. Three semester credits can be earned per course if a student: 1) receives a “B” or better; 2) takes the college credit exam (and earns 70% or higher); and 3) pays a \$100.00 fee per 3-credit course. Up to six credits may be used as general electives towards a degree at the University of Minnesota. Other colleges may accept these credits at their own discretion.

**Eligible PLTW courses include:**

Name of BHS Course	University of MN –Twin Cities
Intro. to Engineering Design- IED	IofT 1511 (3 Credits)
Computer Integrated Manufacturing-CIM	IofT 1514 (3 Credits)
Principals of Engineering-POE	IofT 1515 (3 credits)

**NCAA (NATIONAL COLLEGIATE ATHLETIC ASSOCIATION) ACADEMIC REGULATIONS FOR STUDENT ATHLETES**

*The information below was taken from the NCAA Eligibility Center website at <http://www.ncaa.org/student-athletes/future/eligibility-center> and <http://www.ncaa.org/student-athletes/play-division-i-sports> <http://www.ncaa.org/student-athletes/play-division-ii-sports>*

To practice, compete or receive athletically related financial aid as a freshman at NCAA Division I or Division II colleges, the student athlete must satisfy the academic eligibility requirements of the NCAA.

Students who plan on playing sports in college must register with the NCAA Clearinghouse at: [www.ncaa.org/student-athletes/resources](http://www.ncaa.org/student-athletes/resources). At this website, students can access the most current list of BHS courses that are approved by the NCAA. **Student athletes must choose their high school courses wisely, beginning in the 9<sup>th</sup> grade.** Not all of the courses offered at BHS can count toward the core academic requirements of the NCAA. **Students interested in playing Division I or Division II sports after high school need to meet with the counselor beginning in 8<sup>th</sup> grade to ensure the right classes are taken.**

**To qualify to enroll at a Division II college BEFORE August 1<sup>st</sup>, 2018, the student must:**

- Graduate high school
- Earn an SAT combined score of 820 or an ACT sum score of 68.
- Earn a core course GPA of at least 2.000
- Complete 16 core courses. These include: three years of English, two years of math (Algebra I or higher), two years of social science, two years of natural or physical science; three years of additional courses in English, math, or natural or physical science and four years of additional core courses (from any category above, foreign language, comparative religion or philosophy).
- **NOTE:** The NCAA will **NOT** accept pass/fail grading, ‘basic’ or remedial courses, independent study, or ALP/ALC classes.

**To qualify to enroll at a Division II college AFTER August 1, 2018, the student must:**

- Graduate high school

— Earn an SAT combined score or ACT sum score matching your core course GPA on the Division II sliding scale

— Earn at least a 2.2 GPA in core courses

— Complete 16 core courses. These include: three years of English, two years of math (Algebra I or higher), two years of social science, two years of natural or physical science; three years of additional courses in English, math, or natural or physical science and four years of additional core courses (from any category above, foreign language, comparative religion or philosophy).

— **NOTE:** The NCAA will **NOT** accept pass/fail grading, 'basic' or remedial courses, independent study, or ALP/ALC classes.

### **Division II Academic Eligibility**

To be eligible to compete in NCAA sports during your first year at a Division II school, students must meet academic requirements for core courses, GPA, and test scores. The student must:

- Graduate high school
- Complete 16 core courses to include: three years of English, two years of math (Algebra I or higher), two years of natural or physical science, three additional years of English, math, or natural or physical science, two years of social science, and four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a 2.2 GPA in your core courses
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale
- **NOTE:** The NCAA will **NOT** accept pass/fail grading, 'basic' or remedial courses, independent study, or ALP/ALC classes.

To qualify at a Division I college, the student must:

— Graduate high school

— Earn the ACT/SAT score matching your core course GPA on the Division I sliding scale

— Complete 16 core courses including: four years of English, three years in math (Algebra I or higher), two years of social science, two years of natural or physical science (with one year of lab science); one additional course in English, math or natural or physical science; and four years of extra core courses (from any category above, foreign language, comparative religion or philosophy).

— Complete 10 core courses prior to the start of the seventh semester (with at least seven in English, math or natural/physical science). Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core course GPA.

— Earn a core course GPA of at least 2.300

— **NOTE:** The NCAA will **NOT** accept pass/fail grading, 'basic' or remedial courses, independent study, or ALP/ALC classes.

### **Division I Academic Eligibility**

To be eligible to compete in NCAA sports during your first year at a Division I school, students must graduate high school and meet **ALL** the following requirements:

- Complete 16 core courses including: four years of English, three years of math (Algebra I or higher), two years of natural/physical science, one additional year of English, math or natural/physical science, two years of social science, and four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy

- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once the seventh semester begins, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale
- **NOTE:** The NCAA will **NOT** accept pass/fail grading, ‘basic’ or remedial courses, independent study, or ALP/ALC classes.

**IMPORTANT:** It is the responsibility of any prospective Division I or Division II athlete to be registered with and be certified as eligible by the NCAA Initial-Eligibility Clearinghouse. Documents required by the Clearinghouse include: **a completed and signed Student Release form and fee, an official high school transcript, and ACT or SAT scores.** See your counselor for specific information or review the NCAA website at [www.ncaa.org/eligibility](http://www.ncaa.org/eligibility).

## Choosing a Career

One of the toughest and most rewarding decisions you will make in your life involves choosing a career. It is not something you should do in a ‘mad panic’ during the twelfth grade. You will spend many years of your adult life working. And what you do in regards to employment will have a direct impact on your happiness, sense of fulfillment and financial security.

To help you get started, think about the following:

- What are your interests?
- What are your skills and abilities?
- What are your strengths and weaknesses?
- What subjects do you like and dislike?
- What are your values?
- Are you an introvert or an extrovert?
- Do you like working with people, ideas or things?
- Do you want to work indoors or outside?
- Do you want to lead or follow?
- How much responsibility do you want to take on?

Choosing a career is a process of discovery, full of countless questions and answers! The Bagley High School offers several assessments that can help students explore their interests, skills, abilities and values more fully. Students are also provided with a variety of opportunities to learn more about the world of work and the training/schooling requirements for an array of careers. Here is an example of some of the career exploration and post-secondary preparation activities that are currently offered:

**8th-12<sup>th</sup>:** Individual and/or group meetings with the school counselor and/or MCIS teacher to go over graduation requirements, post-secondary plans, assessment results and career options. *All 8th-12<sup>th</sup> graders take part in career and post-secondary planning/preparation activities via the Minnesota Career Information System (MCIS) that is offered during class.*

**8<sup>th</sup> Grade:** Minnesota Career Information System (MCIS) curriculum

**9<sup>th</sup> Grade:** Minnesota Career Information System (MCIS) curriculum

**10<sup>th</sup> Grade:** Pre-ACT Test/Career Interest Inventory; MCIS curriculum

**11<sup>th</sup> Grade:** ASVAB Test/Career Interest Inventory; PSAT; ACT; College Visits; Career Exploration Events; MCIS

**12<sup>th</sup> Grade:** ASVAB TEST/Career Interest Inventory; College Fair; College Visits; Career Exploration Events; MCIS

Please note that the Pre-ACT is designed to help students prepare for the ACT (one of the main admissions tests that is used by four-year colleges and universities). The PSAT is the preliminary SAT, which is another college admissions assessment.

Take ownership of your future! Whenever possible, make the time to learn more about yourself and your career options. MN Career Information Systems <http://mncis.intocareers.org/> (see the school counselor for the username and password) and iSeek [www.iseek.org](http://www.iseek.org) are websites that contain multiple career assessments and tools to help you narrow down your career choices. In addition, both these websites allow you to explore careers from A-Z as well as post-secondary school/training opportunities and requirements. Remember, your career path can (and most likely will) change as you learn more about yourself and develop additional skills, abilities and values!

On the following page, you will find the 6 major career clusters (and the corresponding career pathways under each cluster). Workers within clusters and pathways often share many common interests, strengths and skills. Take the information you have learned about yourself (e.g. from assessments) and locate the career cluster and pathway that matches you best. When planning your high school schedule, choose classes that are related to whatever cluster or pathway you are interested in. If you are undecided, make sure to enroll in as many different electives as you can.

## Career Pathways

### **Arts, Humanities, and Communication**

People attracted to the careers in this pathway like to sketch, draw, paint, play musical instruments, write stories, poetry, and music, sing, dance, act, take pictures, etc. This career path includes programs related to the humanities and to the performing, visual, and literary and media arts. Programs such as architecture, creative writing, film/cinema studies, fine arts, graphic design/production, journalism, foreign languages, radio/television broadcasting, and public relations are all included in this pathway.

### **Business Management and Administration**

People attracted to careers in this pathway like to influence, persuade, perform, lead, or manage to meet organizational goals for economic gain. They like to make decisions, meet people, initiate projects, give talks or speeches, organize activities, or lead a group. Others like to work with data using clerical or numerical ability to carry out tasks in detail and following through on other's instructions. Programs such as entrepreneurship, sales, hospitality, tourism, computer/information technologies systems, finance, accounting, personnel, economics, and management are included in this pathway.

### **Health Services**

People attracted to careers in this pathway like to work with people. Programs related to the promotion of health and the treatment of injuries, conditions and diseases are included in this pathway. Medicine, dentistry, nursing, therapy/rehabilitation, nutrition, fitness and hygiene are some examples of careers in this pathway.

### **Human Services**

People attracted to careers in this pathway like to work with people. Programs related to economic, political, and social systems are included in this pathway. Education, law/legal studies, law enforcement, public administration, child and family services, religion and social services are some examples of careers in this pathway.

### **Engineering, Manufacturing, and Technologies**

People attracted to careers in this pathway like to work with things. They like to work with their hands with objects, machines, tools, plants, or animals. Programs related to the technologies necessary to design, develop, install, or maintain physical systems are included in this pathway. Engineering, mechanics and repair, manufacturing technology, precision production, electronics, and construction are examples of careers in this pathway.

## Agriculture and Natural Resources

People attracted to careers in this pathway like to observe, learn, analyze, investigate, evaluate, or solve problems. They like to work independently, analyze data, do research, deal with abstractions, explore a variety of ideas, perform lab experiments, do complex calculations, and/or understand scientific methods and theories. Programs such as agriculture, earth sciences, environmental sciences, fisheries management, forestry, horticulture, and wildlife management are examples of careers in this pathway.

## Career Clusters and Sample Occupations

<b>Career Cluster</b>	<b>Interests</b>	<b>Description</b>	<b>Career Paths</b>
Agriculture, Food, and Natural Resources	Do you enjoy working with animals? Are you interested in protecting the environment?	Produce agricultural goods. This includes food, plants, animals, fabrics, wood, and crops. You might work on a farm, ranch, dairy, orchard, greenhouse, or plant nursery. You could also work in a clinic or laboratory as a scientist or engineer.	<ul style="list-style-type: none"> <li>-Agribusiness Systems</li> <li>-Animal Systems</li> <li>-Environmental Service Systems</li> <li>-Food Products and Processing Systems</li> <li>-Natural Resources Systems</li> <li>-Plant Systems</li> <li>-Power, Structural and Technical Systems</li> </ul>
Architecture and Construction	Would you like to get paid to build the things people use everyday?	Work on buildings and other structures. This includes highways, bridges, houses, and buildings. You might create the designs or plans for new structures. Or, you might use the plans to build it or manage the workers on the project.	<ul style="list-style-type: none"> <li>-Construction</li> <li>-Design and Pre-Construction</li> <li>-Maintenance and Operations</li> </ul>
Arts, Audio/Video Technology, and Communications	Do you like to perform in front of an audience? Are you a visual person or like to work with productions and technology?	Use creativity and their talents on the job. You might work for an audience as a performer or artist. This includes painters, dancers, sculptors, actors, and singers. Or, you might work behind the scenes to make a performance successful. This includes set designers, editors, and broadcast technicians.	<ul style="list-style-type: none"> <li>-Audio and Video Technology and Film</li> <li>-Journalism and Broadcasting</li> <li>-Performing Arts</li> <li>-Printing Technology</li> <li>-Telecommunications</li> <li>-Visual Arts</li> </ul>
Business, Management, and Administration	Do you enjoy working with other people? Do you like to plan and organize activities?	Give the support needed to make a business run. You might check employee time records or train new employees. Or, you might work as a top executive and provide the overall direction for a company or department.	<ul style="list-style-type: none"> <li>-Administrative Support</li> <li>-Business Information Management</li> <li>-General Management</li> <li>-Human Resources Management</li> <li>-Operations Management</li> </ul>
Education and Training	Would you like to get paid to help others learn new things?	Guide and train people. As a teacher, you could influence young lives. You could also support the work of a classroom teacher as a counselor, librarian, or principal. You could coach sports or lead community classes.	<ul style="list-style-type: none"> <li>-Administration and Administrative Support</li> <li>-Professional Support Services</li> <li>-Teaching and Training</li> </ul>

Finance	Are you good at math? Do you like to work with numbers?	Keep track of money. You might work in financial planning, banking, or insurance. For example, you might provide financial services to a business or individual. Or, you could maintain financial records or give advice to business executives on how to operate their business.	-Accounting -Banking Services -Business Finance -Insurance -Securities and Investments
Government and Public Administration	Are you interested in politics? Are rules and laws important to you?	Pass and enforce the law. You could work in national, state, or local government. You will find almost every type of occupation within the government, including jobs that are only found within government.	-Foreign Service -Governance -National Security Planning -Public Management and Administration -Regulation -Revenue and Taxation
<b>Career Cluster</b>	<b>Interests</b>	<b>Description</b>	<b>Career Paths</b>
Health Science	Would you like to get paid for taking care of others?	Promote health and wellness. Diagnose and treat injuries and disease. As a physician, dentist, or nurse, you could work directly with patients. You could also work in a laboratory to get information used in research.	-Biotechnology Research and Development -Diagnostic Services -Health Informatics -Support Services -Therapeutic Services
Hospitality and Tourism	Would you like to get paid to help people have fun?	Help people enjoy vacations and entertainment activities. You might work at a restaurant, resort, sports arena, theme park, museum, or hotel.	-Lodging -Recreation, Amusements and Attractions -Restaurants and Food and Beverage Services -Travel and Tourism
Human Services	Do you care about people and want to help in some way?	Help individual and families meet their personal needs. You might work in a government office, hospital, nonprofit agency, nursing home, spa, hotel, or school. Or, you might work in your own home.	-Consumer Services -Counseling and Mental Health Services -Early Childhood Development and Services -Family and Community Services -Personal Care Services
Information Technology	Would you like to get paid to work on computers?	A growing and always changing field. You might work with computer hardware, software, multimedia, or network systems. You might design new computer equipment or work on a new computer game.	-Information Support and Services -Network Systems -Programming and Software Development -Web and Digital Communication
Law, Public Safety, Corrections & Security	Do you like the idea of protecting people? Can you work in the face of danger? Do you want to help people figure out the legal system?	Found in a variety of settings. For example, you might guard the public and enforce the law as a police officer or security guard. Or, you might provide fire protection as a firefighter.	-Correction Services -Emergency and Fire Management Services -Law Enforcement Services -Legal Services -Security and Protective Services
Manufacturing	Are you good working with your hands? Can you figure out how a machine works?	Work with products and equipment. You might design a new product, decide how the product will be made, or make the product. You might work on cars, computers, appliances, airplanes, or electronic devices.	-Health, Safety and Environmental Assurance -Logistics and Inventory Control -Maintenance, Installation and Repair -Manufacturing Production Process Development Production -Quality Assurance
Marketing, Sales, & Service	Are you friendly and outgoing? Do you enjoy public speaking? Can you be persuasive?	Help businesses sell products. You might advertise and promote products so customers want to buy them. Or, you might sell products and services to customers.	-Marketing Communications -Marketing Management -Market Research -Merchandising -Professional Sales

Science, Math Technology, & Engineering	Are you detail-oriented? Do you want to know how things work, or enjoy solving problems?	Do scientific research in laboratories or the field. Others plan or design products and systems. Or, you might support scientists, mathematicians, or engineers as they do their work.	-Engineering and Technology -Science and Mathematics
Transportation, Distribution, & Logistics	Have you always been fascinated by vehicles? Do you like to drive them or fix them?	Move people and products by road, air, rail, and water. You might work as a driver, pilot, engineer, or captain.	-Facility and Mobile Equipment Maintenance -Health, Safety and Environmental Management -Logistics Planning and Management Services -Sales and Service -Warehousing and Distribution Center Operations

## Just for 9<sup>th</sup> Graders....

Welcome to the Senior High! In 9<sup>th</sup> grade, the credits that you earn count towards graduation. It is extremely important for you to do your best in each of your classes. Your grades in 9<sup>th</sup> grade become part of your over-all high school grade point average (GPA). In 11<sup>th</sup> and 12<sup>th</sup> grade, students with GPAs of 3.0 or higher can currently take up to 41 college credits in our College in the High School (CIHS) program. This is like getting a year and a half of college for FREE!

Here is a list of the **required courses** that you must take (and pass) as a 9<sup>th</sup> grader.

- a full year of English 9 (1 credit)
- a full year of Civics (1 credit)
- a full year of Physical Science (1 credit)
- a full year of either **Geometry or Algebra 9 or Intro to Algebra 9/9M (1 credit)**
- a semester of PE 9 (1/2 credit)
- a semester of Health 9 (1/2 credit)
- a semester of IED (1/2 credit)\*\*

### 5.0-5.5 REQUIRED credits\*\*

\*\*Students who are enrolled in a full year of band and choir can take IED or Intro to Computers during their sophomore year as can any student who needs a work period and is enrolled in a full year of either band or choir.

Please note, students will not receive any credit for a work period. Students can only take one work period per semester. Any student who passes all of his/her classes and takes one work period per semester (during each year of high school) will earn the minimum amount of credits (24) that are required for graduation.

To recap, BHS requires that 9<sup>th</sup> graders take the above mentioned, 5.0-5.5 credits. Students can fill the remaining 1½-2 class periods in their schedule with either work period and/or courses of their choosing. Students are encouraged to take classes that count toward their graduation requirements (e.g. 6.5 elective credits; 1.0 Art credit; and an additional 1.0 Technical/Business/Vocational credit). **Also, students should select classes that will: a) help them figure out what types of careers they may be interested in and b) help them prepare for college and/or employment.**

All the **additional courses** that 9<sup>th</sup> graders can take are noted below (as well as in the following pages of this guide).

- **American Diversity**---1/2 credit
- **Aerobics/Bootcamp**---1/2 credit
- **2D Art**---1/2 credit (fulfills ½ credit of the Art requirement for graduation)
- **3D Art**---1/2 credit (fulfills ½ credit of the Art requirement for graduation)
- **Band**---1 credit/full year (fulfills 1 credit of the Art requirement for graduation)
- **Choir**---1 credit/full year (fulfills 1 credit of the Art requirement for graduation)
- **Fitness and Wellness**---1/2 credit
- **Historical Research**---1/2 credit
- **IED II**---1/2 credit (fulfills ½ credit of the Technical & Vocational requirement for graduation)
- **Intro to Computers**---1/2 credit (fulfills ½ credit of the Technical & Vocational requirement for graduation)
- **Material Processing**---1/2 credit (fulfills ½ credit of the Technical & Vocational requirement for graduation)
- **Minnesota Fish & Wildlife Management**---1/2 credit

•**Native American History**---1/2 credit

- Power I**---1/2 credit (fulfills ½ credit of the Technical & Vocational requirement for graduation)
- Robotics**---1/2 credit (fulfills ½ credit of the Technical & Vocational requirement for graduation)
- Social Diversity**---1/2 credit
- Sociology**---1/2 credit
- Web Page Design**---1/2 credit (fulfills ½ credit of the Technical & Vocational requirement for graduation)
- Welding I**---1/2 credit (fulfills ½ credit of the Technical & Vocational requirement for graduation)
- Work Period**---no credit (does not count towards any graduation requirement)

**If you have any questions, please don't hesitate to ask the school counselor.**

## **Bagley High School Course Guide**

This section of the Registration Guide contains descriptions, credit potentials and prerequisites for all the courses that may be offered at the Bagley High School during the 2018-2019 academic year. Please note the following as you read it through:

- semester-long courses are worth ½ credit
- full-year courses are worth 1 credit
- S1 stands for Semester One
- S2 stands for Semester Two

To optimize scheduling opportunities for students, full year courses are broken down by semesters (S1 & S2---each with their own section number). A student who is taking a year-long course must register for **BOTH** semesters unless he or she has already taken/passed one of the semesters **or** has been given approval from the school counselor and/or principal to drop a course.

Should you have any questions about these courses or the course descriptions, please do not hesitate to contact the high school office, the guidance office or the teachers directly.

### **ART EDUCATION DEPARTMENT**

*The Visual Arts Program strives to meet the needs of all students, whether those needs be career oriented, an outlet for self-expression, or hobby based. Students will explore, in these courses, artistic meaning and the processes involved in artistic expression.*

**2865 2D ART** (1/2 credit)

**Grades 9-12: Elective**

**Fulfills ½ credit of the Art Graduation Requirement**

In this course, students will learn to create and communicate through 2-D art works. They will be introduced to multiple techniques and mediums. Some of the mediums may include acrylic painting, canvas, colored pencil, paper, pencil and markers and paint. Student activities will include collages, illusions, paintings, posters, sketches, etc.

### **2866 3D ART (1/2 credit)**

**Grades 9-12: Elective**

**Fulfills ½ credit of the Art Graduation Requirement**

In this course, students will learn to create and communicate through 3-D art works. They will be introduced to multiple techniques and mediums. Paper mache, plaster, ceramic clay, rope and wood will be used to create functional and nonfunctional art works (such as masks, sculptures, molds, etc.).

### **2867 CERAMICS (1/2 credit)**

**Grades 11-12: Elective**

**Fulfills ½ credit of the Art Graduation Requirement**

In this course, students will learn the history of ceramics and be introduced to clay ‘hand-building’ techniques such coil, pinch, and slab. Students will also have the opportunity to gain experience with clay tools, create clay pots using a potter’s wheel and learn how to work with glazes and a kiln.

### **2868 GRAPHIC DESIGN (1/2 credit)**

**Grades 10-12: Elective**

**Fulfills ½ credit of the Art Graduation Requirement**

In this course, students will use electronic media (such as Photo-shop Elements, iMovie, Garageband and iDVD) to learn about effective design while creating exciting works of commercial art.

## **BUSINESS EDUCATION DEPARTMENT**

*The Business Department offers a variety of courses to suit many needs. Students can learn useful information for everyday life, prepare for entry level positions in the workforce and/or obtain a solid knowledge base to build upon after graduation (especially for those going in to a business related field at a college or university).*

### **\*\*BUSINESS COURSES\*\***

#### **2851 ACCOUNTING S1**

#### **2852 ACCOUNTING S2**

**Grades 10-12: Elective** (1 credit; register for the full year)

**Fulfills 1 credit of the Technical & Vocational Graduation Requirement**

In this year-long course, students will use financial information and basic accounting principles to prepare and complete accounts, ledgers journals, financial statements and payroll data. In addition, they will analyze and provide recommendations from conclusions of the data that they prepare. Any student who wishes to work in a business, financial, law or sales-related field should consider taking this course.

#### **2858 MARKETING S1**

**Grades 10-12: Elective** (1/2 credit)

**Fulfills 1/2 credit of the Technical & Vocational Graduation Requirement**

Marketing is an introductory course designed for sophomores, juniors and seniors who are interested in exploring how products are developed, produced, promoted and distributed. Topics covered in this course include: basic marketing and economic concepts; the free enterprise system; legal and ethical issues concerning marketers; selling; advertising and promotion. In addition, communication, interpersonal, leadership and technology skills will be developed as well as employability skills and career development strategies.

#### **2886 PERSONAL FINANCE (1/2 credit)**

**Grade: 11 and 12 Elective**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

In this course, students will learn about money management strategies; financial security planning; ways to manage credit and financial resources; risk management; taxes; banking services; savings and investments; and insurance plans.

**\*\*COMPUTER COURSES\*\***

**2855 INTRODUCTION TO COMPUTERS (1/2 credit)**

**Grades 9-12: Elective**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement (can be taken in place of IED)**

In this course, students will learn how to operate a computer. They will study both hardware and the software that is needed to make computers run. MS Word, Excel and PowerPoint will also be introduced at a basic level. In addition, students will research various topics, prepare typed reports and strengthen their keyboarding skills as well.

**2853 COMPUTER APPLICATIONS 1 (1/2 credit)**

**Grades 10-12: Elective**

**Prerequisite: 2855 or typing speed of 30+ wpm.**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

In this course, students will study Microsoft (MS) Suite including Word and Excel. Using MS Word, students will learn to format reports, tables letters and emails. They will also learn to format spreadsheets and create formulas and charts in MS Excel.

**2854 COMPUTER APPLICATIONS 2 (1/2 credit)**

**Grades 11-12: Elective**

**Prerequisite: 2853 Computer Applications 1**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

Computer Applications 2 focuses on MS Access and PowerPoint. Students will create, edit and learn to prepare a well thought out PowerPoint presentation at a level that is expected in the workplace.

**2857 WEB PAGE DESIGN (1/2 credit)**

**Grades 9-12: Elective**

**Pre-requisite 2855 – Introduction to Computers**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

Web Page Design will cover Web Page development using HTML Weebly and Google Sites and FrontPage. You will learn web writing skills at a basic level and have an opportunity to create your own web page. Part of the class time will be spent updating the Bagley School District Web Site. In addition, we will be creating weekly News Reports featuring Sports, Activities and Student Interest Topics using iMovie. Finally, we will integrate Live Broadcasting through GvTel which will cover home sporting events, assemblies, plays, and choir and band concerts.

**CAREER EXPLORATION & WORK EXPERIENCE**

**2883 WORK EXPERIENCE CLASS**

**Grades: 11-12 Elective**

**Fulfills ½ of the Technical & Vocational Graduation Requirement**

Work-Based Learning Programs are structured educational experiences that integrate classroom learning (school-based) with productive, structured work experiences (work-based), which are related to a student’s career goal, program of study, and employability skills. Students in Work Experience Class will explore options and create personal goals related to transitioning to independent living. Goals of the course are to promote success on the job; examine career opportunities; explore post secondary/continuing education options; learn skills necessary to be gainfully employed in a classroom and work environment concurrently. *\*Students who are requesting Work Experience MUST also request to take Work Experience Class.\**

## **2884 WORK EXPERIENCE**

**Grades: 11-12 Elective**

**Corequisite: Work Experience Class (2883)**

**Fulfills ½ to 1 credit of the Technical & Vocational Graduation Requirement**

**\*\*Enrollment is subject to approval by school principal and/or counselor; requesting the course does not guarantee enrollment.\*\***

In this course, students have the opportunity to earn credit by working at an “off school” job site. This course must be taken in conjunction with Work Experience Class. A paid position is required unless a student receives permission from the principal, counselor, and work experience coordinator. Students are responsible for finding a position and for their transportation to and from the job site. Students must have on file with BHS, a copy of their driver’s license and insurance card and they must fill out paperwork with the work experience coordinator (a minimum of two weeks before the start of each semester). As part of the course requirements, students will keep a journal, have defined duties, and keep a time-log that must be signed by a supervisor. Students will be evaluated several times during the semester.

## **ENGLISH DEPARTMENT**

*English is the study of our language. Language surrounds us every day in many forms. In English classes, grades 9-12, the student is given the opportunity to work with that language in as many forms as possible. English students will deal with grammar, composition, literature, drama, short story, speech, vocabulary, and communication arts. Communication is the essence of coping in modern society. The greater one's knowledge of the language, the greater is one's ability to advance in all pursuits of life.*

### **2091 ENGLISH 9 S1 and**

### **2092 ENGLISH 9 S2**

**Grade 9: Required** (1 credit; register for the full year)

This course will focus on a traditional approach to studying literature, grammar, writing, and speaking.

### **2001 ENGLISH 10 S1 and**

### **2002 ENGLISH 10 S2**

**Grade 10: Required or Advanced English 10** (1 credit; register for the full year)

This course of traditional English consists of English literature, grammar, speaking, classroom reading, writing, and research skills. Activities will be designed to prepare students for the 10<sup>th</sup> grade Reading MCA.

### **2101 ADVANCED ENGLISH 10 S1 and**

### **2102 ADVANCED ENGLISH 10 S2**

**Grade 10: Required or English 10** (1 credit; register for the full year)

**Teacher approval required**

Advanced English 10 is for the student who is more proficient in reading, speaking, writing, and grammar. This class covers the same basic material as required in English 10; however, special emphasis will be placed on expanding and extending English skills. Students will be encouraged to progress at a faster pace and will be involved in more independent learning. Several novels will be assigned. Activities will be designed to prepare students for the 10<sup>th</sup> grade Reading MCA.

### **2011 ENGLISH 11 S1 and**

### **2022 ENGLISH 11 S2**

**Grade 11: Required or Advanced English 11** (1 credit; register for the full year)

Students in this course will study a variety of American Literature - poems, short stories, plays and at least one novel - and will use literary analysis techniques to discover the meaning. Students will develop their own written pieces and then develop some of them into speeches. Students will learn creative and technical writing skills, composition skills, and also practical applications of grammar in writing. Additionally, students will develop speaking skills and organize thoughts and written information into speeches to inform and persuade. Students will

utilize technology (~~Power Point~~ Google Slides) to deliver an informative ~~paper~~-speech as well.

## **2111 ADVANCED ENGLISH 11 S1 and 2112 ADVANCED ENGLISH 11 S2**

**Grade 11: Required or English 11** (1 credit; register for the full year)

*Teacher approval required*

Advanced English 11 is for the student who is more proficient in reading, writing, and grammar. This class covers the same basic material as required in English 11, however, special emphasis will be placed on expanding and extending English skills. Students will be encouraged to progress at a faster pace and be involved in more independent learning.

## **3611 HUMANITIES S1 and 3612 HUMANITIES S2**

**Grade 11 or 12: Elective** (1 credit; register for the full year)

*Teacher approval and a minimum of a 3.0 cumulative GPA required*

*Students enrolled through the CIHS program have the potential to earn 3 college credits*

*Can be taken in place of World History*

Humanities will investigate, through a variety of channels, some of what man has accomplished in the fields of architecture, art, politics, literature, music and philosophy and the effects those accomplishments have had upon the human condition and human relationships. Three college credits can be earned in this course if a student meets the requirements set by the University of Minnesota-Crookston. Students who have not been a part of the CIHS program through UMC before need a cumulative GPA of 3.0 or higher and they must be highly proficient in reading, composition and independent study skills. Students who have taken, or are taking a CIHS course through UMC must maintain a minimum of a 2.0 UMC GPA each term to continue their enrollment through the university. Students can take this full year course in PLACE OF WORLD HISTORY; however, only ½ credit will count as a social studies credit (so an additional ½ credit of a social studies elective will need to be taken). The remaining ½ credit from the 1.0 credit Humanities course can be used as either a general elective or as one of the options to meet the grade 12 English requirement (refer to the course listings for 20<sup>th</sup> Century Literature and Themes in Literature for details). Please note, students do not have to take this course for college credit (but the 3.0 minimum GPA requirement still applies).

## **2021 ENGLISH 12** (1/2 credit)

**Grade: 12 Required or AP English**

**Prerequisite: A passing grade in English 11**

This class of traditional English consists of English literature, analytical writing, and research skills.

## **2022 20<sup>th</sup> CENTURY LITERATURE or 2023 THEMES IN LITERATURE** (1/2 credit)

**Grade 12: Required unless a student is taking AP English 12 or has taken a full year of Humanities\***

*\*Students have the option of using ½ credit of their 1.0 credit Humanities course in place of either 20<sup>th</sup> Century Lit. or Themes in Lit.; however, they will still be required to take English 12 (for ½ credit) to complete their 12<sup>th</sup> grade English requirement.*

**Pre-requisite: Passing grade in English 11**

**(2022) 20<sup>th</sup> Century Literature:** The emphasis in this course will be on Literature of the 20<sup>th</sup> Century. Students will read short stories, two novels, and a play. Some activities will include reading, writing, participating in class discussions, group assignments and working with vocabulary. Classroom reading and writing are required. Students who choose to take this course must also take English 12 (for ½ credit) unless they are enrolled in AP English 12 or have successfully completed Humanities.

**(2023) Themes in Literature:** In this course, students will investigate universal themes in fictional and non-fictional literature and evaluate main ideas. Students will also be involved in discussing and working with non-fiction that is listened to and/or viewed. Materials will be selected from short stories, novels, plays, speeches, and poetry. Discussion and writing will be the main activities of this course. Students who choose to take Themes in Literature must also take English 12 (for ½ credit)

unless they are enrolled in AP English 12 or have successfully completed Humanities.

### **3021 AP ENGLISH 12 S1 and**

### **3022 AP ENGLISH 12 S2**

**Grade 12: Required or English 12 plus another ½ credit English** (1 credit; register for the full year)

**Teacher approval required**

*CIHS students have the potential to earn 6 college credits*

The Advanced Placement program gives students the opportunity to pursue college level studies while still in high school. Students can potentially receive advanced placement and/or college credit upon the successful completion of AP English 12 and/or by passing a national test that is given in May of each year. This course emphasizes the development of skills in critical analysis of literature, both verbally and in written compositions. It is designed for those who are: 1) college bound;

2) capable of doing college level work; and 3) are willing to devote the energy necessary to complete a more rigorous and demanding course. If more students register for this course than class size will allow, selection will be determined by class rank and testing data. Six college credits can be earned in this class if a student meets the requirements set by the University of Minnesota-Crookston. Students who have not taken part in the CIHS program through UMC before, must have a 3.0 GPA or higher to enroll. Students who have taken, or are taking a CIHS course through UMC, must maintain a minimum of a 2.0 UMC GPA each term to continue their enrollment through the university. *Please see the instructor for your **REQUIRED summer reading assignments**.*

## **HEALTH DEPARTMENT**

### **2892 INDIVIDUAL AND COMMUNITY HEALTH** (1/2 credit)

**Grade 9: Required**

In this course, students will learn about: anatomy and physiology as it pertains to exercise; drug education; death and dying; sex education; and mental health.

### **2811 FAMILY HEALTH** (1/2 credit)

**Grades: 9-12 Elective**

**Pre-requisite: Individual and Community Health**

Some topics that will be covered in this class include: self-understanding; elements for successful relationships; personal values and goals; developing interpersonal communication skills; conflict resolution in relationships; family income and spending; the use of consumer aids; investments; and savings. Activities will revolve around simulated situations, videotapes, guest speakers, and small group work. Students will be required to complete a communication/problem-solving project as well.

## **INDUSTRIAL TECHNOLOGY DEPARTMENT**

*Some of the offerings in the Industrial Technology Department include Project Lead the Way (PLTW) courses. PLTW is a nationally recognized, non-profit organization that was established to help schools give students the knowledge they need to excel in high-tech fields. PLTW classroom instruction is generally one-third theory and two-thirds application. This gives students meaningful, hands-on experiences in problem-solving, teamwork, and project-based learning. The curriculum gives students a taste of the variety, creativity, teamwork, and possibilities that engineering and technology-related fields can offer.*

### **\*\*PROJECT LEAD THE WAY COURSES\*\***

### **2832 INTRODUCTION TO ENGINEERING DESIGN I (IED) – PLTW**

**Grade 9 or 10: Required or Intro to Computers** (1/2 credit)

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

*Students enrolling at BHS after the 10<sup>th</sup> grade can take any course that is listed under Business Education, Industrial Technology or Career Education in substitution of IED.*

This is an introductory, semester-long course that is part of the PLTW pre-engineering curriculum. Students will use the computer modeling software from Autodesk, called Inventor, to learn the process of product design.

In addition, students will solve problems as they develop, create, and analyze production models. They will also develop drawings, assemblies, and presentations to communicate these designs to others.

### **2833 INTRODUCTION TO ENGINEERING DESIGN II (IED) - PLTW**

**Grades: 9-12 Elective** (1/2 credit)

**Pre-requisite: IED I**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

*Students can earn 3 college credits if they meet the requirements set by the University of MN-Twin Cities*

*(refer to the PLTW section at the front of the Registration Manual for details)*

This is a continuation of IED I. In this class, students will use the computer modeling software from Autodesk, called Inventor, to learn the process of product design. Students will solve problems as they develop, create, and analyze production models. In addition, they will develop drawings, assemblies, and presentations to communicate these designs. Please note, students wishing to apply for college credit must successfully complete IED I **and** II (as well as meet the additional requirements set forth by the University of MN---Twin Cities).

### **2834 COMPUTER INTEGRATED MACHINING – PLTW**

**Grades: 10-12 Elective** (1 credit block class over two periods in one semester)

**Fulfills 1 credit of the Technical & Vocational Graduation Requirement**

*Students can earn 3 college credits if they meet the requirements set by the University of MN-Twin Cities*

*(refer to the PLTW section at the front of the Registration Manual for details)*

CIM is a year-long Project Lead the Way course in which students have the opportunity to earn college credit. This course will tie in the use of design software (Inventor) to real life applications and projects. Students will learn to operate different CNC platforms including G code, Plasma CAM, Shopbot, and VEX Robotics. In addition, they will learn to use a laser engraver, CNC lathe and 3D printer. Both group and individual projects are included in this course. Please note that the full course title is 'COMPUTER INTEGRATED MACHINING: 3D PRINT LASER ENGRAVER, SHOPBOT, PLASMA CUTTER AND ONE MACHINE OPERATING'.

### **2838 PRINCIPLES OF ENGINEERING DESIGN (POE) S1 – PLTW and**

### **2839 PRINCIPLES OF ENGINEERING DESIGN (POE) S2 – PLTW**

**Grades: 11-12** (1 credit; register for the full year)

**Fulfills 1 credit of the Technical & Vocational Graduation Requirement or can be substituted for 1 credit of Physics**

**Prerequisite: Biology and Algebra II (or be currently enrolled in Algebra II).**

*Students can earn 3 college credits if they meet the requirements set by the University of MN-Twin Cities*

*(refer to the PLTW section at the front of the Registration Manual for details)*

POE is a Project Lead the Way course that can be taken in substitution of Physics. To be successful, it is recommended that students possess and maintain strong math and technical reading skills, be self-motivated and be able to problem solve in order to complete individual projects. In POE, students will explore the fundamental laws of Physics. Students will apply these laws in the design process used by engineers in order to solve real life problems. Students will design and build simple machines, a motor winch systems, electrical circuits, thermal dynamic systems, and other mechanical devices as a way to test the mechanical advantage and efficiency of the system. Students will also learn how to document the design process and use mathematics to calculate the effects of forces on supporting materials and the motion of objects. In the spring students will take the End of Course Assessment issued through Project Lead the Way. Students who earn a course grade of "B" or better and score sufficiently on the test may earn 3 college credits through participating colleges in the Minnesota State Colleges and Universities system.

## **\*\*ADDITIONAL INDUSTRIAL TECHNOLOGY COURSES\*\***

### **2842 ADVANCED WOODS** (1/2 credit)

**Grades: 10-12 Elective**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

**Prerequisite: Material Processing**

This course is designed as a continuation of Material Processing. Students will be required to design and

construct a complete wood project from their own plans. Emphasis will be placed on design.

### **2840 CONSTRUCTION TECHNOLOGY (1/2 credit)**

**Grades: 10-12 Elective**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

This course is designed to teach the basic processes in residential home construction. Students will learn proper safety practices when using carpentry hand tools, power tools, building/construction materials and fasteners. In addition, they will explore what goes in to the maintenance of different mechanical systems.

### **2841 MATERIAL PROCESSING (1/2 credit)**

**Grades: 9-12 Elective**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

In this course, students will learn the process of forming and separating materials. During the wood portion of this class, students will be estimating, working from plans, and producing a project.

### **2845 POWER I (1/2 credit)**

**Grades: 9-12 Elective**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

In this course, students will learn about power and energy systems. Emphasis will be placed on the internal combustion engine along with common commercial electrical systems and renewable energy sources. Students will study proper procedures and checks (using test equipment) for engine disassembly and repair. The basic maintenance of an ignition system, carburetor, cooling system, fuel system and lubrication system will also be covered. Additional topics include electrical production from different energy sources (renewable and non-renewable) and energy transfer/efficiency (studied through different scenarios involving static, kinetic and potential energy).

### **2848 ROBOTICS TECHNOLOGY S1 (1/2 credit)**

### **2849 ROBOTICS TECHNOLOGY S2 (1/2 credit)**

**Grades: 9-12 Elective**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

*Can be repeated for credit*

In this course, students will trace the history, development and influence of automation and robotics. Topics to be covered include: safety in robotics and automation systems; design of automated systems; physics of robotics; sensors; industrial robotic applications; fundamentals of electricity; robot mechanics; programming; and various robotic platforms. Students will also have the chance to take part in local and regional competitions (including VEX and FIRST Robotics). To prepare for this, students will spend time in class designing, constructing, programming and troubleshooting any problems that arise with their robot.

### **2843 WELDING I (1/2 credit)**

**Grades: 9-12 Elective**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

This introductory course is designed for students to learn basic knowledge and skills related to welding and metal working. Proper use of tools, equipment, materials, and safe work practices will be studied in detail. Techniques of electrical arc welding and gas welding will be taught including welding in flat and horizontal positions. Welding processes of Oxyacetylene Welding, Shielded Metal Arc Welding (SMAW/STICK), and Gas Metal Arc Welding (MIG/Wire Feed) will be covered. Students will also gain introductory knowledge in metal working processes by using equipment such as brakes, shears, lathes, grinders, drill presses, etc...

### **2844 WELDING II (1/2 credit)**

**Grades: 10-12 Elective**

**Prerequisite: Welding I**

**Fulfills ½ credit of the Technical & Vocational Graduation Requirement**

This course is designed for students to advance their knowledge and skills related to welding and metal working. The primary focus in Welding II is the research, design and fabrication of a product that fills a need. Students will review, from their Welding I course, safe work practices and the proper use of tools, materials and equipment. Additional topics covered in this

course include: electrical arc and gas welding (with special attention made to joint design and welding positions); Aluminum welding processes; and TIG.

## **MATHEMATICS EDUCATION DEPARTMENT**

### **2291 ALGEBRA 9 S1 and**

### **2292 ALGEBRA 9 S2**

**Grades 9-12: Required** (1 credit; register for the full year)

**Prerequisite: Algebra 8 or Algebra 8A (in 8th grade)**

In Algebra 9, students will explore different representations of linear, quadratic, and exponential relationships using graphs, tables, equations, and contexts. They will use symbolic manipulation of expressions in order to solve problems, such as factoring, distributing, multiplying polynomials, expanding exponential expressions, etc. Algebra 9 students will be solving equations and inequalities using a variety of strategies, including rewriting (such as factoring, distributing, or completing the square), undoing (such as extracting the square root or subtracting a term from both sides of an equation), and looking inside (such as determining the possible values of the argument of an absolute value expression). This class will analyze representations of arithmetic and geometric sequences and use statistical analysis of two-variable data, including determining regression lines, correlation coefficients, and creating residual plots.

### **2293 INTRO TO ALGEBRA 9 S1 and**

### **2294 INTRO TO ALGEBRA 9 S2**

**Grade 9:** (1 credit; register for the full year. Can be taken in place of Algebra 9 by teacher referral only)

This course is for 9th graders who have not yet received a full credit in Algebra. Algebra 9M is designed to cover the Algebra standards in a differentiated and individualized manner using technology, student interaction and mathematical conversation.

### **2301 GEOMETRY S1 and**

### **2302 GEOMETRY S2**

**Grades 9-12: Required** (1 credit; register for the full year)

**Prerequisite: Algebra 8A or Algebra 9 or Intro to Algebra 9**

Geometry is an inquiry into the nature of physical laws. It involves the study of angles, triangles, circles, polygons, and parallelism. Geometry's main function is to strengthen student's reasoning abilities through inductive and deductive processes. Many practical applications of geometry will be studied such as finding areas & volumes of geometric figures, both plane and solid. The Pythagorean Theorem and its applications will also be studied. *Intro to Geometry may be substituted by teacher recommendation (2201 Semester 1; 2202 Semester 2).*

### **2201 INTRO TO GEOMETRY S1 and**

### **2202 INTRO TO GEOMETRY S2**

**Grades 10-12: Required or Geometry** (1 credit; register for the full year)

**Prerequisite: Teacher Referral ONLY and Algebra 9M-Intro to Algebra 9 or Algebra 9**

A practical and applied approach to Geometry, Intro to Geometry is an inquiry into the nature of physical laws. It involves the study of angles, triangles, circles, polygons, and parallelism. Geometry's main function is to strengthen student's reasoning abilities through inductive and deductive processes. Many practical applications of geometry will be studied such as finding areas & volumes of geometric figures, both plane and solid. The Pythagorean Theorem and its applications will also be studied.

### **2311 ALGEBRA II S1 and**

### **2312 ALGEBRA II S2**

**Grades 10-12: Required** (1 credit; register for the full year)

**Prerequisite: Geometry or Intro to Geometry**

This course will continue with concepts introduced in Algebra I and Geometry. Matrices, quadratic functions, polynomial functions, exponential, and logarithmic functions will be studied. Emphasis will be placed on preparation for Trigonometry and Pre-Calculus topics. *Intro to Algebra II may be substituted by teacher recommendation (2211 Semester I; 2212 Semester II).*

### **2211 INTRO TO ALGEBRA II S1 and**

### **2212 INTRO TO ALGEBRA II S2**

### **Grade 11-12: Required or Algebra II**

This course is for 11th graders and is designed to cover the Algebra II standards in a differentiated and individualized manner using technology, student interaction and mathematical conversation.

### **2321 COLLEGE PREP MATH S1**

**Grades 11-12: Can fulfill ½ of the third credit that is required for graduation (1/2 credit; register for first semester)**

**Prerequisite: Geometry (2301 and 2302) and Algebra II (2311 and 2312)**

This course reviews Algebra and prepares the student for College Algebra.

### **2326 COLLEGE ALGEBRA S2**

**Grades 11-12: Can fulfill ½ of the third credit that is required for graduation (1/2 credit; register for second semester)**

**Prerequisite: Geometry (2301 and 2302) and Algebra II (2311 and 2312).**

*College in the High School (CIHS) students have the potential to earn three (3) college credits. To receive college credit, the student must have a minimum ACT math score of 20 or pass a placement test after completing College Prep Math.*

Topics covered include: basic algebraic operations, linear/quadratic equations/inequalities, variation, functions/ graphs, theory of equations, exponential/ logarithmic functions, systems of equations, and mathematical modeling/applications.

### **3321 PRECALCULUS S1 and**

### **3322 PRECALCULUS S2**

**Grades 11-12: Can fulfill the third credit that is required for graduation (1 credit; register for the full year)**

**Prerequisite: Geometry (2301 and 2302) and Algebra II (2311 and 2312)**

*College in the High School (CIHS) students have the potential to earn five (5) college*

This course is an advanced mathematics course and is intended for college bound students. Topics of study will include polynomial, power, rational, exponential, logarithmic functions, as well as trigonometric functions and their inverses, trigonometric identities. Sequences and series, probability and statistics, as well as conic sections will also be covered in this course. Five (5) college credits can be earned in this class if the course and instructor are approved and students meet the requirements set by Northland Community and Technical College (NCTC/Thief River Falls). Students must be a junior or senior in high school with a cumulative GPA of 3.0 or higher and have a qualifying score on the math portion of the ACCUPLACER (administered by NCTC staff).

### **3331 CALCULUS S1 and**

### **3332 CALCULUS S2**

**Grades: 12 Elective (1 credit; register for the full year)**

**Prerequisite: Pre-Calculus**

*College in the High School (CIHS) students have the potential to earn three (3) college credits. To receive college credit the student must have a minimum ACT math score of 24.*

This course covers, in detail, such topics as limits, derivatives, & integration. Three (3) college credits can be earned in this class through the University of Minnesota-Crookston (UMC) if the student meets the CIHS requirements set by UMC. These guidelines include having a 3.0 or higher high school GPA and maintaining a 2.0 or higher UMC GPA while enrolled through their university.

## **MUSIC DEPARTMENT**

**Band and Choir can be repeated each year for credit.**

### **2861 SENIOR HIGH BAND S1 and**

### **2862 SENIOR HIGH BAND S2**

**Grades 9-12: Elective (1 credit; register for the full year)**

**Prerequisite: Junior High Band (Grades 7-8) or instructor approval**

**Fulfills ½ credit of the Art Graduation Requirement**

Senior Band is open to students in grades 9 – 12. Performances are a required part of the curriculum and include: three home concerts (Fall, Holiday and Spring); MSHSL Large Groups; and Graduation. Opportunities for solo and ensemble participation are available. Individual practice is required and students will need to demonstrate individual playing skills. Currently, the

band embarks on a music tour every other year with the choir, and there are plans to have the pep band play at several home sporting events as well.

### **2863 SENIOR HIGH CHOIR S1 and 2864 SENIOR HIGH CHOIR S2**

**Grades 9-12: Elective** (1 credit; register for the full year)

**Fulfills ½ credit of the Art Graduation Requirement**

Senior Choir is open to students in grades 9 – 12 who have a desire to sing with others and perform challenging music of the mixed choir repertoire (from the Renaissance through the Contemporary). Typically, many styles are sung from Gospel to Rock and Pop – including music in foreign languages. Solo and ensemble opportunities are available. Performances are a required part of the curriculum and include: three home concerts (Fall, Holiday and Spring); MSHLS Large Groups; and Graduation. Currently, the choirs embark on a music tour every other year with the high school band.

## **PHYSICAL EDUCATION DEPARTMENT**

### **2820 AEROBICS/BOOTCAMP** (1/2 credit)

**Grades: 9-12 Elective**

**Prerequisite: PE 9**

*Can be repeated for credit with instructor/administrator approval.*

In this course, students will learn about the benefits of aerobic exercise and what it takes to achieve and maintain a healthy lifestyle. Aerobic workouts through instructional videos and guest speakers are activities that will be part of this class. In addition, students will do research and then set up and present an aerobic lesson. Students will also look into military physical fitness training and have recruiters come in to talk about their respective branches.

### **2825 FITNESS AND WELLNESS** (1/2 credit)

**Grades: 9-12 Elective**

**Prerequisite: PE 9 and Individual/Community Health 9 or teacher/counselor approval**

*Can be repeated for credit with instructor/administrator approval.*

In this course, students will learn about ways to live a healthier lifestyle. Topics covered will include cultural health, fitness, nutrition, and current health issues. Students will participate in outdoor fitness activities as well as learn to make healthier substitutions when cooking. The ‘debate’ and ‘current health’ portions of this course will help students become more aware of the many sides to health issues. Students will also learn how their everyday choices can impact their health.

### **2823 INDIVIDUAL AND TEAM SPORTS** (1/2 credit)

**Grades: 10-12 Elective**

**Prerequisite: PE 9**

*Can be repeated for credit with instructor/administrator approval.*

In this course, students will take part in such activities as golf, archery, softball, volleyball, badminton, table tennis, bowling, basketball, broomball, Lacrosse, floor hockey, skating, soccer, speed-away, team handball, weight training and other games as well. In addition, students will complete a fitness assessment.

### **2824 LIFE SPORTS AND FITNESS** (1/2 credit)

**Grades: 10-12 Elective**

**Prerequisite: PE 9**

*Can be repeated for credit with instructor/administrator approval.*

In this course, students will take part in activities that they can use throughout life to maintain their fitness. Fall and spring activities may include golf, archery, aerobic dance, softball, volleyball, lacrosse, and soccer and flag football. Winter activities may include badminton, table tennis, volleyball, bowling, aerobic dance, floor hockey, broomball, ice-skating, basketball, weight training, speed-away, team handball, and a fitness assessment.

### **2891 PHYSICAL EDUCATION 9** (1/2 credit)

**Grade 9: Required**

In this course, students will come to know and apply the National Physical Education standards. This class offers a wide range of fitness activities. For successful completion of the course, demonstration of competency will be expected.

**2826 WEIGHT TRAINING (1/2 credit)****Grades: 10-12 Elective****Prerequisite: PE 9**

*Can be repeated for credit with instructor/administrator approval.*

In this course, students will participate in (and be assessed on) strength training activities such as bench press power lifts, squats, cleans and dead lifts. In addition, they will engage in proper warm up and cool down activities, stretching, plyometrics, circuit training, and cardiovascular training as part of a conditioning program. The Presidential Fitness Test will be utilized as a fitness assessment in this course.

## SCIENCE DEPARTMENT

### \*\*REQUIRED SCIENCE COURSES\*\*

**2491 PHYSICAL SCIENCE S1 and****2492 PHYSICAL SCIENCE S2****Grade 9: Required**

Physical science is an introduction to physics, earth science, and chemistry. In this course, emphasis is placed on the practical applications of physics and chemistry, including studies involving earth processes, climate, the universe and the environment.

**2401 BIOLOGY S1 and****2402 BIOLOGY S2****Grade 10: Required****Prerequisite: Physical Science 9**

Biology is an investigation into the realm of living things. This course follows an ecological approach, stressing the relationships between living things and their environment. The laboratory sessions, which are investigative in nature, are designed to study structure, function and behavior. During this course, students will dissect fetal pigs.

**2421 CHEMISTRY S1 and****2422 CHEMISTRY S2****Grade 11-12: Students must choose between Chemistry, Physics or POE for their third year science.****Prerequisite: Biology and Algebra II (or be currently enrolled in Algebra II).**

Chemistry is an advanced high school course designed to prepare students for college science courses. Topics will include atomic structure, chemical changes, acid/base chemistry, the kinetic theory of particles and an introduction to organic chemistry. Students will practice making accurate/precise measurements and using problem-solving techniques throughout this course. In addition, they will learn how to do formal lab reports.

**2531 PHYSICS S1 and****2532 PHYSICS S2****Grade 11-12: Students must choose between Chemistry, Physics or POE for their third year science.****Prerequisite: Biology and Algebra II (or be currently enrolled in Algebra II).**

Physics is the study of both matter and energy and their interactions. It provides a systematic understanding of the fundamental laws that govern physical, chemical and biological processes. Physics is the root of science. This course is designed to instruct students in foundational physics concepts; prepare students to exist in an increasingly technological society; develop the students' analytical, problem solving, and laboratory skills; and integrate math, science and technology.

## **2838 PRINCIPLES OF ENGINEERING DESIGN (POE) S1 – PLTW and 2839 PRINCIPLES OF ENGINEERING DESIGN (POE) S2 – PLTW**

**Grades: 11-12** (1 credit; register for the full year)

**Fulfills 1 credit of the Technical & Vocational Graduation Requirement or can be substituted for 1 credit of Physics**  
**Prerequisite: Biology and Algebra II (or be currently enrolled in Algebra II).**

*Students can earn 3 college credits if they meet the requirements set by the University of MN-Twin Cities  
(refer to the PLTW section at the front of the Registration Manual for details)*

POE is a Project Lead the Way course that can be taken in substitution of Physics. To be successful, it is recommended that students possess and maintain strong math and technical reading skills, be self-motivated and be able to problem solve in order to complete individual projects. In POE, students will explore the fundamental laws of Physics. Students will apply these laws in the design process used by engineers in order to solve real life problems. Students will design and build simple machines, a motor winch systems, electrical circuits, thermal dynamic systems, and other mechanical devices as a way to test the mechanical advantage and efficiency of the system. Students will also learn how to document the design process and use mathematics to calculate the effects of forces on supporting materials and the motion of objects. In the spring students will take the End of Course Assessment issued through Project Lead the Way. Students who earn a course grade of "B" or better and score sufficiently on the test may earn 3 college credits through participating colleges in the Minnesota State Colleges and Universities system.

### **\*\*SCIENCE ELECTIVES\*\***

#### **2511 ENVIRONMENTAL SYSTEMS (1/2 credit)**

**Grades 10-12: Elective**

This is a semester course that will cover ecological and scientific relationships between the individual and the environment. Students will learn about environmental topics such as ecosystems, succession, **biodiversity**, biomes, water, pollution, energy and population. Many topics will emphasize relationships that occur within Minnesota and Clearwater County. Students will research certain topics and present them using Google Slides. This is a good preparatory course for students interested in careers in ecology, wildlife, biology, forestry and/or agriculture.

#### **2708 MINNESOTA FISH & WILDLIFE MANAGEMENT (1/2 credit)**

**Grades 9-12: Elective**

In this course, students will learn about the importance of wildlife; the history of wildlife conservation; wildlife biology; animal habitats; plant biological systems and needs; preventing habitat pollution and destruction; native forests; hunting; fishing; trapping and taxidermy. **MN animals will be emphasized and researched.**

### **\*\*SCIENCE ELECTIVES: AP & COLLEGE CREDIT OPTIONS\*\***

#### **3511 HUMAN ANATOMY AND PHYSIOLOGY I (1/2 credit)**

**Grades: 11-12 Elective**

**Prerequisite: "C" grade or better in Biology**

*CIHS students have the potential to earn 3 college credits after the completion of this course*

This course will cover basic chemistry and biochemistry, cell and tissues, and a general overview of all body systems. Students will study bones and bone structures and muscles with a cat dissection. This course is intended as a preparatory course for all health, medical and biology programs. Three college credits can be earned if students meet the requirements set by Northland Community and Technical College. Juniors and seniors with a cumulative GPA of 3.0 or higher who also have qualifying scores on the ACCUPLACER can elect to enroll in this course through the CIHS program.

#### **3512 HUMAN ANATOMY AND PHYSIOLOGY II (1/2 credit)**

**Grades: 11-12 Elective**

**Prerequisite 3511 Human Anatomy and Physiology I**

*CIHS students have the potential to earn 5 college credits after the completion of this course*

This course is a continuation of Human Anatomy and Physiology I. The main emphasis of the class will be the

structure and function of the endocrine, nervous, cardiovascular, respiratory, digestive, urinary and reproductive systems. Other concepts that will be covered include metabolism, development, fluid and electrolytes, and acids and bases. This class is intended as preparatory course for all health, medical and biology programs. Five college credits can be earned if students meet the requirements set by Northland Community and Technical College. Juniors and seniors with a cumulative GPA of 3.0 or higher who also have qualifying scores on the ACCUPLACER can elect to enroll in this course through the CIHS program.

### **3411 AP BIOLOGY S1 and 3412 AP BIOLOGY S2**

**Grades: 11-12 Elective** (1 credit; register for the full year)

**Prerequisite “C” grade or better in Biology**

*CIHS students have the potential to earn 4 college credits per semester (8 total)*

The Advanced Placement program gives students the opportunity to pursue college level studies while still in high school. Students can potentially receive advanced placement and/or college credit upon the successful completion of AP Biology and/or by passing a national test that is given in the spring of each year. In this year-long course, students will learn about the relationship of living things and their environment. Students will be required to complete 12 advanced labs to prepare for the national AP Biology test. Eight college credits can be earned in this class (four per semester) if students meet the requirements set by Northland Community and Technical College. Juniors and seniors with a cumulative GPA of 3.0 or higher who also have qualifying scores on the ACCUPLACER can elect to enroll in this course through the CIHS program.

## **SOCIAL STUDIES DEPARTMENT**

*How can social studies help in the development of students as thinking and producing members of society? In the courses offered, an attempt will be made to give students a view of the past, an awareness of the present, knowledge of the privileges and the responsibilities of a U.S. citizen, knowledge of our economic system, and information on how to be better consumers and producers.*

### **\*\*REQUIRED SOCIAL STUDIES COURSES\*\***

#### **2691 CIVICS S1 and 2692 CIVICS S2**

**Grade 9: Required** (1 credit; register for the full year)

The objective of this course is to give students an awareness of the structures of the federal, state, and local governments. All aspects of government, from our basic documents (the Declaration of Independence and the Constitution) to the structure of local city and county government are covered. This course helps students understand the foundations, rights, and responsibilities of US Citizenship.

#### **2601 U.S. HISTORY S1 and 2602 U.S. HISTORY S2**

**Grade 10: Required** (1 credit; register for the full year)

This is a general survey course dealing with the political, economic, social, military, and diplomatic history of America from pre-1776 to the 1990's.

#### **3201 AP US HISTORY S1 and 3202 AP US HISTORY S2**

**Grade 10-12**

*Can be taken in place of U.S. History*

This year long course will include analysis and synthesis of all major movements within United States History. It is recommended for those students who are willing to push themselves to complete the Advanced Placement test in May **with and** the possibility of earning college credit. This course is recommended for those students who have a minimum of a 3.0 GPA and solid writing and reading skills. This class will substitute for 2601 and 2602 and meets the requirement for 1 credit of U.S. History.

#### **2611 WORLD HISTORY S1 and**

## **2612 WORLD HISTORY S2**

**Grade 11: Required or Humanities** (1 credit; register for the full year)

*Students who elect to take Humanities in place of this course will need to take an additional ½ credit of a Social Studies Elective*

The purpose of this course is to allow students the opportunity to become familiar with the general history and geography of the world. Events from prehistory to the modern world will be covered.

## **2613 ADVANCED GEOGRAPHY (1/2 credit)**

**Grade 12: Required**

Advanced geography is an in-depth look at the physical and cultural effects of people on the earth. It involves working with and creating maps, graphs, charts and data about our world. Students will research and study the religious, political, social, economic and geographic differences between peoples.

## **2621 ECONOMICS (1/2 credit)**

**Grade 12: Required**

The purpose of this course is to give students an awareness of basic economic concepts. Special emphasis will be placed on the development of good consumer functions in relation to family income and spending, using consumer aids, investments and savings. Economic theory and principals will also be covered, as will the stock market, labor management, foreign trade, and world economic interdependence.

## **\*\*SOCIAL STUDIES ELECTIVES\*\***

### **2631 PSYCHOLOGY (1/2 credit)**

**Grades: 10-12 Elective**

In this course, students will be introduced to the science of psychology. Main topics that will be covered include the learning process and problems of adjustment at the adolescent level.

### **2641 SOCIOLOGY (1/2 credit)**

**Grades: ~~10~~ 9-12 Elective**

The purpose of this course is to give students an awareness and overview of humankind's social development. Special consideration will be given to the social problems of modern society such as crime and delinquency, drugs, population pressure and conservation.

### **2651 AMERICAN DIVERSITY (1/2 credit)**

**Grades: 9-12 Elective**

This course will examine the historical origins, cultural traditions, societal roles, and significant contributions of the various ethnic groups that form America's 'melting pot'. Each ethnic group will be studied extensively within its own unit.

### **2652 SOCIAL DIVERSITY (1/2 credit)**

**Grades: 9-12 Elective**

The purpose of this class is to integrate students from various learning styles and needs to create lifelong skills that promote social interdependence, acceptance, and collaboration within the context of school and the broader community. Concepts that will be covered in this elective course include: American Sign Language, cooking, team building activities, peer interaction, community activities, bowling, consumer skills, community interactions, social skills, and home living skills.

### **2671 HISTORICAL RESEARCH (1/2 credit)**

**Grades: 9-12 Elective**

*Can be repeated for credit as 2661 Native American History.*

This course provides an in-depth approach to historical research. Students will complete one or more projects in the 'National History Day' theme. Projects may be individual or group and include expression through documentary or exhibit. Students will also annotate bibliographies, write process papers and complete an interview. **Offered first semester only**

### **2661 NATIVE AMERICAN HISTORY (1/2 credit)**

**Grades: ~~10~~ 9-12 Elective**

*Can be repeated for credit as 2671 Historical Research.*

Students taking Native American History will be learning alongside students who are enrolled in the Historical Research

course. In this class, students will conduct in-depth research on a topic of their choice, corresponding with the Native American theme. **Offered first semester only.**

### **2681 INTRODUCTION TO THE LAW (1/2 credit)**

**Grades: 10-12 Elective**

**Prerequisite: Civics S1 and Civics S2**

This course is a study of the basics and philosophy of the criminal justice system and civil law. Topics include the definition of crime; the nature and impact of crime; an overview of the criminal justice system; law enforcement; the court system; prosecution and defense; the trial process; and corrections. Additionally, students will be exposed to a variety of careers in the criminal justice field. They will also conduct mock trials and have hands on opportunities in partnership with local law enforcement as well.

### **3611 HUMANITIES S1 and**

### **3612 HUMANITIES S2**

**Grade 11 or 12: Elective** (1 credit; register for the full year)

***Teacher approval and a minimum of a 3.0 cumulative GPA required***

***Students enrolled through the CIHS program have the potential to earn 3 college credits***

***Can be taken in place of World History***

Humanities will investigate, through a variety of channels, some of what man has accomplished in the fields of architecture, art, politics, literature, music and philosophy and the effects those accomplishments have had upon the human condition and human relationships. Three college credits can be earned in this course if a student meets the requirements set by the University of Minnesota-Crookston. Students who have not been a part of the CIHS program through UMC before need a cumulative GPA of 3.0 or higher and they must be highly proficient in reading, composition and independent study skills. Students who have taken, or are taking a CIHS course through UMC must maintain a minimum of a 2.0 UMC GPA each term to continue their enrollment through the university. Students can take this full year course in PLACE OF WORLD HISTORY; however, only ½ credit will count as a social studies credit (so an additional ½ credit of a social studies elective will need to be taken). The remaining ½ credit from the 1.0 credit Humanities course can be used as either a general elective or as one of the options to meet the grade 12 English requirement (refer to the course listings for 20<sup>th</sup> Century Literature and Themes in Literature for details). Please note, students do not have to take this course for college credit (but the 3.0 minimum GPA requirement still applies).

## **WORLD LANGUAGE DEPARTMENT**

*A student's present academic standing has nothing to do with his/her ability to learn a language. Instead, the student's DESIRE to learn it has everything to do with his/her chances of success. The objective of the World Language Department is to help students gain experience to comprehend and communicate in a language other than English on a range of applications.*

### **2871 SPANISH I S1 and**

### **2872 SPANISH I S2**

**Grades 9-12: Elective** (1 credit; register for the full year)

**Grade 9 Prerequisite: A grade of "B" or higher in English 8**

In this course, students will learn Spanish through a conversational approach, featuring dialogues and vocabulary that is centered around daily life. The culture and customs of Mexico, Central America, and Spain will also be introduced.

## **2873 SPANISH II S1 and**

## **2874 SPANISH II S2**

**Grades: 10-12 Elective** (1 credit; register for the full year)

**Prerequisite: Spanish I**

This class is a continuation of Spanish I. The focus is on vocabulary an expansion of grammar points, and communication.

## **2875 SPANISH III S1 and**

## **2876 SPANISH III S2**

**Grade: 12 Elective** (1 credit; register for the full year)

**Prerequisite: Spanish II**

*CIHS students have the potential to earn 8 college credits*

In this course, students will continue to increase their Spanish knowledge. Special emphasis will be placed on building vocabulary and reviewing grammar through short stories & Spanish literature. College credits can be earned if students meet the requirements set by Northland Community and Technical College. Juniors and seniors with a cumulative GPA of 3.0 or higher who also have qualifying scores on the ACCUPLACER can elect to enroll in this course through the CIHS program.

## **2877 OJIBWE LANGUAGE A**

**Grades: 10-12 Elective** (1/2 credit)

This is an online course in which students can earn high school credit. Those who wish to enroll in Ojibwe Language **must** meet with the school counselor at least two weeks before the start of the semester. Students will need both parent and school permission to take this class. It is recommended that students have good reading, writing and computer skills. Students should expect to commit up to 7 hours per week in study outside of class. Students are encouraged to utilize free online language games and tools to help study. This is a beautiful language but not an easy one to learn. Students will be expected to speak aloud in Ojibwe when prompted to do so. Concepts related to traditional Native American customs will be covered in this course. Students will also learn conversational phrases, nouns, verbs and questions. Students will strengthen their skills through vocabulary and research activities as well.

## **2878 OJIBWE LANGUAGE B (1/2 credit)**

**Grades: 10-12 Elective** (1/2 credit)

**Prerequisite: Ojibwe Language A**

This is an online course in which students can earn high school credit. Those who wish to enroll in the second semester of Ojibwe Language must meet with the school counselor at least two weeks before the start of the class. Students will need both parent and school permission to take this course (new paperwork must be filled out each semester). It is recommended that students have good reading, writing and computer skills. Students should expect to commit up to 7 hours per week in study outside of class. Students are encouraged to utilize free online language games and tools to help study. Students will be expected to speak aloud in Ojibwe when prompted to do so. In this course, students will create complete sentences in Ojibwe and build on the concepts they have already learned in the first semester of this class.

## **OFFICE/TEACHER ASSISTANTS & WORK PERIOD**

### **2890 OFFICE ASSISTANT (OA)**

**Grades: 11-12 Elective** (1/2 credit per semester)

**Pass/Fail Class**

Students must have a minimum cumulative GPA of 2.5 to be an OA unless approved by the counselor or the principal. Please note that OA positions are graded as pass/fail and any credit earned will not count towards a student's GPA or the Honor Roll. Students are limited to one OA or TA position per semester. Students are responsible for finding an office worker at BHS to assist and for getting their OA permission forms signed and turned in before the start of each semester. OA forms are available in the Guidance Office.

### **2893 TEACHER ASSISTANT (TA)**

**Grades: 11-12 Elective** (1/2 credit per semester)

**Pass/Fail Class**

Students must have a minimum cumulative GPA of 2.5 to be a TA unless approved by the counselor or the principal. Please note that TA positions are graded as pass/fail and any credit earned will not count towards a student's GPA or the Honor Roll. Students are limited to one TA or OA position per semester and teachers may have only one TA per class period. Students are responsible for finding a teacher to assist and for getting their TA permission forms signed and turned in before the start of each semester. TA forms are available in the Guidance Office.

## **2880 WORK PERIOD**

**Grades: 9-12**

**No Grade/No Credit**

Students are limited to one work period per semester. Students who do not utilize their time wisely in a work period may lose their privilege to have one. Not all work period requests can or will be granted. To register for a work period, students must have permission from a parent, the principal or counselor, and the work period teacher. Permission forms are available in the Guidance Office.

# Overnight or Out-of-State Trip Request Form

School Board Adopted: November 7, 2016

Group/Grade-Level-Requesting trip: HS Choir Staff in-Charge: Gunderson

Destination: Concordia College, Moorhead MN

Agency making the arrangements: \_\_\_\_\_

Dates of Trip: 1/18-19/19

Number of School Days Missed: 0

Number of Students Participating: 7

Departure/Return Times: D 4:00 pm 1/18

Goal or purpose of the trip and its relationship to curriculum objectives: R 9:00 pm 1/19

To work with collegiate conductors and voices from all over the region on complex music

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

Staff Accompanying: Gunderson

Other Adults Accompanying: \_\_\_\_\_

Cost Factor:  
Trip Funded by:  Student/Parents     Fundraiser     School     Other \_\_\_\_\_

Cost per student: \$10

This cost includes: Trip cost for student (transportation, meals, lodging, admissions, etc.) \$ 10  
Portion of trip cost for adult chaperones \$ NA  
Other (please describe) \$ NA

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

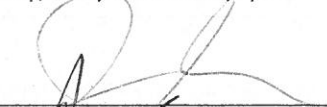
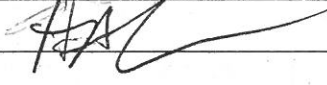
What efforts have been made to acquire the most cost effective price? NA

Transportation Information: How will students be transported?  
Bus \_\_\_\_\_ Name of Company \_\_\_\_\_  
Plane \_\_\_\_\_ Name of Airline \_\_\_\_\_  
School District bus or van   
School District not responsible for transportation \_\_\_\_\_  
Other - explain \_\_\_\_\_

Meal (and lodging if relevant) arrangements (attach additional pages if necessary): NA for students  
Hotel \$120  
Meals \$20

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

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

Person in Charge Signature   
Building Principal Signature   
Superintendent Signature \_\_\_\_\_

Date 1/2/19  
Date 1/2/19  
Date \_\_\_\_\_

Date School Board Approved \_\_\_\_\_

**Concordia College Choral Festival**  
January 19 and 20, 2018

**Friday, January 19**

- 6:00 - 6:30 p.m. Registration in Hvidsten Hall of Music  
[Hvidsten Hall of Music]
- 6:30 - 7:15 p.m. Vocal Sectionals [**Place overnight gear in sectional rooms**]
- Sopranos in 187 North Choral Rehearsal Hall
  - Altos in 148 Orchestra Rehearsal Hall
  - Tenors in 134 Music Resource Center
  - Basses in 149 South Choral Rehearsal Hall
- 7:30 - 9:00 p.m. Mass Rehearsal  
[Memorial Auditorium]
- 9:00 - 9:30 p.m. Social time with pizza  
[Memorial Auditorium]
- 9:30 - 10:30 p.m. Talent/Variety Show
- 10:30 p.m. Dismissal. On-campus housing assignments are met.

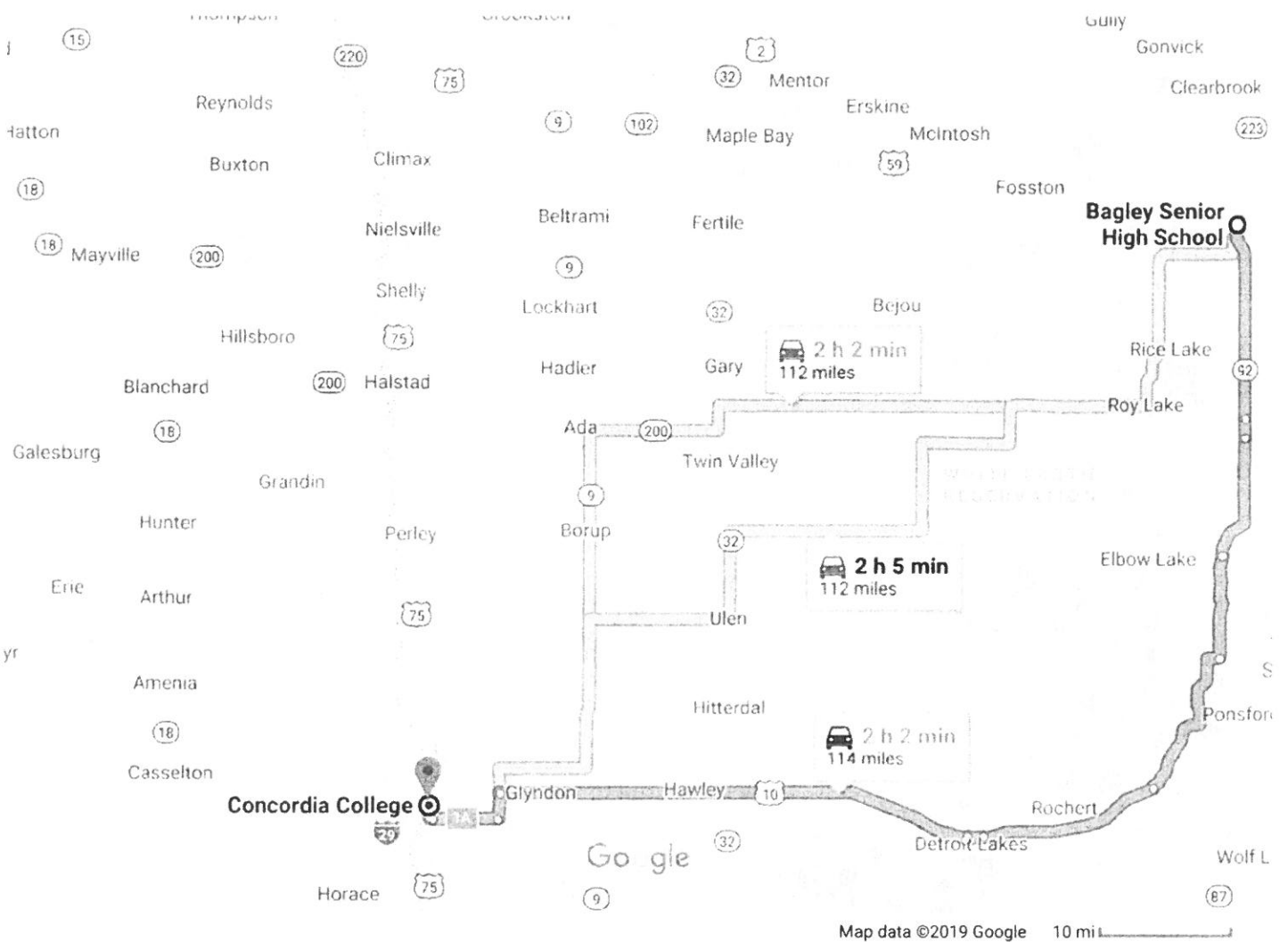
**Saturday, January 20**




- 9:00 a.m. Singers take overnight gear to Memorial Auditorium to be stored  
Arrival at Anderson Commons for student breakfast – please be on time!  
[Knutson Campus Center] Printed tickets are required
- 9:45 a.m. – 11:45 a.m. Mass choir rehearsal  
[Memorial Auditorium]
- 9:45 a.m. – 11:45 a.m. If applicable, auditions for Solo Performance  
[Hvidsten Hall of Music, designated space]
- 11:00 a.m. – 3:00 p.m. Bookstore is open; See coupons provided at registration  
11:45 a.m. Lunch  
[Students in Anderson Commons, Knutson Campus Center] Printed tickets  
[Directors in Jones A and B, second floor of Knutson Campus Center]
- 1:00– 2:00 p.m. Singers take campus tour with Concordia Ambassadors  
[Dismissed in small groups from Knutson Campus Center atrium]
- 2:15 p.m. Mass choir rehearsal [Memorial Auditorium]
- 3:00– 4:30 p.m. Finale concert. [Memorial Auditorium] –

Go g le Maps

Bagley Senior High School to Concordia College

Drive 114 miles, 2 h 2 min



- 
**via US-10 W**  
 Fastest route, the usual traffic  
 2 h 2 min  
 114 miles
- 
**via MN-200 W**  
 2 h 2 min  
 112 miles
- 
**via MN-113 W**  
 2 h 5 min  
 112 miles

# Bagley Public Schools Fundraising Request Form

January 15, 2018

Name of Fundraising Group: Bagley Music Today's Date: 1/2/19

Advisor in Charge of Event: Gardner Student Rep: Layla Berg

Fundraising Activity: BAO Music + cookie dough

First Day of Fundraiser: 2/20/19 Last Day of Fundraiser: 3/6/19

Describe the fundraising activity: (Please attach all flyers/advertisements for this event to this form).

**Note:** All food fundraisers must comply with the Smart Snacks guidelines.

Purpose for which funds will be used: Pay for chaperones + NYC trips

Select One:  Soliciting in school only  Soliciting in school and community

Was this fundraiser done in the past?  Yes  No

Name of Vendor(s): Great American Opportunities

Is this fundraiser managed through the student activity account?  Yes  No

If yes, name of account: Music/Fundraising

If no, please explain: \_\_\_\_\_

Are school district facilities required:  Yes  No

If yes, a facility use permit must be completed. The fundraiser must be approved by the host and appear on the school calendar. Submit the Facility Use Permit Request along with a copy of the fundraiser request form.

**IMPORTANT:** This form must be signed by the Advisor and Principal and then sent to the School Board for approval. Once the fundraiser is approved, the form will be sent back to the Advisor for their records. The fundraiser cannot begin until this form has been signed and returned to the Advisor.

Upon completion of the Fundraiser, the Advisor is responsible for completing the "Fundraiser Accountability Form" and attaching to this original request and submitting to the Principal for review within 30 days. These forms should be retained with the student activity account records.

Advisor in Charge Signature: [Signature] Date: 1/2/18

-----  
**OFFICE USE ONLY**

Fundraiser Approved:  Fundraiser Denied:  More Information Needed:

Principal Signature: [Signature] Date: 1/2/19

Fundraiser Approved:  Fundraiser Denied:  More Information Needed:

Superintendent's Signature: \_\_\_\_\_ Date of School Board Approval: \_\_\_\_\_

# Bagley Public Schools Fundraising Request Form

January 15, 2018

Name of Fundraising Group: HS Music Today's Date: 1/2/19

Advisor in Charge of Event: Gunderson Student Rep: Layla Berg

Fundraising Activity: Sing-o-gram - Valentines

First Day of Fundraiser: 2/14/19 Last Day of Fundraiser: 2/14/19

Describe the fundraising activity: (Please attach all flyers/advertisements for this event to this form).

*Note: All food fundraisers must comply with the Smart Snacks guidelines.*

Purpose for which funds will be used: Raise Funds for NYC

Select One:  Soliciting in school only  Soliciting in school and community

Was this fundraiser done in the past?  Yes  No

Name of Vendor(s): Stems n Such

Is this fundraiser managed through the student activity account?  Yes  No

If yes, name of account: Music / Fundraising

If no, please explain: \_\_\_\_\_

Are school district facilities required:  Yes  No

If yes, a facility use permit must be completed. The fundraiser must be approved by the host and appear on the school calendar. Submit the Facility Use Permit Request along with a copy of the fundraiser request form.

**IMPORTANT:** This form must be signed by the Advisor and Principal and then sent to the School Board for approval. Once the fundraiser is approved, the form will be sent back to the Advisor for their records. The fundraiser cannot begin until this form has been signed and returned to the Advisor.

Upon completion of the Fundraiser, the Advisor is responsible for completing the "Fundraiser Accountability Form" and attaching to this original request and submitting to the Principal for review within 30 days. These forms should be retained with the student activity account records.

Advisor in Charge Signature: \_\_\_\_\_ Date: 1/2/19

**OFFICE USE ONLY**

Fundraiser Approved:  Fundraiser Denied:  More Information Needed:

Principal Signature: \_\_\_\_\_ Date: 1/2/19

Fundraiser Approved:  Fundraiser Denied:  More Information Needed:

Superintendent's Signature: \_\_\_\_\_ Date of School Board Approval: \_\_\_\_\_

## 416 FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

Board Adopted: January 5, 2015

### A. General Statement of Policy

All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana, cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

### B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.
2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. "Commercial Motor Vehicle" (CMV) includes a vehicle which is designed to transport 16 or more passengers, including the driver.
5. "Designated Employer Representative" (DER) means a designated school district representative authorized to take immediate action to remove employees from safety-sensitive duties, to make required decisions in the testing and evaluation process, and to receive test results and other communications for the school district.
6. "Department of Transportation" (DOT) means United States Department of Transportation.
7. "Driver" is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.

8. “Evidential Breath Testing Device” (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
9. “Medical Review Officer” (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district’s drug testing program and for evaluating medical explanations for certain drug tests.
10. “Refusal to Submit” (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver’s provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer’s instructions, in an observed collection, to raise the driver’s clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.
11. “Safety-sensitive functions” are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing,

repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.

12. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
13. "Stand Down" means to temporarily remove an employee from performing safety-sensitive functions after a laboratory reports a confirmed positive, an adulterated, or a substituted test result but before the MRO completes the verification process.
14. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem; and available methods of intervening when an alcohol or drug problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that he or she has received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

D. Alcohol and Controlled Substances Testing Program Manager

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site,

the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.

2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until he or she undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV.
8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances or has adulterated or

substituted a test specimen for controlled substances.

9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district which prohibit the possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and policy of the school district.

G. Prescription Drugs

A driver shall inform his or her supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV.

H. Testing Requirements

1. Pre-Employment Testing

- a. A driver applicant shall undergo testing for [alcohol and] controlled substances before the first time the driver performs safety-sensitive functions for the school district.
- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. In order to be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant

violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.

## 2. Post-Accident Testing

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.
- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

## 3. Random Testing

- a. The school district shall conduct tests on a random basis at

unannounced times throughout the year, as required by the federal regulations.

- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made.
- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances on duty or within four (4) hours before coming on duty. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to

attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.

- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.
5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances.
  6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.
  7. Refusal to Submit and Attendant Consequences
    - a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
    - b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 U.S.C. § 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.
    - c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
    - d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT

safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

- e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment C to this policy.

I. Testing Procedures

1. Drug Testing

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.
- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- d. If the donor requests an analysis of the split specimen within seventy-

two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor’s failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.

- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
  - (1) The donor expressly declines the opportunity to discuss the test results;
  - (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
  - (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

## 2. Alcohol Testing

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.

- b. Any test result less than 0.02 alcohol concentration is considered a “negative” test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor’s inability to provide a breath sample is genuine or constitutes a refusal to test.
- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

- 1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver’s or driver applicant’s expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.
- 2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
  - a. The school district has first given the employee an opportunity to participate in, at the employee’s own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
  - b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.
  - c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be MEDTOX Laboratory, 402 Co. Road D, New Brighton, MN 55112, 855-415-1987, which is a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minn. Stat. Ch. 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.
2. The required records shall be retained for the following minimum periods:

Basic records	5 years
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“Basic records” includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
Collection records	2 years
Negative and cancelled drug tests	1 year
Alcohol tests with less than 0.02 concentration	1 year
Education and training records	indefinite

“Education and training records” must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.

d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate

suspension without pay and/or immediate discharge.

- b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

## 416 DRUG AND ALCOHOL TESTING

Board Adopted: January 5, 2015

Board Revised: January 2019

*[Note: Drug and Alcohol Testing of school bus drivers and applicants is mandatory under federal law. The mandatory testing is described under Part III. of the policy. Testing of other employees or testing of school bus drivers beyond that mandated by federal law is optional but can be done under state law only if a policy containing provisions such as the provisions of Part IV. of this policy are adopted. To preserve the right to request or require school district employees who are not bus drivers and applicants to undergo drug and/or alcohol testing or to require bus drivers to submit to testing that is not federally mandated, a school district should adopt Part IV. as part of its drug and alcohol testing policy.]*

### I. PURPOSE

- A. The school board recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. The school board believes that a work environment free of drug and alcohol use will be not only safer, healthier, and more productive but also more conducive to effective learning. Therefore, to provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in federal law and Minn. Stat. §§ 181.950-181.957.

### II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs which are not medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs which are not medically prescribed are prohibited from entering or remaining on school district property.

- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.
- E. Any employee who violates this section shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge.

### III. **FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS**

#### A. General Statement of Policy

All persons subject to commercial driver’s license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

#### B. Definitions

1. “Actual Knowledge” means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee’s use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee’s admission, except when made in connection with a qualified employee self-admission program.
2. “Alcohol Screening Device” (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. “Breath Alcohol Technician” (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. “Commercial Motor Vehicle” (CMV) includes a vehicle which is designed to transport 16 or more passengers, including the driver.
5. “Designated Employer Representative” (DER) means a designated school district representative authorized to take immediate action to remove employees from safety-sensitive duties, to make required decisions in the testing and evaluation process, and to receive test results and other

communications for the school district.

6. “Department of Transportation” (DOT) means United States Department of Transportation.
7. “Driver” is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.
8. “Evidential Breath Testing Device” (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
9. “Medical Review Officer” (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district’s drug testing program and for evaluating medical explanations for certain drug tests.
10. “Refusal to Submit” (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver’s provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer’s instructions, in an observed collection, to raise the driver’s clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not

deemed to have refused to submit to testing.

11. "Safety-sensitive functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
12. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
13. "Stand Down" means to temporarily remove an employee from performing safety-sensitive functions after a laboratory reports a confirmed positive, an adulterated, or a substituted test result but before the MRO completes the verification process.
14. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

***[Note: The federal regulations require that school districts provide materials to bus drivers explaining the school district's policies and procedures and the federal requirements with respect to the mandatory drug and alcohol testing of bus drivers. 49 C.F.R. § 382.601. Almost all of the required information is contained within this model policy. Additional materials to be provided to employees are described in Paragraph 2. of this Section C.]***

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem; and available methods of intervening when an alcohol or drug problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that he or she has received a copy of the policy and materials. This statement

should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

***[Note: The federal regulations require a school district to obtain a signed statement from each driver certifying that he or she has received a copy of these materials. 49 C.F.R. § 382.601(d). The original signed certificate must be maintained by the school district and a copy may be provided to the driver.]***

D. Alcohol and Controlled Substances Testing Program Manager

***[Note: School districts are required by the federal regulations to designate a person to answer driver questions about the policy and the education materials described in Section C. above and to notify the drivers of the designation. 49 C.F.R. § 382.601(b)(1).]***

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

***[Note: The specific prohibitions for drivers are contained, in large part, in 49 C.F.R. §§ 382.201-382.215.]***

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until he or she undergoes a post-accident alcohol test, whichever occurs first.

6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.
8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district which prohibit the possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

***[Note: Consequences for drivers engaging in alcohol-related conduct are described in the federal regulations. 49 C.F.R. § 382.505.]***

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and policy of the school district.

G. Prescription Drugs

A driver shall inform his or her supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry.

## H. Testing Requirements

### 1. Pre-Employment Testing

***[Note: 49 C.F.R. § 382.301 details the requirements for pre-employment testing.]***

- a. A driver applicant shall undergo testing for [alcohol and] controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.

***[Note: A school district is permitted, but not required, to conduct pre-employment testing for the use of alcohol. If a school district elects to require pre-employment testing for alcohol, it should include the bracketed text in Subparagraph a., above, and test all applicants uniformly.]***

- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. In order to be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

***[Note: The federal regulations require school districts to inquire about, obtain, and review alcohol and controlled substances information from prior employers pursuant to a driver's written authorization, prior to the time a driver performs safety-sensitive functions, if feasible. 49 C.F.R. § 382.413 and 49 C.F.R. § 40.25. If not feasible, school districts must not permit the employee to perform safety-sensitive functions for more than thirty (30) days from the date a safety-sensitive function was performed unless the school districts make good faith efforts to obtain the information and to make a record of those efforts to be retained in the driver's qualification file.]***

- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.

### 2. Post-Accident Testing

***[Note: 49 C.F.R. § 382.303 governs post-accident testing of drivers.]***

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.
- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

### 3. Random Testing

***[Note: 49 C.F.R. § 382.305 governs random testing of drivers.]***

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.

***[Note: The Federal Highway Administration (FHWA) lowered the random alcohol selection and testing rate from 25% of the average number of driver positions to 10% in 1998 and evaluates this minimum percentage each year. School districts can elect to stay at 25% (or a higher percentage) if they do not want to monitor the minimum annual percentage rate set by the FHWA. The random controlled substances selection and testing rate has remained at 50% each year and has not been lowered to 25% as is possible under the regulations.]***

- b. The school district shall test for alcohol at a the annual percentage rate of 25% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual

percentage of 50%.

- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made.
- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

#### 4. Reasonable Suspicion Testing

***[Note: 49 C.F.R. § 382.307 governs reasonable suspicion testing of drivers.]***

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty or within four (4) hours before coming on duty. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.

- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

***[Note: 49 C.F.R. §§ 382.309, 40.23(d), and 40.305 govern return-to-duty testing.]***

5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances.

***[Note: 49 C.F.R. §§ 382.311, 40.307, and 40.309 govern follow-up testing.]***

6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

7. Refusal to Submit and Attendant Consequences

***[Note: Consequences for refusals to submit to required drug and alcohol tests are addressed generally in 49 C.F.R. §§ 40.191, 40.261, and 382.211. They are more specifically addressed in 49 C.F.R. §§ 382.501-382.507 and in 49 U.S.C. § 521(b).]***

- a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
- b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 U.S.C. § 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.
- c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
- d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a

return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

- e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment C to this policy.

I. Testing Procedures

1. Drug Testing

***[Note: The Federal Drug Testing Custody and Control Form (CCF) must be used to document every urine collection required by the DOT drug testing program. 49 C.F.R. § 40.45.]***

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.
- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the

MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor’s failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.

- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
  - (1) The donor expressly declines the opportunity to discuss the test results;
  - (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
  - (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

## 2. Alcohol Testing

***[Note: The DOT Alcohol Testing Form (ATF) must be used for every DOT alcohol test. 49 C.F.R. § 40.225]***

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.

- b. Any test result less than 0.02 alcohol concentration is considered a “negative” test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor’s inability to provide a breath sample is genuine or constitutes a refusal to test.
- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

- 1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver’s or driver applicant’s expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

***[Note: The limitation on discharge in Paragraph 2., below, is contained solely in Minnesota law. State law is preempted by federal laws and regulations as it relates to drivers of commercial motor vehicles (such as bus drivers). See Minn. Stat. § 221.031, Subd. 10. Nevertheless, school districts may decide to comply with the state law requirements for various reasons (such as to treat all school district employees equally since employees subject to testing only under state law are accorded these additional rights). Consultation with the school district’s legal counsel is recommended.]***

- 2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
  - a. The school district has first given the employee an opportunity to participate in, at the employee’s own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
  - b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.

- c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be **Medtox Laboratories, 402 W County Rd D, St. Paul, MN 55112**, which is a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minn. Stat. Ch. 13. Any information concerning the individual’s test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

- 1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

***[Note: The federal recordkeeping requirements for school districts are detailed in the federal regulations 49 C.F.R. §§ 382.401 et seq. and 40.331. The DOT publishes a guide to the recordkeeping requirements of mandatory drug and alcohol testing for persons with a commercial driver’s license as part of its Alcohol & Drugs: DOT Compliance Manual.]***

- 2. The required records shall be retained for the following minimum periods:

Basic records	5 years
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“Basic records” includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
Collection records	2 years
Negative and cancelled drug tests	1 year
Alcohol tests with less than 0.02 concentration	1 year

Education and training records

indefinite

“Education and training records” must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

*[Note: Subparagraphs b. and c., below, are based on the provisions of 49 C.F.R. § 40.289.]*

b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP’s evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

*[Note: School districts are not required to comply with state law governing drug and alcohol testing when the individuals are subject to the federal laws and regulations (i.e., bus drivers). If a school district, after consultation with legal counsel, chooses to comply voluntarily with these requirements, Subparagraph b., above, can be modified as follows:*

***b. The school district will offer a driver an opportunity to return to a DOT safety-sensitive duty following an employee’s first positive test result on a confirmatory test if no reasons***

***independent of the first test result for discharge exist. Otherwise, the school district may choose, but is not required, to provide an SAP evaluation or any subsequent recommended education or treatment.]***

- c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.
- d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

- a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

***[Note: When the testing of drivers complies with federal testing requirements and procedures, school districts clearly are exempt from the state drug and alcohol testing requirements in Minn. Stat. §§ 181.950-181.957. See Minn. Stat. § 221.031, Subd. 10. When testing beyond the federally mandated requirements, however, school districts still must comply with state law.]***

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. Ch. 43A (State Personnel Management)

Minn. Stat. § 152.22 (Medical Cannabis; Definitions)  
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)  
Minn. Stat. § 152.32 (Protections for Registry Program Participation)  
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)  
Minn. Stat. § 221.031 (Motor Carrier Rules)  
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)  
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)  
49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)

***Cross-References:***

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)  
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)



# Bagley Public Schools

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

## — DRIVER ACKNOWLEDGMENT — DRUG AND ALCOHOL TESTING POLICY AND MATERIALS Attachment A

I have received a copy of the Drug and Alcohol Testing Policy of Independent School District No. 162, Bagley, Minnesota and have read it in its entirety. I understand that I am subject to the provisions of Article III of the policy, entitled Drug and Alcohol Testing for Bus Drivers, because the position involves operating a commercial motor vehicle and requires a commercial driver's license.

The District's policy was provided to me:

1. Upon adoption of the policy. (employee).
2. Upon my hire. (job applicant/new employee).
3. After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug and alcohol testing. (job applicant).

I also received materials concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem; and available methods of intervening when an alcohol or drug problem is suspected.

I have been advised that the Alcohol and Controlled Substances Testing Program Manager is the Transportation Director and that any questions I may have concerning the Policy should be directed to the Program Manager.

Date \_\_\_\_\_

\_\_\_\_\_  
*Signature of Employee/Applicant*

\_\_\_\_\_  
*Typed or printed name*



# Bagley Public Schools

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

## – BUS DRIVER OR DRIVER APPLICANT – AUTHORIZATION TO RELEASE INFORMATION Attachment B

**Section I.** To be completed by the school district, signed by the bus driver, or driver applicant, and transmitted to the previous employer:

Employee Printed or Typed Name: \_\_\_\_\_

Employee SS or ID Number: \_\_\_\_\_

I hereby authorize release of information from my Department of Transportation regulated drug and alcohol testing records by my previous employer, listed in Section I-B, to the employer listed in Section I-A. This release is in accordance with DOT Regulation 49 CFR Part 40, Section 40.25. I understand that information to be released in Section II-A by my previous employer, is limited to the following DOT-regulated testing items:

1. Alcohol tests with a result of 0.04 or higher;
2. Verified positive drug tests;
3. Refusals to be tested;
4. Other violations of DOT agency drug and alcohol testing regulation;
5. Information obtained from previous employers of a drug and alcohol rule violation;
6. Documentation, if any, of completion of the return-to-duty process following a rule violation.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Section I-A

School District Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone #: \_\_\_\_\_ Fax#: \_\_\_\_\_

Designated Employee Representative: \_\_\_\_\_

### Section I-B

Previous Employer Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone #: \_\_\_\_\_

Designated Employer Representative (if known): \_\_\_\_\_



# Bagley Public Schools

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

**Section II.** To be completed by the previous employer and transmitted by mail or fax to the new employer:

**Section II-A.** In the two years prior to the date of the employee’s signature (in Section I), for DOT-regulated testing:

- 1. Did the employee have alcohol tests with a result of 0.04 or higher? YES \_\_\_ NO \_\_\_
- 2. Did the employee have verified positive drug tests? YES \_\_\_ NO \_\_\_
- 3. Did the employee refuse to be tested? YES \_\_\_ NO \_\_\_
- 4. Did the employee have other violations of DOT agency drug and alcohol testing regulations? YES \_\_\_ NO \_\_\_
- 5. Did a previous employer report a drug and alcohol rule violation to you? YES \_\_\_ NO \_\_\_
- 6. If you answered “yes” to any of the above items, did the employee complete the return-to-duty process? N/A \_\_\_ YES \_\_\_ NO \_\_\_

NOTE: If you answered “yes” to item 5, you must provide the previous employer’s report. If you answered “yes” to item 6, you must also transmit the appropriate return-to-duty documentation (e.g., SAP report(s), follow-up testing record).

**Section II-B**

Name of person providing information in Section II-A: \_\_\_\_\_

Title: \_\_\_\_\_

Phone #: \_\_\_\_\_

Date: \_\_\_\_\_



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## — BUS DRIVER OR DRIVER APPLICANT — REFUSAL TO SUBMIT TO TESTING Attachment C

I hereby refuse to submit to drug/alcohol testing by doing the following:

- Failing to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so;
- Failing to remain at the testing site until the testing process is complete;
- Failing to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test;
- Failing to permit the observation or monitoring of any provision of a specimen in the case of a directly observed or monitored collection in a drug test;
- Failing to provide a sufficient breath specimen or sufficient amount of urine when directed and it has been determined that there was no adequate medical explanation for the failure;
- Failing or declining to take a second test as directed;
- Failing to undergo a medical examination or evaluation, as directed by the Medical Review Officer (MRO) or the Designation Employer Representative (DER);
- Failing to cooperate with any part of the testing process (e.g., refusing to empty pockets when so directed by the collector, behaving in a confrontational way that disrupts the collection process, failing to wash hands after being directed to do so by the collector, failing to sign the certification on the form;
- Failing to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process;
- Possessing or wearing a prosthetic or other device that could be used to interfere with the collection process;
- Admitting to the collector or MRO that the driver adulterated or substituted the specimen; or
- Having a verified adulterated or substituted test as reported by the MRO.

[An applicant who fails to appear for a preemployment test, who leaves the testing site before the preemployment testing process commences, or who does not provide a urine specimen because he or she left before it commences, is not deemed to have refused to submit to testing.]

I recognize that my refusal subjects me to the consequences specified in federal law and regulations. It also constitutes a presumption of a positive result. I further recognize that if I am an applicant, I will be disqualified from consideration for the conditionally-offered position. If I an employee, I will not be permitted to perform safety-sensitive functions, and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If the school district offers me an opportunity to return to a DOT safety-sensitive function, I understand I will be evaluated by a substance abuse professional, and will be required to submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

Date \_\_\_\_\_

Time \_\_\_\_\_

\_\_\_\_\_  
*Signature of Employee/Applicant*

Supervisor: \_\_\_\_\_

\_\_\_\_\_  
*Supervisor's Signature*

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Employee refusal to sign

*Supervisor's Initials:* \_\_\_\_\_