

MEMO TO: Board of Education  
TOPIC: Regular School Board Meeting  
FROM: Steve D. Cairns, Superintendent  
DATE: January 31, 2019

A Regular School Board Meeting of the Board of Education will be held February 4, 2019 at 7:30 PM in the High School Room 101.

### Agenda

**1. CALL TO ORDER**

A. Pledge

**2. PREVIEW OF AGENDA**

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

**3. ADDITIONS TO THE AGENDA**

**4. CONSENT AGENDA**

A. Minutes - January 22 & February 4 3

**5. COMMUNICATIONS**

A. Enrollment 6

**6. STUDENT INPUT AND RECOGNITION**

A. Athletes of the Week

1) January 23

Hallie Lindgren (So., Dance)

Alex Syverson (Sr., Girls Basketball)

McKenna Melbo (8th, Girls Basketball)

Adrienne LaFerriere (8th, Girls Basketball)

B. Congratulations to the SECTION 8A ONE ACT PLAY CHAMPIONS

Bagley High School's "Lafayette No. 1"! The cast & crew scored a 1-1-2 for a FIRST place win at the Section Competition on Saturday in Win-E-Mac. Bagley's OAP team will represent our school at the State Festival this Thursday at 1:30 in St. Paul at the O'Shaughnessey Auditorium on the campus of St. Catherine's University.

**7. PUBLIC AGENDA ITEM**

**8. COMMITTEE REPORTS**

A. Athletics

B. District Advisory

- C. Meet and Confer
- D. Negotiations
- E. Security
- F. Transportation
- G. Wellness
- H. Other

**9. REPORTS AND PRESENTATIONS**

- A. Fundraiser Request for the BHS Math League - Maranda Pula 8  
 Hat Day during snow week on Friday, February 8th (charge \$1 for students to wear a hat all day)
- B. Fundraiser Request for BHS Math League - Maranda Pula 9  
 Cornhole Tournament on Saturday, March 16th.
- C. Policy First Reading & Comments 10
  - 1) Policy 618 Assessment of Student Achievement - Revision
- D. Staffing 10
  - 1) Resignation - Terri Knutson, paraprofessional effective February 20, 2019.
- E. 2019-2020 Calendar 23

**10. SCHOOL BOARD ACTION**

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

**12. FUTURE MEETINGS**

- Special School Board Meeting - **Tuesday**, February 19, 2019, at 6:00 p.m. in High School Room 101.
- Regular School Board Meeting - **Tuesday**, February 19, 2019, at 7:30 p.m. in High School Room 101.

**13. ADJOURNMENT**

**BAGLEY PUBLIC SCHOOLS  
REGULAR SCHOOL BOARD MEETING  
JANUARY 22, 2019  
MINUTES**

The regular meeting of the School Board, Independent School District #162 was held on January 22, 2019, at 7:30 p.m. in High School Room 101. Members present: Adam Broden, Jamie Grover, Amy Fontaine, Wendy Fultz, Jeremy Davies, and Superintendent Cairns. Members absent: Renee Benson and Don Nordlund.

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

1. A motion was made by Jeremy Davies, seconded by Wendy Fultz to approve the following consent agenda items:
  - A. January 7 & January 12 Minutes
  - B. January 2019 Invoices - \$1,032,525.51 – Ck #59680-59747
  - C. December 2018 Hand Payables - \$100,792.18 – Ck #32826-32868
  - D. December 2018 Statement of Cash Balances – \$4,116,951.41
  - E. December 2018 Budget Comparison
  - F. December 2018 Wires Payments - \$493,206.08
  - G. Elementary & High School Auxiliary AccountMotion passed 4-0.
2. Director Fontaine entered the meeting.
3. The Board discussed the superintendent applicants that they reviewed on January 12<sup>th</sup> and will move Candidate A forward for an interview. The Board will reopen the superintendent position and requested that brochures advertising the superintendent and business manager positions be mailed to all Minnesota school district. The Board established the following superintendent hiring timeline:

Application deadline – February 14, 2019  
Work session – February 15, 2019, at 6:30 a.m.  
First interview – February 25, 2019, at 5:00 p.m.  
Final Interview and Offer – March 5, 2019, at 5:00 p.m.
4. Chairman Broden announced that Kara Cease-Bowman, Macy Strandlien, Griffin Brovold, and Kathryn Agnew were the January 9<sup>th</sup> Athletes of the Week. Alex Rolfson, Jacy Benson, Brycen Olson, and Parker Sunderland were the January 16<sup>th</sup> Athletes of the Week.
5. Congratulations to Griffin Brovold on being selected as a KRJB Broadcasting Good Student Award winner.
6. Congratulations to Senior, Griffin Brovold. Griffin was selected as one of the top ten performers in MN High School Hockey for the week of 7<sup>th</sup>-12<sup>th</sup>. This is great honor for Griffin and the entire Bagley/Fosston Hockey team.
7. Director Davies left the meeting.
8. A motion was made by Amy Fontaine, seconded by Wendy Fultz to authorize the Student Council's Clearwater County Food Shelf fundraiser February 14 – March 15. Motion passed 4-0.

9. Student Council Members Bayli Dukek and Sam Scherzer updated the Board of Student Council events for Snow Week.
10. A motion was made by Wendy Fultz, seconded by Jamie Grover to authorize the Student Council's Valentine's sales fundraiser during Snow Week. Motion passed 4-0.
11. A motion was made by Amy Fontaine, seconded by Wendy Fultz 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:

- \* \$1,567.00 from MN State High School League for Sports
  - \* \$20.00 from Anonymous Donor for Radiothon
  - \* \$500.00 from Clearwater/Polk Electric for HS Media Center
  - \* \$400.00 from Clearwater/Polk Electric for Elementary Media Center
  - \* \$200.00 from Clearwater/Polk Electric for Elementary Newspaper
  - \* \$500.00 from Clearwater/Polk Electric for 5th Grade Science
  - \* \$11,250.00 from Clearwater County Collaborative for Interventionist
- Motion passed 4-0.

12. A motion was made by Wendy Fultz, seconded by Amy Fontaine to approve the agreement between Bagley Public Schools and Sanford Health to provide sports medicine services for the 2019-2020 SY in the amount of \$5,000. Motion passed 4-0.
13. A motion was made by Amy Fontaine, seconded by Jamie Grover to approve the personal unpaid leave request for Employee A. Employee A is requesting eleven additional unpaid days off. Motion passed 4-0.
14. A motion was made by Jamie Grover, seconded by Amy Fontaine to hire Katrina Rasmussen as a food service support staff. Motion passed 4-0.
15. Items for the Next Agenda:
  - A. Policy 618 – Assessment of Student Achievement
  - B. Math League Fundraisers Request
16. Future Meetings:
  - A. Negotiation Committee Meeting – Thursday, January 24, 2019, at 7:00 p.m. in the District Office.
  - B. Regular School Board Meeting – Monday, February 4, 2019, at 7:30 p.m. in High School Room 101.
  - C. Board Work Session – Friday, February 15, 2019, at 6:30 a.m. in High School Room 101.
17. A motion was made by Amy Fontaine to adjourn the meeting at 8:22 p.m. Motion passed 4-0.

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

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

**BAGLEY PUBLIC SCHOOLS  
SPECIAL SCHOOL BOARD MEETING  
FEBRUARY 1, 2019  
MINUTES**

The special meeting of the School Board, Independent School District #162 was held on February 1, 2019, at 7:00 a.m. at High School Room 101. Members present: Jamie Grover, Wendy Fultz, Amy Fontaine, Renee Benson, Jeremy Davies, Don Nordlund and Superintendent Cairns. Members absent: Adam Broden.

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

1. Sandy Gundlach, Director of School Board Services, presented on MSBA executive search services process and timeline.
2. A motion was made by Jeremy Davies, seconded by Don Nordlund to hire MSBA to perform the superintendent search. Motion passed 6-0.
3. A motion was made by Wendy Fultz, seconded by Renee Benson to adopt the superintendent search timeline. Motion passed 6-0.
4. A motion was made by Wendy Fultz to adjourn the meeting at 8:57 a.m.

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

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

<b>Bagley School</b>								
<b>Enrollment K -12</b>								
<b>SY 2018-2019</b>								
	<b>2/1/19</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	15	11	10
K	59	60	62	59	64	64	61	64
1	64	62	61	61	62	62	83	84
2	86	86	84	84	82	83	74	71
3	71	70	70	70	70	70	91	87
4	93	92	91	90	89	89	74	75
5	75	76	75	73	73	73	95	98
6	92	93	94	93	93	93	78	82
<b>Total K-6</b>	<b>555</b>	<b>554</b>	<b>552</b>	<b>545</b>	<b>548</b>	<b>549</b>	<b>567</b>	<b>571</b>
7	77	77	78	79	79	78	82	80
8	83	84	84	85	85	85	71	75
9	67	67	68	69	69	69	73	74
10	73	74	74	76	74	74	55	63
11	52	50	51	52	53	53	68	81
12	64	66	65	67	67	66	67	74
<b>Total 7-12</b>	<b>416</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>971</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>														
	2/1/19	2/1/18	2/1/17	2/1/16	2/2/15	2/3/14	2/1/13	2/1/12	2/1/11	2/1/10	2/2/09	2/1/08	2/1/07	2/1/06
HK	15	9	12	15	12	4	15	19	14	15	14	18	5	9
K	59	62	71	59	79	77	90	70	75	76	67	60	76	72
1	64	84	68	91	73	100	87	81	75	75	69	65	84	79
2	86	73	89	72	100	81	85	71	73	71	66	84	79	66
3	71	88	75	101	82	89	76	70	66	72	77	76	66	70
4	93	75	105	77	84	77	76	66	80	78	76	64	66	88
5	75	95	81	83	79	70	65	78	83	76	65	68	89	78
6	92	79	80	79	71	66	73	80	80	71	72	92	81	73
<b>Total K-6</b>	<b>555</b>	<b>565</b>	<b>581</b>	<b>577</b>	<b>580</b>	<b>564</b>	<b>567</b>	<b>535</b>	<b>546</b>	<b>534</b>	<b>506</b>	<b>527</b>	<b>546</b>	<b>535</b>
7	77	83	76	74	67	75	87	84	72	71	89	79	76	98
8	83	72	69	67	74	84	82	65	74	84	77	75	98	70
9	67	74	69	78	85	78	67	74	79	76	76	98	68	94
10	73	57	71	82	78	59	67	77	71	75	93	65	91	92
11	52	73	78	62	56	68	70	62	68	94	70	85	80	70
12	64	69	59	49	59	68	65	63	81	67	96	80	62	77
<b>Total 7-12</b>	<b>416</b>	<b>428</b>	<b>422</b>	<b>412</b>	<b>419</b>	<b>432</b>	<b>438</b>	<b>425</b>	<b>445</b>	<b>467</b>	<b>501</b>	<b>482</b>	<b>475</b>	<b>501</b>
<b>Total K-12</b>	<b>971</b>	<b>993</b>	<b>1,003</b>	<b>989</b>	<b>999</b>	<b>996</b>	<b>1,005</b>	<b>960</b>	<b>991</b>	<b>1,001</b>	<b>1,007</b>	<b>1,009</b>	<b>1,021</b>	<b>1,036</b>

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# Bagley Public Schools Fundraising Request Form

School Board Adopted: February 5, 2018

Name of Fundraising Group: Math League Todays Date: 1/23/2019  
Advisor in Charge of Event: Maranda Pula Student Rep: Peyton Huotari  
Fundraising Activity: Hat Day  
First Day of Fundraiser: 2/8/2019 Last Day of Fundraiser: 2/8/2019

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.

During snow week on Friday students can pay \$1 to wear a hat for the day. When they pay their dollar they will receive a sticker that must stay on their hat all day & be visible.

Purpose for which funds will be used: To buy uniforms for team & any other general expenses

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

Was this fundraiser done in the past?  Yes  No

Name of Vendor(s): None

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

If yes, name of account: Math League Aux. Account

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 submitting to the Principal for review within 30 days. These forms should be retained with the student activity account records and a copy sent to the district office.

Advisor in Charge Signature: Maranda C. Pula Date: 1/23/2019

### OFFICE USE ONLY

Fundraiser Approved:  Fundraiser Denied:  More Information Needed:

Principal Signature: Ash Date: 1/23/19

Fundraiser Approved:  Fundraiser Denied:  More Information Needed:

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

# Bagley Public Schools Fundraising Request Form

School Board Adopted: February 5, 2018

Name of Fundraising Group: Math League Today's Date: 1/23/2019  
Advisor in Charge of Event: Maranda Pula Student Rep: Peyton Huotari  
Fundraising Activity: Cornhole Tournament + Bake Sale  
First Day of Fundraiser: 3/16/2019 Last Day of Fundraiser: 3/16/2019

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.*

Open to Community. Teams of two will play Cornhole. Winners will receive prizes donated by the community businesses. There will also be a bake sale with pop, water, + coffee sold.

Purpose for which funds will be used: To buy uniforms for team + any other general expenses

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

Was this fundraiser done in the past?  Yes  No

Name of Vendor(s): None

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

If yes, name of account: Math League Aux. Account

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 submitting to the Principal for review within 30 days. These forms should be retained with the student activity account records and a copy sent to the district office.

Advisor in Charge Signature: Maranda C. Pula

Date: 1/23/2019

### OFFICE USE ONLY

Fundraiser Approved:  Fundraiser Denied:  More Information Needed:

Principal Signature: [Signature] Date: 1/23/19

Fundraiser Approved:  Fundraiser Denied:  More Information Needed:

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

**I. PURPOSE**

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

**II. GENERAL STATEMENT OF POLICY**

The school district has established a procedure by which students shall complete the Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of the Graduation Requirements.

**III. DEFINITIONS**

- A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- C. "Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. "Benchmark" means the specific knowledge or skills that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- E. "Computer-adaptive assessments" means fully adaptive assessments.
- F. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.

- G. “Exemplar” means an actual example of student work on a performance assessment determined to represent student performance that earns a score of “3” or “4” in accordance with the rubric as defined in item “F.” *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]*
- H. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level. *[Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]*
- I. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.
- J. “Performance assessment” means any assessment method that will measure demonstrated student performance of the specifications of a content standard. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]*
- K. “Profile of Learning” refers to the graduation content standards previously required by state law which the school district has retained as part of its locally established graduation requirements. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]*
- L. “Required standard” means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.
- M. “Rubric” means the criteria set by the Commissioner of the Minnesota Department of Education (MDE) that must be used by a district to score student work that meets the specifications of a content standard.
- N. “Specifications” means what a student must know and be able to do to complete a Profile of Learning content standard. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]*

#### IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The *[school board/superintendent/director of instruction]* shall establish criteria by which student performance of the Profile of Learning or other locally adopted Graduation Standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete the reference to the Profile of Learning.]*
- B. The superintendent shall ensure that students and parents or guardians are

provided with notice of the process by which program Graduation Standards will be assessed.

- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of the Profile of Learning Graduation Standards at all levels and/or transition to assessments under the Minnesota Academic Standards. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete the reference to the Profile of Learning.]*

## V. STANDARDS FOR PERFORMANCE ASSESSMENTS

- A. Performance assessments are expected to provide opportunities for students to demonstrate their achievement of the Profile of Learning Graduation Standards. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete the reference to the Profile of Learning.]*

Scoring criteria for performance assessment include:

1. A score of “4,” that signifies student work that meets or exceeds the rubric for the score of “4”;
2. A score of “3,” that signifies student work that meets the rubric for the score of “3”;
3. A score of “2,” that signifies student work that meets the rubric for the score of “2”;
4. A score of “1,” that signifies student work that meets the rubric for the score of “1”;
5. A score of “0,” that signifies incomplete work on the specifications of a content standard;
6. Incomplete student work receiving a score of “0” does not complete a content standard.
7. When a student, under provisions of an individualized education program (IEP) or Section 504 accommodation plan, completes the specifications of a modified content standard as determined in the student’s plan, the school district shall record the score as “pass-individual”;
8. When a student’s IEP or Section 504 accommodation plan exempts the student from a content standard, the school district shall record “exempt” for that content standard;

9. When an LEP student, under the provisions of an LEP individual graduation plan completes the specifications of a modified content standard, the school district shall record the score as “pass-LEP”; and
  10. When an LEP student, under the provisions of an individual graduation plan, completes all specifications of a content standard solely in a language other than English, except for work in learning area ten, the school district shall record the score as “pass-LEP.”
- B. The school district may use one or more assessment methods to measure student performance on one or more content standards.
  - C. The grade level of a student shall not prohibit a student from receiving the highest state exemplar score upon completion of a content standard. A student may receive a score of “0” that signifies incomplete student work on a standard. The assessment of the content standard must be included as part of the students grade for a subject or course.
  - D. The school district will convene an annual meeting of selected teachers and administrators to review performance assessments used to measure student performance. Recommendations and comments regarding the procedures for assessment of student achievement will be submitted to the District Curriculum Coordinator for review.

**VI. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS**

**A. Benchmarks**

The school district will and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

*[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]*

**B. Statewide Academic Standards Testing**

1. The school district will utilize statewide assessments developed from and aligned with the state’s required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state’s academic standards.
2. The school district will administer annually, in accordance with the process determined by MDE, the state-constructed tests to all students in grades 3 through 8 and at the high school level as follows:

- a. annual reading and mathematics assessments in grades 3 through 7;
  - b. state-developed grade 8 and high school reading and mathematics tests aligned with state academic standards; and
  - c. annual science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
  4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
  5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

C. Rigorous Course of Study Waiver

1. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
  - a. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;

- b. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
    - c. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
  2. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
  3. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

## **VII. CAREER EXPLORATION ASSESSMENT**

- A. Commencing with the 2014-2015 school year, student assessments, in alignment with state academic standards, shall include career and college readiness benchmarks. Mathematics, reading, and writing assessments for students in grades 8 and 10 must be predictive of a nationally normed assessment for career and college readiness. This nationally recognized assessment must be a college entrance exam and given to students in grade 11. This series of assessments must include a college placement diagnostic exam and contain career exploration elements.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. Students in grade 10 or 11 not yet academically ready for a career or college based on their growth in academic achievement between grades 8 and 10 must take the college placement diagnostic exam before taking the college entrance

exam under Section VII.D. Students, their families, the school, and the district can then use the results of the college placement diagnostic exam for targeted instruction, intervention, or remediation and improve students' knowledge and skills in core subjects sufficient for a student to graduate and have a reasonable chance to succeed in a career or college without remediation.

- D. All students, except those eligible for alternative assessments, must be given the college entrance part of these assessments in grade 11. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.
- E. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- F. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

**Legal References:**

Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.022 (Elective Standards)  
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20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:**

MSBA/MASA Model Policy 104 (School District Mission Statement)  
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MSBA/MASA Model Policy 616 (School District System Accountability)

## 618 ASSESSMENT OF STUDENT ACHIEVEMENT

Board Adopted: February 3, 2014

Board Revised: ~~December 3, 2018~~ February 2019

### I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

### II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

### III. DEFINITIONS

- A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- C. "Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- E. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree,

diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

- F. “Computer-adaptive assessments” means fully adaptive assessments.
- G. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- H. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- I. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- J. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level. *[Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]*
- K. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.
- L. “Required standard” means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

#### **IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT**

- A. The School Board shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued

improvement of the implementation of assessments under the Minnesota Academic Standards.

## V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

### A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

*[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]*

### B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
  - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
  - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
  - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's

performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.

5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Rigorous Course of Study Waiver

1. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
  - a. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
  - b. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
  - c. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
2. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic

standard that the site requires for graduation under this section.

3. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

## **VI. CAREER EXPLORATION ASSESSMENT**

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

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Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
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# 2019-2020 School Calendar

July 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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28	29	30	31			

  

August 2019						
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September 2019						
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October 2019						
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November 2019						
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December 2019						
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29	30	31				

**Bagley Public Schools**  
 202 Bagley Avenue NW  
 Bagley, MN. 56621  
 Phone 218-694-6184 (Fax) 218-694-3221  
[www.bagley.k12.mn.us](http://www.bagley.k12.mn.us)

Aug 27	K-5 Staff Development
Aug 28, 29	K-12 Staff Development
Sept 2	Labor Day - No School
Sept 3	Student's First Day
Oct 3	Grade 6-12 Conference 4:00-7:30
Oct 17-18	Fall Break - No School
Nov 1	1st Quarter Ends
Nov 15	Conference Exchange Day - No School
Nov 21-22	Grade K-5 Conf 3:30-7:30 & 8:00-3:30
Nov 22	6-12 Staff Development
Nov 28-29	Thanksgiving Break - No School
Dec 5	Grade 6-12 Conference 4:00-7:30
Dec 23-30	Christmas Break - No School
Dec 31	New Year's Eve - No School
Jan 1	New Year's Day - No School
Jan 2	Classes Resume
Jan 17	End of Quarter #2
Jan 20	MLK Day K-12 Staff Development
Feb 14	Conference Exchange Day - No School
Feb 17	President's Day - No School
Feb 20	Grade 6-12 Conference 4:00-7:30
Mar 20	End of Quarter #3
Apr 2-3	Grade K-5 Conf 3:30-7:30 & 8:00-3:30
Apr 3	6-12 Staff Development - No School
Apr 10	Spring Break
Apr 13	Possible Emergency Day
Apr 23	Grade 6-12 Conference 4:00-7:30
May 15	Possible Emergency Day
May 22	Possible Emergency Day
May 25	Memorial Day - No School
May 28	End of Quarter #4
May 28	Students Last Day
May 29	K-12 Staff Development



January 2020						
S	M	T	W	T	F	S
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February 2020						
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March 2020						
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April 2020						
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May 2020						
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June 2020						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### Quarter Dates

PLCs - Every Wednesday, Early Release

Quarter #1 Days S-42, T-44

Quarter #2 Days S-43, T-45

Quarter #3 Days S-42, T-44

Quarter #4 Days S-43, T-45

### Category of Events, start at 7:30 PM

May 26 Senior Awards Banquet

May 27 Baccalaureate

May 29 Graduation

**FINAL**

**Board Approved 2-4-2019**

### Number of Days

170 Student Days

178 Teacher Days

Order of Emergency Days

April 13, 2020

May 22, 2020

May 15, 2020