

MEMO TO: Board of Education
TOPIC: Special School Board Meeting
FROM: Steve D. Cairns, Superintendent
DATE: March 12, 2019

A Special School Board Meeting of the Board of Education will be held March 15, 2019 at 3:30 PM in the High School Room 100.

Agenda

1. CALL TO ORDER

A. Pledge - Chairman Broden

2. APPROVE SPECIAL MEETING AGENDA

3. SCHOOL BOARD ACTION

A. Review, discuss and approval of the Integration & Achievement Aid Application 2

4. ADJOURNMENT

Achievement and Integration Plan July 1, 2019 to June 30, 2022

District ISD# and Name: ISD #162 Bagley Public
Schools

District Integration Status: Adjoining District (A)

Superintendent: Steven Cairns

Phone: 218-694-6184

Email: scairns@bagley.k12.mn.us

Plan submitted by: Carol Vik

Title: Indian Education Director

Phone: 218-694-3120

Email: cvik@bagley.k12.mn.us

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. Our Schools have not been identified as RIS

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: **Multidistrict Collaborative**.

1. **ISD # 2311 Clearbrook Gonvick** RI - Racially Isolated
2. **ISD # 38 Red Lake** RI - Racially Isolated
3. **ISD # 432 Mahnommen** RI - Racially Isolated
4. **ISD # 2215 Norman County East** A - Adjoining
5. **ISD # 601 Fosston** A - Adjoining

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Steven Cairns

Signature:

Date Signed: March 15, 2019

School Board Chair: Adam Broden

Signature:

Date Signed: March 15, 2019

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide on page 8 of the [Achievement and Integration Plan Guide](#), and page 4 of [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council:

Bagley Schools	Steven Cairns, Carol Vik , Tony Kerr
Clearbrook – Gonvick Schools	Jeff Burgess, Amber Defoe
Fosston Schools	Kevin Ricke
Red Lake Schools	Mindy Crowley, Dustin Hinkley
Mahnomen Schools	Jeff Bisek, Aimee Pederson
Norman County East Schools	Rob Nudell

The above council met in January at the Mahnomen School and they met again later that month as well as in February. The representatives at the first meeting from Bagley were Carol Vik and Tony Kerr, HS Principal. We discussed strategies and ideas pertaining to what the programs would look like as a bordering school and racially identified school. We continued being a part of the conversations via email. The decision was made to focus with students in grades 6-8 (middle school) being it is a transitional point in a student's life for social emotional growth as well as making and connecting with new friends. We will work on closing achievement gaps via partnering and working with students in understanding and learning about other cultures. This would include societal roles of individual students through engagement and partnership in college and career readiness activities to broaden a worldview.

Achievement and Integration Goals

Goal #1: Closing the Gap between student groups in Reading and Math

Aligns with

WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Strategy Name and # Closing the Gap 1:01

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy.

Utilizing the Districts WBWF Strategic Plan our 2018 percentages for Reading MCA proficiency for our free and reduced lunch students was 41.2% Native American Students was at 23.5 % and all students was 50.4%. Math proficiencies were at Free and Reduced Lunch students 34.8%, American Indian students at 26.3% and all students were at 42.8%. The gaps between the identified subgroups should close at a 10% rate each year which should be an increase for Free and reduced lunch reading as a 19% growth over the 3 years, math as a 15% increase over the 3 years. American Indian students should see reading as an 11% increase over the 3 years and math as 12% growth over the 3 years. The students will actively search for and meet with staff on a biweekly basis regarding their academics. They will be identified to be targeted for individual meetings to ensure they are passing classes and understanding what is being taught to test proficiently in each of their classes. The students will be monitored and tracked starting with the 6th grade through their senior year. If the students fall below a passing grade they will be targeted for additional academic support via after school tutoring or peer support. Students will also be encouraged to take classes that interest them yet are out of their comfort zone to give them a broader personal perspective on varying world perspectives. Students will be selected based on their grades, teacher recommendation, and at a percentage that is equal to the racial and socioeconomic percentages found on MDE. This should result in varying groups of students accessing the assistance and closing the gaps in both racial and socioeconomic areas. MCA test scores will be utilized and monitored for each of the targeted students. Minimal growth should be 10% per year for identified students.

Location of services: Bagley Schools

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
10% Increase in Reading for Free and Reduced lunch students – 2018 Baseline 41.2%	49.3%	54.8%	60.3%
10% Increase in Math for Free and Reduced lunch students – 2018 Baseline 34.8%	42.1%	46.3%	50.9%
10% increase in reading for American Indian students – 2018 Baseline 23.5%	28.4%	31.3%	34.4%
10% increase in math for American Indian students -2018 Baseline 26.3%	31.8%	35%	38.5%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #2: Equitable Access

Aligns with WBWF area: All students are ready for career and college.

Goal type: Integration

Strategy Name and # Equitable Access 2:01

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of this strategy.

Students grades 7-12 will have various opportunities to participate in College and Career readiness activities. These activities may consist of college visits, workplace visits, precollege programming, and other activities that may be identified later. The students will be assessed at the beginning based on their future plans, accessibility to the offered resources, and what barriers they may have. Students will be selected based on interest, staff identification, parental request, and/or student targeting. Students will be encouraged to take the ACT, ASVAB and any other potential college career tests to be prepared for any possible career/college outcome. Students will also be encouraged and tracked in regards to college readiness, college in the High School, summer programming where they may earn college credit (if applicable). The grades and GPA's will be discussed with students in smaller group settings to encourage peer support and encouragement. Students will be from varying backgrounds based off of school setting (Clearbrook-Gonvick or Bagley) and to work together by sharing future plans and understanding community/cultural backgrounds. This will provide opportunity for students to engage with students that they normally would not have access to or have a meaningful social engagement with.

Location of services: Varying locations – Bagley and Clearbrook-Gonvick Schools, College campuses, other schools identified in the multidistrict collaborative

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
5% increase of students participating in college/Career exploration – 2018 Baseline 83	91	96	100
5% increase in the number of students taking the ACT - 2018 Baseline 68	74	78	82
Average Comfort level on a Likert Scale of 5 self reported by students in their level of comfort with initiating and maintain social relationships with students different than themselves.	3.5	4.0	4.5

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #3: Diverse Teachers – Increase student exposure to teachers from their cultural background.

Aligns with WBWF area: All racial and economic achievement gaps

between students are closed.

Goal type: Teacher Equity

Strategy Name and # Diverse Teachers 3:01

Type of Strategy: Equitable access to effective and more diverse teachers.

Narrative description of this strategy.

Bagley currently has a race ethnic population of 71.4% White, 18.6% American Indian and a 7.7% mixed race. We also have Hispanic/Latino of 0.9% and Black/African American at 1.1%. Our teacher/student correlation should be at those percentages that reflect our students. Currently they are at 1.19% Hispanic/Latino, 1.19% Native American, 1.19% Asian, and 96.4% White.

This process will take place via the college and career readiness as the communication between staff at varying work places and within both schools will also result in communication in searching for and potential recruitment of diverse staff. Some of the monies that would come of this program could be put forth as a scholarship for potential diverse staff to work at one of the participating schools. Being this is a Bagley Plan this would be a Bagley Teacher Diversity Incentive Scholarship. This would encourage Diversity in the school staff and should result in the recruitment and retention of

effective, experienced, and licensed staff that our students can identify with. We would look at offering \$1500/semester (or another amount) with a form signed stating that each year they received financial assistance via this scholarship they would spend a year at one of the Bagley schools in a role that would offer diverse, licensed teachers that would eventually become experienced educators for our students.

Location of services: Varying Colleges, Bagley School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
Diverse College students will be met with and spoken to for education tracts	5	10	15
Applications for the “Bagley Scholarship” and signed commitment from Diverse College students	1	2	3

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and # Diverse Teachers 3:02

Type of Strategy: Equitable access to effective and more diverse teachers.

Narrative description of this strategy.

The collaborative member Districts will send recruiters to the Minnesota Education Fair to recruit diverse and effective teachers to increase the number of teachers of color within the collaborative School Districts.

Location of services: Minnesota Education Fair

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
Increase the number of applicants received from teachers of color	1	2	3
Increase the percentage of teachers of color from 3.6% in 2019 to 6% in 2022.	3.6%	4.8%	6%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

The Bagley School District will be working with the Multi District Collaborative and will work on partnering for initiatives that should split costs and pool resources/time to best meet the needs of our students. This plan looks at different ways of working together to strategically plan for the long term outlook of our students to provide a well-rounded diverse education.

Achievement and Integration FY 2020 Budget Workbook

Use these instructions to create your district's annual Achievement and Integration (A&I) A&I budget. Please refer to the Achievement and Integration Budget Guide on the A&I webpage for more information on revenue and for a list of budget review criteria.

Do not delete pages from this workbook. That will disable the formulas on the *Expenditure Summary* page which calculates the percentage of expenditure types and also sums total expenditures by FIN code--a helpful way to keep track of expenditures as you create your budget.

- Program and fiscal staff should work together to create this budget, drawing on your respective knowledge of what's in your district's A&I plan, costs that aren't detailed in the plan but are necessary to run approved plan activities, and school finance practices.
- **Proposed expenditures can be approved only for strategies included in a district's current MDE-approved A&I plan.**
- Expenditures to fund strategies included in a racially identifiable school (RIS) plan must be listed in the RIS tabs of this excel workbook.
- **Use the separate tabs for direct student services, PD, and Admin costs as explained in the A&I Budget Guide. The requirement for districts to use a certain percentage of revenue for each expenditure type is in A&I legislation and explained in the tabs of this budget workbook.**
- Add lines to a worksheet by inserting rows *before* a revenue total line. The revenue total lines are linked to a formula in the Expenditure Summary page. If you insert rows after them, your Expenditure Summary totals will be inaccurate.
- Create a **budget narrative** for each line item to document how proposed expenditures will fund strategies in your district's MDE-approved A&I plan. **Do not copy your plan description into the budget.** Instead, describe what each expenditure will purchase. Then identify by name and number the strategy in your plan that an expenditure will help fund. This info provides expenditure detail not included in your plan.
- List proposed FIN 313 (initial revenue) and FIN 318 (incentive revenue) expenditures on the separate tabs marked in the budget workbook. These are two different types of A&I aid and must be tracked separately.
- Find your district's aid entitlement estimate for A&I revenue in the Minnesota Funding Reports (MFR) section of MDE's Data Analytics webpage. Steps for finding that report are listed on the MDE A&I webpage.
- **Admin costs include salary and benefits for support staff and administrators that do not provide direct instruction to students in A&I activities. Admin costs also include things such as postage, rent, dues, memberships, printing charges.**
- Payments to other districts or to vendors should be listed as line items in the corresponding Direct Student Services, PD, or Admin tabs. Use OBJ code 390 for payments to other districts.
- **The budget narratives for proposed salary expenditures should include the following: percentage FTE and the name and number of the intervention in the district's A&I plan that the position is being reimburse to work on.**
- Fringe benefits for positions that are part of the same plan strategy may be bundled by OBJ code. For example, if three staff are providing instruction for an A&I summer program, benefits for their hours working on that program may be listed in the same line item.
- Resubmit this workbook listing proposed and *actual* FY 2020 expenditures by December 1, 2020.
- Expenditure changes that increase total FIN code amounts and changes to the types of expenditures approved in the initial budget must be sent to MDE for review and approval by April 1, 2020.
- **Budgets are due to MDE by March 15, 2019. Board approval is optional. This means your board does not need to approve this budget before you submit it on March 15.**

How to Submit Your Budget

- 1) Submit your district's proposed FY20 budget by March 15, 2019 to mde.integration@state.mn.us.

2) Submit your district's budget as an excel file. No PDF's please.

3) Please save your budget using the file name *FY20 [District Name] A&I budget*.

Questions about submitting your budget? Email mde.integration@state.mn.us. Or call support staff member Jeanne at 651-582-8462.



Achievement and Integration Revenue FY 2020 Budget Worksheet

Use this workbook to list your district's proposed expenditures of FY 2020 Achievement Integration (A&I) revenue. All expenditures must support activities in your district's MDE-approved A&I plan. Each worksheet has a column for you to explain which activity each line item will fund.

District Name: Bagley School District

District ISD Number: #162

Superintendent: Steven Cairns

Partnering Districts: Clearbrook-Gonvick ISD #2311, Red Lake ISD # 38, Mahnomon ISD # 432, Norman Count

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.

Program Staff: <u>Carol Vik</u>	Fiscal Staff: <u>Angela Gerbracht</u>
Phone: <u>218-694-3120</u>	Phone: <u>218-694-3101</u>
E-mail: <u>cvk@bagley.k12.mn.us</u>	Email: <u>agerbracht @ bagley.k12.mn.us</u>

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

Total Initial Revenue (FIN 313)	\$ 113,285.70
Total Incentive Revenue (FIN 318)	\$ 11,312.00
TOTAL A&I REVENUE	\$ 124,597.70

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2020 Achievement & Integration budget as approved by the school board.

Board Approval Date _____

School Board Chair _____ **Date** _____

Superintendent _____ **Date** _____

This approval is optional and not required in legislation or by the Minnesota Department of Education.

Approved Initial Revenue: _____ **Approved Incentive Revenue:** _____

MDE Approval: _____ **Date:** _____



FY 2020 Achievement and Integration Budget

District Number:

#162

District Name:

Bagley School District

Proposed Budget			Actual Expenditures		
		Proposed Budget Ratios			Actual Budget Ratios
Direct Services to Students must equal at least 80% of total revenue	\$119,597.70	95.99%	DSS At least 80% of total expenditures	\$0.00	#DIV/0!
Professional Development may equal no more than 20% of total revenue	\$5,000.00	4.01%	Professional Development No more than 20% of total expenditures	\$0.00	#DIV/0!
Administrative/Indirect may equal no more than 10% of total revenue	\$0.00	0.00%	Admin/Indirect No more than 10% of total expenditures	\$0.00	#DIV/0!
Total Proposed Revenue:	\$124,597.70		Total Revenue Expended:	\$0.00	

Total Amount Proposed FIN 313	\$113,285.70
Total Amount Proposed FIN 318	\$11,312.00

Improvement Planning Expenditures	0%	#VALUE!
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Districts must use up to 20% of integration revenue to implement an improvement plan (Minn. Stat. 124D.862 subd. 8 (c) 2).

Notes or Comments:

Improvement Funding Directions Only districts that did not meet the goals in their plan after three years should complete this tab. If you didn't meet your goals you must use up to 20% of your annual integration revenue to fund improvement strategies.

Step 1) Complete the DSS, PD and Admin tabs for FIN 313 and 318. Step 2) Copy and paste line items that will fund improvement strategies into one of the sections below.

- Copy line items totaling up to 20% of your total proposed revenue. That percentage will be calculated for you on the Expenditures Summary tab.
- The line items you copy may be either FIN 313 or FIN 318 depending upon how you're funding your improvement strategies.

What is an improvement strategy? Strategies that were 1) not in your prior plan or 2) that you've adjusted and kept in your current A&I plan, and 3) were developed using a process like the ones described in the A&I Plan Guide or the Coordinated Improvement Planning Guides. They are different from the ones in your prior plan because they are either new to your district's A&I work or have been changed in order to increase the likelihood that you will meet the goals in your district's plan.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amount	Plan Crosswalk - Which A&I plan activity does each line item support?	
	ORG	PROG	FIN	OBJ			Budget Narrative Provide a brief description of the expense each expenditure will fund. <i>Do not copy and paste your plan here.</i>	Goal #
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit this workbook with actual FY20 expenditures by 12/1/20.		
Direct Student Services								
Professional Development								
Administrative Costs								
					Total Improvement Funding:	\$0.00		

Notes or Comments:

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FY 2020 Achievement and Integration Budget

District Number: #162 District Name: Bagley School District

80% Direct Services to Students									
List proposed FIN 313 expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies in a district's MDE-approved Achievement and Integration plan that provide direct services to students. Read the Achievement and Integration Budget Guide on the MDE website for details.									
Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative	Goal #	Strategy # and Name
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY20 expenditures by 12/1/20.	Budget Narrative Provide a brief description of the expense each expenditure will fund. Do not copy and paste your plan here.	Goal #	Strategy # and Name
Para Support	300	211	313	141	\$17,000.00		for extra student support for our students	1	Closing the Gap 1:01
Para Support	300	211	313	141	\$17,000.00			1	Closing the Gap 1:01
.5 FTE Teacher	300	211	313	140	\$18,000.00		To teach cultural classes for integration of students	1, 2	Closing the Gap 1:01, Equitable Access 2:01
Student Travel	300	211	313	366	\$10,000.00		To transport students to and from Integration Activities, extra support (after school and summer school)	1	Closing the Gap 1:01
Student Travel	300	211	313	366	\$20,000.00		To transports students to College and Career activities - This includes transportation, Lodging, Meals, and registration Fees (Red Lake	1,2	Equitable Access 2:01, Closing the Gap 1:01
Student Fees for services	300	211	313	305	\$5,000.00		To assist students that have a financial need to take tests (ACT, ASVAB, and other career identification testing)	2	Equitable Access 2:01
Contracted Services	300	211	313	305	\$2,500.00		This would be the cost sharing that we would have for the multi district Integration activities as addressed in Equitable access.	2	Equitable Access 2:01
Food - Student Incentives	300	211	313	490	\$6,000.00		Food Incentive for the students involved in the program to encourage and reward participation, academic and social growth	1, 2	Closing the Gap 1:01, Equitable Access 2:01
Instructional Supplies	300	211	313	430	\$3,000.00		Supplies for students for academics or activities.	1,2	Closing the Gap 1:01, Equitable Access 2:01
General Supplies	300	211	313	401	\$1,869.70		Supplies that the staff may need to assist and support students academically and socially	1	Closing the Gap 1:01
FICA/Medicare	300	211	313	210	\$3,978.00		Benefits for 2 Para's and .5 FTE Teacher	1,2	Closing the Gap 1:01, Equitable Access 2:01
PERA	300	211	313	214	\$2,550.00		Benefits for 2 Para's	1	
TRA	300	211	313	218	\$1,388.00		Benefits for .5 FTE Teacher	1,2	Closing the Gap 1:01, Equitable Access 2:01
FIN 313 TOTAL					\$108,285.70				\$0.00

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.

Comments: Working collaboratively the Multidistrict Team has put together a proposal that discusses cost sharing for the multi district Integration Strategies. The estimated amount for Bagley in this proposal is \$7,930 for the Year 19/20. This is an estimate only and may exceed the amount so there is also \$11,312 in the budget in the Direct Student Services FIN 318 area for potentially more integration strategies that have not otherwise been addressed in previous areas. Contracted services may also cover areas such as summer school support and extra after school support (tutoring).

End of Worksheet

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FY 2020 Achievement and Integration Budget

District Number: #162

District Name: Bagley School District

80% Direct Services to Students

List proposed FIN 318 expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies included in the district's MDE-approved Achievement and Integration plan which provide direct services to students. Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities. Read the Achievement and Integration Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative Provide a brief description of the expense each expenditure will fund. Do not copy and paste your plan here.	Goal #	Strategy # and Name
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY20 expenditures by 12/1/20.			
Contracted Services			318		\$11,312.00			2	Equitable Access 2:01
			318						
			318						
			318						
			318						
FIN 318 TOTAL					\$11,312.00				\$0.00

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Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
Comments: Working collaboratively the Multidistrict Team has put together a proposal that discusses cost sharing for the Multi District Integration Strategies. The estimated amount for Bagley in this proposal is \$7,930 for the Year 19/20. This is an estimate only and may exceed the amount so there is also \$2500 in the budget in the Direct Student Services FIN 313 area for potentially more integration strategies that have not otherwise been addressed in previous areas.



FY 2020 Achievement and Integration Budget

District Number: #162

District Name: Bagley School District

20% Professional Development

List proposed **FIN 313** expenditures for professional development below. No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved Achievement and Integration plan. Read the Achievement and Integration Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative Provide a brief description of the expense each expenditure will fund. Do not copy and paste your plan here.	Goal #	Strategy # and Name
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY20 expenditures by 12/1/20.			
Fees for Services			313		\$3,000.00	\$0.00	Funding for the "Bagley Teacher Diversity Incentive Scholarship"	3	Diverse Teachers 3:01
Staff travel			313		\$2,000.00		Staff Travel for outreach to meet with potential Diverse Candidates, outreach and for the Minnesota Education Job Fair	3	Diverse Teachers 3:02
			313						
			313						
			313						
			313						
TOTAL					\$5,000.00	\$0.00			

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
Comments:

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FY 2020 Achievement and Integration Budget

District Number: #162 District Name: Bagley School District

20% Professional Development

List proposed **FIN 318** expenditures for professional development below. No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved Achievement and Integration plan. Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities. Read the Achievement and Integration Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative	Goal #	Strategy # and Name
Provide a short description of the expenditure.			318		List the total amount budgeted for this line item.	Resubmit form with actual FY20 expenditures by 12/1/20.	Provide a brief description of the expense each expenditure will fund. <i>Do not copy and paste your plan here.</i>		
			318			\$0.00			
			318						
			318						
TOTAL						\$0.00			

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Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
Comments:



FY 2020 Achievement and Integration Budget

District Number: #162

District Name: Bagley School District

10% Admin/Indirect Costs

List proposed Administrative/Indirect **FIN 313** expenditures below. No more than 10% of this budget may be spent on Admin costs for strategies included in an MDE-approved Achievement and Integration plan. Read the Achievement and Integration Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative Provide a brief description of the expense each expenditure will fund. <i>Do not copy and paste your plan here.</i>	Goal #	Strategy # and Name
Provide a short description of the expenditure.			313		List the total amount budgeted for this line item.	Resubmit form with actual FY20 expenditures by 12/1/20.			
			313						
			313						
			313						
Total					\$0.00	\$0.00			

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.

Comments:



FY 2020 Achievement and Integration Budget

District Number: #162

District Name: Bagley School District

10% Admin/Indirect Costs

List proposed **FIN 318** Administrative/Indirect expenditures below. No more than 10% of the budget may be spent on Admin costs for activities included in an MDE-approved Achievement and Integration plan. Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities. Read the Achievement and Integration Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative	Goal #	Strategy # and Name
Provide a short description of the expenditure.			318		List the total amount budgeted for this line item.	Resubmit form with actual FY20 expenditures by 12/1/20.	Provide a brief description of the expense each expenditure will fund. Do not copy and paste your plan here.		
			318						
			318						
			318						
			318						
Total					\$0.00	\$0.00			

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.

Comments:



FY 2020 Achievement and Integration Budget

District Number: #162 District Name: Bagley School District

80% Direct Services to Students
 On this worksheet list proposed **FIN 313** expenditures for Direct Student Services for your district's Racially Identifiable School(s). At least 80% of a district's proposed expenditures must be used for activities included in your district's MDE-approved Achievement and Integration plan which provide direct services to students. Read the Achievement and Integration Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative	Goal #	Strategy # and Name
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY20 expenditures by 12/1/20.	Provide a brief description of the expense each expenditure will fund. <i>Do not copy and paste your plan here.</i>		
			313			\$0.00			
			313						
			313						
			313						
			313						
			313						
			313						
FIN 313 TOTAL					\$0.00	\$0.00			

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
Comments:

20

End of Worksheet



FY 2020 Achievement and Integration Budget

District Number: #162

District Name: Bagley School District

80% Direct Services to Students
 On this worksheet list proposed **FIN 318** expenditures for Direct Student Services for your district's Racially Identifiable School(s). At least 80% of a district's proposed expenditures must be used for programs in the district's MDE-approved Achievement and Integration plan which provide direct services to students. Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities. Read the Achievement and Integration Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative	Do	Goal #
Provide a short description of the expenditure.			318		List the total amount budgeted for this line item.	Resubmit form with actual FY20 expenditures by 12/1/20.	Provide a brief description of the expense each expenditure will fund.		
			318			\$0.00	<i>not copy and paste your plan here.</i>		
			318						
			318						
FIN 318 TOTAL					\$0.00	\$0.00			

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
Comments:

21



FY 2020 Achievement and Integration Budget

District Number: #162 District Name: Bagley School District

20% Professional Development

On this worksheet list proposed **FIN 313** expenditures for professional development for your district's Racially Identifiable School(s). No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved Achievement and Integration plan. Read the Achievement and Integration Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative Provide a brief description of the expense each expenditure will fund. <i>Do not copy and paste your plan here.</i>	Goal #	Strategy # and Name
Provide a short description of the expenditure.			313			\$0.00			
			313						
			313						
			313						
			313						
			313						
			313						
TOTAL					\$0.00	\$0.00			

22

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
Comments:



FY 2020 Achievement and Integration Budget

District Number: #162

District Name: Bagley School District

20% Professional Development

List proposed **FIN 318** expenditures for professional development for your district's Racially Identifiable School(s) below. No more than 20% of a district's total proposed expenditures may be used for PD costs that are part of a district's MDE-approved Achievement and Integration plan. Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities. Read the Achievement and Integration Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative	Goal #	Strategy # and Name
Provide a short description of the expenditure.			318		List the total amount budgeted for this line item.	Resubmit form with actual FY20 expenditures by 12/1/20.	Provide a brief description of the expense each expenditure will fund. <i>Do not copy and paste your plan here.</i>		
			318			\$0.00			
			318						
			318						
TOTAL					\$0.00	\$0.00			

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.

Comments:

23



FY 2020 Achievement and Integration Budget

District Number: #162

District Name: Bagley School District

10% Admin/Indirect Costs

List proposed Administrative/Indirect **FIN 313** expenditures for your district's Racially Identifiable School(s) below. No more than 10% of the budget may be spent on Admin costs for activities included in an MDE-approved Achievement and Integration plan. Read the Achievement and Integration Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative	Goal #	Strategy # and Name
Provide a short description of the expenditure.			313		List the total amount budgeted for this line item.	Resubmit form with actual FY20 expenditures by 12/1/20.	Provide a brief description of the expense each expenditure will fund. <i>Do not copy and paste your plan here.</i>		
			313						
			313						
			313						
Total					\$0.00	\$0.00			

24

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
Comments:



FY 2020 Achievement and Integration Budget

District Number: #162

District Name: Bagley School District

10% Admin/Indirect Costs									
Line Item Description	UFARS Code Required				Budgeted Amount	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative	Goal #	Strategy # and Name
Provide a short description of the expenditure.			318		List the total amount budgeted for this line item.	Resubmit form with actual FY20 expenditures by 12/1/20.	Provide a brief description of the expense each expenditure will fund. <i>Do not copy and paste your plan here.</i>		
			318						
			318						
			318						
			318						
			318						
Total					\$0.00	\$0.00			

NC

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
 Comments:

(A)	STUDENT COUNTS		
	(1) Adjusted pupil units		1,131.20
	(2) Prior Year protected students		293.00
	(3) Prior Year enrollment		1,024.00
	(4) PY protected students/PY enrollment		.28613281
(B)	APPROVED BUDGETS		
	(5) Initial Integration & Achievement revenue budget		0.01
	(6) Incentive revenue budget		0.00
(C)	UFARS EXPENDITURES		
	(7) Expenditures Finance 313, Initial Integration		0.00
	(8) Expenditures Finance 318, Incentive		0.00
(D)	REVENUE & REVENUE RATES		
	(9) Levy ratio		.30000000
(E)	MAXIMUM INITIAL ACHIEVEMENT & INTEGRATION REVENUE		
	(10) Initial Achievement & Integration revenue max	\$350 X (1) X (4)	113,285.70
	(11) Hold harmless(FY14 Achieve & Integ Rpt, Line 13)		0.00
	(12) Total maximum initial revenue	(10) + (11)	113,285.70
(F)	MAXIMUM INCENTIVE REVENUE		
	(13) Incentive revenue maximum	\$10 X (1)	11,312.00
(G)	COMPUTATION OF TOTAL MAXIMUM REVENUE		
	(14) Total maximum revenue	(12) + (13)	124,597.70
(H)	FINAL INITIAL REVENUE CALCULATION		
	(15) Adjusted Initial Budget	(5) X 1.003	0.01
	(16) Initial Achieve & Integration revenue	Lesser of (12) or (15)	0.01
	(17) 0.3% of Initial Revenue Transferred to MDE	Lesser of [(5) or (12)] X .003	0.00
(I)	FINAL INCENTIVE REVENUE CALCULATIONS		
	(18) Incentive revenue	Lesser of (6) or (13)	0.00
(J)	GROSS AID AND LEVY CALCULATIONS		
	(19) Preliminary final revenue with 0.3% transfer	(16) + (18)	0.01
	(20) Final levy authority	(19) X (9)	0.00
	(21) Final aid	(19) - (20)	0.01
	(22) Gross Integration aid to district	(21) - (17)	0.01
	(23) Gross Integration aid transferred to MDE	(17)	0.00
(K)	LEVY LIMITATION CALCULATIONS		
	(24) 18 pay 19 initial levy limit		0.00
	(25) 18 pay 19 certified levy		0.00
	(26) 19 pay 20 levy limit adjustment		0.00
	(27) 19 pay 20 certified adjustment		0.00
	(28) Total adjustment	If (20)>(24),then (20)-(24); If (20)<(25), then (20)-(25);	0.00
	(29) Adjustment limit	If (28)>(26),then (28)-(26); If (28)<(27), then (28)-(27);	0.00
	(30) Total levy and adjustment due	(25) + (27) + (29)	0.00
(L)	FINAL INTEGRATION REVENUE		
	(31) Final adjusted integration revenue to district	(22) + (30)	0.01
	(32) Actual revenue per adjusted pupil unit	(31) / (1)	0.00
(M)	PRORATED INTEGRATION AID		
	(33) Total gross integration aid to district	(22)	0.01
	(34) Proration factor		1.0000000000
	(35) Total net integration aid to district		0.01

(A)	STUDENT COUNTS		
	(1) Adjusted pupil units		1,124.20
	(2) Prior Year protected students		293.00
	(3) Prior Year enrollment		1,024.00
	(4) PY protected students/PY enrollment		.28613281
(B)	APPROVED BUDGETS		
	(5) Initial Integration & Achievement revenue budget		0.01
	(6) Incentive revenue budget		0.01
(C)	UFARS EXPENDITURES		
	(7) Expenditures Finance 313, Initial Integration		0.00
	(8) Expenditures Finance 318, Incentive		0.00
(D)	REVENUE & REVENUE RATES		
	(9) Levy ratio		.30000000
(E)	MAXIMUM INITIAL ACHIEVEMENT & INTEGRATION REVENUE		
	(10) Initial Achievement & Integration revenue max	\$350 X (1) X (4)	112,584.68
	(11) Hold harmless(FY14 Achieve & Integ Rpt, Line 13)		0.00
	(12) Total maximum initial revenue	(10) + (11)	112,584.68
(F)	MAXIMUM INCENTIVE REVENUE		
	(13) Incentive revenue maximum	\$10 X (1)	11,242.00
(G)	COMPUTATION OF TOTAL MAXIMUM REVENUE		
	(14) Total maximum revenue	(12) + (13)	123,826.68
(H)	FINAL INITIAL REVENUE CALCULATION		
	(15) Adjusted Initial Budget	(5) X 1.003	0.01
	(16) Initial Achieve & Integration revenue	Lesser of (12) or (15)	0.01
	(17) 0.3% of Initial Revenue Transferred to MDE	Lesser of [(5) or (12)] X .003	0.00
(I)	FINAL INCENTIVE REVENUE CALCULATIONS		
	(18) Incentive revenue	Lesser of (6) or (13)	0.01
(J)	GROSS AID AND LEVY CALCULATIONS		
	(19) Preliminary final revenue with 0.3% transfer	(16) + (18)	0.02
	(20) Final levy authority	(19) X (9)	0.01
	(21) Final aid	(19) - (20)	0.01
	(22) Gross Integration aid to district	(21) - (17)	0.01
	(23) Gross Integration aid transferred to MDE	(17)	0.00
(K)	LEVY LIMITATION CALCULATIONS		
	(24) 19 pay 20 initial levy limit		0.00
	(25) 19 pay 20 certified levy		0.00
	(26) 20 pay 21 levy limit adjustment		0.00
	(27) 20 pay 21 certified adjustment		0.00
	(28) Total adjustment	If (20)>(24),then (20)-(24); If (20)<(25), then (20)-(25);	0.01
	(29) Adjustment limit	If (28)>(26),then (28)-(26); If (28)<(27), then (28)-(27);	0.01
	(30) Total levy and adjustment due	(25) + (27) + (29)	0.01
(L)	FINAL INTEGRATION REVENUE		
	(31) Final adjusted integration revenue to district	(22) + (30)	0.02
	(32) Actual revenue per adjusted pupil unit	(31) / (1)	0.00
(M)	PRORATED INTEGRATION AID		
	(33) Total gross integration aid to district	(22)	0.01
	(34) Proration factor		1.0000000000
	(35) Total net integration aid to district		0.01



Multidistrict Collaborative Achievement & Integration Proposal

Submitted Feb. 18th, 2019

Multidistrict Collaborative Achievement & Integration Proposal

I. Introduction

According to MN Statutes, section 124D.861-862, the purpose of the Achievement and Integration (A & I) for Minnesota program is to pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

To this end, participating districts are required to use program revenue to integrate learning environments that give students improved and equitable access to effective and more diverse teachers, prepare all students to be effective citizens, and enhance social cohesion.

At least one goal within each district's A & I Plan must include a focus on increasing racial and economic diversity and integration in schools and districts. Additionally, the A & I Plan must address efficiencies and eliminate duplicative programs and services, which may include forming collaborations amongst districts.

The following information outlines a proposal for a multidistrict collaborative A & I Plan between six school districts in north central Minnesota. This proposal includes: Participating Districts & Demographics, an Integration Goal and Student Survey, a Description of Key Integration Activities, and a Tentative Outline of Cost Sharing methods.

The proposal calls for partnership with outside agencies including Peacemaker Resources of Bemidji and Red Lake Comprehensive Health Services. Peacemaker Resources has been provided a brief overview of the proposal and will receive a copy of this more detailed proposal at the same time it is provided to district superintendents.

The multidistrict collaborative council, currently comprised of administrators from each of the participating districts, will meet on Friday, Feb. 22nd to review the proposal, make changes, and discuss any questions or concerns. A representative from Peacemaker Resources will be available either by phone or in person at that meeting.

Multidistrict Collaborative Achievement & Integration Proposal

II. Participating Districts & Demographics

The total number of K-12 students served in the six collaborative districts is 4,676. The six participating districts and their general demographic information, taken from the 2018 Minnesota Report Card, are represented in the following table:

District	K-12 Count	% Race/Ethnicity			Socioeconomic Indicators	
		American Indian	White	Other/Two or More	Free/Reduced-Price Meals %	Homeless %
Red Lake	1,583	99.8%	0.1%	0.1%	81.5%	10.7%
Bagley	1,056	18.8%	70.9%	10.3%	49.6%	0.0%
Mahnomen	653	26.3%	15.8%	57.9%	80.4%	0.0%
Fosston	642	2.8%	85.4%	11.8%	39.3%	0.9%
Clearbrook-Gonvick	450	15.1%	73.6%	11.3%	53.8%	0.0%
Norman County East	292	4.8%	75.0%	20.2%	44.9%	0.3%

III. Integration Goal & Student Survey

The proposed goal for each district to use is as follows:

“Given the opportunity to participate in integration activities with one or more partner school districts, selected DISTRICT NAME students will self-report an increase in their level of comfort with initiating and maintaining social relationships with students different from themselves (racially/ethnically diverse, socioeconomically diverse) from an average comfort level of ____ out of 5 to an average comfort level of ____ out of 5, by the end of the 2021-2022 school year, as measured by a shared multidistrict collaborative survey utilizing a 5-point Likert scale.”

Multidistrict Collaborative Achievement & Integration Proposal

The proposed 6-question student survey is as follows:

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

For this survey, racially diverse means individuals coming from at least two different racial groups or ethnic backgrounds (examples: Native American and White, Hispanic and non-Hispanic). For this survey, socioeconomically diverse means individuals whose families have access to significantly different amounts of money (example: one family makes \$100,000 per year and another family makes \$30,000 per year).

- 1. I have a racially diverse group of friends.*
- 2. I have a socioeconomically diverse group of friends.*
- 3. I am comfortable starting a friendship with someone of another race or from a different ethnic background.*
- 4. I am comfortable starting a friendship with someone who comes from a different socioeconomic background.*
- 5. As a result of the NAME A&I ACTIVITY HERE, I am more comfortable starting and maintaining a friendship with someone of another race or from a different ethnic background.*
- 6. As a result of the NAME A&I ACTIVITY HERE, I am more comfortable starting and maintaining a friendship with someone who comes from a different socioeconomic background.*

The survey will be given to A & I activity participants in advance of any A & I activities, and semi-annually (fall and spring) after participation in their first A & I activity.

- Answers to questions 3 & 4 will be averaged for the purpose of writing and monitoring progress toward the goal.
- Answers to questions 1 & 2 will provide baseline data regarding each student's starting point in terms of diversity of friend group.
- Answers to questions 5 & 6 will inform future A & I activities and strategies by establishing whether or not the activities are resulting in movement toward the goal. Questions 5 & 6 will be repeated for each A & I activity the student has participated in during his/her involvement in the A & I program.

Multidistrict Collaborative Achievement & Integration Proposal

IV. Key Integration Activities

This proposal includes two main ongoing integration activities that are designed to scale-up over the lifetime of the three-year plan. Full implementation would occur during a second three-year cycle as outlined below.

Modified STAR Curriculum and Activities

The first integration activity is a modified version of Peacemaker Resources' Students Teaching Attitudes of Respect (STAR) Program. Initially designed to increase social and emotional skills of 6th & 7th graders, the original STAR program involved a team of students and an adult advisor attending a two-day overnight session in Bemidji to learn leadership skills and ways of presenting social emotional learning topics to others. STAR schools are then provided a curriculum called Speak Your Peace to use back in their home districts.

This proposal requests that the original STAR Program be implemented with targeted 6th grade students, with the following criteria:

- Approximately 15% (50 – 55 students total) of each district's incoming 6th grade class
- Teams of 4 with a max of 12 and minimum of 4 students per district
- District team demographics must mirror overall district demographics
- A minimum of one adult advisor from each district (6 - 8 adult advisors)

We are proposing the following modifications be implemented within the original STAR Program during the 2019-20 School Year:

1. Additional curriculum targeting cultural responsiveness, historical trauma, and/or resiliency focused toward middle-school-aged students integrated into the STAR Curriculum.
2. Quarterly day-long sessions bringing all of the district STAR Teams together for additional activities, training, and relationship-building.
3. Quarterly facilitation of partner district STAR Teams to facilitate rotating in-district ½-day or full-day opportunities for STAR Team peers (three partner groups with semi-annual sessions in each district).

During Year Two, the proposal is to continue these activities with the 2019-20 Cohort and add the incoming 6th graders for 2020-21 as a second cohort, doubling the number of students and adult advisors. During Year Three, we would continue cohort one and cohort two and add the incoming 6th graders for 2021-22, tripling

Multidistrict Collaborative Achievement & Integration Proposal

the original number of students and adult advisors and bringing ongoing integration activities to all 6th – 8th graders in the multidistrict collaborative by the end of the third year.

Should the A & I multidistrict collaborative continue after year three, the proposal would be to continue bringing in the new 6th grade cohort each year and to phase out the outgoing 8th grade cohort each year, maintaining three cohorts per year.

The outgoing 8th grade cohort could continue to meet with or without facilitation from Peacemaker Resources depending on what the multidistrict collaborative decides.

Red Lake Native American Youth Conference

Each spring, Comprehensive Health and partnering agencies, facilitate the Red Lake Native American Youth Conference at the Red Lake Secondary Complex. Currently, this has been open to all 9th – 12th grade students in Red Lake. Sessions cover a wide variety of topics geared toward teenagers, from health and wellness to Ojibwe Language and Culture.

Our proposal is to open this conference to the six A & I multidistrict collaborative school districts as follows:

2019-2020: 9th grade students from all six districts

2020-2021: 9th & 10th grade students from all six districts

2021-2022: 9th, 10th & 11th grade students from all six districts

Each year, we would collaborate to provide sessions specifically targeting social-emotional and other ‘soft’ skills necessary for successfully navigating diverse relationships in high school, college, careers, and beyond.

Should the A&I multidistrict collaborative continue after the initial three year agreement, the hope would be that the STAR Teams from each district could collaborate to offer sessions at the Youth Conference each year (i.e. the incoming 6th grade cohort for 2019-20 would be incoming 9th grade students in 2022-23 and could develop sessions with the help of Peacemaker Resources and their advisors for the Spring 2023 Conference). By the fourth year, all high school students from all six districts would have the opportunity to participate in integration activities at least annually.

Multidistrict Collaborative Achievement & Integration Proposal

V. Cost Sharing

Proposed cost sharing involves setting a percent of total integration funds as the ceiling and a per pupil unit cost as a baseline. Figures in the example cost sharing scenario below are based on 2019-20 A & I Revenue Estimates and will need to be adjusted to match actual proposed expenses once estimates have been provided.

This scenario is an example only and should not be construed as the actual amounts available for use on integration activities. It is important to note that districts will be responsible for transportation to and from the integration activities. This expense can be reimbursed separately through an integration activity transportation fund.

Example Cost Sharing Scenario

In 2019-20, each district shall expend up to 7% of their maximum initial A & I revenue, but no more than \$8.00 per Adjusted Pupil Unit. The total integration activity budget would be approximately \$33,000.

In 2020-21, each district shall expend up to 8.5% but not more than \$10.00 per APU. The total integration activity budget would be approximately \$41,000.

In 2021-22, each district shall expend up to 10% but not more than \$12.00 per APU. The total integration activity budget would be approximately \$49,000. An example budget using these sample numbers and broken down by district per year is included in the table below:

District	APU	Year			% or \$/APU	
		2019-20	2020-21	2021-22	%	\$/APU
Red Lake	1,663	\$13,304.00	\$16,630.00	\$19,956.00		X
Bagley	1,131.2	\$7,930.00	\$9,629.28	\$11,328.57	X	
Mahnomen	643.6	\$5,148.80	\$6,436.00	\$7,723.20		X
Fosston	660	\$2,528.21	\$3,069.97	\$3,611.73	X	
Clearbrook-Gonvick	478.8	\$2,806.24	\$3,407.58	\$4,008.92	X	
Norman County East	302.2	\$1,434.86	\$1,742.34	\$2,049.81	X	
TOTAL	4878.8	\$33,152.11	\$40,915.17	\$48,678.23		