



Clay County (Minn.):
Independent School District
No. 152 (Moorhead).

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S-M 9-805
Min
6-11-01

INDEPENDENT SCHOOL DISTRICT #152

School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South

June 11, 2001

7:00 p.m.

MISSION STATEMENT: To develop the maximum potential of every learner to thrive in a changing world.

ATTENDANCE:

Jim Cummings _____	Anton B. Hastad _____
Lisa Erickson _____	Carol A. Ladwig _____
Stacey Foss _____	Kristine Thompson _____
Mark Gustafson _____	Larry P. Nybladh _____

AGENDA

1. CALL TO ORDER

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. Larry P. Nybladh, Superintendent
- C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

- D. Matters Presented by Citizens/Other Communications
(Non-Agenda Items)

2. CONSENT AGENDA

All items on the Consent Agenda are considered to be routine, and have been made available to the Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a board member or citizen so requests, in which event that item will be removed from this agenda.

SCHOOL BOARD AGENDA - June 11, 2001
PAGE 2

and considered under separate resolution. To the extent possible, board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. TEACHING LEARNING MATTERS - Kovash

- (1) Acceptance of Gifts - Pages 9-10
- (2) Approval of Grants - Pages 11-16
- (3) Approval of Contract Agreement - Pages 17-18

B. SYSTEM SUPPORT MATTERS - Weston

- (1) Approval of Lease - Page 19

C. HUMAN RESOURCE MATTERS- Nielsen

- (1) Approval of New Employee - Page 20
- (2) Approval of Family Medical Leave - Page 21
- (3) Acceptance of Resignations - Page 22
- (4) Approval of Partial Leave of Absence - Page 23

D. SUPERINTENDENT MATTERS - Nybladh

- (1) Approval of May 14 and May 29, 2001 Minutes - Pages 24-35
- (2) Approval of June Claims

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____
Comments _____

3. COMMITTEE REPORTS

**4. BUS DRIVER/BUS ASSISTANT EMPLOYMENT AGREEMENT 2000-2001: Weston
Pages 36-38**

Suggested Resolution: Move to approve the Bus Driver/Bus Assistant Agreement for one year beginning July 1, 2000 as presented for an approximate total cost of \$11,311.

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - June 11, 2001
PAGE 3

5. APPROVAL OF POLICY: Kovash
Pages 39-43

Suggested Resolution: Move to approve the policy, Student Use and Parking of Motor Vehicles: Patrols, Inspections, and Searches (JFGA), as presented.

Moved by _____ Seconded by _____
Comments _____

6. APPROVAL OF POLICY: Kovash
Pages 44-64

Suggested Resolution: Move to approve the policy, Student Discipline (JG), as presented.

Moved by _____ Seconded by _____
Comments _____

7. APPROVAL OF POLICY: Kovash
Pages 65-70

Suggested Resolution: Move to approve the policy, Communicable Diseases and Infectious Conditions (JHCC), as presented.

Moved by _____ Seconded by _____
Comments _____

8. APPROVAL OF POLICY: Kovash
Pages 71-75

Suggested Resolution: Move to approve the policy, Immunization Requirements (JHCB), as presented.

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - June 11, 2001
PAGE 4

9. APPROVAL OF POLICY: Kovash
Pages 76-80

Suggested Resolution: Move to approve the policy, Search of Student Lockers, Desks, Personal Possessions and Student's Person (JFG), as presented.

Moved by _____ Seconded by _____
Comments _____

10. APPROVAL OF POLICY: Weston
Pages 81-100

Suggested Resolution: Move to approve the policy, Student Transportation Safety (EEAE), as presented.

Moved by _____ Seconded by _____
Comments _____

11. APPROVAL OF POLICY: Kovash
Pages 101-104

Suggested Resolution: Move to approve the policy, Instruction and Curriculum Advisory Committee (AFE), as presented.

Moved by _____ Seconded by _____
Comments _____

12. APPROVAL OF POLICY: Kovash
Pages 105-114

Suggested Resolution: Move to approve the policy, School District Copyright Policy (EEGA), as presented.

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - June 11, 2001
PAGE 5

13. APPROVAL OF POLICY: Weston
Pages 115-118

Suggested Resolution: Move to approve the policy, Reimbursement for Travel,
Professional Meetings and Conferences (DLC), as presented.

Moved by _____ Seconded by _____
Comments _____

14. APPROVAL OF POLICY: Kovash Weston
Pages 119-122

Suggested Resolution: Move to approve the policy, Tobacco-Free Environment (JFCG),
as presented.

Moved by _____ Seconded by _____
Comments _____

15. APPROVAL OF POLICY: Nielsen
Page 123-128

Suggested Resolution: Move to approve the policy, Family and Medical Leave (GBEE), as
presented.

Moved by _____ Seconded by _____
Comments _____

16. APPROVAL OF POLICY: Kovash
Pages 129-131

Suggested Resolution: Move to approve the policy, Student Disability Nondiscrimination
(JBA), as presented.

Moved by _____ Seconded by _____
Comments _____

17. **WORKERS COMPENSATION INSURANCE BID:** Weston

Page 132

Suggested Resolution: Move to accept the bid for workers compensation insurance from Lakes Country Service Cooperative with the premium amount of \$73,158.

Moved by _____ Seconded by _____

Comments _____

18. **BUSINESS AUTO INSURANCE BID:** Weston

Page 133

Suggested Resolution: Move to accept the bid for business auto insurance from Bremer Insurance-MN with the premium amount of \$19,988.38.

Moved by _____ Seconded by _____

Comments _____

19. **BOILER AND MACHINERY INSURANCE BID:** Weston

Page 134

Suggested Resolution: Move to accept the bid for boiler and machinery from Bremer Insurance-MN with the premium amount of \$8,137.

Moved by _____ Seconded by _____

Comments _____

20. **HIGH SCHOOL OUTDOOR RUNNING TRACK REPAIR BID:** Weston

Page 135

Suggested Resolution: Move to accept the bid for the high school outdoor running track repair project received from ATG Sports Industries in the amount of \$69,400.

Moved by _____ Seconded by _____

Comments _____

SCHOOL BOARD AGENDA - June 11, 2001
PAGE 7

21. **HIGH SCHOOL PARKING LOT BID**: Weston
Page 136

Suggested Resolution: Move to accept the bid for the high school parking lot project received from Northern Improvement Company of Fargo, ND in the amount of \$79,666.25.

Moved by _____ Seconded by _____
Comments _____

22. **HIGH SCHOOL HOT WATER CONVERSION TANK BID**: Weston
Page 137

Suggested Resolution: Move to accept the bid for the high school hot water conversion tank project received from Quantum Associates, Inc. of Moorhead in the amount of \$62,400.

Moved by _____ Seconded by _____
Comments _____

23. **RECOMMENDATION FOR DIRECTOR OF SPECIAL EDUCATION AND
FEDERAL PROGRAMS**: Nybladh
Page 138

Suggested Resolution: Move to approve the recommendation of the administration that effective July 1, 2001, Jill Skarvold assume the position of Director of Special Education and Federal Programs at D64, Step 8 of the Moorhead Supervisors' Association Master Agreement at a salary of \$74,344.

Moved by _____ Seconded by _____
Comments _____

24. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**
25. **ADJOURNMENT**

SCHOOL BOARD AGENDA - June 11, 2001
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CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Drivers Education	June 4-15	7:30 - 10:30 am	Senior High
ECFE	June 4-28	Varies	Lincoln
Jr High Summer School	June 5-27	7:30 - 10 am	Junior High
		10 am - 12:30 pm	Junior High
		1 - 3:30 pm	RRALC
Summer Band	June 5-30	Varies	Robert Asp
Advanced Summer Band	June 5-30	Varies	Senior High
Migrant School	June 11-July 20	8 am - 4 pm	Probstfield
ESY - Special Ed	June 12-August 9	7:45 - 12:15 pm	Probstfield
	M-Thurs		Robert Asp
Excel Summer Program	June 12 - 28	7 am - 1 pm	Probstfield
School Board	June 25	7 pm	Board Room
Basic Standards Classes	June 28 - 30	7:30 - 10 am	Junior High
Basic Standards Classes	July 9 - 15	10 - 12:30 pm	Junior High
	M-Thurs		
Excel Summer Program	July 10-26		
	T. W. Thurs		
School Board	July 16	7 pm	Board Room
Basic Standards Testing	July 17	9 - 12 noon	Junior High
Reading			
Math	July 18	9 - 12 noon	Junior High
Writing	July 19	9 - 12 noon	Junior High
ECFE	August 1-28	Varies	Lincoln
School Board	August 13	7 pm	Board Room
Orchestra Camp	August 20-24	8 am - 3 pm	Senior High
Chamber New Educators	August 21	7 am	Holiday Inn
Breakfast			
School Board	August 27	7 pm	Board Room
K-12 Teacher Workshops	August 28-31		
Labor Day	September 3		
K-12 Classes Begin	September 4		

MEMO #: I-01-247



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Gift Acceptance

DATE: June 5, 2001

The district has received a donation of \$250.00 from Carol Nelson to be used for a student council landscaping project at the Sr. High school.

SUGGESTED RESOLUTION: Move to accept the \$250.00 from Carol Nelson to be used for a student council landscaping project at the Sr. High School.

LAK/smw

MEMO #: I-01-246



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Gift Acceptance
DATE: June 5, 2001

The district has received gifts from the following business and civic groups for use in paying transportation costs for School Safety Patrol members to attend baseball games. This year patrol members from Robert Asp, Thomas Edison and Riverside attended a Minnesota Twin's baseball game on Thursday, May 17. Probstfield attended a Red Hawk's game on May 29. These trips were arranged to give the patrol members a reward for a job well done.

• Moorhead American Legion Post 21	\$ 1500.00
• Moorhead Ladies Auxiliary	1000.00
• Education Moorhead	500.00
• Clay County Safety Council	600.00
• Teamsters Local # 116	500.00
• Riverside PTAC	500.00
• George Washington PTAC	500.00
• Thomas Edison PTAC	250.00
• Robert Asp PTAC	250.00
• Vikingland Kiwanis	100.00
• John C. Arneson Agency	100.00
• Super Value	50.00
• Lyle and Grace Clark	50.00
• Ward Muscatell Automotive Group	75.00
• Randy's Electric	100.00
• Moorhead Kiwanis	500.00
• Probstfield Advisory Council	59.00
• St. Joseph's Home and School Assn.	300.00
• Moorhead Knights of Columbus	

SUGGESTED RESOLUTION: Move to accept the gifts as presented and direct that letters of thanks be sent to the organizations.

LAK/smw

MEMO #: I-01-245



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: 2001-2002 Consolidated Application for Improving America's Schools Act

DATE: June 5, 2001

Attached is a budget summary and program information related to the District's plan for the Improving American's Schools Act (IASA) Consolidated Application. The narrative portion includes program information for Title I and budget information related to Title I, Title II (Eisenhower funds for math, science and technology) and Title VI (formerly block grant).

The funding request includes \$874,674.00 for Title I, \$ 36,880.00 for Title II, and \$ 41,455.00 for Title VI for a total of 953,009.00.

SUGGESTED RESOLUTION: Move to approve the Consolidated Application for Improving America's Schools Act in the amount of \$ 953,009.00.

LAK/smw

IASA Application Title I, II & VI

Title I

- Part-time Title I coordinator
- Parent Involvement Activities
- Title I Teachers and Reading Recovery teachers
- Paraprofessionals (Public & Non-Public, Title I & ESL)
- Purchase of iBooks to assist with the Technology Grant
- Travel/Professional Development including the implementation of Work Sampling
- Homeless Set-aside
- Neglected or Delinquent (N&D) set-aside

General Overview:

Moorhead's Title I program serves Washington, Edison and Riverside, Robert Asp, MJHS, RRALC and St. Joe's. Title students are selected according to Title I district selection criteria. Migrant, Homeless students are served in each of the schools. ESL students are to be served if they qualify for services.

As students are selected for services, Title I teachers/paras meet with classroom teachers to determine appropriate service models for individual students. Types of service models include extended day, direct, indirect/pullout, in-class and team teaching models. Title I funds will continue to assist the ESL program when additional staff or supplies are needed. Title I paraprofessionals are utilized by the ESL program to provide extra assistance where needed.

Title II

Title II funds used for teacher inservice will have an impact non=public, public elementary and secondary students. Additional staff development is needed for all staff to implement the Standards and how student work will be scored in comparison to exemplars of the High Standards.

This application is a continuation of Graduation Standards staff development as detailed in our district's Implementation Manual. The initiatives will focus on the areas of Math, Science, Reading and Technology.

Title VI

Funds will be used to provide reading materials that are of high interest and on level with the emergent and beginning readers in the first three grade levels of the Spanish Immersion Program. The materials purchased will include popular trade books, which are familiar to students and have been translated into Spanish. The materials will be in the Probstfield library and available for home use, promoting literacy at home. Funds will be set aside to promote staff Development with Spanish Immersion Program.

Title VI funds will be used to hire a Kurdish bilingual Liaison.

GENERAL INFORMATION AND INSTRUCTIONS: Please send the signed original and one copy to the above address by May 25, 2001. For further instructions refer to the Supplemental Instructions on Page S1 (1).

S.Y.
2001 - 2002

Upon request, this application can be made available in alternative formats including Braille, audio tape, internet access, and large print.

UNIFORM DISTRICT IDENTIFICATION

District Name Moorhead Area Public Schools		District Number 152	
Address 810 S. 4th Ave		City Moorhead	Zip Code 56560
LEA Representative Name Lynne Kovash	Title Assistant Superintendent	Telephone Number (218)	E-Mail Address lkovash@moorhead FAX Number (218) -284

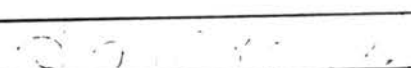
FUNDING INFORMATION

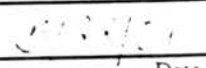
TITLE I		TITLE II		TITLE VI		TOTALS
<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum		<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum		<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum		\$ 953,019 (Amount Requested)
Total Amount Requested \$ 874,674		Total Amount Requested \$ 3,880		Total Amount Requested \$ 41,455		\$ 40,320 (Administration)
Amount of Funds in Schoolwide Programs \$ 172,250		Amount of Funds in Schoolwide Programs \$ 4,050		Amount of Funds in Schoolwide Programs \$ 2,050		
Reserved for Administration \$ 38,152		Reserved for Administration \$ 2168		Reserved for Administration \$ 0		

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education, Moorhead Area Public Schools (district name) has Lynne Kovash (person's name) at a monthly meeting held June 11, 2001 to act as the LEA Representative in filing an application for funds as provided under Public Law 103-382 for the school year 2001-2002. The LEA Representative will ensure that the school district maintains compliance with the appropriate Federal statutes, regulations, and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this application. The following persons are authorized as contact persons for:

Title I -	Sarah King	Telephone Number (218) -2343824	E-mail: sking@moorhead.k12.mn.us
Title II	Lynne Kovash	Telephone Number (218) -2843316	E-mail: lkovash@moorhead.k12.mn.us
Title VI	Dan Markert	Telephone Number (218) -2843345	E-mail: dmarkert@moorhead.k12.mn.us


Signature of LEA Representative


Date

CHILDREN, FAMILIES & LEARNING REVIEW / APPROVAL

Area Director Signature	Area #	Date
Final Approval Signature		Date
Comments		

GENERAL:

The program proposed herein will be administered in accordance with all applicable statutes, regulations, program plans and applications.

- the control of funds provided under each such program and title to property acquired with program funds will be in a public agency;
- the public agency will administer such funds and property to the extent required by the authorizing statutes.

The applicant will adopt and use proper methods of administering these programs including:

- the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
- the correction of deficiencies in program operations that are identified through audits, monitoring or evaluation.

The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State Educational Agency, the Secretary or other Federal officials.

The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to such applicant under each such program.

The applicant will:

- make reports to the SEA and the Secretary as may be necessary to enable such agency and the Secretary to perform their duties under each such program; and
- maintain such records, provide such information and afford access to the records as the SEA or the Secretary may find necessary to carry out the SEA's or the Secretary's duties.

Equitable participation of non-public schools, if any, will be provided. The applicant will consult with officials of non-public schools in a meaningful and timely manner, provide non-public participants genuine access to equitable services and equal expenditure of funds.

Funds will be used to supplement, not supplant non-federal funds.

The applicant will comply with all applicable teacher licensure requirements.

The applicant agrees to keep such records and provide such information to the Department of Children, Families and Learning as reasonably may be required for fiscal audit and program evaluation, consistent with the responsibilities of Minnesota Children under IASA (Improving America Schools Act).

TITLE I ASSURANCES:

The local education agency (LEA) will:

- inform eligible schools and parents of schoolwide project authority;
- provide technical assistance and support to schoolwide programs;
- work in consultation with schools as they develop schoolwide programs and assist schools as they implement such programs so that each school can make adequate yearly progress toward meeting the State content standards and State student performance standards in at least the areas of reading, language arts and mathematics;
- fulfill such agency's school improvement responsibilities under section 1116, including taking corrective actions under section 1116(c)(4);
- coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with other agencies providing services to children, youth, and families, including health and social services; and
- take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant research indicating that services may be most effective if focused on students in the earliest grades.

Title I programs described in this application:

- are conducted in attendance areas of this district having highest concentrations of low-income children;
- will be of sufficient size, scope and quality to adequately address the needs of educationally disadvantaged students in order that they achieve the state's high content and performance standards in at least reading language arts and mathematics;
- will be evaluated according to the provisions regarding adequate yearly progress included in the final state assessment plan;
- allocate resources for coordination of the curriculum under this title with the regular instructional program and other titles under this act;
- provide maximum coordination between services provided under this title and services that address limited English proficiency, students with disabilities, migrant, homeless, neglected and delinquent students to increase program effectiveness, eliminate duplication, and reduce fragmentation of the students' programs.

STATEMENT OF ASSURANCES (CONTINUED)

ED-00201-22

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In case of the comparability of services, groups, the district must have documents on file to verify that:

- a districtwide salary schedule has been established and implemented;
- a policy to ensure equivalence among schools in classroom teachers, administrators, and auxiliary personnel has been established and implemented; and
- a policy to ensure equivalence among schools in the provisions of curriculum materials and instructional supplies has been established and implemented.

The applicant has developed, with parents of participating students, a written parent involvement policy, in accordance with the IASA.

The application has been planned, designed, implemented, with teachers and parents of participating Title I students in accordance with the IASA.

The district will have documentation on file regarding date, notification, agenda, and participation of Title I annual parent meetings as required by the IASA.

The applicant assures that schools receiving funds under this part develop school-parent compacts which address school and parent responsibilities for student success and address communication between school and parents.

The applicant, with participating schools, will develop and execute plans for building capacity of staff and parents, including parents with limited English proficiency or disabilities.

TITLE II ASSURANCES

Planning took into account the need for greater access to, and participation in, all core academic subjects, but especially in mathematics and science by students from historically underrepresented groups, including females, minorities, individuals with limited English proficiency, the economically disadvantaged, and individuals with disabilities, by incorporating pedagogical strategies and techniques which meet such individual needs.

Administrators, mathematics and science staff, as well as other core academic and/or Title I staff, if receiving benefits under this application, have been consulted in the development of this application.

TITLE VI ASSURANCES

Provide for systematic consultation in the design, planning and implementation of programs by parents, teachers, administrators and other groups involved in the implementation of this title, as considered appropriate by the LEA.

Will comply with provisions of this title involving participation of children enrolled in private nonprofit schools in accordance with Section 6402.

ASSURANCE VERIFICATION

Signature on this document provides assurance of all the preceding statements of assurances when submitting this application for funding consideration under IASA.

Signature

8/28/04
Date

MEMO #: I-01-249



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Grant Acceptance
DATE: June 5, 2001

The district has received a grant in the amount of \$500.00 for Education Through the Arts. The funds will be used to purchase music CD's, Children's literature, craft supplies and project books and video tapes of folk lore dancing for the Spanish Immersion program at Probstfield.

SUGGESTED RESOLUTION: Move to accept the \$500.00 for Education Through the Arts. The funds will be used to purchase music CD's, Children's literature, craft supplies and project books and video tapes of folk lore dancing for the Spanish Immersion program at Probstfield.

LAK/smw

MEMO #: I-01-244



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Contract Agreement with Connections of Moorhead

DATE: June 5, 2001

Attached is the agreement with Connections of Moorhead, Inc. to provide service to a Moorhead student. The services will include vocational assessment programming and transportation.

The agreement, covers the period of June 1, 2001 to December 31, 2001. The amount paid to Connections of Moorhead, Inc. will be dependent upon how many hours the students works per day and if the student and team decides to elicit additional hours this fall.

SUGGESTED RESOLUTION: Move to approve the attached agreement with Connections of Moorhead, Inc. to provide vocational assessment programming and transportation. The cost of the contract, for the contract is dependent upon the number of hours the student works per day and if the student and team decide to elicit additional hours this fall.

LA smw

Connections of Moorhead Incorporated
And
Moorhead Independent School District
Contractual Agreement For The 2001 School Year and ESY

This contract entered into this 22nd day of May, 2001, by and between Moorhead Independent School District #152 and Connections, a nonprofit corporation, witness that:

1. The term of this contractual agreement shall commence on the 1st day of June 2001, and extend until December 31, 2001 unless otherwise modified by the team. The agreed cost during the full term of the contract is as follows:
 - ▶ \$15.10 per hour of direct care for vocational assessment and programming. Indirect care will be \$8.00 per hour with no more than 5 hours per week being allotted.
 - ▶ Transportation of the student to the Connections job site will be provided by Connections staff at a rate of \$8.53 per day.
 - ▶ Total cost of the contract, for vocational assessment, programming, and transportation is dependent upon how many hours the student works per day and if the student decides to elicit additional hours this fall.
 - ▶ Technical assistance will be provided upon request from Independent School District #152.
2. Connections agrees to bill Independent School District #152 at the end of each month and will provide Independent School District #152 with a written copy of the student progress reports on a semi annual basis.
3. This agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties hereto.

TODD FRY
Name

Name

Doddie L. Fry
Authorized Signature

Authorized Signature

EXECUTIVE DIRECTOR
Title

Title

22 MAY 2001
Date

Date

MAY 25 2001

BUSINESS SERVICES MEMO#: B01096



To: Dr. Larry P. Nybladh

From: Mark Weston *MLW*

Date: May 16, 2001

RE: Voyager Lease - Children's Garden Preschool

Children's Garden Preschool would like to renew their lease at Voyager. The lease will be for a one year term commencing June 1, 2001 and continuing through May 31, 2002. The monthly lease amount is \$997.04, for a total lease amount of \$11,964.33.

Suggested Resolution: Move to approve the lease renewal with Children's Garden Preschool beginning June 1, 2001 and continuing through May 31, 2002, for a total lease amount of \$11,964.33.

MLW km

TO: Dr. Larry Nybladh
FROM: Ron Nielsen
DATE: June 1, 2001
SUBJECT: New Employees

The administration requests approval of the employment of the following person subject to satisfactory completion of federal, state, and school district statutes and requirements:

Erin Groe Elementary Spanish Immersion Teacher, Probstfield Elementary,
BA (0) \$25,870.00, effective for the 2001-2002 school year.
(Replace Terri MullerDahlberg)

Suggested Resolution: Move to approve the employment of Erin Groe as presented.

.RN:sh

MEMORANDUM P 01.058

TO: Dr. Larry Nybladh
FROM: Ron Hansen
DATE: June 1, 2001
SUBJECT: Family/Medical Leave

The administration requests a family/medical leave for the following person:

Jill Filipi EBD Teacher, Junior High, to begin on or around October 7, 2001
for 6 weeks as pursuant to Article 38, Section 1 of the Teachers'
1999-2001 Master Agreement.

- Suggested Resolution: Move to approve the family/medical leave for Jill Filipi, pursuant to Article 38, Section 1, of the Teachers' 1999-2001 Master Agreement.

RN:sh

TO: Dr. Larry Nybladh
FROM: Ron Nielsen
DATE: June 1, 2001
SUBJECT: Resignations

The administration requests approval of the resignation of the following persons:

Gail Fisk MIMI Teacher, Washington Elementary, effective June 1, 2001.

Diane Klein Lunchroom Helper, Edison Elementary, effective June 1, 2001.

Suggested Resolution: Move to accept the resignation of Gail Fisk and Diane Klein as presented.

RN:sh

MEMORANDUM P 01.060

TO: Dr. Nybladh
FROM: Ron Nilsen
DATE: June 1, 2001
SUBJECT: Partial Leave of Absence

The administration requests approval for a Partial Leave of Absence for the following person:

Marilyn Proulx French Teacher, Senior High, a leave of .22 FTE of her 2001-2002 contract, pursuant to Article 42, Section 1 of the Teachers' 1999-2001 Master Agreement.

Suggested Resolution: Move to approve the Partial Leave of Absence for Marilyn Proulx, pursuant to Article 42, Section 1 of the Teachers' 1999-2001 Teacher Agreement.

RN:sh

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
MAY 14, 2001
PAGE 1

MEMBERS PRESENT: Jim Cummings, Lisa Erickson, Stacey Foss, Mark Gustafson, Anton B. Hastad, Carol A. Ladwig, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Kristine Thompson.

CALL TO ORDER: Chairman Cummings called the meeting to order at 7 p.m. and led everyone in attendance with the Pledge of Allegiance.

Chairman Cummings noted that the Board had hosted a retirement tea prior to the School Board meeting for seven school district employees.

PREVIEW OF AGENDA: Superintendent Nybladh recommended the agenda proceed as printed.

APPROVAL OF AGENDA: Hastad moved, seconded by Gustafson, to approve the agenda as presented. Motion carried 6-0.

WE ARE PROUD:

***** We Are Proud** of 49 students from Moorhead Junior High School who participated in the 2001 Midwest Talent Search conducted by the Center for Talent Development at Northwestern University. Two Moorhead eighth-grade students scored at the 99th percentile of the 22,000 students who participated in the talent search from our eight state region: River Finken on the SAT and Cassie Palmer on the ACT. Top seventh-grade scorers were Dana Rognlie on the SAT and Cathryn Nelson on the ACT.

This is the seventh year that students from Moorhead Junior High School have participated in the Midwest Talent Search. Over half of the Moorhead students participating this year scored at or above the level required for admission to our local colleges. The Junior High Gifted/Talented advisor is Lois Brown.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
MAY 14, 2001
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*** **We Are Proud** of two Moorhead High seniors, Nathan Burgess and Adam Garberg, who competed in the state finals of the Ford AAA Automotive Trouble Shooting Contest on May 2 in Minneapolis. They were one of the top ten teams competing from Minnesota high schools. The students diagnosed and repaired all the problems in a "bugged" 2001 Ford Mustang. Their vehicle was one of only three perfectly repaired vehicles. They finished first in the written test portion of the contest and third overall.

Moorhead also earned a "power train" (engine, transmission, differential, rear axle) for the auto program by having the highest total written test scores for all eight students to take the written portion of the test. Darvin Miller is the team coach.

*** **We Are Proud** of the Probstfield "Anonymously Yours" Destination Imagination team for placing first in the Minnesota state Destination Imagination tournament on April 21, 2001. The students will now represent Moorhead and Minnesota in the 2001 Destination Imagination World Finals May 23-26 at the University of Tennessee in Knoxville. Over 700 teams will be participating in the World Finals.

Team members are Jessica Biller, Katie Cole, Laura Gonshorowski, Elisabeth Hanson, Andrea Haugen, Karly Pierce, and Megan Wix. Maggie Hanson is the team manager. The students put in numerous hours to create an original play about an anonymous artist. They recreated a piece of artwork, composed music, designed sets, and painted unique blankets as part of their costumes.

Destination Imagination is an international program dedicated to the enhancement of creative problem solving, team and sportsmanship skills.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

CONSENT AGENDA: Hastad moved, seconded by Gustafson, to approve the following items on the Consent Agenda:

Gifts - Accept the following gifts: \$2,165.50 from George Washington PTAC for field trips and Edison die cut supplies; \$25 memorial from Dee Pretty to be used for the Probstfield Guided

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Reading Library to purchase books; and \$75 Texas Instruments Super Speak and Math from Danelle Walker for use in the Spanish Immersion program located at Probstfeld School.

Carl Perkins Funding - Accept \$4,300 for one digital video camcorder and one video data projector from Carl Perkins funding through Lakes County Service Cooperative for the Moorhead High Business Occupations and Work Experienced Disadvantaged Program.

Lease - Approve the lease renewal for use the Convent Building (except for the chapel), 821 14th Street North, with Moorhead Church of Christ beginning June 1, 2001 and continuing through May 31, 2002, for a total lease amount of \$11,000.

Copier Bid - Approve the bid received from Advanced Methods of Fargo, North Dakota for a total cost of \$257,759.

Sports Center Lease Addendum Agreement - Approve the ground lease addendum with the city of Moorhead for the Sports Center to allow the city to refinance revenue bonds in the future as well as lower the current annual payment.

Contracted Bus Service Bid - Authorize the advertisement for bids for School Bus Transportation Services for the 2001-02 and 2002-03 school years with possible renegotiation for 2003-04 and 2004-05 school years.

Upgrade Bid - Authorize the advertisement for bids relating to the purchase and installation of variable speed drives and controller upgrades for air handling units at the high school.

Track Repair Bid - Authorize the advertisement for bids on repairs to the high school running track.

Conversion Tank Bid - Authorize the advertisement for bids on three hot water conversion tanks for the high school.

Parking Lot Bid - Authorize the advertisement for bids on the high school parking lot resurface.

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New Employees

Renee Renney - Junior High Food Service, \$7.00 per hour, 2.75 hours daily, effective April 16, 2001. (Replace Cynthia Knutson)

Vicki Nelson - COTA. EIS. B23 (0-2) \$10.90 per hour, 6.5 hours daily, effective May 21, 2001. (Replace Alyson Erbes)

Resignations

Carol Bennett - English Teacher, Senior High, effective at the end of the 2000-2001 school year.

Ruben Garcia - Student Resource Coordinator, Senior High, effective May 31, 2001.

Chad Hagen - AS/400 Systems Analyst, Townsite Centre, effective May 11, 2001.

Carey Lyon - Title I Paraprofessional, Junior High, effective April 30, 2001.

Family/Medical Leave

Stacy Schroeder - Special Education Teacher, Edison Elementary, to begin approximately August 19, 2001 and last 6 weeks, pursuant to Article 38, Section 1 of the Teachers' 1999-2001 Master Agreement.

Minutes - Approve the April 9 and April 23, 2001 minutes as presented.

Claims - Approve the May Claims, subject to audit, in the amount of \$347,799.14.

General Fund:	\$277,085.68
Food Service:	19,858.36
Transportation:	19,908.23
Community Service:	9,039.94
Capital Expenditure:	21,896.28
Townsite Centre:	10.65
TOTAL	347,799.14

Motion carried 6-0.

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COMMITTEE REPORTS: Brief reports were heard regarding the Youth Advisory Council, Activities Council, Joint Powers Committee, and District Student/Staff Assistance Committee meetings.

SCHOOL BOARD/STAFF DIALOGUE: (This section is an effort on the part of the Board to communicate more informally at the first meeting of each month with invited staff representatives on a wide variety of programs and issues.)

Destination Imagination - Energetic third- and fourth-graders from Moorhead took first place at the state Destination Imagination competition. With their victory they won the opportunity to represent Moorhead and the State of Minnesota in the 2001 Destination Imagination World Finals at the University of Tennessee in Knoxville. Team members Jessica Biller, Katie Cole, Laura Gonshorowski, Elisabeth Hanson, Andrea Haugen, Karly Pierce, and Megan Wixo explained how they presented their creative problem solving, team and sportsmanship skills.

Work Sampling - Sarah King and Sandy Kortan presented information on Work Sampling and a timeline for continued implementation in the school district. Kindergarten teachers at Washington and Edison have been using the work sampling system for Title 1 students.

RESOLUTION PLACING TENURED TEACHERS ON UNREQUESTED LEAVE OF ABSENCE: Foss moved, seconded by Hastad, to approve the final placement of tenured teachers on unrequested leave of absence according to M.S. 122A.40, Subd. 10 and Article 22, Section 1 and 2 of the current Master Agreement between the School District and the exclusive Education Moorhead representative. The teachers are: Chris Haugen, Brian Meyer and Sandy VanDyke. Motion carried 6-0.

RESOLUTION PLACING ELEMENTARY ASSISTANT PRINCIPAL ON UNREQUESTED LEAVE OF ABSENCE: Gustafson moved, seconded by Erickson, to approve the resolution placing tenured elementary assistant principal, Bert Chamberlain, on unrequested leave of absence due to discontinuance of position pursuant to M.S. 122A.40, Subd. 11. Motion carried 6-0.

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OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Board member Ladwig will represent the Board on the interview team for the special education director position scheduled for the week of May 21st. Board member Foss will represent the Board on the Community Task Force Membership Selection Committee commencing approximately June 1, 2001.

CLOSE PUBLIC MEETING: Ladwig moved, seconded by Foss, to close the public meeting at 7:37 p.m. pursuant to M.S. 471.705 to conduct the Superintendent's annual evaluation. Motion carried 6-0.

The meeting recessed at 7:38 p.m.; the Chair reconvened the meeting at 7:48 p.m.

OPEN PUBLIC MEETING: Foss moved, seconded by Gustafson, to reopen the public meeting at 9:54 p.m. Motion carried 6-0.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 9:55 p.m.

Carol Ladwig, Clerk

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MEMBERS PRESENT: Jim Cummings, Lisa Erickson, Stacey Foss, Anton B. Hastad, Carol A. Ladwig, Kristine Thompson, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Mark Gustafson.

CALL TO ORDER: Chairman Cummings called the meeting to order at 7 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Nybladh recommended the agenda proceed as printed.

APPROVAL OF AGENDA: Ladwig moved, seconded by Foss, to approve the agenda as presented. Motion carried 6-0.

WE ARE PROUD:

*** **We Are Proud** of Jace Lahlum, Moorhead Senior High mathematics teacher, for receiving the Rose-Hulman Outstanding Teacher Award. The Rose-Hulman Outstanding Teacher Award is an award given annually to mathematics and science teachers in the United States. The winner or winners are chosen by the faculty and staff of the Rose-Hulman Institute of Technology located in Terre Haute, Indiana. Rose-Hulman is the highest rated college or university in the nation specializing in mathematics, science or engineering related curriculum. Recognition of the Outstanding Teacher Award took place at an Honors and Awards Banquet and included a \$500 honorarium to cover travel expenses.

*** **We Are Proud** of two Moorhead High School teams that competed in the second annual Great Plains Economics Challenge at Minnesota State University - Moorhead in April. The team of Troy Seelhammer, Todd Seelhammer, Ryan Schumacher, Robert Bekkerus, and Chris Richards placed first in the large school category.

By placing first, the team qualified to compete in the May 21, 2001, division contest at the Federal Reserve Bank in Minneapolis.

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The Challenge required students to complete a four-part test of economics knowledge covering micro and macroeconomics, global economics, and current economic events.

Senior Chris Richards won first place in the individual competition for having the highest individual score on all four tests. Senior Troy Seelhammer took second place and junior Same Boggs received fourth in the individual competition.

Moorhead High teacher Brian Dinda serves as coach for the economics team.

***** We Are Proud** of the sixth-grade team from Robert Asp for placing first out of 60 teams in Minnesota in this year's Minnesota Mathematics League competition. Team members are Andrew Chen, Paul Lillehaugen, Moriah Thielges, Spencer Hilde, Andrew Burns, and Sebastian Wai.

The Robert Asp team finished with 156 points ahead of second place Wayzata Central Middle School with 151 points. In the individual competition, Andrew Chen placed first in the state and Paul Lillehaugen placed third in the state.

Students in Rick Eidsness and Shari Krchnavy's advanced math classes take the 30-minute individual test for the math league competition.

***** We Are Proud** of ten Moorhead High School students who qualified for the May 5, 2001, State History Day.

At the State History Day competition, Sarah Anderson received the "Women in History" award for her individual performance, "Courage: A Girl, A Plane, A Dream." Carissa Wolf received an honorable mention for her individual performance, "The True Story of Alaska's Interior." Sara Helgren, Holly Burd and Barbi Strnad received an honorable mention for their group performance, "Minnesota Steps for Suffrage: A Woman's Frontier."

The other students who qualified for State History Day were Krista Bauman in exhibit, Katie Torpen in exhibit, and Kim Le, Molly Dowling and John Anderson in group documentary.

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The state competition is part of the National History Day program. Students study topics related to an annual theme and present their research in the form of papers, media presentations, performances or exhibits. This year, students completed projects pertaining to the theme Frontiers in History. Moorhead High teacher Paul Berggren serves as coach for the students.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

CONSENT AGENDA: Hastad moved, seconded by Thompson, to approve the following items on the Consent Agenda:

Gift - Accept a \$120 gift from the Altrusa Club of Fargo to pay GED test fees for disadvantaged adults in our community and a \$12.65 gift from Bert Chamberlain for use in the Targeted Services program.

Milk and Bread Bids - Approve authorization to advertise for bids for milk and bread products for the 2001-2002 school term.

Early Retirements

Jace Lahlum - Math Teacher, Senior High, effective May 31, 2001, pursuant to Article 35, Section 1, Subd. 2 of the Teachers' 1999-2001 Master Agreement.

- Carol Gallatin - MSMI Paraprofessional, Robert Asp, effective August 31, 2001.

Resignations

Patty Gulsvig - Social Studies Teacher, Junior High, effective at the close of the 2000-2001 school year.

Ramona Svercl - MMMI Teacher, Junior High, effective June 1, 2001.

Lynette Hallman - Secretary, Community Education, effective May 24, 2001.

Gloria Hernandez - Hall Monitor, Junior High, effective June 1, 2001.

Becky Brockberg - Food Service, Junior High, effective at the end of the school year.

Bernice Whaley - Food Service, Riverside School, effective at the end of the school year.

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Family/Medical Leave

Jane Butler - Special Education Teacher, Washington, to begin immediately until released by physician.

Motion carried 6-0.

COMMITTEE REPORTS Brief reports were heard regarding the Policy Review Committee and Instruction and Curriculum Advisory Committee meetings.

SUPERINTENDENT'S ANNUAL EVALUATION: Foss moved, seconded by Erickson, to record that pursuant to M.S. 471.705 the Superintendent's Annual Evaluation was completed on Monday, May 14, 2001. Motion carried 6-0.

FIRST READING OF POLICIES The Board conducted a first reading of the following policies: Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches (JFGA); Student Discipline (JG); Communicable Diseases and Infectious Conditions (JHCC); Immunization Requirements (JHCB); Search of Student Lockers, Desks, Personal Possessions and Student Person (JFG); Student Transportation Safety (EEAE); Instruction and Curriculum Advisory Committee (AFE); School District Copyright Policy (EEGA); Reimbursement for Travel, Professional Meetings and Conferences (DLC); Tobacco Free (JFCG); Family and Medical Leave (GBEE); and Student Disability Nondiscrimination (JBA).

SENIOR HIGH SOUND SYSTEM BID AUTHORIZATION: Ladwig moved, seconded by Foss, to authorize the advertisement for bids on an upgrade to the sound system at the Senior High School Auditorium. Motion carried 6-0.

SECONDARY SUMMER SCHOOL PROGRAMS: Hastad moved, seconded by Foss, to receive the Secondary Summer School Program information as presented and to approve the employment of summer school staff contingent upon student enrollment. Motion carried 6-0.

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CURRENT/FUTURE FACILITY ANALYSIS: Hastad moved, seconded by Thompson, to advertise for proposals of an educational facility analysis. Motion carried 6-0.

EXCEL SUMMER PROGRAM: Ladwig moved, seconded by Erickson, to approve the Excel Summer Term as described and hiring of teaching staff contingent upon enrollment. Motion carried 6-0.

SPECIAL EDUCATION EXTENDED SCHOOL YEAR PROGRAM: Thompson moved, seconded by Foss, to receive the Special Education Extended School Year Program information and to approve the employment of extended school year staff contingent upon student enrollment. Motion carried 6-0.

BASIC STANDARDS TESTING REPORT: Kovash provided a power point presentation regarding Basic Standards testing which included the 8th grade testing results in mathematics and reading and 10th grade testing in writing. Kovash also presented information and results for current 9-12th grade students, along with opportunities for remediation and additional testing as needed.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

CLOSE PUBLIC MEETING: Foss moved, seconded by Thompson, to close the public meeting at 8:15 p.m., pursuant to M.S. 471.705 for the purpose of discussing negotiations strategies. Motion carried 6-0.

The meeting recessed at 8:16 p.m.; the Chair reconvened the meeting at 8:29 p.m.

OPEN PUBLIC MEETING: Foss moved, seconded by Erickson, to reopen the public meeting at 9:35 p.m. Motion carried 6-0.

Cummings reminded Board members attending the graduation ceremony scheduled for Sunday, June 3, at the Concordia Field House to be there at 1:30 p.m.

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ADJOURNMENT: Hearing no objections, the meeting adjourned at 9:38 p.m.

Carol Ladwig, Clerk

MAY 31 2001

MEMORANDUM P 01.055

TO: Dr. Larry Nybladh
FROM: Ron Nielsen
DATE: May 31, 2001

SUBJECT: Bus Driver/Bus Assistant Employment Agreement 2000-2001

The Bus Drivers/Bus Assistants, represented by the Minnesota School Employees Association and District Administration have bargained in good faith and reached agreement on a one year, cash only, contract for FY 2000-2001 beginning July 1, 2000 and ending June 30, 2001. The increase is 5% on their current wage base and comes to approximately \$11,311.00 for the year. Continuing negotiations are in progress for an additional two (2) year contract. The agreement is attached.

Suggested Resolution: Move to approve the Bus Driver/Bus Assistant agreement for one year beginning July 1, 2000 as presented for an approximate total cost of \$11,311.00.

RN:sh

Bus Drivers/Bus Assistants
2000-2001 Agreement

The Moorhead Area School District and the Minnesota School Employees Association, representing the Bus Drivers/Bus Assistants hereby agree to the following:

1. A one-year contract for the bus drivers/bus assistants specified in this agreement.
2. The one-year contract is a wages-only contract, for those hereby named, in the amount of five percent (5%) to be added to their current wage and the difference multiplied times the number of hours worked between July 1, 2000 and June 30, 2001. The hourly difference for each employee is specified in this Agreement.
3. The pay difference will be paid to the affected employees at the end of July, 2001 on their regular pay check.
4. The employees included in this Agreement, along with the pay difference to be paid and added to their base as specified above, include:

<u>Name</u>	<u>Pay Difference</u>
Aagenes, Darla	\$0.51
Bowser, Kevin	\$0.49
Ensrud, Jeffrey	\$0.49
Hillstrom, Keith	\$0.49
Huck, Gary	\$0.49
Husel, Mike	\$0.49
Jacobson, Bradley	\$0.49
Johnson, Eileen	\$0.49
Mueller, Lynn	\$0.51
Pavola, Kevin	\$0.49
Schermerhorn, Leslie	\$0.49
Sumstad, Michell	\$0.49
Gerlach, Barbara	\$0.46
Gerlach, Lisa	\$0.46
Melander, Shirley	\$0.46
Parr, Kari	\$0.46
Pitzel, Rose	\$0.50
Prudhomme, Dale	\$0.46
Prudhomme, Thelma	\$0.46
Sellent, Carol	\$0.46
Teiken, Judith	\$0.48
Truscinski, Melissa	\$0.46
Umlauf, Gwen	\$0.49
Zebley, Frank	\$0.46

Bus Drivers/Bus Assistants
2000-2001 Agreement
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6. This is the complete agreement between the two parties for the period covering July 1, 2000 through June 30, 2001.

In Witness Whereof, the parties have signed this Agreement. Dated at Moorhead, MN
this day of , 2001.

Independent School District
No. 152

Minnesota School Employees
Association

By: Chairperson of School Board

By: President

By: Clerk of School Board

By: Negotiations Chair

By: Superintendent

By: MSEA Field Representative

MEMO #: S-01-104

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent *LPN*

DATE: June 5, 2001

RE: Approval of Policy

Attached please find the policy, Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches (JFGA).

Suggested Resolution: Move to approve the policy, Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches (JFGA), as presented.

LPN:mde
Attachment

POLICY OF THE SCHOOL BOARD, MOORHEAD, MN

DISTRICT CODE: JFGA

DATE ADOPTED:

REVIEWED/REVISED

STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS,
INSPECTIONS AND SEARCHES

I. PURPOSE

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the Moorhead Area Public Schools and to protect the health, safety and welfare of students and school personnel.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.

B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

C. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

D. "School district location" means property is owned, rented, leased, or borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

IV. STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

~~Students generally are not permitted to use motor vehicles during the school day in any school district location.~~

IV. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving motor vehicles to Moorhead Senior High School may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways or in other designated areas. [e.g. staff, visitors or busing lanes.]

VI. PATROLS, INSPECTIONS AND SEARCHES

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

A. Patrols and Inspections.

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols

and inspections may be conducted without notice, without student consent, and without a search warrant.

B. Search of Interior of Student Motor Vehicle.

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and /or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches and /or Seizures.

It shall be a violation of this policy for students to store or carry contraband in motor vehicles in a school district location or to interfere with patrols, inspections, searches and/or seizures as provided by this policy.

D. Seizure of Contraband.

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy.

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

VII. DIRECTIVES AND GUIDELINES STUDENT USE OF MOTOR VEHICLES

Students are permitted to use their vehicles during assigned lunch period for off-campus purposes, or for off-campus school programs during assigned times. Operating a motor vehicle on school property is a privilege not a right and necessitates safe driving in accordance with the law and conditions.

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

Legal References: U.S. Const., amend. IV

Minn. Const., art. I, 10

Minn. Stat. 123B.02 (Independent School District Specific Powers and Duties)

New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct 733, 83 L.Ed.2d 720 (1985)

Cross Reference: Moorhead Policy ~~JECK~~ JFCH Drug-Free Workplace/Drug-Free School
Moorhead Policy JFG Search of Student Lockers, Desks, Personal Possessions and Student's
Person

Moorhead Policy ~~JK~~ JG Student Discipline

MEMO #: S-01-105

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent *LPN*

DATE: June 5, 2001

RE: Approval of Policy

Attached please find the policy, Student Discipline (JG).

Suggested Resolution: Move to approve the policy, Student Discipline (JG), as presented.

LPN:mde
Attachment

POLICY OF THE SCHOOL BOARD, MOORHEAD, MN

DISTRICT CODE: ~~JK~~ JG

DATE ADOPTED: 06/13/89

REVISED: 06/08/98

STUDENT DISCIPLINE

I. STATEMENT OF PHILOSOPHY PURPOSE

~~It is the position of the School Board of District #152~~ Moorhead Area Public Schools believes that learning can best take place in an environment which is orderly, safe, stimulating, and which enables all students to develop to their fullest potential. The atmosphere of the school must promote fairness, courtesy, honesty, and respect among students, school personnel, and community members.

It is the goal of the Discipline Handbook to promote growth in self-discipline and responsibility. In addition to state and federal law, it is understood that rules and regulations will be necessary. To be useful, they must be clearly understood by everyone involved, administered consistently and fairly, with consequences which are appropriate to the problem. While the Discipline Handbook developed within ~~District #152~~ Moorhead Area Public Schools will relate to activities within the school setting, the ultimate responsibility for growth in self-discipline is a cooperative effort of students, school personnel, home, and community.

II. RIGHTS AND RESPONSIBILITIES OF STUDENTS

These statements under Rights and Responsibilities of Students, which apply to students of all ages, are not expected to cover every situation which may arise. Rights are "just claims or privileges." Responsibilities are defined as "obligations or duties."

Rights of Students

Every student has the right...

1. To citizenship in the school community as granted by the U.S. Constitution and the State of Minnesota. Civil rights may not be abridged, obstructed, or in any other way altered, except in accordance with due process of law.
2. To freedom from harassment due to gender, religion, culture, disability, race, sexual orientation, and/or age and to seek redress of such infractions by reporting such harassment to a principal,

counselor, teacher, or other school official.

3. To fair, consistent and uniform of application of rules without discrimination or bias within the learning environment.
4. To air grievances, problems and concerns through legitimate channels and to propose changes in rules or policy through channels provided by the schools for all students.
5. To express opinions and feelings as well as criticisms without violating the rights of others and to make choices through appropriate means.
6. To privacy regarding school records consistent with legal requirements.
7. To privacy and security in his/her person, papers, and effects.
8. To be informed orally or in writing of any disciplinary charges and corrective measures in a manner consistent with the Pupil Fair Dismissal Act.
9. To be allowed to present his/her version of an incident in question in a fair hearing before any consequences are determined.
10. To expect a safe, stimulating, and productive learning environment without interruptions, disruptions, or distractions from within or without the classroom setting.
11. To have equal access to student activities and organizations.
12. To be informed of all policies, rules, and regulations he/she shall be expected to follow in the classroom, building, and district via an easily understood form using written, visual, and oral approaches as necessary.
13. To homebound instruction when extended absence is due to medical reasons.
14. To make up within prescribed timelines work missed during any excused absence without discrimination or harassment.
15. To be treated with dignity and respect by all members of the school community.
16. To avail himself/herself of the counseling services provided by the school district.
17. To choose his/her own manner of dress and personal grooming unless it presents a clear

danger to students' health and safety, causes a clear interference with work, creates disorder in the learning environment, promotes illegal activities, or interferes with the rights of other students.

18. To expect authority to protect these rights.

Responsibilities of Students

Every student has the responsibility...

1. To assist in efforts to establish and maintain a safe, stimulating, and productive learning environment in the school society.

2. To abide by accepted standards of good conduct and discipline while participating in any school function or activity and while going to and from school, whether riding on public or private conveyance, or walking.

3. To know and comply with school rules and regulations and school district policies established by local school boards. (~~MN Statute 120-6, 1974~~)

4. To refrain from disruptive behavior which may interfere with a teacher's right to teach and a student's right to learn.

5. To attend regularly scheduled class sessions as established by the schools.

6. To bring class materials required for daily classroom use and to complete assigned class work on time and according to instructions given by teacher.

7. To accept the authority of school personnel on school property, during school-sponsored off-campus events and on school transportation.

8. To follow policy and regulations during school-sponsored activities in or away from school regardless of time or place.

9. To obey all safety regulations in the educational setting.

10. To use appropriate language and to avoid cursing, profanity, or vulgarity.

11. To refrain from the use or threat of physical force, verbal abuse, threats, blackmail, the use, sale, or exchange of alcohol or any illegal drugs, smoking, stealing, vandalism, and other illegal activities.

12. To refrain from bringing onto school property or to school-sponsored events any materials or items which would cause, or tend to cause, a disruptive activity or endanger the health of students or other persons. Students should note that lockers are school property and may be searched without cause or notice. Searches may be conducted under the authorization of the principal or a representative designated by the principal. Search of an area assigned to a student shall be made in the presence of an adult witness and, if practicable, in the presence of the student. Illegal items will be seized by school authorities, and police will be notified. Items which are used to disrupt or interfere with the educational process will be removed from the student's possession.

13. To discuss grievances, problems, or concerns with school staff.

14. To report to a school official any incidents of harassment or illegal activity.

III. SCHOOL AND COMMUNITY RESPONSIBILITIES

The maintenance of a school climate conducive to learning, working, and living is shared by the parent and/or guardian, students, all school personnel, and community members. Each is expected to work positively toward this goal, to respect individuality and responsibility of each person, and to deal effectively with misunderstanding or misbehavior.

School Board Responsibilities

1. To establish a discipline policy for the Moorhead Public Schools.
2. To hold the appropriate school employees responsible for the supervision of the behavior of students while legally under the supervision of the school.
3. To insure the fair and consistent application of the Discipline Handbook.
4. To require that each principal, teacher, bus driver or other employee having direct responsibility for student behavior will prepare or agree to a written plan for discipline that meets their needs and meets the approval of their immediate supervisor or administrator.

Parent/Guardian Responsibilities

1. To assume the legal responsibility for the behavior of their son/daughter.
2. To teach the student self-discipline and respect for authority.

3. To familiarize themselves and their children with the Discipline Handbook, building handbooks, and other regulations.
4. To see that the student is ready to learn and has the necessary supplies.
5. To see that the student attends school regularly at the appointed time and to notify the school whenever their son/daughter is or will be absent.
6. To help maintain communication with the school by bringing matters of concern to the attention of the principal, the teacher, a guidance counselor, school nurse, or other appropriate school personnel.
7. To provide the school with a current telephone number and address where the parent/guardian can be reached during the school day.
8. To cooperate with the school for the benefit of the student and meet with school officials as requested.

Central Administration Responsibilities

1. To give counsel, ~~advise, and to give firm~~ and support to the teachers and building administrator.
2. To require that all schools follow the school Discipline Handbook in accordance with established policy.
3. To insure the consistency of the application of the Discipline Handbook, the written discipline plans, and regulations in the school system.
4. To keep on file and periodically disseminate up-to-date copies of Independent School District #152 Discipline Handbook.
5. To keep the superintendent informed of serious behavior problems and of the assistance given in correcting problem situations.
6. To notify all personnel in writing of their responsibilities relating to student behavior.

Building Administrator Responsibilities

1. To be responsible to the superintendent in implementing the established discipline policy and building discipline plans.

2. To establish and implement rules and regulations governing conduct of students which are consistent with the Minnesota Statutes and School Board policies.
3. To confer with each individual teacher and to keep on file the agreed-upon individual discipline plans.
4. To be readily available to handle discipline in an emergency.
5. To appoint a designee from the certified staff to assume authority in the building administrator's absence.
6. To delegate appropriate duties to the assistant principal.
7. To be responsible for informing students, parents or guardians, and community groups of the current rules and regulations.
8. To be responsible for discussion of the rules, rights, and responsibilities with students during their first week of school.
9. To impose suspension consistent with the Pupil Fair Dismissal Act of 1974 (as amended).
10. To recommend to the superintendent the exclusion or expulsion of a student if necessary.
11. To assure that all system wide regulations and school rules regarding discipline are applied consistently.
12. To take prompt corrective action for referred violations of discipline regulations.
13. To inform the parent/guardian and involved staff members, when appropriate, of actions taken for referred violations.
14. To inform the parent/guardian, upon request of measures taken to insure student's rights and safety.
15. To report all illegal activities to appropriate authority as required by law or as necessary to maintain school discipline and order.
16. To take responsibility for and custody of a pupil removed from class.
17. To confer at least annually with the licensed employees in a school building to review the

Discipline Handbook and discuss whether its provisions have been enforced.

Teacher Responsibilities

1. To encourage students to develop self-discipline and respect for authority.
2. To treat students with dignity.
3. To recognize individual differences among students.
4. To prepare a written plan for discipline that meets his/her needs and confer with the principal regarding the acceptability of the plan. These rules shall be posted in the classroom and given to students.
5. To inform parents/guardians through standardized notification of student deficiency.
6. To ensure the enforcement of school rules as listed in the student handbook.
7. To exercise restraint, good taste in their expression and refrain from the use of inappropriate expressions.
8. To use such reasonable measures as may be necessary to maintain a safe and orderly environment in the classroom, in the school building, on school property, and at school functions. A teacher has the authority to remove pupils from the classroom pursuant to procedures and rules established in the district's policy. (See Page 8, Standards of Conduct)
9. To record and report classroom discipline problems to the building administrator.
10. To confer with support personnel for possible solutions to discipline problems.
11. To establish behavior/discipline guidelines for all students on field trips, and require adherence to those guidelines by all school employees and volunteers.

All Other School Persons With Responsibility For Student Conduct

1. To maintain discipline according to all rules and regulations as outlined in the Discipline Handbook and Building Handbook.
2. To communicate or confer with teachers or administrators regarding discipline problems.

3. To deal with students in a firm, fair, and consistent fashion.

IV. CORRECTIVE ACTIONS POSSIBLE

1. Student Conference - Depending upon the violation and the seriousness of the action, a student may be given a warning that if a violation occurs again, the student's parents or guardians will be notified.
2. Parent Notification or Conference - If a student violates a rule, the parent or guardian may be notified and a conference may be required.
3. Detention - A teacher, principal, or designee may detain a pupil after school for correction of a violation, including tardiness to class. Any pupil who is told by a teacher to report after school and who, for any reason, cannot report, must first clear the absence with the teacher, principal, or designated representative.
4. Removal From Class - "Removal from Class" and "Removal" means any action taken by teacher, principal, or other school district employee to prohibit a pupil from attending a class or activity for a period of time not to exceed ~~three~~ five class days or activity periods, pursuant to procedures established in the school district Discipline Handbook adopted by the School Board. "Class period" or "activity period" means, in secondary grades, instruction for a given course of study. A class period or activity period means, in elementary grades, a period of time not to exceed one hour, regardless of the subject of instruction.
5. Permanent Removal from a Single Class - "Permanent removal" means the action taken by a principal to prohibit a student from attending a class period or activity period for the remainder of the semester or year. An alternative means of earning the credit will be provided.
6. Suspension - Suspension means an action taken by the school administration prohibiting a pupil from attending school for a period of time no more than ~~five consecutive~~ ten school days. If a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability. Each suspension action may include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the

process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 days. In the case of a student with a disability, the student's individual education plan team must meet immediately but not more than ten school days after the date on which the decision to remove the student from the student's current education placement is made. The individual education plan team shall at that meeting: conduct a review of the relationship between the child's disability and the behavior subject to disciplinary action; and determine the appropriateness of the child's education plan.

The requirements of the individual education plan team meeting apply when:

- (1) the parent requests a meeting;
- (2) the student is removed from the student's current placement for five or more consecutive days; or
- (3) the student's total days of removal from the student's placement during the school year exceed ten cumulative days in a school year.

The school administration shall implement alternative educational services when the suspension exceeds five days. A separate administrative conference is required for each period of suspension.

Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statute Section 123A.05 selected to allow the pupil to progress toward meeting Minnesota Graduation Standards under Section 120B.02 although in a different setting.

~~The purpose of suspension is to remove the student from the normal school environment and to provide time for professional staff, parent/guardian, and student to discuss the matter and bring about an agreement on future conduct.~~

~~Parents or guardians will be notified of all suspensions.~~

~~A child study team meeting must be held within five days of suspension of a student served by special education. The team shall determine whether or not the misconduct is related to the handicapping condition. When it is determined that the student's misconduct is related to the handicapping condition, the child study team will:~~

- ~~(A) Review the special education assessments and determine the need for any further assessments~~

~~(B) Review the individualized educational plan and amend the goals and objectives or develop an alternative IEP~~

~~(C) Recommend that the student continue in the current school with or without changes in the IEP, or recommend a change in placement to another school or program.~~

~~When it is determined that the student's misconduct is not related to the handicapping condition, the school administration will follow procedures as defined in the Pupil Fair Dismissal Act, Minn. Stat. 127.26-127.39.~~

Suspension procedures:

1) Informal administrative conference before suspension. The school administration shall not suspend a pupil from school without an informal administrative conference with the pupil. The informal administrative conference shall take place before the suspension, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension.

2) Administrator notified pupil of grounds for suspension. At the informal administrative conference, a school administrator shall notify the pupil on the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil's version of the facts.

3) Written notice of grounds for suspension. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of Minnesota Statute Sections 121A.40 to 121A.56, shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil's parent or guardian by mail within 48 hours of the conference. The district shall make reasonable efforts to notify the parents of the suspension by telephone as soon as possible following suspension. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.

4). Suspension pending expulsion or exclusion. Notwithstanding the provisions of subdivisions 1 and 3, the pupil may be suspended pending the school board's decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds five days.

7. Expulsion or Exclusion - "Expulsion" means an action taken by the school board to prohibit an

enrolled student from further attendance for a period that shall not extend beyond the school year. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not exceed beyond the school year. The Pupil Fair Dismissal Act Minn. Stat. ~~127.26-127.39~~ 121A.40-121A.56 will be followed in procedural matters of this kind. "Expulsion or exclusion of ~~handicapped disabled~~ students cannot be used as a discipline measure if the actions may have been the result of the ~~handicapping disabling~~ condition. Special provisions for dealing with a ~~handicapped~~ student's behavior will be written into the student's Individual Education Program."

8. Alternative Program - "Alternative Program" means educational opportunities made available within the school district but possibly at a site different from a student's originally assigned school.

9. Referral to Special Services - Any student whose misconduct may be the result of a handicapping condition or who has an Individual Educational Plan (IEP) may be referred to Special Services for assessment and, if the student qualifies, appropriate services.

10. Referral to Juvenile Authorities or Police - If a student's misbehavior is so extreme that a law violation may be involved, juvenile authorities or police will be contacted by the principal or designated representative. Every reasonable attempt shall be made to notify parents at the same time juvenile authorities or police are called. If the officer indicates that he/she is arresting the pupil, with or without a warrant, that officer shall have complete jurisdiction and responsibility in the matter and the principal or designee shall not interfere with the student's removal from the building.

11. Use of Reasonable Force

1. Corporal punishment of students is prohibited. Corporal punishment is the use of physical force as a consequence of or in order to correct student behavior.

2. Teachers are allowed to use reasonable force to restrain a student from injuring self or others or from damaging property.

Standards of Conduct

Students who have been expelled and/or excluded from other districts will be admitted to the Moorhead School District only after the preparation of an admission plan. This plan, which shall be developed by the school district, shall include measures to improve a student's behavior and require parental involvement in the admission process as well as indicating the consequences to the student of not improving the student's behavior.

In accordance with the Minnesota Pupil Fair Dismissal Act, students of the District may be disciplined, suspended, expelled, or excluded for the reasons delineated below in addition to other situations which fall within the grounds contained in the Minnesota Pupil Fair Dismissal Act:

- A. Willful violation of any ~~reasonable school district regulation~~ rule of conduct specified in the discipline policy adopted by the Board;
- B. Willful conduct materially and substantially disrupting the rights of others to an education; and,
- C. Willful conduct which endangers school district employees, the pupil or other pupils, or the property of the school.

Discipline should not be confused with punishment. The goal of discipline is a self-disciplined individual, with mature attitudes and socially acceptable standards of conduct. Disciplinary policies within the public schools shall be enforced within the general guidelines as set forth below. These guidelines describe clearly the various administrative actions which will be taken for violations of the law and the school district standards of behavior.

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the above-described corrective actions as fitting in a particular disciplinary situation.

~~This disciplinary policy will be applied to disabled students if: (1) an IEP team for the student concludes that application of the disciplinary policy is indeed appropriate for the student, taking into consideration the student's handicapping condition; and, (2) if the disciplinary policy has been given to the student's parent with an indication that the team has concluded its application to be appropriate to the individual student.~~

~~In addition, when a disabled student is disciplined in accordance with this policy, other provisions of state and federal law apply. Within five days of any suspension, a re-entry conference must be held in accordance with Minnesota Rule 3525.2470. Unless a change of placement first occurs, a disabled student may not be suspended in excess of ten total days in one school year.~~

Students may be subject to disciplinary action for conduct on or off school property which has a direct and immediate effect on the discipline or the general welfare of the school. This policy is particularly applicable where disciplinary action is reasonably necessary for the physical or emotional safety of the student, other students, teachers or other school personnel, or for the safety of school property. Measured by this standard, acts which may result in disciplinary action include but are not limited to the following:

VIOLATIONS AGAINST PERSONS

MINIMUM CORRECTIVE ACTIONS

1. POSSESSION OF A WEAPON -

"Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school activity.

- Parent/Guardian conference
- Initial suspension for 5 days
- Confiscation of weapon
- Notification of police
- Recommendation to the superintendent for expulsion

Weapons are identified in two categories:

(A) Articles designed or commonly used to inflict bodily harm and/or to intimidate other persons. Examples are: firearms, whether loaded or unloaded, knives, clubs, metal knuckles, numchuks, throwing stars, explosives, stun-guns, ammunition, chains, pellet guns, look-alike guns, and other non-functioning guns that could be used to threaten others;

(B) Articles designed for other purposes but which are used to inflict bodily harm and/or intimidate. Examples are: belts, combs, pencils, files, scissors, compasses, etc.

A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the principal's office shall not be considered in possession of a weapon.

2. ASSAULT - THREAT

A threat of bodily harm or death to another person, without material physical contact.

- Parent/Guardian conference
- Suspension

3. ASSAULT - IN POSSESSION OF WEAPON

A student who threatens bodily harm or death to another without material physical contact while in possession of a weapon.

- Parent/Guardian conference
- Initial suspension for 5 days
- Confiscation of weapon
- Notification of police
- Recommendation to superintendent for expulsion

4. FIGHTING

Fighting shall be characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one

- Parent/Guardian conference
- Suspension

another and differentiated from "poking, pushing, shoving, or scuffling."

5. DIRECT ATTACK WITH A WEAPON -

- Parent/Guardian conference
- Initial suspension for 5 days
- Confiscation of weapon
- Notification of police
- Recommendation to the superintendent for expulsion

6. DIRECT ATTACK ON ANOTHER PERSON - -Parent/Guardian conference

Students in grades K-6:

- 1-5 day suspension
- Possible administrative transfer to another educational setting*

Students in grades 7-12:

- Parent/Guardian conference
- 5-day suspension
- Possible recommendation for expulsion

* An administrative transfer does not insure the same program choice.

7. HARASSMENT:

Harassment is participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age.

- Student conference
- Detention
- ~~-Notification of parents or guardians~~
- Parent/Guardian Notification or conference
- Notification of Title IX officer in cases of sexual harassment.

8. INTERFERENCE/OBSTRUCTION:

"Interference" or "obstruction" means any action taken to attempt to prevent a staff member from exercising his or her legally assigned duties.

- Parent/guardian notification or conference
- Suspension

9. DISRESPECTFUL LANGUAGE:

Disrespectful language directed toward other individuals.

~~-Parent/Guardian/Student conference~~
-Parent/Guardian notification or conference

10. VERBAL ABUSE

-Parent/Guardian notification or conference
-Suspension

11. DISRUPTIVE BEHAVIOR IN THE CLASSROOM:

-Removal from class
-Parent/Guardian/Teacher notification or conference

"Disruptive Behavior" is defined as:

- A. Willful conduct which materially and substantially disrupts right of others to an education.
- B. Willful conduct which endangers school district employees.
- C. Willful violation of any rule of conduct specified in the Discipline Handbook adopted by the Board.
- D. Repeated inappropriate behavior that classroom discipline plan procedures have proven ineffective in correcting.

12. HAZING:

- Parent/guardian notification or conference
- Suspension

This means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.

VIOLATIONS AGAINST PROPERTY

1. ARSON

This is the intentional destruction or damage to any school building or property by means of fire or explosive.

-Immediate notification of legal authorities
-Suspension
-Parent/Guardian notification or conference

2. FALSE FIRE ALARMS

-Immediate notification of legal authorities
-Suspension
-Parent/Guardian notification or conference

3. ROBBERY OR EXTORTION

This refers to the obtaining of property from another person where his or her consent was induced by a use of force.

- Notification of legal authorities
- Suspension
- Parent/Guardian conference

4. THEFT: PERSONAL PROPERTY

This means the unauthorized taking of and/or the unauthorized possession of the property of another person.

- Notification of legal authorities
- Suspension
- Parent/Guardian notification or conference

5. THEFT OR UNAUTHORIZED POSSESSION OF SCHOOL PROPERTY

This refers to the unauthorized taking of and/or the unauthorized possession of school property.

- Notification of legal authorities
- Suspension
- Restitution
- Parent/Guardian notification or conference

6. UNAUTHORIZED USE OF SCHOOL PROPERTY FOR NON-SCHOOL ACTIVITIES

- Notification of legal authorities
- Parent/Guardian notification or conference

7. WILLFUL DAMAGE OF SCHOOL PROPERTY OR OF THE PROPERTY OF OTHERS

- Notification of legal authorities
- Suspension
- Restitution
- Parent/Guardian notification or conference

"Willful Damage" is the intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting.

OTHER VIOLATIONS: MINIMUM CORRECTIVE ACTIONS:

1. GAMBLING -

- Student conference
- Parent/Guardian notification or conference

"Gambling" is defined as the playing of a game of chance for stakes.

2. DISORDERLY CONDUCT -

"Disorderly Conduct" refers to engaging in offensive, obscene, or abusive language or in boisterous and noisy conduct tending to arouse alarm, anger, or resentment in others.

3. DANGEROUS DRUGS/CONTROLLED SUBSTANCES -

This refers to the possession, sale, distribution, or use of any controlled substances as defined in Minnesota Statute 152.02 while on the school grounds or at school sponsored events.

4. ALCOHOL -

This refers to the possession, use, or being under the influence of any alcoholic product while on the school grounds or at school sponsored activities.

5. TOBACCO - POSSESSION

Possession of any tobacco product by a student under the age of 18 while on the school grounds or at school-sponsored events.

6. TOBACCO - USE

This is defined as the use of any type of tobacco product, chewing, holding a lighted tobacco product, or exhaling smoke from the mouth or nose on school property or at school-sponsored activities.

-Student conference

-Parent/Guardian notification or conference

-Notification of legal authorities

-Suspension

-Referral to Student Assistance Program

-Parent/Guardian notification or conference

-Notification of legal authorities

-Suspension

-Referral to Student Assistance Program

-Parent/Guardian notification or conference

-Suspension

-Parent/Guardian notification or conference

-Suspension

-Parent/Guardian notification or conference

VIOLATIONS AGAINST SCHOOL ADMINISTRATIVE PROCEDURE

1. WILLFUL DISOBEDIENCE -

-Student conference

"Willful Disobedience" is defined as any refusal to follow published school rules and regulations.

2. CONTINUAL WILLFUL DISOBEDIENCE -

-Suspension

-Parent/Guardian notification or conference

"Continual Willful Disobedience" means repeated refusal to follow school rules and regulations after conference resulting from the first violation.

3. DEFIANCE OF AUTHORITY-

-Suspension

-Parent/Guardian notification or conference

This is defined as willful refusal to follow the legal direction/order given by a staff member.

4. RECORD AND IDENTIFICATION FORGERY -

-Parent/Guardian notification or conference

-Detention

This category includes falsifying signatures or data as well as refusal to give proper identification when requested to do so by a staff member.

5. LEAVING THE SCHOOL GROUNDS -

-Student conference

-Detention

This applies to leaving the school grounds during school hours without the proper clearance.

6. CHRONIC AND UNEXCUSED ABSENTEEISM

-Parent/Guardian/Student Conference

-Detention

7. MISBEHAVIOR ON SCHOOL BUS

-Student conference

-Notification of parent/guardian

8. SEVERE MISBEHAVIOR OR
CONTINUED DISORDERLY
CONDUCT ON SCHOOL BUS

-Denial of Transportation on school
according to district policy.

9. STUDENT ATTIRE -

-Student conference

Relates to a manner of dress which
presents a clear danger to the
student's health and safety, causes an
interference with work, promotes an
illegal activity or fosters classroom
or school disorder.

10. DANGEROUS AND
NUISANCE ARTICLES -

-Confiscation
-Student conference

A "Dangerous or Nuisance Article"
is any article that, in the opinion
of the school staff, is dangerous or
distracting.

11. TRESPASSING -

-Referral to legal authorities
-Parent/Guardian notification or conference

This refers to persons physically
present on a school campus or at a
school activity after being requested
to leave by the school principal or
other person lawfully responsible for
the control of said premises.

REVIEW OF THE POLICY:

The principal or other person having general control and supervision of the school, and
representatives of parents/guardians, students and staff in a school building shall confer at least
annually to review the discipline policy and to assess whether the policy has been enforced. The
Moorhead School Board must conduct an annual review of the district-wide discipline policy.

Legal Reference: The Pupil Fair Dismissal Act, Sections 121A.40 to 121A.56.
Minnesota Statute 121A.69 (Hazing Policy)

Cross Reference: Policy JICFA Hazing Prohibition

Reviewed/Revised: 7/28/92

6/28/94

6/08/98

MEMO #: S-01-106

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent *LPN*

DATE: June 5, 2001

RE: Approval of Policy

Attached please find the policy, Communicable Diseases and Infectious Conditions (JHCC).

Suggested Resolution: Move to approve the policy, Communicable Diseases and Infectious Conditions (JHCC), as presented.

LPN:mde
Attachment

POLICY OF THE SCHOOL BOARD, MOORHEAD, MN

DISTRICT CODE: JHCC

DATE ADOPTED: 04/22/88

REVISED: 01/12/98

COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS CONTROL

PURPOSE

The Moorhead Area Public School District will work cooperatively with the Clay County Health Department to enforce and adhere to Minnesota Statutes ~~Chapter 121A.23~~ for prevention, control and containment of communicable diseases in schools.

GENERAL STATEMENT OF POLICY

~~A. Pre-K special needs and K-12 students are expected to be in compliance with one of the following according to statutes as age and grade appropriate:~~

- ~~a) completely immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, and haemophilus influenza type b those diseases as required by the Minnesota statute.~~
- ~~b) immunized against measles, mumps and rubella, and has begun but not yet completed a schedule of immunizations against diphtheria, tetanus, pertussis and/or polio; those diseases as required by the Minnesota statute.~~
- ~~c) legally exempt from one or more of the required immunizations.~~

~~A student who has begun but not yet completed the primary series of immunizations will be excluded from attendance according to the schedule of exclusion dates (See Appendix A, Schedule of Exclusion Dates) if they fail to complete the required vaccinations within two months of the minimum intervals outlined in Appendix A. The building administrator shall exclude students from school attendance who are not in compliance with immunizations required by M.S. 123.70. School personnel will cooperate in completing and coordinating all immunization dates, waivers, and exclusions including reports to provide for preventable communicable disease control.~~

Moorhead Area Public Schools reflect public concern that students and staff of the school district be able to attend schools of the district without becoming infected with serious communicable or infectious diseases while respecting the rights of all students, employees and contractors, including those who are so infected. The district will adhere to MN Statutes regarding those issues related to this topic, including but not limited to, data privacy, right to know.

immunization, prevention and disability nondiscrimination.

~~BA.~~ The superintendent has the authority to exclude a student or staff member from school when reliable evidence or information from a qualified source confirms him/her of having a communicable disease or infection that is known to be spread by any form of casual contact and is considered a health threat to the school population as outlined by the American Public Health Association and the American Academy of Pediatrics. Such a student or staff member shall be excluded unless their physician approves school attendance or the condition is no longer considered contagious. A procedure for minimizing interruptions to learning from communicable or chronic infectious diseases will be established by the school nurse in consultation with school administrators, and community public and private health care providers. All reportable communicable diseases (7 MCAR 1.316) will be reported to the Clay County Health Department.

~~CB.~~ Upon receiving notification of a student with a serious chronic communicable disease, the parent/guardian will be contacted by the Superintendent, district nurse, and/or school principal to discuss the situation and determine facts. Written consent to communicate with the treating physician will be ~~secured~~ requested from the parent/guardian. Significant medical facts concerning diagnosis of the disease and possible transmission issues will be requested from the treating physician.

When appropriate, an advisory committee will be convened with the assistance of the Minnesota Commissioner of Health. The advisory committee might include the State epidemiologist, a Minnesota Department of Education representative, a pediatrician or physician with expertise in infectious diseases, the student's personal physician, the superintendent of schools or designee, and the school district nurse. This committee would review the case and provide recommendations for the student.

~~Each~~ Any student with HIV infection ~~is~~ may be considered ~~handicapped~~ disabled according to Section 504 of the federal Vocational Rehabilitation Act. The need for the development of an Individual Education Plan (IEP) shall be determined according to policies governing eligibility for special education services. If an Individual Health Plan (IHP) is developed which relates to the educational objectives of the IEP, the IHP is to be included in the IEP.

~~D. Mandatory screening for communicable diseases that are known not to be spread by casual contact is not required as a condition for school entry or for employment or continued employment. Casual contact being defined as "contact with respiratory droplets (through sneezing or coughing) or through direct contact via touching. It would not include exposure to blood or blood-containing body fluids."~~

~~EDC.~~ Universal precautions for handling all blood and body fluids according to Centers for Disease Control (CDC) guidelines will be carefully implemented and adequate sanitation facilities will be available for handling blood and body fluids within the school setting or school buses. ~~See policy JHCC-A.~~

In-service training on blood-borne pathogens will be provided to all personnel, drawing on district, community and public health resources. Information will include local district policies, infectious agents, transmission of diseases, universal precautions, prevention, risk reduction and community resources for information and referral. Periodic updates will be provided through in-service or memoranda.

~~FED.~~ The district protects the privacy rights of staff and learners of all ages pursuant to M.S. 13.32 and M.S. 13.43. Therefore, knowledge that a specific staff or student is infected with a communicable disease that is known not to be spread by casual contact will be shared only with the permission of the employee, parent/guardian, or student if over 18 years old.

In accordance with federal and state data privacy requirements, educators will be notified about students with chronic infectious diseases only as it is necessary to provide an appropriate education for students.

~~GFE.~~ Student services will be readily available so that staff and students can receive specific information regarding HIV infection communicable diseases, counseling and assistance in locating and using health services and social services.

~~HGF.~~ Sexual Health and Responsibility as prescribed by M.S. 121.203.

~~1. Early Childhood and Elementary~~

~~Students in early childhood, primary and intermediate grades will receive instruction in sexual health and responsibility including age appropriate information about anatomy and physiology; rights and responsibilities of individuals to make personal choices in behavior and relationships; and information about sexually transmitted diseases, including HIV infection, in answer to questions and concerns.~~

~~2. High School and Adult Learners~~

~~Junior high, senior high and adult learners will receive instruction in sexual health and responsibility including information on anatomy and physiology; rights and responsibilities of individuals to make personal choices in behavior and relationships; respect for the choices of individuals; and specific information about sexually transmitted diseases, including AIDS;~~

~~and including prevention, risk reduction and access to community resources. Programs will be planned and implemented in coordination with community resources.~~

~~3. Chemical Health and Responsibility~~

~~Learners of all ages will have specific instruction about the risks of chronic infectious diseases such as HIV infection and Hepatitis B incorporated into the chemical health and responsibility curriculum. Also, the effects of chemical use on decisions and behavior related to the risk of HIV transmission will be addressed.~~

~~4. Equity Education~~

~~Learners of all ages will review concepts of the rights of individuals, including data privacy rights, tolerance of differences in lifestyle, and how fear and lack of information can lead to prejudice or other forms of minimizing the rights of individuals. AIDS and other chronic infectious diseases will be included.~~

The district will provide programs to prevent and reduce the risk of sexually transmitted infections and diseases in accordance with Minnesota Statute 123A.23.

~~HIG.~~ School/Community Relations

Community Network. The District's Instruction and Curriculum Advisory Committee (ICAC) is established to review the District's ~~AIDS-related~~ health curriculum ~~and policy~~ on a regular basis.

Relationship to Other Education Agencies. Cooperation and coordination among other districts and Service Cooperatives will be encouraged when designing and implementing an AIDS prevention and risk reduction program.

Funding Sources: The district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this policy from public and private sources including public health funds and foundations, Minnesota Department of Children, Families and Learning professional development funds, federal block grants or other federal or state grants.

Legal references: Minnesota Statute 121A.15 (Health standards, immunizations; school children)
Minnesota Statute 121A.23 (Programs to prevent and reduce the risks of sexually transmitted infections and diseases.)

Cross References: Moorhead Policy JHCB Immunization Requirements

Moorhead Policy GLCA Employee Right to Know/Exposure to Hazardous Substances

Moorhead Policy JHCD Medications

Moorhead Policy JO Protection/Privacy of Public Records

Moorhead Policy KB Public Right to Know/Release of Information

Moorhead Policy ACA Equal Educational Opportunity

Moorhead Policy AC State and Federal Law Prohibiting Discrimination

Reviewed/Revised: 5/90

1/11/94

1/12/98

MEMO #: S-01-107

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent *LPN*

DATE: June 5, 2001

RE: Approval of Policy

Attached please find the policy, Immunization Requirements (JHCB).

Suggested Resolution: Move to approve the policy, Immunization Requirements (JHCB), as presented.

LPN:mde
Attachment

POLICY OF THE SCHOOL BOARD, MOORHEAD, MN

DISTRICT CODE: JHCB

DATE ADOPTED:

REVISED:

IMMUNIZATION REQUIREMENTS

I. PURPOSE

The Purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure that health and safety of all students.

II. GENERAL STATEMENT OF POLICY

Moorhead Area Public Schools will work cooperatively with the Clay County Public Health Department and adhere to Minnesota Statutes to ensure all students receive proper health care immunizations. All students are required to provide proof of immunization or appropriate documentation exempting the student from such immunization, and such data as necessary to ensure that student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

A. No students may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:

1. a statement, from a physician or a public clinic which provides immunizations, stating that the student received the immunizations required by law, consistent with medically acceptable standards; or

2. a statement, from a physician or a public clinic which provides immunizations, stating that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.

B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the statement of a physician or a public clinic which administers immunizations. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

C. The parent for guardian of persons receiving instruction in a home school shall submit one of the statements set forth in section III A or III B above or statement of immunization set forth in section IV to the superintendent of the school district by October 1 of each school year.

D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.

E. The school district may allow a student transferring into a school a maximum of 30 days to submit a statement specified in section III A or III B above or section IV below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

A. The parent or guardian of a minor student or an emancipated student submits a physician's signed statement stating that the immunization of the student is contraindicated for medical reasons or the laboratory confirmation of the presence of adequate immunity exists; or

B. The parent for guardian of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian or student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

The school district will develop and implement a procedure to:

1. notify parents and students of the immunization requirements and the consequences for failure to provide the required documentation;
2. review student health records to determine whether the required information has been provided; and
3. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

VI. IMMUNIZATION RECORDS

A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.

B. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student without the consent of the student's parent or guardian. Under all other circumstances, immunization data is private student data and disclosure of such data shall be governed by Moorhead District Policy and State Statute.

C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.

D. Upon request of a public or private post-secondary educational institution, the designated school district administrator will assist the transfer of the student's immunization file to the post-secondary educational institution.

VII. OTHER

Within 60 days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Department of the Children, Families and Learning stating the number of students attending each school in the school district, including the number of students

receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received and exemption. The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Department of Health.

Legal References: Minn. Stat. 13.32 (Educational Data)
Minn. Stat. 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. 144.29 (Health Records; Children of School Age)
Minn. Stat. 144.3351 (Immunization Data)
Minn. Stat. 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. 144.442 (Testing in Schools)
Op. Att'y Gen. 169-W (Jan. 17, 1968)
Op. Att'y Gen. 169-W (July 23, 1980)
Minn. Stat. 121A.17 (School Board Responsibilities)
Minn. Stat. 135A.14 (Statement of Immunization of Post-Secondary Students)

MEMO #: S-01-108

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent ^{LPN}

DATE: June 5, 2001

RE: Approval of Policy

Attached please find the policy, Search of Student Lockers, Desks, Personal Possessions and Student's Person (JFG).

Suggested Resolution: Move to approve the policy, Search of Student Lockers, Desks, Personal Possessions and Student's Person (JFG), as presented.

LPN:mde
Attachment

POLICY OF THE SCHOOL BOARD, MOORHEAD, MN

DISTRICT CODE: JFG

DATE ADOPTED: 04/22/96

DATE REVISED:

SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT'S PERSON

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the Moorhead Area Public School District's policies against contraband.

II. GENERAL STATEMENT OF POLICY

A. Pursuant to Minnesota statues, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. The policy above for school lockers also applies equally to student desks or personal possessions as defined herein. The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

C. It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions.

III. DEFINITIONS

A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-a-likes," alcoholic beverages, controlled substances and "look-a-likes," overdue books, and other materials belonging to the school district, and stolen property.

B. "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, and clothing.

C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff members, a student's suspicious behavior, a student's age and past history or record of conduct, or other reliable sources of information.

D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

A. School officials may inspect lockers and desks at any time they believe inspection would be in the best interest of the school, the staff, or the student body. Student lockers, desks and personal possessions may be randomly searched throughout the school year without notice, without student consent and without a search warrant.

B. School officials may, in their discretion, employ the use of trained dogs for the purpose of conducting a general sniff search of student lockers and desks. If a dog alerts to a locker or desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion that contraband will be found. If it is determined that reasonable suspicion exists an internal search of the locker or desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.

C. School officials may, upon a finding of individualized reasonable suspicion supported by articulable facts, employ the use of trained dogs for the purpose of conducting a sniff search of an employee's desk. If a dog alerts to the desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion, ~~exists~~ an internal search of the desk and its contents will be conducted. The

search will be reasonable in its scope and intrusiveness.

~~D. A school official conducting a search shall have an adult witness present as an observer.~~

ED. School officials may, without a search warrant, search the person and/or personal possessions based on a reasonable suspicion. The search will be reasonable in its scope and intrusiveness.

FE. As soon as practicable after a search pursuant to this policy, the school authorities must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by policy or school officials.

HF. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.

~~G. A strip search is a search involving the removal of coverings or clothing from private areas. Mass strip searches or body cavity searches are prohibited. Strip searches will be conducted only in circumstances involving imminent danger. A strip search will be conducted in privacy by a school official of the same sex. An adult witness of the same sex shall be present as an observer during the search.~~

GHG. A search of a person shall be conducted in privacy by a school official of the same sex. An adult witness of the same sex shall be present as an observer during the search.

HJJ. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. (The school district shall provide a copy of this policy to a student when the student is given use of a locker.)

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, or cause educational disruption, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school offices will seize the item and, where appropriate, turn it over to legal authorities for ultimate disposition.

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion or expulsion, and the student may, when appropriate, be referred to legal authorities.

Legal References: U.S. Constitution, Fourth Amendment

New Jersey v. T.L.O., Minn. Constitution Article I 10, 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)

Zamora v. Pomeroy, 639 F.2d 662 (10th Cir.1981)

Minn. Stat. ~~127.47~~ 121A.72 (school locker policy)

Cross Reference: Moorhead Policy JHG Child Abuse

Moorhead Policy JECK Drug-Free Workplace/Drug-Free School

Moorhead Policy JKG Student Discipline

Moorhead Policy JFGA Student Use and Parking of Motor Vehicles; Patrols, Inspection and Searches

MEMO #: S-01-109

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent ^{LPN}

DATE: June 5, 2001

RE: Approval of Policy

Attached please find the policy, Student Transportation Safety (EEAE).

Suggested Resolution: Move to approve the policy, Student Transportation Safety (EEAE), as presented.

LPN:mde
Attachment

POLICY OF THE SCHOOL BOARD, MOORHEAD, MN

DISTRICT CODE: ~~EEAAC~~EEAE

DATE ADOPTED: 10/10/94

REVIEWED/REVISED:

STUDENT TRANSPORTATION SAFETY

PURPOSE: The purpose of this policy is to provide safe transportation for students and educate students on safety issues and responsibility of school bus ridership. It includes information of parent/guardian involvement, school bus driver duties, responsibilities, training, emergency procedures on buses, and vehicle standards.

I. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week.

The first week of school is designated as school bus safety week.

B. Student Training.

The School District shall provide students enrolled in grades kindergarten through 12 with school bus safety training. The training shall be results-oriented and shall consist of both classroom instruction and practical training using a school bus. Upon completing the training, a student shall be able to demonstrate knowledge and understanding of at least the following competencies and concepts:

1. Transportation by school bus is a privilege not a right;
2. District policies for student conduct and school bus safety;
3. Appropriate conduct while on the bus;
4. The danger zones surrounding a school bus;
5. Procedures for safely boarding and leaving a school bus;
6. Procedures for safe vehicle lane crossings; and
7. School bus evacuation and other emergency procedures.
8. Appropriate training on the use of lab belts or lap and shoulder belts, if the school district uses buses equipped with lap belts or lap and shoulder belts.

Student school bus safety training shall commence during school bus safety week. All students who are transported by school bus and are enrolled during the first week of school must

demonstrate achievement of the school bus safety training competencies by the end of the third week of school. Students who enroll in a school after the first week of school and are transported by school bus shall undergo school bus safety training and demonstrate achievement of the school bus safety competencies within three weeks of the first day of attendance. The School District may deny transportation to a student who fails to demonstrate the competencies, unless the student is unable to achieve the competencies due to a disability.

The District will, to the extent possible, provide kindergarten students with school bus safety training before the first day of school.

II. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

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

~~Consequences for school bus/bus stop misconduct will be imposed by the Building Principal's designee.~~ The Building Principal or designee is responsible for imposing consequences for misconduct on the school bus or at bus stops. In addition, all school bus/bus stop misconduct will be reported to the District's Transportation Safety Director's Office. Serious misconduct will be reported to the Department of Public Safety and may be reported to local law enforcement.

A. School Bus and Bus Stop Rules.

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

B. Rules at the Bus Stop.

1. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
2. Respect the property of others while waiting at your bus stop.
3. Keep your arms, legs and belongings to yourself.

4. Use appropriate language.

5. Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus.

6. After getting off the bus, move away from the bus.

7. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

8. No fighting, harassment, intimidation or horseplay.

9. No use of alcohol, tobacco, or drugs.

C. Rules on the Bus.

1. Immediately follow the directions of the driver.

2. Sit in your seat facing forward.

3. Talk quietly and use appropriate language.

4. Keep all parts of your body and personal belongings inside the bus.

5. Keep your arms, legs and belongings to yourself.

6. No fighting, harassment, intimidation or horseplay.

7. Do not throw any object.

8. No eating, drinking or use of tobacco or drugs.

9. Do not bring any weapon or dangerous objects on the school bus.

10. Do not damage the school bus.

D. Consequences.

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

School District. Parents or guardians will be notified of any suspension of bus privileges.

1. Elementary (K-6).

1st offense -- warning

2nd offense -- 3 school day suspension from riding the bus/conference (meeting/phone) with parents

3rd offense -- 5 school day suspension from riding the bus/conference (meeting/phone) with parents

4th offense -- 20 day suspension from riding the bus/meeting with parent

5th offense -- suspended from riding the bus for the remainder of the school year

Further offenses -- individually considered.

Students may be suspended for longer periods of time, including the remainder of the school year.

* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

2. Secondary (7-12).

1st offense -- warning

2nd offense -- 5 day suspension from riding the bus/conference (meeting/phone) with parents

3rd offense -- 10 day suspension from riding the bus/conference (meeting/phone) with parents

4th offense -- 20 day suspension from riding the bus/meeting with parent

5th offense -- suspended from riding the bus for the remainder of the school year.

3. Other Discipline.

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

4. Records.

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of serious misconduct will be provided to the Department of Public Safety. Records may also be maintained in the transportation office.

5. Vandalism/Bus Damage.

Student damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in loss of bus privileges until damages are paid.

6. Notice.

Students will be given a copy of school bus and bus stop rules during school bus safety training. Rules are to be posted on each bus ~~and both rules and consequences will be periodically reviewed with students by the driver.~~ The driver will periodically review both rules and consequences with students.

7. Criminal Conduct.

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the Superintendent, local law enforcement officials and the Department of Public Safety will be informed.

III. PARENT AND GUARDIAN INVOLVEMENT

A. Parent/Guardian Responsibilities For Transportation Safety.

1. Become familiar with District rules and policies, regulations and principles of school bus safety.
2. Assist students in understanding safety rules and encourage them to abide by them.
3. Recognize their responsibilities for the actions of their students.
4. Support safe riding practices and reasonable discipline efforts.
5. When appropriate, assist students in safely crossing local streets before boarding and after leaving the bus.
6. Support procedures for emergency evacuation, and procedures in emergencies as set up by the School District.
7. Respect the rights and privileges of others.
8. Communicate safety concerns to school administrators.

9. Monitor bus stops, if possible.

10. Support all efforts to improve school bus safety.

11. Provide for emergency shelter in the event inclement weather prevents transportation services.

B. Parent and Guardian Notification.

A copy of the School District school bus and bus stop rules will be provided to each family at the beginning of the school year or when a child enrolls, if this occurs during the school year. Parents and guardians are asked to review the rules with their students.

IV. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

All school bus drivers shall be adequately prepared, both physically and mentally, each day to perform required duties. These shall include:

A. Operating the vehicle in a safe and efficient manner.

1. Safety. The primary concern of each driver is safety. Drivers will exercise extreme caution during the loading and unloading process as well as when driving.

2. Defensive Driving. All drivers are to drive defensively at all times. A definition of defensive driving is: driving in a manner to avoid accident involvement despite adverse conditions created by roads, weather, traffic, or errors of other drivers or pedestrians.

3. Driving Adjustments. Winter and wet weather driving may require adjusting speed and normal driving practices to compensate for road conditions.

4. Emergency Doors. Emergency doors must be free and operable. Under no circumstances may the doors be obstructed to prevent easy access.

5. Service Door. The service door of the bus must be closed at all times while the bus is in motion.

6. Overloads. The registration card identifies the maximum number of passengers in all the vehicles ~~designates the maximum number of passengers allowed to be carried.~~ This limit cannot be exceeded. A driver ~~should~~ shall call ~~the~~ their supervisor or designated individual for instructions should a vehicle become overloaded.

7. Railroad Crossings. All vehicles used to transport must stop at railroad crossings, using required procedures, whether they are loaded or empty. School buses shall not activate the eight-way lights; four-way hazard lights are to be used before stopping and when crossing the tracks.

8. Speeding and Other Moving Violations. No bus will travel faster than road, traffic and weather conditions safely permit, regardless of the posted speed limit. Any driver convicted of a moving violation with a school bus will face disciplinary action. Other reports or warnings regarding speeding will result in suspension and/or termination.

9. Smoking Prohibited. Smoking by either the driver or the passengers is prohibited on any school bus, Type III vehicle, or on school property.

B. Conduct thorough pre-trip and post-trip inspections of the vehicle and special equipment.

1. Bus Inspections. Drivers are required to make pre-trip inspection of the bus before each trip. Failure to do so is a violation of State law. Defects are to be reported in writing. Drivers are required to check their buses for students, vandalism and article left on the bus after each route segment.

2. Safety Equipment. All drivers are responsible for ensuring that the necessary safety equipment is aboard the bus, including fire extinguisher, first aid kit, bodily fluids clean-up kit, flashlight, reflectorized emergency warning device, and any additional items required by the District. Drivers of vehicles for disabled students will ensure all student health information cards are on board the bus.

3. Bus Cleaning. Drivers are required to keep the interior of their buses swept and free of trash at all times.

4. Fueling. The driver is responsible for ensuring that his or her assigned vehicle is adequately fueled before leaving the yard. Smoking is prohibited in the fueling area. The engine shall be turned off while fueling.

C. Ensuring the safety, welfare and orderly conduct of passengers while on the bus. (See Section II).

D. Meeting emergency situations in accordance with operating procedures. (See Section V).

E. Communicating effectively with school staff, students, parents/guardians, law enforcement officials and the motoring public.

1. Relations with Students. Bus drivers will treat students with respect and will refrain from any conduct which is intended or could be perceived as demeaning, intimidating or harassing.

2. Relations with School Officials. School officials can and will be of considerable assistance to drivers. They are trained in the education of students and it is in their best interest that control and discipline be maintained on the bus. Therefore, it is very important drivers have good relationships with the school officials and give them full cooperation.

3. Relations with the Public. It is important to remember that to the general public, the driver represents the School. Buses are one of the most visible vehicles on the road. Drivers must deal with students, parents, and other motorists in a polite, professional and considerate manner.

4. Student Discipline. Although drivers are responsible for maintaining order on the bus, drivers must always remember that the types of actions they may use are limited. Drivers must never, under any circumstances, use corporal punishment. Drivers have no authority to deny a child the privilege of riding the bus, or drop the student at other than the designated stop. Any denial of bus-riding privileges can come only from the school authorities.

5. Route Changes. No driver is to make changes in the pick-up or drop-off schedule for his or her route without prior authorization. No stops are to be added, deleted or moved without approval. No driver may deviate from the established routes without prior permission except as required by an emergency or temporary road condition.

6. Route Problems. Any problems, of whatever kind, encountered by a driver on the routes or trips should be brought to the attention of the designated individual as soon as possible.

7. Unauthorized Passengers. Only authorized passengers may be transported in a bus. Any other passenger must be specifically approved.

8. Notice. It is the responsibility of the driver to check for notices each day and to check with his or her supervisor regularly.

F. Completing required reports. It is the responsibility of the driver to completely fill out and timely turn in all reports, discipline referrals, time cards, and mechanical defect slips as required. This includes all requirements pertaining to pre-trip inspections and stop-arm violation reports.

G. Complete ~~required reports~~ required training programs successfully.

H. Provide maximum safety for passengers during loading and unloading.

1. Standees Prohibited. Standees are not allowed on a moving school bus. Drivers must not move a bus from a stopped position until all passengers are seated. Students are to remain seated until the bus has stopped.

2. Dangerous Article. No weapons or article that may be classified as dangerous, may be transported on a school bus. This includes any and all items. Possession of weapons on school property or the bus will not be tolerated. Companion dogs are allowed.

I. Wearing driver's seat belt whenever the bus is in motion.

Additional driver duties and responsibilities may be found in the driver handbook. All bus driver dismissals will be reported to the Department of Public Safety pursuant to Department of Safety directions.

V. OPERATING RULES AND PROCEDURES

A. General Operating Rules.

1. All routes shall be on file with the School District's School Transportation Safety Director.

2. Only students assigned to the school bus by the District shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. Drivers are to enforce the provisions of the school bus and bus stop rules as appropriate. Students may be released from the bus at only two points, the designated bus stop or at school, except in case of an emergency or as otherwise authorized.

4. The parent/guardian may designate by a signed, written request a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet other eligibility requirements.

5. Students who misbehave severely may be returned to the school immediately and reported to the Building Principal or other designated individual.

6. Safety evacuation drills for the student-passengers shall be conducted at least twice a year.

7. There shall be no students in the bus while the fuel tank is being filled. On leaving the vehicle when students are in the bus the driver shall stop the bus, remove the ignition key, set the brakes

and otherwise render the bus immobile. The driver should not leave the vehicle unless required to do so for business relating to the safe transportation of students or an emergency.

8. Buses shall not be run backwards on the school grounds or any other point if it can be avoided. If it is necessary to run a bus backwards on school grounds, the driver shall have another responsible person act as a guard flagman in back of the bus to keep other persons out of the path and to issue warnings to the driver of approaching traffic.

9. When arriving or leaving the school grounds, the driver must not follow closer than 50 feet from the vehicle directly in front of the bus or closer than 500 feet when traveling on the highway.

10. No school bus shall pull any trailer when students are being transported on regular routes to or from school.

11. In case of an accident or breakdown of the bus, the driver shall contact the dispatcher using the two-way radio. If no radio contact is available, the driver shall not leave the bus but may send two responsible students to the nearest house to summon help. The driver may also request a passing motorist or other adult to summon help.

12. The District may adopt such additional operating rules as are deemed necessary to meet local conditions and needs, provided they do not conflict with State laws and regulations.

B. Use of Signals. Loading or Unloading.

1. The driver shall activate the flashing eight-light system of the bus at least 300 feet before stopping to load or unload students when outside and incorporated municipality, and 100 feet when operating within an incorporated municipality, and shall not extinguish such lights until loading or unloading is completed and persons who must cross the roadway or highway are safely across.

2. Bring the vehicle to a complete stop in the right hand lane of the roadway parallel to the centerline.

3. Prior to discharging students, open door, activate red flashing lights and extend the stop arm. Discharge students only after ~~all~~ traffic (front and rear) has come to a complete stop.

4. Keep door open and eight-light system operating until all student have been loaded or unloaded safely.

5. The driver should avoid loading or unloading students where the view is obstructed to other motorist for 200 feet in either direction.
6. The driver will not permit students to stand or get off the bus while it is in motion.
7. The driver will bring the bus to a full stop and disengage gears by shifting gear shift lever into neutral position or selector into neutral or park position before loading or unloading students.
8. Buses shall load and unload students only at designated locations.
9. Certain crossings are exempt from the use of 8-way signals, these stops and rationale are defined in Moorhead Administrative Policy EEAE-A School Bus Stops.

C. Crossing Highways and Streets.

1. The driver shall be responsible for safely delivering the student who must cross the highway or street by one of the following methods:
 - a. Students shall pass approximately 10 feet in front of the school bus so as to be seen by the driver and cross the road only upon receiving a hand signal from the driver, or
 - b. The student shall pass approximately 10 feet in front of the bus so as to be seen by the driver and be conducted across the road by the school bus patrol, or
 - c. ~~The driver shall personally conduct the student across the road after following required procedures for disabling the bus.~~
 - d. The driver shall visually ascertain that students getting off the bus who do not need to cross the road are a safe distance from the bus before moving the vehicle.

D. Type III Vehicles.

1. Any vehicle designed to carry more than 10 passengers must meet all legal requirements for a school bus and cannot be treated as a Type III vehicle. Any Type III vehicle used to transport students must carry all emergency equipment listed in Section IV. B. 2. If District-owned, the District name will be clearly marked on the side of the vehicle. All school-owned Type III vehicles will be properly licensed, insured, and inspected.
2. Students will not be regularly transported in private vehicles. However, private vehicles may be used for convenience or in an emergency. The District has no system of inspection for private vehicles.
3. All drivers of Type III vehicles will be licensed drivers and will be familiar with use of required

required emergency equipment. The school district will not knowingly allow a person to operate a Type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

VI. SCHOOL BUS DRIVER TRAINING

A. Training.

All new bus drivers must complete district approved pre-service training, including in vehicle (actual driving) instruction before transporting students and shall meet the competencies specified by the Department of Public Safety. All school bus drivers shall receive a minimum of eight hours of in-service training annually. The following driver training standards represent the minimum areas of training which each driver must receive prior to entering service to the school district. The school district shall forward to the Commissioner of Public Safety the certification of in-service training, including the number of hours and certification of competency for each driver.

1. Pre-Trip Inspection.

Both new and experienced drivers must be familiar with the elements of the mandatory pre-trip inspection required under Minnesota law including:

- The engine compartment -- belts, valves, fluid leaks,
- Engine start, warning lights, gauges, horn,
- Fuel level
- Brakes -- pedal reserve and air/vacuum gauges
- Interior -- seats, floor, lights
- Electrical charging system
- Emergency door
 - a. smooth latch operation
 - b. alarm buzzer
- Entrance door operation
- Lift door operation and alarm
- Lift equipment for wheelchairs
- Wheels, service brakes, emergency brake
- Exterior lights -- headlights, brake lights, marker lights, turn signals
- Exhaust system
- Windows, windshield, and inspection sticker
- Eight-light system and stop arm
- Emergency equipment -- first aid kit, clean-up kit, flashlight, reflectors, two-way radio

2. Fundamentals and Techniques of School Bus Driving.

The driver training program must include:

Relevant laws

Rules of the road and School District safety policies

Defensive driving

Driving in inclement weather conditions

a. reduced visibility -- rain, snow, fog

b. wet roads

c. icy roads

Dealing with pedestrians and students in traffic

Operation of the manual or automatic transmission

The use of the drive train for stopping the school bus

Situations where the hand brake will and will not stop a moving bus

Steering and turning techniques

Right and left turn maneuvers.

Gauging the speed of other vehicle on cross streets

Use of mirrors

Merging into traffic

Visual perceptions

Safe following distances

Safe backing procedures

Use of the eight-light system and ~~School District~~ Moorhead Administrative Policy EEBB-A
regarding its use

Loading and unloading procedures

Knowledge of the danger zone concept

Policies and Procedures for grade level railroad crossings

Emergency use of the public address system

Response to an approaching emergency vehicle while unloading

Leaving the bus unattended at school sites

3. Special Education Transportation

Special education transportation requires skills and abilities that exceed those required to provide normal school bus service. Drivers will be familiar with:

What to do in a medical emergency

Handling of wheelchairs

Operation of lift equipment

Proper use of wheelchair securement devices

School District policies on the use of seat belts on designated students

Handicapping conditions

Responsibilities of the bus driver and the bus aide

School District policy in situations where a responsible person is not available to receive a student

4. Emergency Procedure.

Drivers must be prepared to deal with emergency situations while operating on routes and field trips. Included in these emergency situations are mechanical breakdown, fire, accident, or passenger injury.

Drivers are to receive training in:

Identifying the degree of an emergency before beginning an evacuation

Identifying a safe evacuation unloading area

Preplanning emergency evacuations for both conventional and lift buses

a. front, rear, and both door evacuations

b. evacuation of special education students

c. evacuation of physically disabled students and students using wheelchairs

d. placement of students in a safe location.

e. cooperation in emergency evacuation drills.

Mechanical breakdowns

a. stop bus in safe location

b. keep passengers in bus if safe to do so

c. take steps to warn motorists

d. radio or call for assistance

How to secure the school bus and place emergency triangles

Use of the two-way communication system in an emergency

When it is appropriate to evacuate the school bus

How to supervise an emergency evacuation

Emergency evacuation of the disabled

Special considerations when evacuating a lift bus

Lifting techniques for handling disabled students in an emergency situation

Priorities when dealing with injured passengers

How to use the school bus first aid kit

Use and operation of the fire extinguisher

Dealing with other motorists and the police

Use of emergency reflectors and hazard lights

Control of exposure to blood borne pathogens

Use of body fluid clean-up kits

School District policy on medical emergencies

Recognition and handling of epileptic seizures

How to respond if a passenger has a weapon on the bus

5. First Aid/CPR

All drivers must demonstrate proficiency in first aid, including the Heimlich maneuver, and CPR. This may be shown by current certification in CPR and first aid by the American Red Cross or American Heart Association or equivalent.

6. Private or Confidential Student Information

Types of student data that are considered private or confidential under Minnesota Statutes

7. Student Discipline

Creating a positive attitude on the school bus

Oral and visual communications skills between the driver and the passenger

Dealing confidently with a disruptive student

District discipline policy

Developing and enforcing workable rules

Incident report forms

District policy on possession of weapons by a student

District policy on sexual, racial and religious harassment/violence

District policy on smoking

8. Human Relations

Appropriate driver behavior

Sensitivity to a diverse student population Sensitivity to handicapped conditions

Relations with parents/guardians and school staff

Working with a special education bus aide

9. Chemical Abuse

How alcohol and/or drugs can affect driving skills

Drug-testing programs

State and federal requirements

B. Evaluation.

All drivers will be evaluated for the following competencies at least once annually:

1. Safely operate the type of school bus the driver will be driving
2. Understand student behavior including issues relating to student with disabilities
3. Ensure orderly conduct of students on the bus and handle incidents of misconduct appropriately
4. Know and understand relevant laws, rules of the road and local school bus safety policies
5. Handle emergency situations

6. Safely load and unload students, and
7. Demonstrate proficiency in first aid, Heimlich maneuver, and CPR procedures.

VII. EMERGENCY PROCEDURES

A. Fire

In the event of a fire, the first priority is to evacuate the bus. Drivers will make certain passengers are safe before attempting to put out the fire.

B. Injuries/Medical Emergencies

Drivers will be familiar with first aid and CPR procedures. Drivers should first contact the dispatcher to call 911 in the case of serious injuries. Drivers should administer proper first aid in accordance with their training and level of ability. In the event an injured passenger is taken to the hospital, record the students' name and the name of the hospital where the student is sent.

C. Tornado.

If there is likelihood that a tornado will hit a vehicle, and there is no escape route available or no time to drive to a safe location, the driver should evacuate the bus, taking the first aid kit. The driver will take the students to the basement of a nearby building or to the nearest depression or ditch upwind (toward the storm) of the bus far enough away from the bus so that the bus will not roll over on them and instruct them to cover their heads with their arms. If the students are wearing coats or jackets, these can be used to provide additional protection for their heads and bodies. Drivers should take only the first aid kit from the bus.

- If drivers are on the road when they hear a tornado warning or spot a funnel, and there is no time to evacuate the students after stopping the bus, drivers should have the students assume the protective position, remaining in their seats, with their heads below the window level.

D. Evacuation.

Drivers should evacuate buses only when there is danger of fire, collision or other potential hazard. Drivers should inform passengers that there is an emergency, and in very calm and precise terms, tell them exactly what they are to do. When safely possible, drivers will keep all evacuees a minimum of 100 feet from the bus. They should be loaded back onto the bus only when the driver has determined it is safe to do so.

E. Accident.

In case of an accident, the driver should immediately assess students for injuries and begin any emergency first aid procedures if necessary. The driver must also notify the School District and law enforcement of any school bus accidents immediately.

Upon providing emergency care and notifying the District, the driver shall:

1. In cooperation with police officer and/or ambulance service, assist with the care of students.
2. See that all injured students receive proper medical care.
3. Determine facts pertaining to accident.
4. Call Transportation/District staff to give list of names and circumstances so they can begin calling parents.
5. Discuss the accident only with police and School District officials.
6. Record all students' names.
7. Not leave the scene of an accident until released by the driver's supervisor.

Before leaving for the day, the driver shall fill out an accident report. All bus accidents resulting in death, personal injury or apparent property damage of more than \$4,400 will be reported to the Department of Public Safety. A school bus involved in such an accident may not transport pupils until it has been inspected by or has received a waiver from the State Patrol. All bus accidents will be reported to the District's Superintendent of Schools.

F. Cold Weather Stop.

If a driver is stuck or stalled in cold weather, the driver should call for assistance and wait for help. The driver should avoid relying on the engine to provide heat for the driver and passengers as long as possible. If it is necessary to run the engine to provide heat, the driver will make sure the exhaust pipe is clear of snow, open windows for ventilation, and check passengers frequently for headaches or drowsiness.

G. Dangerous Weapons.

If a driver observes or learns that a passenger may have a dangerous weapon on the bus, he or she should remain calm and call for assistance using a predetermined code. The driver should give the location of the bus to the dispatcher, continue the route and wait for assistance. The driver should not inform the passenger suspected of having the weapon that he or she knows of the weapon.

H. Lights.

In an emergency stop, the driver should turn on the four-way hazard warning lights, and running or clearance lights.

I. Getting Assistance.

Use the two-way radio communications system to get assistance. Drivers should report the location and number of the bus, the nature of the problem, and the status of the passengers. If the driver cannot use a radio to contact the dispatcher, ask a passerby or other motorist to do so from the nearest telephone. The driver should write out the number and location of the school bus, the nature of the emergency, and the status of the passengers.

VIII. VEHICLE MAINTENANCE STANDARDS

A. All school vehicles and vehicles contracted to the School District shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the School District.

B. All school vehicles and vehicles contracted to the School District shall be inspected in accordance with legal requirements.

C. Daily pre-trip inspections shall be required and prompt reports submitted of defects to be immediately corrected.

IX. EXPENDITURES FOR SCHOOL BUS SAFETY ACTIVITIES

A description of School District funds expended for school bus safety activities from student transportation reserved revenue is kept in the office of the Superintendent and is available for review. As required by law, these expenditures will be annually reported to the ~~Department of Public Safety~~ Commissioner of Children, Families, and Learning.

The School District's expenditures for transportation safety are incorporated by reference into this policy.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The School Board has designated an individual to serve as the School District's School Transportation Safety Director. The school transportation safety director shall have day-to-day responsibility for pupil transportation safety, including transportation of non-public school

children when provided by the district. The school transportation safety director will assure that this policy is annually reviewed. The name, address, and telephone number of the school transportation safety director are on file with the superintendent. Any questions regarding student transportation or this policy should be addressed to the School Transportation Safety Director.

FOLLOW THESE BUS RULES

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

Legal References:

MN Statute 123B.90 School Bus Safety Training

MN Statute 123B.91 School District Bus Safety Responsibilities

MN Statute 123B.92 Transportation Aid Entitlement

Cross References:

Moorhead Policy IICA Field Trips

Moorhead Administrative Policy EEAA-A Special Education Transportation

Moorhead Administrative Policy ~~EEBB-A~~ EEAE-A School Bus Stops

Moorhead Administrative Policy DLCA-AB Travel K-12 Emergency Procedures

MEMO #: S-01-110

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent ^{LPN}

DATE: June 5, 2001

RE: Approval of Policy

Attached please find the policy, Instruction and Curriculum Advisory Committee (AFE).

Suggested Resolution: Move to approve the policy, Instruction and Curriculum Advisory Committee (AFE), as presented.

LPN:mde
Attachment

POLICY OF THE SCHOOL BOARD, MOORHEAD, MN

DISTRICT CODE: AFE

DATE ADOPTED: 09/11/79

REVISED: 12/16/96

INSTRUCTION AND CURRICULUM ADVISORY COMMITTEE

PURPOSE

~~ISD #152 is~~ Moorhead Area Public Schools are dedicated to offering quality education to all students. School personnel and community members are working together to refine and maintain the high standards of the educational programs in our district. ~~As part of this refinement, the~~ district will ~~yearly~~ evaluate selected areas of its curricular program annually to assess ~~how well~~ the students' ~~are doing in moving~~ progress toward accomplishment of the district's broad educational goals. The committee will consider review of technology, long range planning, and inclusive education as a part of curriculum review.

GENERAL STATEMENT OF POLICY

A process for evaluating curriculum and instruction has been adopted which includes the following components:

1. District Goals - ~~The school board has a~~ Adopted school district goals ~~have been adopted by the board~~ which will provide broad direction for district curriculum and instruction.
2. Curriculum Review Process - A ~~six-year~~ sequential periodic curriculum review cycle ~~has been adopted to~~ will guide district curriculum development and evaluation.
3. Learner Outcomes and Graduation Standards - Learner outcomes for each subject area in the curriculum, ~~learner outcomes~~ will be consistent with graduation standards.
4. Student and Program Evaluation - The district will ~~evaluate~~ monitor each student's progress toward meeting state and ~~school district~~ local graduation ~~standards, requirements~~ and will use the curriculum review process to identify the strengths and weaknesses of instruction and curriculum. ~~affecting students' progress.~~

5. Instruction and Curriculum Advisory Committee - The school board shall establish an instruction and curriculum advisory committee which reflects the diversity of the district and its learning sites. The district advisory committee shall recommend to the school board district wide education standards, assessments and program evaluation. ~~The district advisory committee, reflecting the diversity of the district and its learning sites, shall recommend to the school board district-wide education standards, assessments and program evaluations.~~

6. Improvement Plans - District staff will prepare an annual update of the curricular improvement plan for each subject area. These plans will be presented to the Instruction and Curriculum Advisory Committee for review and recommendation as part of the multi-year curriculum cycle. ~~District staff will prepare curriculum improvement plans on an annual basis to address areas identified through program evaluation activities.~~

7. ~~Assurance of Mastery (AOM)~~ - ~~An AOM program has been established which identifies students who are not making sufficient progress in communications or math. Remedial action will be planned for these students.~~

8. Annual Report on Curriculum, Instruction and Student Performance - An annual report which includes ~~including:~~ 1) student performance goals for meeting state and local school district graduation requirements, standards; 2) results of assessment results, data; and, 3) annual district improvement plan plans, will be approved by the school board by October 1, each year and disseminated to district residents and the Department of Children, Families and Learning by October 15.

9. Program Linkage - District programs such as North Central Accreditation, educational effectiveness (MEEP), technology, long range planning, and staff development will be integrated with the curriculum review process and annual district improvement plans whenever possible to maximize resources.

10. Inclusive Education - Each curriculum adopted will be reviewed as to multicultural, gender fair, and disability sensitive in language and content, and will include the accomplishments of members of diverse groups as a part of the curriculum.

11. 8. Instruction and Curriculum Advisory Committee Roles and Responsibilities - The administration shall develop policies and procedures relating to the roles and responsibilities of the Advisory Committee, district staff and others involved in the curriculum review process.

12. Parental Review - The district will develop a policy and procedures for parental review of the content of instructional materials, and make reasonable arrangements

~~for alternative instruction based on parental objection to instructional materials. (See policy IIAC/IIAC-A)~~

Legal Reference: Minnesota Statute 120B.11 Subd.3

Cross Reference: Moorhead Policy IIAC/IIAC-A Curriculum Content Selection and Review,
Alternative Instruction, and Instructional Resource Reevaluation
Moorhead Policy ACA Equal Educational Opportunity
Moorhead Policy IEA Assurance of Mastery

Reviewed/Revised: 2/13/90

3/23/93

12/16/96

MEMO #: S-01-111

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent *LPN*

DATE: June 5, 2001

RE: Approval of Policy

Attached please find the policy, School District Copyright Policy (EEGA).

Suggested Resolution: Move to approve the policy, School District Copyright Policy (EEGA), as presented.

LPN:mde
Attachment

POLICY OF THE SCHOOL BOARD, MOORHEAD, MN

DISTRICT CODE: ~~EGAA~~ EEGA

DATE ADOPTED: 04/29/86

REVISED: 03/10/97

SCHOOL DISTRICT COPYRIGHT POLICY

PURPOSE

In adherence to the current Federal Copyright Law, Public Law 94-553, the Moorhead School Board of Education of Independent School District #152 will take the necessary steps to ensure that the guidelines established by Congress for "Fair Use" by educational institutions are followed and will support all employees of the district who adhere to the policies and guidelines concerning copyright.

GENERAL STATEMENT OF POLICY

Any person violating copyright laws and/or established guidelines shall personally assume the responsibility by virtue of this school district policy. The legal and/or insurance protection of the district will not be extended to employees who violate copyright laws. Illegal copies of copyrighted materials and programs shall not be made or used on school district equipment.

In accordance with the policy adoption by the Moorhead School Board of Education, it shall be the responsibility of the Director of Media Services to inform the district staff of the law and these guidelines, and provide posters at the graphic and audio/visual copy machines and computer equipment, reminding employees of this law and the "Fair Use" guidelines. The principal/supervisor of each school site/program is responsible for establishing and enforcing practices which will implement this policy at the building/program level.

Posters and guidelines defining the Fair Use doctrine shall be in the form of the attached items:

- I - Print
- II - Audio-Visual Software
- III - Music
- IV - Off-Air Broadcasting
- V - Prerecorded Video Programs
- VI - ~~Computer Software~~ Multimedia
- VII - Distance Learning
- VIII - Computer Software
- IX - Procedures for Requesting Permission to Copy Copyrighted Materials

I. GUIDELINES FOR PRINT

The intent of the following guidelines are to state the minimum standards of educational fair use under Section 107 of House Rule 2223. It is understood that the conditions determining the extent of permissible copying may change in the future.

A. Single Copying for Teachers: A single copy may be made of any of the following by or for a teacher at his or her request for scholarly research, reaching or preparation to teach a class. The teacher may retain the single copies of these materials for personal or research use or for use in teaching. A single copy may include:

1. A chapter from a book,
2. An article from a periodical or newspaper,
3. A short story, short essay or short poem, even if they are contained in a collection, drawing, cartoon from a book, periodical, or newspaper,
4. A chart, graph, diagram, picture, etc.

B. Multiple Copies for Classroom Use

Not to exceed in any event more than one copy per student in a course.

1. Meets the test of brevity and spontaneity as defined below
2. Meets the cumulative effect as defined below
3. Each copy includes a notice of copyright

DEFINITION

A. Brevity

1. Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages, or (b) from a longer poem and excerpt of not more than 250 words.
2. Text (Prose, poetry, drama): (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words. (Each of the numerical limits stated in 1 and 2 above may be expanded to permit completion of an unfinished line of a poem, or of an unfinished prose paragraph.
3. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue. Permission is granted only to make exact copies. The right to change the chart, picture, cartoon or illustration into a poster or slide or transparency or wall graphic (also called the right of adaptation) rests with the copyright holder.
4. "Special" works: Certain works in poetry, prose or "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph 2 above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not

more than 10% of the words found in the text thereof, may be reproduced.

B. Spontaneity

1. The copying is at the instance and inspiration of the individual teacher.
2. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to request for permission.

C. Cumulative Effect

1. The copying of the material is for only one course in the school in which the copies are made.
2. Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
3. There shall not be more than nine instances of such multiple copying for one course during one class term. (The limitations stated in 2-1 and 3-2 above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

D. Prohibitions as Related to Fair Use Copying of Books and Periodicals

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works.
2. There shall be no copying of or from works intended to be consumable in a course of study. These include workbooks, exercises, standardized tests, test booklets and answer sheets.
3. Copying shall not substitute for the purchase of books, reprints, or periodicals.
4. Copying shall not be directed from higher authority.
5. Copying shall not be repeated with respect to the same item by the same teacher from term to term.
6. No charge shall be made to students beyond the actual cost of the photocopying.

II. GUIDELINES FOR AUDIO-VISUAL WORKS

A. Permissible Uses

Four requirements must be met before a performance is considered acceptable under the "fair use" exemption for schools.

1. The performance must be presented by instructors; and,
2. The performance must occur in the course of face-to-face teaching activities; and,
3. The performance must take place in a classroom or similar place for instruction (including the library); and,
4. The performance must be of a legally acquired (or legally copied) copy of the work.

B. Prohibitions

1. Changing the medium to reproduce audio or video materials to a format compatible with other equipment.
2. The duplication of a 16mm film, 8mm film, video, computer software, slide, transparency, transparency master, or other visual media.

III. GUIDELINES FOR SHEET MUSIC & SOUND RECORDINGS

(Sound recordings will include phonograph records, cassette tapes in analog and digital formats, compact discs, reel-to-reel tape, and hard disk recordings.)

A. Permissible Uses

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per pupil.
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted, altered or lyrics added if none exist.
4. ~~A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.~~
5. A single copy of recordings or performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or an individual teacher for the purposes of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

- B. Prohibitions as Related to Duplicating Music

1. Copying to create or replace or substitute or anthologies, compilations or collective works.
2. Copying of or from works intended be consumable in the course of study or teaching such as workbooks, exercises, standardized tests and answer sheets and like materials.
3. Copying for the purpose of performance, except as in A.1 above.
4. Copying for the purpose of substitution for the purchase of music, except as in A.1 and A.2 above.
5. Copying without inclusion of the copyright notice which appears on the printed copy.

IV. GUIDELINES FOR GRAPHICS

(Graphics are defined as paintings, lithographs, serigraphs, etchings, maps, diagrams, charts.)

A. Permissible Uses

Reproduction of graphic material may fall under the "fair use" provisions. Making a single copy of a graph or illustration from a book is acceptable if the copy is for personal research or study, and multiple copies of a single graphic are authorized for a class under the fair use guidelines:

1. Copying must be at the instance and inspiration of the teacher and so close in time to the required use that receipt of permission would be impossible;
2. The copy is for only one course in the school;
3. The copy is for not more than nine occurrences of multiple copying for that course; and
4. Not more than one graphic is copied per book or periodical.

V. GUIDELINES FOR OFF-AIR BROADCASTING

A. The guidelines were developed to apply only to off-air recording by nonprofit educational institutions.

B. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a nonprofit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge. There are no fair use rights for exclusively cable channels.

C. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) day calendar day retention period. "School days" are school session days--not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions within the forty-five (45) calendar day retention period.

D. Off-air recordings may be made at the request of and used by individual teachers, and may not be regularly recorded in anticipation of request. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

E. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teacher under these guidelines. Each additional copy shall be subject to all provisions governing the original recording.

F. After the ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to

determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluating purpose without authorization.

G. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

H. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

I. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

VI. GUIDELINES FOR MULTIMEDIA PROJECTS

A. All uses of material that may be included in works created by teachers or students must follow the four tests of fair use that apply to all uses of copyrighted materials in schools.

B. Retention and access

1. Multimedia works made by students which include copyrighted material may be used in the class for which they were created, and also retained in portfolios maintained by the student for job interviews, college applications, and other purposes. A student may keep such work indefinitely.

2. Teachers may use the multimedia presentations they create in face-to-face instruction, or they may assign students to view the presentations on their own.

a. Teachers may display their own multimedia programs at conferences and workshops, and they may retain the programs they create in portfolios for job interviews, evaluations, and other uses.

b. A multimedia work created by a teacher from copyrighted materials may be kept for two years from the time of its first use. Beyond two years, permission to retain or use the material is required for each portion of copyrighted material used in the presentation.

3. If a multimedia work containing copyrighted material is to be used over a network for students at a distant location:

a. Students must log in or provide some other evidence of identity.

b. Network must have in place a means to prohibit copying of the program. If there is no such safeguard, the program may be used on the network for only 15 days.

C. Quantity limits for multimedia works:

1. Motion media (film, video, television): up to 10 percent of three minutes, whichever is less, of

an individual program.

2. Text (prose, poetry, drama): up to 10 percent or 1,000 words, whichever is less of a novel, story, play or long poem. Short poems less than 250 words may be used in their entirety. Only three poems by one poet or five poems by different poets from an anthology may be used. For poems longer than 250 words, only three excerpts from one poet or five from works by different poets in an anthology are permitted.

3. Music, lyrics and music video: up to 10 percent but no more than 30 seconds from a single work (or combined from separate extracts of a work). If a video clip has music in the background and the music cannot be separated from the visual material, user is restricted by the 30 second limitation for music.

4. Illustrations, cartoons and photographs: a work may be used in its entirety but only if no more than five images from a single artist or photographer are used in a multimedia work. If images are taken from a single collective work, no more than 10 percent or 15 images may be used.

5. Numerical data sets (computer databases or spreadsheets): up to 10 percent or 2,500 fields or cells, whichever is less, may be used from a copyrighted database.

VII. DISTANCE LEARNING

A. Transmission of video via distance learning equipment goes far beyond the boundaries of the local classroom or school building. Once a transmission goes beyond the local building, the fair use exemption is lost and public performance rights come into play. Permissions must be obtained for all broadcasts of video or audio that extend outside the local campus.

B. Access: If work containing copyrighted material over a network to students at a distance location:

a. Student must log in or provide some other evidence of identity.

b. Network must have in place a means to prohibit copying of the program.

VIII. GUIDELINES FOR COPYRIGHTED COMPUTER SOFTWARE

A. The legal, ethical, and practical problems caused by illegal copying and hacking will be taught in all schools in the district.

B. District employees will be expected to adhere to the provisions of Public Law 96-517, Section 7 (b) which amends Section 117 of Title 17 of the United States Code to allow for the making of a back-up copy of computer programs. This states that "...it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:

1. That such a new copy of adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner, or

2. That such a new copy and adaptation is for archival purposes only and that all archival copies

are destroyed in the event that continued possession of the computer program should cease to be rightful."

C. When copyright software is to be used on a disk sharing system, efforts will be made to secure this software from copying.

D. Illegal copies of copyrighted programs may not be made or used on school equipment.

1. A permanent warning shall be posted in all areas where students and staff have access to computer equipment notifying them of this law.

E. Only individuals designated by the Superintendent of Schools may sign license agreements for software for schools in the district.

~~F. No employee or student of the district shall illegally access any data base or electronic bulletin board.~~

~~G.~~ The principal of each school site is responsible for establishing practices which will enforce this policy the school level.

~~VII~~ IX. PROCEDURES FOR REQUESTING PERMISSION TO COPY COPYRIGHTED MATERIALS

Procedures for requesting permission to copy copyrighted materials beyond the "fair use" as outlined in 6131.71 (Classroom Use), 6131.73 (Music Scores and Recordings), and 6131.8 (Computer Software), as follows:

A. Any district employee will fill out the Independent School District #152 form "Request for Permission to Copy", making sure the following information is included:

1. Title, author, and/or editor, and edition of materials to be duplicated
2. Exact material to be used, giving amount, page numbers, chapters, and, if possible, a photocopy of the material
3. Number of copies to be made
4. Use to be made of duplicated materials
5. Form of distribution (classroom, newsletter, etc.)
6. Whether or not the material is to be sold
7. Type of copy (ditto, photocopy, offset, typeset, other)

B. The request shall be forwarded to the Instructional Materials Center which will send the request, together with a self-addressed envelope, to the permissions department of the company owning the copyright. This will generally be the publisher listed on the front or back of the title page. Contact the Instructional Materials Center (IMC) for assistance on obtaining addresses or

assistance in obtaining copyright information.

Legal Reference: Federal Copyright Law, Public Law 94-553

References: Adoptable Copyright Policy (Vleck @1992)

Copyright for Schools (Simpson @1997)

Cross Reference: Policy IJNDB Use of Moorhead Public Schools Information Network, IJNDB-A, IJNDB-A.1, IJNDB-A.2

Policy IIAC Resource Selection, Review/Objection and Reevaluation

Policy GCQC Employee Copyright/Royalties

Reviewed/Revised: 03/11/92

03/10/97

MEMO #: S-01-112

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent ^{LPN}

DATE: June 5, 2001

RE: Approval of Policy

Attached please find the policy, Reimbursement for Travel, Professional Meetings and Conferences (DLC).

Suggested Resolution: Move to approve the policy, Reimbursement for Travel, Professional Meetings and Conferences (DLC), as presented.

LPN:mde
Attachment

POLICY OF THE SCHOOL BOARD, MOORHEAD, MN

DISTRICT CODE: DLC

DATE ADOPTED: 06/24/86

REVISED: 06/23/97

REIMBURSEMENT FOR TRAVEL, PROFESSIONAL MEETINGS AND CONFERENCES

PURPOSE

The purpose of this policy is to identify school district business expenses that involve initial payment by an employee, and qualify for reimbursement from the school district, and to specify the manner by which the employee seeks reimbursement.

POLICY STATEMENT

Independent School District #152 pays for approved travel, professional meeting and conference expenses subject to district travel policies, budget allocations, negotiated labor agreements, and individual contracts. Prior approval must be obtained by submission of the "Request to Attend Professional Conference" form to the appropriate supervisor. Reimbursement requests with supportive documentation must be submitted within 60 days of the event per IRS regulations.

EXPENSES REIMBURSED BY THE DISTRICT

Registration:

Submit registration materials to your supervisor for approval prior to registration. Registration fees are reimbursed in full upon submission of a receipt.

Transportation:

District-Owned Vehicles: District vehicles are to be used, when available, for trips within distances deemed appropriate by supervisors for school vehicle use.

Private Automobiles: When a District vehicle is not available, individuals are reimbursed for the use of private automobiles at the IRS approved rate. If commercial air service is available, the mileage reimbursement may not exceed the cost of round trip air fare, based on the lowest fare available at the time planning is initiated. When a District vehicle is available but you choose to use a private vehicle the reimbursement rate is \$.10/mile.

Commercial Airlines: Air travel arrangements are to be made by each individual ~~and must be made through the district approved travel agency.~~ Reimbursement will ~~not~~ be made for up to coach air travel arrangements made through any other vendor fare only.

~~Prizes, bonuses, or free trips awarded by commercial transportation companies as a result of travel paid for and by the school district become the property of the school district and may not be accepted for personal use.~~

Rental Cars: The full cost of a rental vehicle, including gas and insurance, is paid by the District when its use is deemed necessary by your supervisor. Attach receipts to the expense report form.

Parking: Parking fees at airports, hotels and conference sites are paid by the District. Attach receipts to the expense report form.

Lodging:

Actual lodging expenses, including applicable taxes, are paid by the District. Extra lodging expenses such as personal telephone calls and laundry are paid by the employee. Attach receipts to the expense report form. Lodging expenses in the Moorhead area are reimbursed only when you are supervising students as part of an approved activity.

Meals:

Meals, including gratuities, are reimbursed on the following schedule:

Breakfast - Up to \$5.00 (Travel begins prior to 7:00 a.m. or ends after 7:00 a.m.)

Lunch - Up to \$~~7~~8.00 (Travel begins prior to 12:00 noon or ends after 12:00 noon)

Dinner - Up to \$12.00 (Travel begins prior to 6:00 p.m. or ends after 6:00 p.m.)

When meals are missed, allowances for meals may be combined. For instance, if breakfast and lunch are missed, up to \$24~~5~~.00 is available for dinner. Attach receipts to the expense report form. ~~Cash register receipts are required. Care should be taken not to submit meal expenses for times when meals are included with the conference registration. In rare cases, the meeting location necessitates minimum meal expenses in excess of the allowable limits.~~ Reimbursement of excessive meal expenses must be approved by the Superintendent of Schools or his designee. Neither alcoholic beverages nor expenditures for personal use are subject to reimbursement.

ADVANCE TRAVEL EXPENSE PAYMENTS

Advance travel expense monies may be obtained upon submission of the "Receipt for Conference Prepayment" form.

VOLUNTEER TRAVEL REIMBURSEMENT

Volunteers who travel on district business have their expenses reimbursed in the same manner as staff or school board members. The administrator in charge of arranging the volunteer's travel ensures reimbursement forms, including receipts, are properly submitted for payment.

Legal Reference: Minn Stat. 471.665 (Mileage Allowances)

Cross Reference: Policy EEB-A Vehicle Reservation Procedures

Reviewed/Revised: 1/14/92
6/23/97

MEMO #: S-01-113

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent *LPN*

DATE: June 5, 2001

RE: Approval of Policy

Attached please find the policy, Tobacco-Free Environment (JFCG).

Suggested Resolution: Move to approve the policy, Tobacco-Free Environment (JFCG), as presented.

LPN:mde
Attachment

POLICY OF THE SCHOOL BOARD, MOORHEAD, MN

DISTRICT CODE: JFCGA
DATE ADOPTED: 06/23/87
DATE REVISED: 04/22/96

TOBACCO-FREE ENVIRONMENT

PURPOSE

Smoking and the use of tobacco products shall be prohibited on all school district property, including district-owned and contracted vehicles, with the ~~sole~~ exception of Townsite Centre as defined by this policy. Smoking shall be prohibited in all rooms at Townsite Centre set aside for district use and in the hallways and common areas of the building.

GENERAL STATEMENT OF POLICY

Possession by an elementary, junior high or secondary school student of any type of tobacco product or tobacco related product while on district property shall be considered a violation of the tobacco-free environment policy. Anyone smoking in a nonsmoking area at Townsite Centre shall be considered in violation of the tobacco-free environment policy. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. This prohibition includes all school district property and all off-campus school district-sponsored events.

Enforcement

The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or other person who is found to have violated this policy.

Signs will be placed at the entrance to each school district building stating that it is a tobacco-free environment. "No smoking" signs shall be placed in the halls and common areas of each district building including Townsite Centre.

The success of this tobacco-free environment policy will depend on the thoughtfulness, consideration and cooperation of students, staff and citizens. All individuals on school premises share in the responsibility for adhering to and enforcing this policy. Although any individual may report observed violations, school district employees shall be expected to report all observed

violations in accordance with the procedures listed below.

Help Programs

The Moorhead Public Schools will be proactive in tobacco-free help programs. A list of several resources will be made available for the convenience and preference of the employee.

Student help programs will be provided for students as outlined in School Board Policy ~~JECJ~~ Chemical Free Policy for Students JESA Student Assistance Programs.

Violations-Students of Elementary, Junior High, Secondary Schools

Any violations of the tobacco-free environment policy by students shall be referred to the appropriate building administrator. Students who violate provisions of the policy shall be subject to the building student discipline procedures.

Violations-Staff

Any violation of the tobacco-free environment policy by an employee of the district shall be referred to the appropriate supervisor. One verbal warning, accompanied by a written warning, shall be issued to the staff member. Further violations shall be considered insubordination and shall be dealt with accordingly, based on applicable collective bargaining agreements, if any, and Minnesota Statutes.

Violations-Citizens

Citizens who are observed smoking on school district property shall be asked to refrain from such behavior while on district property. If the individual fails to comply with the request, his/her violation of policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred. The building administrator, president or supervisory personnel shall make a decision on further action including a directive to leave school property.

Repeated violations of the tobacco-free environment policy by a citizen(s) shall result in a recommendation to the Superintendent to prohibit the individual from entering school district property for a specified period of time. If deemed necessary by district administration, the local law enforcement agency shall be called upon to assist with enforcement of this policy. Violation of the Minnesota Clean Indoor Air Act, by smoking in a designated nonsmoking area, is a petty misdemeanor and a court injunction can be instituted against a repeated violator.

Dissemination of Policy

Notification will be provided indicating that ~~ISD #152 is~~ Moorhead Area Public Schools are a tobacco-free environment.

This policy shall appear in the student handbook.

The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. 144.413. Subd. 4 (Definitions)

Minn. Stat. 144.4165 (Tobacco Products Prohibited in Public Schools)

Minn. Stat. 144.417 (Commissioner of Health, Enforcement, Penalties)

Minn. Stat. 609.685. Subd. 1(a) and (b) (Sale of Tobacco to Children)

Cross References: Policy JG Student Discipline

Policy JHB Crisis Intervention

Policy JESA Student Assistance Programs

Policy JFCH Drug-Free Workplace/Drug-Free Schools

Originally Adopted: 06/23/87

04/28/92

04/22/96

MEMO #: S-01-114

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent *LPN*

DATE: June 5, 2001

RE: Approval of Policy

Attached please find the policy, Family and Medical Leave Policy (GBEE).

Suggested Resolution: Move to approve the policy, Family and Medical Leave Policy (GBEE), as presented.

LPN:mde
Attachment

POLICY OF THE SCHOOL BOARD, MOORHEAD, MN

DISTRICT CODE: GBEE

DATE ADOPTED:

REVIEWED/REVISED:

FAMILY AND MEDICAL LEAVE POLICY

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act and Also with parenting leave under state law.

II. GENERAL STATEMENT OF POLICY

A. Twelve-week Leave

1. Regular full-time and part-time employees who have been employed by the school district for at least 12 months and have worked at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:

a. birth of the employee's child;

b. placement of an adopted or foster child with the employee;

c. to care for the employee's spouse, son, daughter, or parent with a serious health condition; and/or

d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job.

2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee uses any leave.

3. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short term conditions for which treatment and recovery are very brief.

4. Eligible spouses employed by the school district are limited to an aggregate of twelve weeks of leave during any 12-month period for the birth or adoption of a child, the placement of a child for foster care or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken by one spouse to care for the other spouse who is seriously ill, to care for a child with a serious health condition or because of the employee's own serious health condition.

5. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

6. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.

7. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.

8. Requests for leave shall be made to the school district. Employees must give 30 days written notice of a leave of absence where practicable. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.

9. During the period of a leave permitted under this policy (which does not exceed a total of 12 work weeks in the applicable 12 month period), the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage.

10. This policy applies to all family and medical leaves of absence including leaves that are covered under paid employment benefit plans or policies for any part of the 12 weeks leave to which the employee may be entitled under this policy. In other words, if an employee is entitled to both FMLA leave and paid leave under another benefit plan or policy, the employee is required to use all applicable paid leave plans or policies before unpaid leave and the FMLA leave and the paid leave will run concurrently.

11. Employees returning from a leave permitted under this policy (which does not exceed a total of 12 work weeks in the applicable 12 month period) are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has not greater right to reinstatement or to other benefits and conditions of employment than if the employee has been continuously employed during the leave.

12. An employee who does not return to work after leave may, in some situations, be required to reimburse the school district for the cost of the health plan premiums paid by it.

13. The provisions of this policy are intended to comply with applicable law, including the Family and Medical Leave Act of 1993 ("FMLA") and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by that Act and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

14. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

B. Six-week Leave

An employee who does not qualify for leave under Paragraph A above may qualify for a six-week unpaid parenting leave for birth or adoption of a child. The employee may qualify if he or she has worked for the school district for at least 12 consecutive months and has worked an

average number of hours per week equal to one-half full-time equivalent. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs.

III. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES:

A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.

B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than twenty percent of the work days in the leave period may be required to:

1. take leave for the entire period or periods of the planned medical treatment; or

2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.

C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.

1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.

2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.

3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.

D. The entire period of leave taken under the special rules will be counted as leave. The school-

district will continue to fulfill the school district's leave responsibilities and obligation, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

IVIII. DISSEMINATION OF POLICY

A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.

B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal Reference: Family and Medical Leave Act of 1993

MEMO #: S-01-115

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent *LPN*

DATE: June 5, 2001

RE: Approval of Policy

Attached please find the policy, Student Disability Nondiscrimination (JBA).

Suggested Resolution: Move to approve the policy, Student Disability Nondiscrimination (JBA), as presented.

LPN:mde
Attachment

POLICY OF THE SCHOOL BOARD, MOORHEAD, MN

DISTRICT CODE: JBA

DATE ADOPTED:

REVISED:

STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need services, accommodations, or programs in order that such learners may receive the required free appropriate public education.

II. GENERAL STATEMENT OF POLICY

A. Disabled students are protected from discrimination on the basis of a disability.

B. The Moorhead Area Public Schools will identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need services, accommodations, or programs in order that such learners may receive the required free appropriate public education.

C. For this policy, a learner who is protected under Section 504 is one who:

1. has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
2. has a record of such impairment; or
3. is regarded as having such impairment.

D. Learners may be protected from disability discrimination and be eligible for services under the provisions of Section 504 even though they do not require Individual Education Plan services pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions, comments, or complaints should contact the Assistant Superintendent of Teaching and Learning regarding grievances or hearing requests regarding disability issues. This person is the Moorhead Area Public Schools' ADA/504 Coordinator.

Legal References: 29 U.S.C. 794 et seq (504 of Rehabilitation Act of 1973) and regulations at CFR 104.3(j).

Cross Reference: Policy GBA Grievance Procedures for Equal Opportunity

Policy ACA Equal Educational Opportunity

Policy AC State and Federal Law Prohibiting Discrimination

BUSINESS SERVICES MEMO#: B01104



To: Dr. Larry P. Nybladh

From: Mark Weston *HW*

Date: June 5, 2001

RE: Workers Compensation Insurance Bids

On Monday, June 4, 2001, bids were opened for the school district's workers compensation insurance. Below is a breakdown of the bid opening results.

Insurance Company	Agent	Premium	
MICOA (AP Capital)	Bremer Insurance-MN	\$153,488.00	Option #1
MICOA (AP Capital)	Bremer Insurance-MN	180,095.00	Option #2
Liberty Mutual Ins.	Liberty Mutual Ins.	143,694.00	
MSBAIT	Lakes Country Service Co-op	73,158.00	

After reviewing the bids it is recommended that we accept Lakes Country Service Cooperative's bid for workers compensation insurance with the premium amount of \$73,158. The district's current premium for workers compensation insurance is \$73,755.

Suggested Resolution: Move to accept the bid for workers compensation insurance from Lakes Country Service Cooperative with the premium amount of \$73,158.

MLW/krm

BUSINESS SERVICES MEMO#: B01105



To: Dr. Larry P. Nybladh

From: Mark Weston *HW*

Date: June 5, 2001

RE: Business Auto Insurance Bids

On Monday, June 4, 2001, bids were opened for the school district's business auto insurance. Below is a breakdown of the bid opening results.

Insurance Company	Agent	Premium
Auto Owners	Bremer Insurance – MN	\$19,988.38

After reviewing the bid it is recommended that we accept Bremer Insurance – MN's bid for business auto insurance with the premium amount of \$19,988.38. The district's current premium for business auto insurance is \$18,526.

Suggested Resolution: Move to accept the bid for business auto insurance from Bremer Insurance-MN with the premium amount of \$19,988.38.

MLW/krm

BUSINESS SERVICES MEMO#: B01106



To: Dr. Larry P. Nybladh

From: Mark Weston MLW

Date: June 5, 2001

RE: Boiler and Machinery Insurance Bids

On Monday, June 4, 2001, bids were opened for the school district's boiler and machinery insurance. Below is a breakdown of the bid opening results.

Insurance Company	Agent	Premium
Hartford Steam Boiler	Bremer Insurance – MN	\$8,137

After reviewing the bid it is recommended that we accept Bremer Insurance-MN's bid for boiler and machinery insurance with the premium amount of \$8,137. The district's current premium for boiler and machinery insurance is \$5,096.65.

Suggested Resolution: Move to accept the bid for boiler and machinery from Bremer Insurance-MN with the premium amount of \$8,137.

MLW/krm

BUSINESS SERVICES MEMO#: B01103



To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: June 5, 2001

RE: High School Outdoor Running Track Repair Bid

The following bids were received for the high school outdoor running track repair project:

Contractor	Base Bid	Alt #1	Alt #2	Total
ATG Sports Industries	\$61,400	\$3,500	\$4,500	\$69,400
SW Recreational Industries	66,350	5,215	9,580	81,145

After reviewing all bids it is recommended that we accept the bid received from ATG Sports Industries of Wichita, Kansas in the amount of \$69,400.

Suggested Resolution: Move to accept the bid for the high school outdoor running track repair project received from ATG Sports Industries in the amount of \$69,400.

MLW/krm

BUSINESS SERVICES MEMO#: B01102



To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: June 5, 2001

RE: High School Parking Lot Bid

The following bids were received for the high school parking lot project:

Contractor	Total Bid
Aggregate Industries	\$91,461.25
Mark's Sand and Gravel	97,640.00
Northern Improvement Company	79,666.25

After reviewing all bids it is recommended that we accept the bid received from Northern Improvement Company of Fargo, ND in the amount of \$79,666.25.

Suggested Resolution: Move to accept the bid for the high school parking lot project received from Northern Improvement Company of Fargo, ND in the amount of \$79,666.25.

MLW/krm

BUSINESS SERVICES MEMO#: B01101



To: Dr. Larry P. Nybladh

From: Mark Weston *MLW*

Date: June 5, 2001

RE: High School Hot Water Conversion Tank Bid

The following bids were received for the high school hot water conversion tank project:

Contractor	Base Bid	Alternate #1
Grant's Mechanical	\$66,380.00	\$32,740.00
Laney's Inc.	66,932.00	49,900.00
Manning Mechanical, Inc.	69,603.00	47,383.00
Peterson Mechanical, Inc.	66,681.00	46,565.00
Quantum Associates, Inc.	62,400.00	37,300.00

After reviewing all bids it is recommended that we accept the base bid received from Quantum Associates, Inc. of Moorhead in the amount of \$62,400.

Suggested Resolution: Move to accept the bid for the high school hot water conversion tank project received from Quantum Associates, Inc. of Moorhead in the amount of \$62,400.

MLW/krm

MEMO #: S-01-116

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent *LPN*

DATE: June 6, 2001

RE: Recommendation for Director of Special Education and Federal Programs

The recruitment/screening/selection process for the position of Director of Special Education and Federal Programs has been completed. The collaborative committee working on this task selected three semi-finalists to be interviewed from a field of nine completed applicants. After the interviews, the committee advanced two finalists for consideration by the Superintendent. After completion of background and reference checks and a second interview, a finalist has been selected.

I am pleased to recommend Ms. Jill Skarvold to be named to the position. Ms. Skarvold currently serves as Director of Special Education and Student Services of Dickinson Public Schools, Dickinson, North Dakota. She has significant background in special education and school administration. She has served as a special education administrator in three districts, including five years of experience in a 13,000 student district in Maryland. She has also been the State Assistant Director of Special Education for the North Dakota Department of Public Instruction. Additionally, she has experience as a teacher and an elementary principal. Ms. Skarvold earned a B.S. Degree, Summa Cum Laude, in Special Education and Elementary Education from the University of North Dakota and holds a M.Ed. Degree in Curriculum and Instruction from the University of Maryland.

Suggested Resolution: Move to approve the recommendation of the administration that effective July 1, 2001, Jill Skarvold assume the position of Director of Special Education and Federal Programs at D64, Step 8 of the Moorhead Supervisors' Association Master Agreement at a salary of \$74,344.

LPN:mde

S-M9-BOS
MIN
6-25-01

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Northwest Technical College - West Conference Room
1900 28th Avenue South

June 25, 2001

3:30 - 5:30 p.m. Special Meeting

MISSION STATEMENT: To develop the maximum potential of every learner to thrive in a changing world.

ATTENDANCE:

Jim Cummings _____	Anton B. Hastad _____
Lisa Erickson _____	Carol A. Ladwig _____
Stacey Foss _____	Kristine Thompson _____
Mark Gustafson _____	Larry P. Nybladh _____

AGENDA

1. **CALL TO ORDER**

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. Larry P. Nybladh, Superintendent
- C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

2. **SCHOOL BOARD GOALS:** Nybladh

3. **ADJOURNMENT**

S-M9-B05
MIN
6-25-01

INDEPENDENT SCHOOL DISTRICT #152

School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South

June 25, 2001

7:00 p.m.

MISSION STATEMENT: To develop the maximum potential of every learner to thrive in a changing world.

ATTENDANCE:

Jim Cummings _____	Anton B. Hastad _____
Lisa Erickson _____	Carol A. Ladwig _____
Stacey Foss _____	Kristine Thompson _____
Mark Gustafson _____	Larry P. Nybladh _____

A G E N D A

1. CALL TO ORDER

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. Larry P. Nybladh, Superintendent
- C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

- D. Matters Presented by Citizens/Other Communications
(Non-Agenda Items)

SCHOOL BOARD AGENDA - June 25, 2001

PAGE 2

2. CONSENT AGENDA

All items on the Consent Agenda are considered to be routine, and have been made available to the Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. TEACHING/LEARNING MATTERS - Kovash

- (1) Acceptance of Grant - Pages 5-10

B. BUSINESS SERVICE MATTERS - Weston

- (1) Approval of Leases - Pages 11-13

C. HUMAN RESOURCE MATTERS- Nielsen

- (1) Approval of New Employees (Licensed and Non-Licensed) - Pages 14-15
(2) Approval of New Employees - Page 16
(3) Acceptance of Resignations - Page 17
(4) Approval of Change in Employment Contracts - Page 18
(5) Approval of Reemployment Contract - Page 19

D. SUPERINTENDENT MATTERS - Nybladh

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____

Comments _____

3. COMMITTEE REPORTS

4. PRAIRIE RESTORATION PROJECT CD: Kovash

Page 20

SCHOOL BOARD AGENDA - June 25, 2001

PAGE 3

5. **DAIRY AND BREAD BIDS:** Weston

Pages 21-25

Suggested Resolution: Move to accept the dairy bid received from Dean Foods/Land O'Lakes and the bread bid received from Earth Grains (formerly Metz Bakery) as presented.

Moved by _____ Seconded by _____
Comments _____

6. **MAJOR MAGNITUDE FIELD TRIPS:** Kovash

Pages 26-40

Suggested Resolution: Move to approve the major magnitude field trips for the Moorhead Senior High trip to Mexico and the Moorhead Senior High A Capella trip to England.

Moved by _____ Seconded by _____
Comments _____

7. **RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACT OF A PROBATIONARY TEACHER:** Nielsen

Pages 41-42

Suggested Resolution: Move to approve the resolution directing the administration to effect termination and non-renewal of the probationary teacher, Mark Dufner, as presented in accordance with Minnesota Statute 122A.40, subd. 5.

Moved by _____ Seconded by _____
Comments _____

9. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

10. **ADJOURNMENT**

SCHOOL BOARD AGENDA - June 25, 2001**PAGE 4****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
ECFE	June 4-28	Varies	Lincoln
Jr High Summer School	June 5-27	7:30 - 10 am 10 am - 12:30 pm 1 - 3:30 pm	Junior High Junior High RRALC
Summer Band	June 5-30	Varies	Robert Asp
Advanced Summer Band	June 5-30	Varies	Senior High
Migrant School	June 11-July 20	8 am - 4 pm	Probstfield
ESY - Special Ed	June 12-August 9	7:45 - 12:15 pm	Probstfield
	M-Thurs		Robert Asp
Excel Summer Program	June 12 - 28	7 am - 1 pm	Probstfield
Basic Standards Classes	June 28 - 30	7:30 - 10 am	Junior High
Basic Standards Classes	July 9 - 15	10 - 12:30 pm	Junior High
	M-Thurs		
Excel Summer Program	July 10-26		
	T, W, Thurs		
School Board	July 16	7 pm	Board Room
Basic Standards Testing	July 17	9 - 12 noon	Junior High
Reading			
Math	July 18	9 - 12 noon	Junior High
Writing	July 19	9 - 12 noon	Junior High
ECFE	August 1-28	Varies	Lincoln
School Board	August 13	7 pm	Board Room
Orchestra Camp	August 20-24	8 am - 3 pm	Senior High
Chamber New Educators	August 21	7 am	Holiday Inn
Breakfast			
School Board	August 27	7 pm	Board Room
K-12 Teacher Workshops	August 28-31		
Labor Day	September 3		
K-12 Classes Begin	September 4		

MEMO #: I-01-255



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*


SUBJECT: Grant Acceptance

DATE: June 19, 2001

The district has received a grant from Minnesota Department of Children, Families and Learning in the amount of \$170,527. The money will be used to fund the Partners in Learning program.

SUGGESTED RESOLUTION: Move to approve the grant from Minnesota Department of Children, Families and Learning in the amount of \$170,527. The money will be used to fund the Partners in Learning program.

LAK/smw
Attachment

	Learner Options Programs 1500 Highway 36 West Roseville, MN 55113-4266	LEARNER OPTIONS PROGRAMS DISCRETIONARY FUNDING APPLICATION	ED-02145-07
			Due: 5/4/01

GENERAL INFORMATION AND INSTRUCTIONS. Because of the Improving America's Schools Act (IASA) the following Learner Options Discretionary Funding Programs have been reauthorized. The application process has been streamlined and can be used for each grant program. The information on this application is in accordance with the following Federal programs and all applicable Minnesota statutes:

- Even Start - P.L. 103-382 Part B / CFDA 84.196
- Education for Homeless Children and Youth - P.L. 101-645 / CFDA 84.196
- Prevention and Intervention Delinquent Programs - P.L. 103-382 Part D / CFDA 84.010

The CFDA numbers are provided for Federal audit records. Provide all requested information and return a completed application to the above address by May 4, 2001 for each discretionary program that is applied for.

MAY 07 2001.

PROGRAM TYPE (Check One):

- ☒ **EVEN START**
☐ **HOMELESS**
☐ **DELINQUENT**

APPLICATION TYPE:

- ☒ **NEW** ☐ **CONTINUATION**

IDENTIFICATION INFORMATION

Fiscal Agent: Moorhead Public Area Schools				
Applicant District / Community Agency Name(s) Moorhead Community Education			District Number 152	FAX Number (218) 284 - 3433
Name of LEA Representative Dr. Larry Nybladh	Title Superintendent	Telephone Number (218) 284 - 3330	FAX Number (218) 284 - 3333	E-Mail Address lnybladh@moorhead.k12.
Mailing Address 810 4th Ave. South		City Moorhead, Minnesota		Zip Code 56560 -
Name of Program Contact Person Lauri Winterfeldt-Shanks	Title Supervisor of	Telephone Number (218) 284 - 3400	FAX Number (218) 284 - 3433	E-Mail Address lauriws@moorhead.k12.m
Mailing Address 810 4th Ave. South		City Moorhead		Zip Code 56560 -
Name of Program Contact Person (Summer) Lauri Winterfeldt-Shanks	Title Supervisor of Educational Programs	Telephone Number (218) 284 - 3400	FAX Number (218) 284 - 3433	

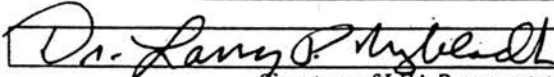
APPLICATION SUMMARY INFORMATION

PROJECT DURATION FOR OBLIGATION OF FUNDS	PROGRAM DATES	2001 - 2002 PROGRAM SOURCES OF FUNDING	
Beginning Date: JULY 1, 2001	First Day: Sept. 5, 01	Program Funds	\$ 170,527
Ending Date: JUNE 30, 2002	Last Day: Aug. 16, 02	All Other Funding	\$ 147,287
		Total 2001 - 2002 Funds ..	\$ 317,814

LOCAL BOARD OF EDUCATION ACTION

The Local Board of Education of this school district, at a meeting held on (date) 4-9-01 authorized the undersigned to act as the LEA Representative in filing an application for Learner Options Discretionary funds, for the Fiscal Year 2000- 2001. The LEA Representative will ensure that the school district maintains compliance with the appropriate Federal Statutes, Regulation, and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this application. At this same meeting,

(Name of person) _____ was also approved as the Contact Person (optional).

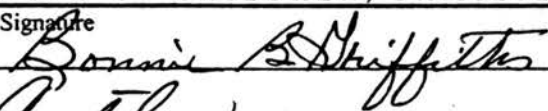


Signature of LEA Representative

5-3-01

Date

DO NOT WRITE IN THE SPACES BELOW

FOR MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING USE

Total Funds Approved <u>\$170,527</u>	Signature 	Date <u>6-11-01</u>
Final Approval Signature 		Date <u>6/14/01</u>

Applicant District/Consortium Name

District Type and Number

Independent School District # 152

152

DIRECTIONS: Make additional copies of this page **BEFORE** entering your response if more space is needed. **DO NOT** attach other documents of any kind.

1. **PROJECT DESCRIPTION:** The Project Description should include the program requirements.

Infant and Toddler Schedule

9:00-9:30 Arrival/breakfast

9:30-11:15 Stories, art, sensory activities, manipulatives, large and small motor activities, fingerplays, songs

11:15-11:45 Eat lunch with family

11:45-12:30 P.A.C.T. (Parents and Children Together)

12:30-12:45 Drop Everything and Read (DEAR Time)

12:45-1:55 Repeat of typical morning activities

1:55-2:00 Coats, load bus

The overall goal of the program is to improve the education of the children and adults within the Moorhead School District by integrating early childhood education, parent-child activities, parenting skills education, and adult basic education into a unified family literacy program. The objectives of the program are as follows: 1.) to assist children, ages birth-7, in developing skills necessary for them to reach their full potential as learners; 2.) to assist parents in gaining control over their own lives by enabling them to master the skills necessary for responsible citizenship, productive employment, and self-sufficiency; 3.) to assist parents in becoming full partners in the education of their children; 4.) to assist families in developing enhanced interactions and positive, supportive relationships. We will enroll up to 15 English as a Second Language students, 15 GED/Adult Basic Education learners, and 50 children at a time. We will take in new students each month as openings occur.

Our program will offer the following core services at each session:

- 1.) Adult Education
 - GED preparation
 - English as a Second Language (ESL)
 - Adult Basic Education (ABE) - improving upon basic skills
- 2.) Parent Education
 - assist parent to:
 - establish a nurturing and safe environment in the home
 - prioritize educational values in the family
 - improve communication skills
- 3.) Early Childhood Education
 - provide positive learning experiences for children
 - enhance development and prepare children for educational success
 - have fun through stories, music, and play
- 4.) Parent and Children Together
 - activities are designed to support parents in their role as their child's first teacher
 - improve positive interactions between parents and children
 - learn about their child through playing together
 - foster good reading habits
- 5.) Head Start classroom
 - provide developmentally appropriate educational opportunities for children ages 3-5 years
 - enhances family learning and togetherness
 - provides health components to children
 - provides parents with education and resources for parenting

Head Start will provide the following services: transportation, food service, referrals, parent night activities, classroom for 3-5 year olds, Early Childhood intake screenings, mental health and chemical counseling for families, and monthly food baskets.

Title I resources will provide Work Sampling training for the Partners in Learning and Head Start staff. A consultant will provide two days of training for staff. Title I will assist parents with free and reduced lunch forms. The Title I coordinator will meet monthly with Partners in Learning and other agency individuals who are engaged in home visits.

Minnesota Workforce Center will continue to provide to MFIP and others: case management, referrals, monthly job skills classes, career counseling, bus passes, car repair, and child care payments.

Access in cooperation with Head Start staff will provide home support for parents and children who have been identified with special needs. Support may be assistance with adaptive equipment, parent training to assist with a child's disability, or respite care for the family.

LEARNER OPTIONS DISCRETIONARY FUNDING APPLICATION
- PROJECT DESCRIPTION -

Applicant District/Consortium Name

District Type and Number

Independent School District # 152

152

DIRECTIONS: Make additional copies of this page **BEFORE** entering your response if more space is needed. **DO NOT** attach other documents of any kind.

I. PROJECT DESCRIPTION: The Project Description should include the program requirements.

Solutions Behavioral Healthcare Professionals in cooperation with Head Start staff and the parent's involvement, will coordinate service plans for early identification of behavioral needs in children. These will provide interventions that include the Head Start classroom setting and the child's home environment.

Moorhead Early Childhood programs, School Readiness, and ECFE will provide resources and training for parents and staff, share administrative duties with ABE coordinator, and donate needed items through the advisory committee.

Early Intervention provides special education assessments and services to district families. Partners in Learning will continue to refer children for assessment as needed.

Partners in Learning staff will ensure that each family has access to WIC Services and will assist in getting them to appointments when needed.

The Moorhead Public Library provides skills classes for adults and story time for children. Staff will assist all families in completing applications for library cards.

Parks and Recreation will provide information and schedules of park district offerings to encourage participation by all families. Reduced rates for youth activities will be made available. The local YMCA has offered summer camp opportunities at free or reduced charge for day camps, weekly camps, and family camps.

Clay County Public Health home visit nurses refer parents to our programs as a result of the Clay County Family Asset Survey. Public Health will provide health and safety information and resources for families and staff.

The following agencies will provide information and referral support on an ongoing basis:

- *Clay County Social Services
- *Churches United for the Homeless
- *Rape and Abuse Crisis Center
- *YWCA
- *Red River Area Learning Center
- *H.U.G.S.
- *Youth Educational Services

Academic Institutions of Higher Learning: America Reads students do literacy activities with children and model reading skills to parents. Minnesota State University-Moorhead will provide mentors for each of the four component areas. Student teachers and interns will be placed from local colleges in Parent Education and Early Childhood classrooms.

The independent evaluator will utilize Minnesota Quality Indicators, Even Start requirements, and other evaluation tools to assess outcomes of the programs.

Local Collaborative Time Study (LCTS) grant dollars have supported the pilot project for the past three years. LCTS will contribute matching funds. Partners in Learning will report to the Family Services Joint Collaborative advisory committee monthly. Written reports are sent in quarterly.

University of Minnesota Extension Nutrition Education Assistants will visit two times each month. Extension will provide on site cooking, nutrition education, and instruction in healthy food habits. In-home classes will be conducted upon request.

Element V: High Quality Instructional Programs

Based on the Minnesota Family Literacy Quality Indicators, the program will emphasize the following:

- *program design which includes participation of all staff in each component area
- *curriculum which respects differences in goals, learning styles, experience, development, and culture
- *curriculum design which systematically promotes the transfer of acquired skills and knowledge to parenting, work, and life

Partners in Learning will continue to hire teachers with licensure in four component areas. Two bilingual paraprofessionals and two past graduates of the program currently work in the program. Future hires will continue to reflect the diverse population we serve. Students will continue to help in the interview process of new staff.

Applicant District/Consortium Name
Independent School District # 152

District Type and Number
152

DIRECTIONS: Make additional copies of this page **BEFORE** entering your response if more space is needed. **DO NOT** attach other documents of any kind.

I. PROJECT DESCRIPTION: The Project Description should include the program requirements.

Lead teachers in all component areas including Head Start will meet daily to debrief, support, and plan. Weekly meetings will include curriculum design, individual family assessments, review of new family applications, and scheduling.

Element VI: Special Training of Staff

All staff will be in-serviced in the family literacy model and philosophy, and the integration of the four components. Ongoing cross-training will take place in both academic and practical (hands-on) settings. Opportunities for staff development will include local, regional, state, and national conferences on Early Childhood, Parenting, Adult Basic Education, and Family Literacy.

Because Partners in Learning is designated as a Regional Family Literacy model site, we will continue to maintain close contact with state level experts.

Element VII: Home-based Instruction

Home visits tailored to the needs of each family will be conducted four times each year. A team of 2-3 lead teachers from Partners in Learning and Head Start will conduct these visits jointly. Growth assessments presently used will be continued as well as any Even Start and Head Start requirements.

Element VIII: Year-round Programming

Year-round programming will facilitate learning as well as meet MFIP guidelines for attendance. Head Start will implement "stretch" programming in order to meet the needs of Partners in Learning families. School-age children who accompany their parents will be involved in age appropriate learning activities. Collaboration with community agencies such as Parks and Recreation, Healthy Community Initiative, and the YMCA will enhance programming. Field trips for the entire family will occur during the summer months.

Element IX: Coordination with Other Programs

Partners in Learning and Clay Wilkin Opportunity Head Start will enter into a partnership to provide additional early childhood services for families in the program with children ages three to five years old. Space at the First Presbyterian Church will be shared and Head Start will fund improvements to Partners in Learning's existing classrooms. All Head Start Federal guidelines will be adhered to.

Element X: Independent Evaluation

Current evaluation measures being used in the adult education component include CASAS, GED pre-tests, and MAESP. Data will be maintained in the LiteracyPro system of the local ABE program. Early Childhood assessment tools will include pre-school screening, Work Sampling, and developmental observations. A family strengths checklist will determine resource or referral needs. Head Start will comply with Federal standards for assessment.

LEARNER OPTIONS DISCRETIONARY FUNDING APPLICATION
- BUDGET SUMMARY -

PROJECT BUDGET: EXPENDITURES BY SOURCE OF FUNDS

INFORMATION AND INSTRUCTIONS: The following CFDA numbers are provided for Federal audit records:

- Even Start - P.L. 103-382 Part B / CFDA 84.213
- Education for Homeless Children and Youth - P.L. 101-645 / CFDA 84.196
- Prevention and Intervention Delinquent Programs - P.L. 103-382 Part D / CFDA 84.010 / UFARS Finance Dimension 406.

Please note that there is **NOT** a separate finance Dimension Code for Even Start or Homeless Funds. Revenue will be paid from the miscellaneous federal source code 01S499. Local districts are required to track expenditures at the local level. A separate paper report (ED-02101) will be required for reimbursement purposes at the end of the fiscal year for the Even Start and Homeless Education programs. EDRS will be used for Prevention & Intervention Delinquent programs reporting.

UFARS OBJECT SERIES	BUDGET ITEM DESCRIPTION	SOURCES OF FUNDING				TOTAL PROJECT EXPENDITURES
		DISCRETIONARY FUNDING	CO-APPLICANT	TITLE I SET-ASIDE	OTHER	
100	PERSONNEL: Include Administration, Licensed Instructional (preschool, parenting and adult education), Non-Licensed Instructional, Non-Instructional and Substitutes.	\$ 125,167.00	\$ 58,922.00	\$	\$ 18,268.00	\$ 202,357.00
200	EMPLOYEE FRINGE BENEFITS: Include Social Security, PERA, TRA, Hospitalization, Life, Dental, LTD and Workers' Compensation Insurances, and other.	14,792.00	17,551.00		2,375.00	34,718.00
300	PURCHASED SERVICES: Include Consultant(s) for Inservice, Contracted Evaluator(s), Travel (staff between sites and child/parent transportation), In-Service Costs (registration fees, mileage, meals, etc.) and out-of-state travel.	9,607.00	28,000.00	1,500.00	1,067.00	40,174.00
400	SUPPLIES AND MATERIALS: <u>ITEMIZE</u> on a separate page and attach. Include items of \$100 or less and/or consumable items. Include Instructional Supplies (instructional materials used directly for the support of program instruction, such as art materials, games, toys, etc.) Include tests used for diagnostic purposes, Standardized Tests (used for evaluation or assessment), General Supplies and Custodial Supplies.	9,353.00	1,800.00	406.00	1,039.00	12,598.00
500	CAPITOL EXPENDITURES: <u>ITEMIZE</u> on a separate page and attach. <u>NOTE:</u> Prior approval is required. Include Equipment Purchases (including all furnishings and non-consumables of \$100 or more).	4,552.00			506.00	5,058.00
800	OTHER EXPENSES: <u>UFARS OBJECT CODE 899 ONLY.</u> <u>ITEMIZE</u> on a separate page and attach. Include Miscellaneous Expenses (dissemination costs, food, etc.)	7,056.00	15,069.00		784.00	22,909.00
TOTAL EXPENDITURES		\$ 170,527.00	\$ 121,342.00	\$ 1,906.00	\$ 24,039.00	\$ 317,814.00

BUSINESS SERVICES MEMO#: B01107



To: Dr. Larry P. Nybladh

From: Mark Weston *MLW*

Date: June 8, 2001

RE: Townsite Lease - Val Ed Joint Venture

Val Ed Joint Venture would like to renew their lease at the Townsite Centre. The lease will be for a six month term commencing July 14, 2001 and continuing through January 13, 2002. The monthly lease amount is \$234.00, for a total lease amount of \$1,404.00.

Suggested Resolution: Move to approve the lease renewal with Val Ed Joint Venture beginning July 14, 2001 and continuing through January 13, 2002, for a total lease amount of \$1,404.00.

MLW/krm



To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: June 19, 2001

RE: Voyager Lease – Baytone Music

Baytone Music would like to renew their lease at Voyager. The lease will be for a twelve month term commencing July 1, 2001 and continuing through June 30, 2002. The monthly lease amount is \$374.25, for a total lease amount of \$4,491.00.

Suggested Resolution: Move to approve the lease renewal with Baytone Music beginning July 1, 2001 and continuing through June 30, 2002, for a total lease amount of \$4,491.00.

MLW/krm



To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: June 19, 2001

RE: Voyager Lease - Moorhead Seventh-Day Adventist Church

Moorhead Seventh-Day Adventist Church would like to renew their lease at Voyager. The lease will be for a twelve month term commencing July 1, 2001 and continuing through June 30, 2002. The monthly lease amount is \$449.81, for a total lease amount of \$5,397.66.

Suggested Resolution: Move to approve the lease renewal with Moorhead Seventh-Day Adventist Church beginning July 1, 2001 and continuing through June 30, 2002, for a total lease amount of \$5,397.66.

MLW/krm

MEMO #: P.01.068

TO: Dr. Larry P. Nybladh, Supt.
FROM: Ron Nielsen, Director of Human Resources
DATE: June 19, 2001
RE: New Employees - Licensed

The administration requests approval of the employment of the following licensed persons from the Early Intervention Services (EIS) program from the Lakes Country Service Cooperative as set forth in MN Statute 123A.22, Subd. 8 and in accordance with the School Board Resolution on April 23, 2001.

Jennifer Butze	Early Childhood Special Education, EIS, BA (7) \$32,640, 183 days, effective July 1, 2001.
Ronda Buysse	Early Childhood Special Education, EIS, BA+15 (6) \$33,140, 183 days, effective July 1, 2001.
Kathy Flagtwet	Speech Language Pathologist, EIS, MA (10) \$42,250, 183 days, effective July 1, 2001.
Regina Mandy	Occupational Therapist, EIS, MA (10) \$42,250, 183 days, effective July 1, 2001
Janine Nelson	Speech Language Pathologist, EIS, MA (4) \$35, 180, 183 days, effective July 1, 2001.

Suggested Resolution: Move to approve the employment of Jennifer Butze, Ronda Buysse, Kathy Flagtwet, Regina Mandy and Janine Nelson for the Early Intervention Services program as presented.

jg

MEMO #: P.01.069


TO: Dr. Larry P. Nybladh, Supt.
FROM: Ron Nielsen, Director of Human Resources
DATE: June 19, 2001
RE: New Employees - Non-licensed

The administration requests approval of the employment of the following non-licensed persons from the Early Intervention Services (EIS) program from the Lakes Country Service Cooperative as set forth in MN Statute 123A.33, Subd. 10 and in accordance with the School Board Resolution of April 23, 2001.

Susan Bekkerus	Paraprofessional, EIS, B21 (3) \$10.88 per hour, 6.5 hours daily, effective July 1, 2001.
Beth Swanson	Secretary, EIS, B22 (7) \$11.89 per hour, 8 hours daily, effective July 1, 2001.

Suggested Resolution: Move to approve the employment of Susan Bekkerus and Beth Swanson for the Early Intervention Service program as presented.

jg

TO: Dr. Larry Nybladh
FROM: Ron  Melsen
DATE: June 19, 2001
SUBJECT: New Employees

The administration requests approval of the employment of the following persons subject to satisfactory completion of federal, state, and school district statutes and requirements:

Mary Bartolini Elementary Teacher, Probstfield Elementary, BA+45 (2) \$31,570.00, effective for the 2001-2002 school year. (Replace Kathryn Carlson)

Ann Woell-Murnion Media Specialist, Washington Elementary, BA+15 (2) \$29,060.00, effective for the 2001-2002 school year. (Replace Pat Suko)

Christopher Lien English Teacher, Senior High, BA (0) \$25,870.00, effective for the 2001-2002 school year. (Replace Brenda Werner)

Crystal Gilbertson Elementary Teacher, Probstfield Elementary, BA (2) \$25,870.00, effective for the 2001-2002 school year. (Replace Sheryl Entzion)

Suggested Resolution: Move to approve the employment of Mary Bartolini, Ann Woell-Murnion, Christopher Lien and Crystal Gilbertson as presented.

RN:sh

TO: Dr. Larry Nybladh

FROM:  Roy Nielsen

DATE: June 19, 2001

SUBJECT: Resignations

The administration requests approval of the resignation of the following persons:

Brian Dinda	Social Teacher, Senior High, effective immediately.
Sheryl Entzion	Second Grade Teacher, Probstfield Elementary, effective immediately.
Kari Rudolph	Reading Recovery Teacher, Edison Elementary, effective immediately.
Lynn Greenwaldt	Building Technician, Riverside Elementary, effective June 13, 2001.
Carrie Scanlon	Paraprofessional, Probstfield Elementary, effective immediately.
Nancy Kochmann	Paraprofessional, Riverside Elementary, effective immediately.
Vicki Nelson	COTA, EIS, effective as soon as a replacement is found.

Suggested Resolution: Move to accept the resignation of Brian Dinda, Sheryl Entzion, Lynn Greenwaldt, Carrie Scanlon, Nancy Kochmann and Vicki Nelson as presented.

RN:sh

MEMORANDUM P 01.065

TO: Dr. Larry Nybladh
FROM: Ron Nielsen
DATE: June 19, 2001
SUBJECT: Change in Employment Contract

The administration requests approval of the change in employment contract of the following persons:

Denita Clapp Powerschool Trainer Position, District Wide, from Business Teacher Senior High, effective for the 2001-2002 school year. (New Position)

Dawn Gunderson English Teacher, Senior High, MA (8) \$39,890.00, effective for the 2001-2002 school year from part-time English Teacher Junior High. (Replace Melissa Lund)

Suggested Resolution: Move to approve the change in employment contract for Denita Clapp and Dawn Gunderson as presented.

RN:sh

MEMORANDUM P 01.070

TO: Dr. Larry Nybladh
FROM: Ron Nielsen
DATE: June 19, 2001
SUBJECT: Reemployment

The administration requests approval of the reemployment contract of the following person in accordance with Minn. Statute 122A.40, subd.11:

Bert Chamberlain Secondary Physical Education Teacher, MA+45 (13) \$53,120.00, effective for the 2001-2002 school year from Assistant Principal, Robert Asp. (Replace Chris Haugen)

Suggested Resolution: Move to approve the reemployment contract for Bert Chamberlain in accordance with Minn. Statute 122A.40, subd. 11.

RN:sh

MEMO #: I-01-253



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Prairie Restoration Project CD
DATE: June 18, 2001

George Davis, director of the Regional Science Center at Minnesota State University Moorhead, will present the Prairie Restoration Project CD to the school board.

This project was undertaken at the request of John Solberg, President of Crown Jewel Foundation in Minneapolis. The Crown Jewel Foundation provided the seed funds for this project back in 1994. The Foundation is working with the Minnesota Legislature to obtain funds to expand these types of projects throughout Minnesota. The CD will help them tell the story to the Legislature of effective curriculum projects providing work on state standards involving children studying outdoors.

Prairie Restoration Project CD is a description of a standards-based best practice that has been jointly developed and maintained by the MSUM Regional Science Center and Moorhead Public Schools since 1994. It has been adopted as part of the third grade curriculum for Moorhead schools.

Linda Legreid and Ira Bailey, teachers from Probstfield Elementary worked with staff from the science center and MSUM to develop the CD. The school district has enjoyed the partnership and collaboration of many learning opportunities with the science center.

LAK/smw

BUSINESS SERVICES MEMO#: B01112



To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: June 19, 2001

RE: Dairy and Bread Bids

Bids have been received for 2001-02 dairy and bread products. The bid summaries are attached. The low bidders are Dean Foods/Land O' Lakes and EarthGrains (formerly Metz Bakery).

I am recommending that we accept the dairy bid received from Dean Foods/Land O' Lakes and the bread bid received from EarthGrains (formerly Metz Bakery).

Suggested Resolution: Move to accept the dairy bid received from Dean Foods/Land O' Lakes and the bread bid received from EarthGrains (formerly Metz Bakery).

MLW/krm



DEAN FOODS

Dean Foods North Central, Inc.

2103 5th Ave. N.

Moorhead, MN 56560

Phone: (218) 233-8609 Fax: (218) 233-0240

**FLUID MILK ESCALATOR CLAUSE
2001-2001 School Year**

The attached bid is based on the cost of skim milk and butterfat to include premiums in Federal Order Market #30 for the month of June 2001.

Future price adjustments will be predicted on the following escalator taking into consideration monthly changes in the cost of skim milk, butterfat and over order premiums.

SKIM MILK:

Price: \$10.90 per 100 weight

For each \$.10/cwt increase or decrease in the cost of skim milk, prices will adjust respectively as follows on all fat levels.

5 Gallon	-	.043 per 5 Gallon
1 Gallon	-	.0086 per Gallon
8 Ounce	-	.00054 per 8 Ounce

BUTTERFAT:

Price: \$2.1333 per pound

For each \$.10 increase or decrease in the cost of butterfat, prices will adjust respectively as follows by various fat levels.

Item	Whole (3.25%)	2%	1%	Fat Free
5 Gallon	.1395/5 Gal	.086/5 Gal	.043/5 Gal	.0045/5 Gal
1 Gallon	.0279/Gal	.0172/Gal	.0086/Gal	.0009/Gal
8 Ounce	.0017/8 Oz	.0011/8 Oz	.0005/8 Oz	.0001/8 Oz

Monthly per unit adjustments will reflect a combination of the changes in skim milk and butterfat.

This escalator applies to all milk items.

2001-2002 BREAD BID SUMMARY

<u>QUANTITY</u>	<u>DESCRIPTION</u>	<u>PAN-O-GOLD</u>	<u>EARTH GRAINS</u>
7,600 LVS	1 1/2 Lb.Bread, white slices per loaf <u>21</u>	<u>1.05</u>	<u>.80</u>
1,175 LVS	1 1/2 Lb.Bread, whole wheat or rye slices per loaf <u>21</u>	<u>1.15</u>	<u>.85</u>
3,600 DOZ	Coney Buns, sliced, bulk pack, standard length	<u>1.05</u>	<u>1.00/16 ct</u>
12,100 DOZ	Hamburger buns, white/dark, plain/sesame seed, sliced, bulk pack 4".	<u>1.05</u>	<u>1.88/30 ct</u>
600 LVS	French Bread, 1 lb.	<u>1.10</u>	<u>.92</u>
1,700 DOZ	Footlong Buns, sliced, bulk pack, 10"	<u>2.80/dz</u>	<u>1.38/8 ct</u>
9,080 DOZ	Tea Biscuits white/dark, dozen	<u>1.00</u>	<u>1.23/16 ct</u>
2,150 DOZ	Steak Bun, plain/sesame seed 6" sliced, dozen	<u>1.40</u>	<u>2.94/24 ct</u>
4,400 DOZ	Bread Sticks, Bake and Serve, bulk pack 8".	<u>1.45</u>	<u>2.72/30 ct</u>
500 LVS	Pullman Loaf, 2#	<u>1.10/1 1/2#</u>	<u>.80/1 1/2#</u>

2001-2002 MILK BID SUMMARY

<u>QUANTITY</u>	<u>DESCRIPTION</u>	<u>CASS CLAY</u>	<u>DEAN FOODS</u>
	1. Half Pint Size 3.25% White/per container	<u>.169</u>	<u>.165</u>
	2. Half Pint Size 2.0% Butterfat White/per container	<u>.161</u>	<u>.1475</u>
	3. Half Pint Size Fat Free Milk/per container	<u>.136</u>	<u>.1369</u>
	4. Half Pint Size Fat Free Chocolate/per container	<u>.156</u>	<u>.145</u>
	5. Half Pint Size NU-A Milk/per container	<u>.157</u>	<u>2.45/1/2 gal</u>
	6. Fat Free Milk, Gallon	<u>1.98</u>	<u>2.36</u>
	7. Homo Milk 1/2 Gallon	<u>1.38</u>	<u>1.36</u>
	8. 2.0% Milk 1/2 Gallon	<u>1.27</u>	<u>1.275</u>
	9. Quart, Buttermilk	<u>.601</u>	<u>.655</u>
	10. Quart, 2%	<u>.624</u>	<u>.65</u>
	11. Quart, Fat Free	<u>.525</u>	<u>.594</u>
	12. Pt. - Half & Half	<u>.537</u>	<u>.59 firm</u>
	13. Pt. - Whipping Cream	<u>1.148</u>	<u>1.26 firm</u>
	14. Qt. - Whipping Cream	<u>2.737</u>	<u>2.68 firm</u>
500	15. Shake Mix-Vanilla - 1/2 Gallon	<u>1.343 firm</u>	<u>1.65 firm</u>
1,900	16. Shake Mix-Chocolate - 1/2 Gallon	<u>1.434 firm</u>	<u>1.75 firm</u>
600 BX	17. Novelties, 2 Dozen Per Box		
	A. Dixie Cups Ice Cream	<u>6.40 firm</u>	<u>5.32 firm</u>
	Sherbet	<u>5.80 firm</u>	<u>4.35 firm</u>
	B. Creme Freeze	<u>5.20 firm</u>	<u>4.35 firm</u>
	C. Fudgesicles	<u>4.46 firm</u>	<u>4.35 firm</u>
	D. Cheerios	<u>6.07 firm</u>	<u>5.32 firm</u>
	E. Ice Cream Sandwiches	<u>5.70 firm</u>	<u>5.32 firm</u>
	F. Drumsticks	<u>13.25 firm</u>	<u>8.00 firm</u>

QUANTITY	DESCRIPTION	CASS CLAY	DEAN FOODS
	18. -5- Lb. Sour Cream	<u>4.72 firm</u>	<u>5.75 firm</u>
	19. -5- Lb. Sour Cream - Fat Free	<u>3.36 firm</u>	<u>5.75 firm</u>
	20. Lb. Butter A Parch	<u>.35 om</u>	<u>.42 om</u>
	21. Lb. Butter Chip 90	<u>.34 om</u>	<u>1.15 om</u>
	22. Lb. Butter Tray Pak	<u>.47 om</u>	<u>1.15 om</u>
	23. -8- Lb. Butter Cups	<u>.79 om</u>	<u>1.36 om</u>
	24. -2- Lb. Rolled Butter	<u>.35 firm</u>	<u>n/a</u>
	25. -5- Lb. Cottage Cheese, 2% Lowfat	<u>4.81 firm</u>	<u>5.25 firm</u>
200 BX	26. -5- Lb. Cottage Cheese, Fat Free	<u>4.70 firm</u>	<u>5.25 firm</u>
	27. -5- Lb. American Cheese	<u>11.72 firm</u>	<u>10.75 firm</u>
	28. -5- Lb. Cheddar Cheese	<u>11.28 firm</u>	<u>24.80/10# firm</u>
	29. -5- Lb. Swiss Cheese	<u>n/a</u>	<u>11.40/5# firm</u>
	30. -5- Lb. Monteray Jack Cheese	<u>n/a</u>	<u>n/a</u>
	31. -3- Lb. Cream Cheese	<u>8.93/5# firm</u>	<u>5.50/3# firm</u>
	32. -36-1 Lb. Grade AA Butter	<u>.40 om</u>	<u>.70 om</u>
	33. -5- Lb. Swiss American Cheese, sliced, 160 ct	<u>11.83 firm</u>	<u>11.02 firm</u>
	34. -5- Lb. Yogurt, Lowfat, flavor	<u>1.155/24 oz firm</u>	<u>4.70/5# firm</u>
	35. -8- Oz. Yogurt, Lowfat, flavored	<u>n/a</u>	<u>.43 firm</u>
20,000 CN	36. -4- Oz. Yogurt, Lowfat, flavored	<u>.445/6 oz firm</u>	<u>.39/6 oz firm</u>
	37. -6- Oz. 100% Apple Juice	<u>.142 firm</u>	<u>.22 firm</u>
	38. -6- Oz. 100% Orange Juice	<u>.145 firm</u>	<u>.17 firm</u>

Base Price if escalator clause proposed: \$10.90 (June skim milk) and \$2.1333 (June butterfat) per hundredweight. Adjusted for 2% escalator clause attached.

om - (over market) - escalator per pound over June 2001 market AA price of \$1.95 per pound.

MEMO #: I-01-254



TO: Dr. Larry Nybladh
FROM: Lynne Kovashok
SUBJECT: Major Magnitude Field Trip
DATE: June 18, 2001

Attached is the information regarding the following proposed Major Magnitude Field Trips:

Moorhead Senior High School - Trip to Mexico. The Mexico trip is offered to juniors and seniors who are currently enrolled in Spanish at Moorhead Senior High. The students will be joined by students, teachers and administrators from other schools. The trip is organized through Intercultural Student Experiences and will be student funded. ISE programs maximize contact with other cultures and people to further awareness and appreciation of the world in which we live. The tentative dates are March 20-30, 2002. In the past, the MHS Spanish department has offered trips to Mexico and Spain to students enrolled in Spanish.

The Moorhead Senior High School - A Cappella Choir Gloucester Choir Festival - London, Gloucester and Cambridge, England. The trip is planned for November 19-26, 2001. The students will apply and interpret artistic expression, through preparing and performing two concerts in Gloucester Cathedral, plus two exchange concerts with British high school choirs in Gloucester and Cambridge. Cultural contextual studies will include a day at Stratford-upon-Avon (Shakespeare's home), a day at Cambridge University, and a day at the major sites in London.

SUGGESTED RESOLUTION: Move to approve the Major Magnitude Field Trips for the Moorhead Senior High trip to Mexico and the Moorhead Senior High A Cappella trip to England.

LAK/smw
Attachment

Administrative Policy of the Moorhead Public Schools

District Code: IICA-B
Date Adopted: 01/08/01
Revised:

Major Magnitude
Field Trip
Request Form

Section I
Preliminary Approval

Field Trip Request Name: Spanish student trip to Mexico Type of Trip: Curricular Co-curricular

Date of Request: June 5, 2001 School Board Presentation Date: June 25

Staff/Advisor Requesting Guadalupe Steenert Phone/Extention: _____

Purpose of the Trip: To offer students an opportunity for a language immersion experience in Mexico

Please explain the educational value of this trip and how this trip is related to the course content and graduation standards: The educational experiences of

the trip are structured to develop and reinforce what is learned in the classroom. Continued practice in language skills throughout the trip.

Trip Destination: Mexico City, Guadalajara, Puerto Vallarta

Date of Trip Departure: March 20, 2002 Return Date: March 30, 2002

Number of School Days Involved: 4 Number of Students Involved: _____

☒ Attached trip itinerary (activities planned, approximate time lines, accommodations, transportation plans);

☐ Attached accommodation plans for any student with IEP/504 plan;

☒ Attached funding plans (trip anticipated expenses, approximate cost to the district, student's individual costs, and fund raising plans);

☒ Attached plans for parental notification and approval;

☐ Attached list of accompanying staff.

Number of Chaperones needed for the trip _____

Authorization Signature of Building Principal: Mene Boyle

Signature of Superintendent/Assistant Superintendent - Teaching/Learning: _____

Board Approval Date: _____

Section II

Final Trip Information

This is to be received by Superintendent/Assistant Superintendent - Teaching/Learning and Building Principal at least TWO (2) weeks prior to the date of departure. (Failure to provide this assurance will result in immediate cancellation of the trip. School Board Policy: IICA).

- _____ 1. Copy of the Major Magnitude Field Trip Request Form Section I with authorized signatures and school board approval;
- _____ 2. Roster of students going on the trip with signed parental approval;
- _____ 3. List of staff and adult chaperones going on the trip;
- _____ 4. A detailed trip itinerary: transportation plans at destination, hotel/motel accommodations, addresses, phone numbers, places and time lines of activities/events planned;
- _____ 5. An accommodation plan for students with an IEP or 504 plan;
- _____ 6. Trip expenses, district costs, fund raising, and cost of the trip for individual students;
- _____ 7. List of emergency phone numbers where staff/chaperones can be reached in case of an emergency;
- _____ 8. Transportation plans to and from destination: (company, flights, times, costs, schedule, chaperoning, approved district Transportation Request Form (Administrative Form IICA-A Section I) if needed.

Section III

Field Trip Evaluation

Please complete within 3 weeks after returning from trip with information based on the statement of educational value and reason for the trip. Send a copy to the Building Principal & Superintendent/Assistant Superintendent - Teaching/Learning

Date: _____

MEXICO TRIP GUIDELINES

2002 SPRING TRIP TO MEXICO CITY, GUADALAJARA AND PUERTO VALLARTA

1. The trip to Mexico is available to any junior or senior, currently enrolled in Spanish at Moorhead Senior High.
2. Any requests for participation in the trip that are not covered in guideline #1, will be decided individually with the supervising teacher and the principal.
3. The Moorhead School Board has the final approval regarding the trip and the participants.
4. Intercultural Student Experiences is the organization through which all travel arrangements are made. ISE offers a quality, structured, educationally sound travel experience.
5. ISE offers the Mexico trip for 9 days during spring break. Advance makeup will be given to students for the school days missed.
6. The trip is student-funded, with optional fund raising activities provided.
7. The ratio of adults to students is approximately 7 to 1.
8. This trip is a sponsored MHS activity for which students may apply. MHS reserves the option to deny this opportunity for students to participate. This will be based upon poor attendance, academic difficulty, or any other breach of expected student conduct or responsibility that may reflect negatively upon the school.
9. MHS assumes no financial responsibility for any down payment monies that could be lost due to a change of mind, emergency, or other events that would force a cancellation of intent.

Explore Mexico



Program Price Information ISE Standard and Special Programs

Prices listed are based on the following:

Departure Cities & Travel Days: Midweek departures (M-Th) from Chicago (unless otherwise noted). Note: For weekend departures/returns add \$25 each way. For additional departure cities call ISE.

Group Size: Prices for standard programs are based on a minimum group size of 30 students from combined schools and a minimum teacher/student ratio of 1:8. Prices for special programs are based on a minimum group size of 10 students with a teacher/student ratio of 1:10.

ISE reserves the right to make changes in travel arrangements if minimum enrollment numbers are not reached.

Included:	Not Included:
<ul style="list-style-type: none"> ✓ round-trip airfare from specified cities ✓ all departure taxes and airport fees ✓ land transportation (motorcoach or van as applicable) ✓ all overnight accommodations ✓ meals as indicated on itineraries (B: breakfast, L: lunch; D: dinner) ✓ family stay or "encuentro" ✓ meals at home during the family stay ✓ Services of ISE administrator in Mexico City and Bus Teacher throughout programs originating in Mexico City ✓ entrance fee allowance ✓ insurance (medical & trip cancellation) 	<ul style="list-style-type: none"> ✓ passport or other document costs ✓ transportation to and from U.S. departure city ✓ spending money and gifts * ✓ meals not specifically mentioned as included ✓ activities listed as optional <p>*ISE recommends \$20-\$30 per day for meals and incidentals outside the family stay. Actual amount needed will depend on each student.</p>



Intercultural Student Experiences

11000 West 78th Street #303 • Eden Prairie MN 55344 • 612-941-2200 • Fax 612-941-4600

Important Questions And Answers Concerning ISE Program Participation

1. What is ISE? ISE, Intercultural Student Experiences, is a nonprofit, tax-exempt educational organization, chartered as a school in the state of Minnesota. It was created by foreign language teachers to provide unique foreign language experiences for high school students outside their language classrooms. These educational experiences are structured to develop and to reinforce what is learned in the classroom.
2. Who is eligible to participate? Any high school student who has completed one or more years of a foreign language, and any foreign language teacher. Individual districts may impose additional eligibility requirements.
3. What does a typical ISE program consist of? The spring or summer family-stay program in France, Germany, Spain, Costa Rica, or Mexico is two-fold: a travel itinerary to a variety of cities and towns plus a stay with a host family.
4. How does the ISE program differ from a typical tour? First, it is run entirely by foreign language educators whose primary objective is a quality educational experience for participating students.

Second, ISE provides complete orientation and study materials to adequately prepare each student for his stay in Europe, or Central America. The ISE lessons are in the foreign language and provide essential cultural and linguistic information.

Third, all ISE programs include a family stay, which gives participants unique insights into the foreign culture and way of life.

Fourth, students are required to speak the foreign language during the entire program, thus offering invaluable practice of the language skills learned in the classroom.

Fifth, ISE's prices are among the lowest available for this type of program. ISE is not profit-motivated; rather, our goal is to provide outstanding educational opportunities.

Sixth, ISE maintains funds for financial aid to help very needy students. These funds are derived from donations and grants.

Seventh, qualifying students may elect to earn college credit for their ISE experience.

5. What are the advantages of offering a program in the spring, even though it could result in missed school time? There are several reasons that justify the ISE spring program. First, airfares and hotel rates are much lower in the spring than during the summer. Second, participants are able to avoid the tourist crunch by going in the "off season". Third, the spring dates for the European programs center around school time in Europe. The opportunity to visit schools there is an important part of our program. It should be noted that every effort is made to incorporate spring recess days into the ISE itinerary; however, vacation dates are not universal in all districts.

A Non-Profit Organization to promote educational experiences outside the classroom.

6. What is included in the cost of the program? The regular program includes round trip airfare to Europe, Costa Rica, or Mexico from departure cities listed, land transportation by private motor coach (trains where indicated), all overnight accommodations, all breakfasts (other meals where indicated), family stays, all meals during the family stay, all transfers during travel portion, entrance fee allowance for museums and castles (local guides where indicated), medical, liability and cancellation insurance, most airport taxes, classroom-ready study materials, trained leadership
7. What is not included in the basic program cost? Passport costs, transportation to and from U.S. departure city, spending money, tips and gratuities, gifts and meals not specifically mentioned as included.
8. What is the overall leader-student ratio? Approximately 1 to 10. Four leaders normally travel in one bus in Europe for a per-bus total of about 40+ persons.
9. Are non-participating students put to a disadvantage by the absence of the regular classroom teacher? ISE teacher-leaders expend much time and effort to provide continuity in the classroom. Certified, qualified substitutes are found. Explicit lesson plans and instructions in methods are well-communicated to the interim teachers. Some ISE leaders have made provisions for videotape presentations and/or guest speakers. Typically, the ISE teacher has input in the selection of the substitute teacher and in all cases can be expected to have several meetings with him/her to discuss all phases of his/her assignment. Furthermore, students choosing not to participate will learn a great deal from the experience of those going abroad when the latter return and share their insights and impressions.
10. What about work missed in other classes? This is seldom a problem. The foreign language teacher works with students and fellow teachers to determine make-up work requirements and agreements. He/she also works cooperatively with staff members to supervise completion of work. Where permitted by the principal, foreign language teachers have released students from their own class for the purpose of working with other teachers on missed work. The greatest burden for make-up work clearly rests with the individual students. In the overwhelming majority of cases, they are very responsible and grade-conscious. Many non-foreign language staff members recognize the significant value of the upcoming experience and actually incorporate it as a part of their assignments. Some teachers use make-up work contracts (specifying tasks and deadlines) to facilitate the completion of all missed work.
11. Are the participants covered by insurance during the time of the program? Yes. The cost of medical and cancellation insurance is covered in the basic price of the program. Details on this coverage are available from ISE.
12. What kind of transportation is used on the program? Most flights are aboard regular scheduled airline carriers. Bonded land carriers provide top-quality tourist coaches, the same buses used by adult tour groups in summer months.
13. Who will supervise the students during the program? Supervision is assumed by the foreign language teacher accompanying the students or, where the teacher is not going, by a capable leader selected by ISE. During the family stay the students will be supervised by their host families. One of the American group leaders will also be available in the family-stay community as well as the local family-stay coordinator.
14. What provision is made for medical or other emergencies and how might a student be contacted during the program? The standard parental release form gives ISE the authority to secure necessary medical treatment and/or to send the participant home for medical treatment. Contact of students is

made possible through a communications network linking ISE with its national agents and local correspondents along the itinerary. All necessary telephone numbers are on file.

15. What happens to the student who may become a discipline problem on the trip? ISE reserves the right to return a problem student to the United States at parent expense. This option is consented to in the parent release form on the back of each program application form. This extreme option, of course, would not be employed unless group leaders had exhausted their disciplinary measures or unless the individual's behavior threatened the group.
16. Is any Board of Education liable for any ISE-related mishap or student injury? As the single sponsoring organization, ISE ultimately assumes responsibility for its entire program. The office of the Minnesota Secretary of State has granted ISE an educational charter, thereby making ISE an independent legal entity capable of offering educational programs on its own. NO LIABILITY is implied or inferred by ISE on the part of any school board. The formal parental release employed by ISE on the application materials is quite standard for student trips abroad.
17. What is the cost to the District in approving the ISE Program? All that is asked is that the District pay the cost of the substitute teacher for the number of days required.
18. Is this program available only to the affluent who can afford it? No! In the great majority of cases ISE students earn at least half of the money themselves. In schools where the program is established on a regular basis, students are able to save over a two or three year period and many do! ISE provides fundraising ideas to those teachers who request them. In addition, the ISE Financial Aid Committee awards thousands of dollars each year to needy participants. For many students the ISE program is a significant lesson in setting priorities and goals.
19. What preparation and cost is involved for accompanying teachers? Teachers accompanying a group of 8 students must pay for their meals, museum entries, and other expenses not covered by the program. In addition, accompanying teachers are required to attend an all-day leader training seminar in the Minneapolis area. Teachers are expected to prepare the students for the program using the orientation lesson material provided by ISE. This program demands time and effort from its leaders. ISE is proud of the many devoted teachers who are willing to invest their energy and time to offer this educational opportunity to students.
20. How many schools have been involved in the ISE Programs? More than 600 schools in some 25 states have provided this program for their students. The programs have been in existence for over 20 years and continue to grow.
21. How might ISE benefit the entire community? ISE teachers frequently involve themselves and their students in a variety of post-program activities. Enthusiastic students share their experiences before civic and social organizations. Some teachers arrange projects and presentations for use in the elementary schools.
22. Will Board approval of the ISE Program open the flood gates and result in other teachers asking approval for other "trips"? This has not been the case in the past. Each group petitioning a Board of Education for approval of a program must necessarily stand or fall on the merits of its program. In nearly every case, no request is brought to a Board without having undergone considerable scrutiny by district administrators. ISE welcomes the opportunity to be considered at Board of Education meetings because there is no question in our minds about the merit and quality of our award-winning program.



Intercultural Student Experiences

11000 West 78th Street #303 • Eden Prairie MN 55344 • 612-941-2200 • Fax 612-941-4600

Special notes to administrators considering permission for teachers to participate:

- 1) ISE teachers yearly accomplish most of the duties described above, even if they do not accompany the students abroad. No monetary compensation is received for any of the work and time.
- 2) Although the basic cost of the program is covered for accompanying teachers accepting the enormous responsibilities of group leaders, there are still significant personal costs. Many report as much as \$400 for out-of-pocket expenses. Only the most dedicated teachers request to accompany students, considering the responsibilities and costs demanded by the program.
- 3) Homestay programs are extremely important to foreign language and cultural awareness. To travel to a foreign country and live with a foreign family is for most a once-in-a-lifetime opportunity and a unique exposure to the language and people the students study in class. By the creation of the President's Council on International Youth Exchange, former President Reagan supported nationwide recognition of homestay programs.
- 4) The goals of the ISE program can best be met if the classroom teacher accompanies his/her own students. With their program application, students are asked to sign a language commitment contract where they agree to speak the target language for the entire time abroad. Since the teacher knows the language abilities of the student best, he/she therefore can encourage maximum use of the target language better than someone who does not know the student.
- 5) All students - whether they participate or not - gain in many ways from the shared experiences of those who return from the program. The participating teacher returns reacquainted with the culture and sharper in language skills.

BEHAVIORIAL EXPECTATIONS FOR ISE/MHS TRIP TO MEXICO

1. Remember that this trip is intended to be an educational experience. The goal is to speak Spanish as much as possible.
2. Always be punctual. Remember that if you make the group wait, you are cheating everyone.
3. Follow the dress code as discussed.
4. There is to be no smoking on the bus, on the plane, with the group on the street, in the street, or in the hotel.
5. Never go anywhere alone. Groups of at least three are best.
6. Never go anywhere with a stranger. Don't give anyone your hotel name, address, or room number.
7. Involvement with drugs is not tolerated under any circumstances.
8. Evening curfews must be followed. The curfew will be established by your chaperones.
9. No alcoholic beverages are allowed. We follow the school district's and MN State High School League's rules regarding alcohol consumption by minors.
10. Respect the privacy of other hotel guests. Remember that you are not the only ones in the hotel.
11. In hotels, follow the check-in and check-out procedures outlined by your group leaders.
12. Be positive! One grumpy person can create tense feelings for the whole group.
13. Remember to be a good ambassador at all times. You represent your school, your city, your state, and the USA.
14. Don't expect everything to be the same as at home. It won't be! There is no adventure in travel if there is nothing new to see, try or eat.

DISCIPLINARY PROCEDURES

Abuse of rules during the ISE program will be handled in the following manner:

1. Confrontation of the student by the chaperone, and the ISE bus teacher and staff.

2. Collect call home to the student's parents, with the chaperone present to discuss the behavior.

3. Continued abuse of the rules may necessitate the student being sent home at the parent's expense.

I have received a copy of the ISE/MHS guidelines for student behavior and fully understand and support the consequences for not following the rules.

(Signature of student)

(Date)

(Signature of parent)

(Date)

Administrative Policy of the Moorhead Public Schools

District Code: IICA-B

Date Adopted: 01/08/01

Revised:

Major Magnitude

Field Trip

Request Form

Section I

Preliminary Approval

Field Trip Request Name: A CAPPELLA CHOIR GLOUCESTER CHOIR FESTIVAL Type of Trip: Curricular Co-curricular

Date of Request: 6/8/01 School Board Presentation Date: _____

Staff/Advisor Requesting DR. MARK RING Phone/Extention: 2434

Purpose of the Trip: CONCERTS IN GLOUCESTER CATHEDRAL AND
CULTURAL CONTEXT TOURING IN LONDON AND CAMBRIDGE

Please explain the educational value of this trip and how this trip is related to the course content and graduation standards: PLEASE SEE ATTACHED.

Trip Destination: ENGLAND (LONDON, CAMBRIDGE, GLOUCESTER)

Date of Trip Departure: 11-19-01 Return Date: 11-26-01

Number of School Days Involved: 2 Number of Students Involved: APPROX. 60

☒ Attached trip itinerary (activities planned, approximate time lines, accommodations, transportation plans);

☐ Attached accommodation plans for any student with IEP/504 plan;

☒ Attached funding plans (trip anticipated expenses, approximate cost to the district, student's individual costs, and fund raising plans);

☒ Attached plans for parental notification and approval;

☒ Attached list of accompanying staff.

Number of Chaperones needed for the trip 6

Authorization Signature of Building Principal: Gene Boyle

Signature of Superintendent/Assistant Superintendent - Teaching/Learning: _____

Board Approval Date: _____

Section II
Final Trip Information

This is to be received by Superintendent/Assistant Superintendent - Teaching/Learning and Building Principal at least TWO (2) weeks prior to the date of departure. (Failure to provide this assurance will result in immediate cancellation of the trip. School Board Policy: IICA).

- _____ 1. Copy of the Major Magnitude Field Trip Request Form Section I with authorized signatures and school board approval;
- _____ 2. Roster of students going on the trip with signed parental approval;
- _____ 3. List of staff and adult chaperones going on the trip;
- _____ 4. A detailed trip itinerary: transportation plans at destination, hotel/motel accommodations, addresses, phone numbers, places and time lines of activities/events planned;
- _____ 5. An accommodation plan for students with an IEP or 504 plan;
- _____ 6. Trip expenses, district costs, fund raising, and cost of the trip for individual students;
- _____ 7. List of emergency phone numbers where staff/chaperones can be reached in case of an emergency;
- _____ 8. Transportation plans to and from destination: (company, flights, times, costs, schedule, chaperoning, approved district Transportation Request Form (Administrative Form IICA-A Section I) if needed.

Section III
Field Trip Evaluation

Please complete within 3 weeks after returning from trip with information based on the statement of educational value and reason for the trip. Send a copy to the Building Principal & Superintendent/Assistant Superintendent - Teaching/Learning Date: _____

TO: Moorhead Board of Education
FROM: Dr. Mark Ring, Choir Director
Moorhead High School
DATE: 8 June 2001
RE: Field Trip Proposal
Gloucester Choral Festival
London, Gloucester and Cambridge, England
November 19-26, 2001

I. Relationship to Course: Apply and interpret artistic expression, through preparing and performing two concerts in Gloucester Cathedral, plus two exchange concerts with a British high school choirs in Gloucester and Cambridge. Cultural contextual studies will include a day at Stratford-upon-Avon (Shakespeare home), a day at Cambridge University, and a day at the major sites in London.

II. Destination: London, Gloucester and Cambridge, England

III. Dates: November 19-26, 2001. We would miss school on November 26, and possibly November 19 depending on final flight arrangements.

IV. Transportation: Commercial airline from Fargo to London, then chartered coaches within England

V. Housing plans: Our travel company, Music Contact International, uses only 3-star hotels, such as Paddington Court (<http://www.paddingtoncourtlondon.com>), Embassy House (<http://london.hotelguide.net/data/h100393.htm>), Post House Kensington (<http://www.posthouse-hotels.com/regions/london.htm>, then click on "Kensington"), Imperial Hotel (<http://www.posthouse-hotels.com/regions/london.htm>), and Thistle Kings Cross (http://www.dilos.com/hotel/uk/royalscot_london.html).

VI. Probable number of students involved: 60. Number of chaperones: at least 6, plus Dr. Ring, who is the only staff member going.

VII. Individual Cost: \$1,100 inclusive land package, plus airfare. There is no expense to the school district. Funding: Student fundraising activities, plus out-of-pocket expense.

VIII. Parental Notification and Approval will be done primarily by email; those without email by postal mail. Parent Meetings will be held pending board approval.

This satisfies the graduation standard curriculum element, "Apply and Interpret Artistic Expression Through Performance."

ITINERARY (Tentative)

Monday, Nov. 19

Fly to London from Fargo via commercial carrier.

Tuesday, Nov. 20

Arrive in London in the morning. Half-day guided tour of the city. Late afternoon hotel check-in. Group dinner provided.

Wednesday, Nov. 21

Breakfast at hotel. Chartered motorcoach to Cambridge; half-day guided walking tour of city and university. Lunch on your own. Afternoon exchange concert with local high school choir. Motorcoach back to London; group dinner provided.

Thursday, Nov. 22

After breakfast, motorcoach northwest to Gloucester. Guided tour of the Cathedral and the King's School, with reception hosted by King's School students. Evening hotel checkin; dinner provided.

Friday, Nov. 23

After breakfast, travel to local high school for an exchange concert. Lunch in Gloucester City Center. Afternoon motorcoach to Painswick Village. Dinner in hotel restaurant, followed by Mass Choir Rehearsal in Gloucester Cathedral, conducted by David Briggs, Master of Music at Gloucester Cathedral. Following rehearsal, a dance for guest choirs and King's School seniors at Gloucester Guildhall.

Saturday, Nov. 24

Daytrip to Stratford-upon-Avon for Shakespeare home and sites. Dinner in Gloucester hotel, followed by Mass Choir Rehearsal, followed by solo concert in Gloucester Cathedral.

Sunday, Nov. 25

After breakfast, morning is free (optional attendance at service in Gloucester Cathedral to hear professional choir of men and boys.) Afternoon Mass Choir Rehearsal. Dinner at Hotel. Evening Mass Choir Concert in Gloucester Cathedral. Farewell Party at King's School for guest choirs following concert.

Monday, Nov. 26

Return to Fargo.

MEMORANDUM P 01.067

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: July 19, 2001

SUBJECT: RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL
OF THE TEACHING CONTRACT OF A PROBATIONARY TEACHER.

Consider the attached resolution directing the administration to effect termination and non-renewal of the position of the probationary teacher as listed below in accordance with Minn. Statute 122A.40, subd5.

Mark Dufner 1.00 FTE Math Senior High

Suggested Resolution: Move to approve the resolution directing the administration to effect termination and non-renewal of the probationary teacher, Mark Dufner, as presented in accordance with Minn. Statute 122A.40, subd. 5.

RN:sh

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION RELATING TO THE TERMINATION
AND NON-RENEWAL OF THE TEACHING CONTRACT
OF Mark Dufner, A PROBATIONARY TEACHER.

WHEREAS, Mark Dufner is a probationary teacher in Independent School District No. 152.

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, subd. 5, that the teaching contract of Mark Dufner, a probationary teacher in Independent School District No. 152, is hereby terminated at the close of the current 2000-2001 school year.

BE IT FURTHER RESOLVED that written notice has been sent to said teacher regarding termination and non-renewal of his contract as provided by law, and that said notice shall be in substantially the following form:

NOTICE OF TERMINATION

Mark Dufner
4333 15th Ave. SW #326
Fargo, ND 58103

Dear Mark:

You are hereby notified that at a regular meeting of the School Board of Independent School District No. 152 held on June 25, 2001, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2001-02 school year. Said action of the Board is taken pursuant to M.S. 122A.40, subd. 5.

You may officially request that the School Board give its reason for the non-renewal of your teaching contract. However, such a request must be received within ten days after the receipt of this notice.

For your information, however, this action is taken because of the financial condition of the school district and decrease in enrollment.

Yours very truly,

SCHOOL BOARD OF EDUCATION
SCHOOL DISTRICT NO. 152

Clerk of the School Board

The motion for the adoption of the foregoing resolution was duly seconded by _____ and upon vote being taken thereon,

the following voted in favor of:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

S-Ma-B05
min
7-16-01

INDEPENDENT SCHOOL DISTRICT #152

School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South

July 16, 2001

7:00 p.m.

MISSION STATEMENT: To develop the maximum potential of every learner to thrive in a changing world.

ATTENDANCE:

Jim Cummings _____	Anton B. Hastad _____
Lisa Erickson _____	Carol A. Ladwig _____
Stacey Foss _____	Kristine Thompson _____
Mark Gustafson _____	Larry P. Nybladh _____

AGENDA

1. CALL TO ORDER

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. Larry P. Nybladh, Superintendent
- C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

- D. Matters Presented by Citizens/Other Communications
(Non-Agenda Items)

2. ORGANIZATION OF THE SCHOOL BOARD - Cummings

SCHOOL BOARD AGENDA - July 16, 2001

PAGE 2

A. MEETING DATE, TIME AND LOCATION

Suggested Resolution: Move to set the regular meetings of the school board on the second and fourth Monday of each month with the following exceptions: Tuesday, May 28th (due to Memorial Day conflict); the annual organizational meeting the third Monday in July (July 15) ; and Monday, December 10 (due to holiday break) at 7:00 p.m. in the Townsite Centre Board Room.

Moved by _____ Seconded by _____

Comments _____

B. SCHOOL BOARD COMPENSATION

Suggested Resolution: Move to set the board member compensation rate at \$550 per month.

Moved by _____ Seconded by _____

Comments _____

C. COMMITTEE APPOINTMENTS

Pages 9-14

Suggested Resolution: Move to approve the committee appointments for the 2001-2002 school year.

Moved by _____ Seconded by _____

Comments _____

3. CONSENT AGENDA

All items on the Consent Agenda are considered to be routine, and have been made available to the Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

SCHOOL BOARD AGENDA - July 16, 2001

PAGE 3

- A. TEACHING/LEARNING MATTERS - Kovash
 - (1) Acceptance of Gift - Page 15
 - (2) Acceptance of Grants - Pages 16-22
 - (3) Approval of Grant Submission - Pages 23-43
 - (4) Approval of 2001-2002 Minnesota State High School League Membership - Pages 44-46
 - (5) Approval of 2001-2002 Minnesota Academic Excellence League Membership - Pages 47-50

- B. BUSINESS SERVICE MATTERS - Weston
 - (1) Approval of Resolution for Investment of Excess Funds for 2001-2002 - Pages 51-52
 - (2) Approval of Authorized Staff to Initiate Financial Transactions for 2001-2002 - Pages 53-54
 - (3) Approval of 2001-2002 Official Depositories - Page 55
 - (4) Approval of Resolution Authorizing Payment of Goods and Services for the 2001-2002 School Year - Pages 56-57
 - (5) Approval of Collection of NSF Checks - Page 58
 - (6) Approval of Lease - Page 59

- C. HUMAN RESOURCE MATTERS - Nielsen
 - (1) Approval of Change in Employment Contract - Page 60
 - (2) Acceptance of Resignations - Page 61
 - (3) Approval of Family/Medical Leave - Page 62
 - (4) Approval of New Employee - Page 63
 - (5) Approval of Extended Leave of Absence - Page 64
 - (6) Approval of Part Time and Substitute Pay Schedule Change - Page 65

- D. SUPERINTENDENT MATTERS - Nybladh
 - (1) Approval of Official Newspaper - Page 66
 - (2) Approval of Legal Services - Page 67
 - (3) Approval of Minnesota School Boards Association Membership - Pages 68-71
 - (4) Approval of Lakes Country Service Cooperative Service Agreement - Pages 72-75
 - (5) Approval of June 11 and 25, 2001 Regular and July 25 and 27, 2001 Special Meeting Minutes - Pages 76-87
 - (6) Approval of July Claims

SCHOOL BOARD AGENDA - July 16, 2001

PAGE 4

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____

Comments _____

4. **COMMITTEE REPORTS**

5. **ELECTION RESOLUTION:** Nybladh

Pages 88-89

Suggested Resolution: Move to approve the Resolution Establishing Dates for Filing Affidavits of Candidacy for the November school board election.

Moved by _____ Seconded by _____

Comments _____

6. **BOARD POLICY CHANGES:** Nybladh

Page 90

Suggested Resolution: Move to approve directing the School Board Policy Committee to:

- A. recode Moorhead School District's Policy Manual into a numerical format;
- B. make editorial changes to policy titles for clarification;
- C. draft mandated or legally required policies, and any others the board agrees should be included in the policy manual;
- D. work toward including legal references to policies as reflected in related MSBA model policies.
- E. change Administrative "Policies" to Administrative "Procedures;"
- F. work with Administration as needed on drafting policies necessary for support of Administrative Procedures, and with the Policy Review Committee as new policies are added to the manual to insure they follow the same template and are properly coded.

Moved by _____ Seconded by _____

Comments _____

SCHOOL BOARD AGENDA - July 16, 2001

PAGE 5

7. APPROVAL OF ELEMENTARY SCHOOL PRINCIPAL: Nybladh

Page 91

Suggested Resolution: Move to approve the recommendation that effective August 1, 2001, Matthew Naugle assume the position of Washington Elementary Principal at D63, Step (0-4) of the Principal Association contract at a salary of \$65,963.00 on the condition that he obtain the principal's license prior to August 1, 2001.

Moved by _____ Seconded by _____

Comments _____

8. MEMORANDUM OF UNDERSTANDING - EARLY INTERVENTION SERVICES:

Nielsen

Pages 92-93

Suggested Resolution: Move to approve a one-time, fourteen month contract for the following licensed employees of Early Intervention Services as presented: Jennifer Butze, Ronda Buysse, Kathy Flagtwet, Regina Mandy, and Janine Nelson.

Moved by _____ Seconded by _____

Comments _____

9. BUS ROUTE BIDS: Weston

Pages 94-96

Suggested Resolution: Move to approve the bus route bids as presented for the 2001-2002 school year.

Moved by _____ Seconded by _____

Comments _____

SCHOOL BOARD AGENDA - July 16, 2001

PAGE 6

10. HIGH SCHOOL AUDITORIUM SOUND SYSTEM: Weston

Pages 97-98

Suggested Resolution: Move to reject all bids received for the High School Auditorium Sound System project.

Moved by _____ Seconded by _____
Comments _____

11. HIGH SCHOOL AUDITORIUM SOUND SYSTEM BID ADVERTISEMENT

AUTHORIZATION: Weston

Page 99

Suggested Resolution: Move to authorize the advertisement for bids on an upgrade to the sound system at the Senior High School Auditorium.

Moved by _____ Seconded by _____
Comments _____

12. RESOLUTION RELATING TO AND PROVIDING FOR THE BORROWING OF MONEY IN ANTICIPATION OF THE RECEIPT OF STATE AID; AUTHORIZING ISSUANCE AND AWARDING OF SALE OF CERTIFICATES OF INDEBTEDNESS AND PROVIDING A DEBT SERVICE FUND: Weston

Pages 100-111

Suggested Resolution: Move to approve the resolution relating to and providing for the borrowing of \$3.8 million in anticipation of receipt of state aid; authorizing issuance and awarding the sale of certificates of indebtedness and providing a debt service fund for the 2001-2002 school year.

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - July 16, 2001

PAGE 7

13. COMMUNITY TASK FORCES MEMBERSHIP SELECTION

RECOMMENDATION: Nybladh

Pages 112-118

Suggested Resolution: Move to approve the Community Task Forces Membership Selection Committee's recommendation for members and alternates to the five Community Task Forces as presented.

Moved by _____ Seconded by _____

Comments _____

14. LEGISLATIVE/FINANCE UPDATE: Weston

Pages 119-121

15. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD


16. ADJOURNMENT

SCHOOL BOARD AGENDA - July 16, 2001**PAGE 8****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Migrant School	June 11-July 20	8 am - 4 pm	Probstfield
ESY - Special Ed	June 12-August 9	7:45 - 12:15 pm	Probstfield
	M-Thurs		Robert Asp
Excel Summer Program	July 10-26		
	T, W, Thurs		
Basic Standards Testing	July 17	9 - 12 noon	Junior High
Reading			
Math	July 18	9 - 12 noon	Junior High
Writing	July 19	9 - 12 noon	Junior High
ECFE	August 1-28	Varies	Lincoln
School Board	August 13	7 pm	Board Room
Orchestra Camp	August 20-24	8 am - 3 pm	Senior High
Chamber New Educators	August 21	7 am	Holiday Inn
Breakfast			
School Board	August 27	7 pm	Board Room
K-12 Teacher Workshops	August 28-31		
Labor Day	September 3		
K-12 Classes Begin	September 4		
School Board	September 10	7 pm	Board Room
School Board	September 24	7 pm	Board Room

MEMO #: S-02-008

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: July 12, 2001

RE: 2001-2002 Committee Assignments

Attached is a copy of the 2000-2001 Committee Assignments. Please review this document prior to the Board meeting to expedite desired assignments for 2001-2002. School Board Chair, Jim Cummings, has requested that you be prepared to express your interests and volunteer for service on the various committees.

Thank you.

LPN:mde
Attachment

COMMITTEES OF MOORHEAD PUBLIC SCHOOLS

(01/01)

(including community involvement areas)

DISTRICT-WIDE STANDING COMMITTEES: These committees are recognized by the School Board as having a defined purpose, are defined by law and/or Board policy, involve members of the community and school staff, meet on a regular basis during the school year, and include voting representatives of the School Board.

Responsibilities - review mission and formulate/affirm appropriate mission statement, record and communicate minutes of meetings, require regular membership rotation, develop an annual calendar submitted to the Superintendent for coordination of a district calendar, files a year-end report and/or makes a presentation to the School Board for the past year activities, district administrators or supervisors serve as ex-officio members.

<u>COMMITTEE NAME/PURPOSE</u>	<u>DEPT/NAME RESPONSIBLE</u>	<u>MEETING-DATE/TIME/LOCATION</u>	<u>2000-2001 BOARD LIAISON</u>
<u>Activities Council</u> - reviews and recommends extra- and co-curricular activity/academic policies and is knowledgeable of Minnesota High School League activities.	Teaching/Learning Hulbert	2nd Tu/mo.; 7am; Townsite (October-April)	Erickson/Gustafson
<u>Community Education Advisory Council</u> - evaluates and recommends programs that meet the community's needs.	Teaching/Learning Winterfeldt-Shanks	3rd Tu/mo.; 7pm; Townsite (excluding December)	Cummings/ Thompson
<u>District Care Team</u> - reviews and recommends policies and activities related to student and staff prevention, post-vention and crisis issues involving chemical use, violence, grieving, and other related issues.	Teaching/Learning Sipe	3rd Mo/mo.; 3:30 pm; Townsite	Erickson/Thompson
<u>Human Rights</u> - monitors textbook selection and works with human resources on the direction of multicultural, gender fair, and disability sensitive issues.	Human Resources Nybladh	Four times a year; 3:45 pm; Townsite	Thompson/ Cummings
<u>Instruction & Curriculum Advisory</u> - (formerly PER) plans, evaluates and reports on district curriculum. (Two-year Term)	Teaching/Learning Kovash	3rd Th/mo.; 7am; Townsite	Erickson/Ladwig
<u>Long Range Planning (LRP)</u> - carries out strategic planning, evaluating and reporting of the District's Five Year Educational Plan.	Teaching/Learning Kovash	Four times a year; 3:45 pm; Townsite	Ladwig/Thompson
<u>Policy Review</u> - reviews current policies and makes recommendation of new policies.	Superintendent Nybladh	3rd Mo/mo.; 7pm; Townsite	Hastad/Ladwig

ADMINISTRATIVE COMMITTEES: These are committees recognized by the School Board as serving in an advisory capacity to the Board and administration, serves a specific area, program or segment of the district, involve members of the staff and others as needed, may meet for a specific purpose until it is completed, may or may not include an appointed board member, designee or liaison, and completes a written report.

Responsibilities - are to review the purpose/task for establishment of the committee, record and communicate minutes to appropriate people, and file a written report of activities when task completed.

<u>COMMITTEE NAME/PURPOSE</u>	<u>DEPT/NAME RESPONSIBLE</u>	<u>MEETING-DATE/TIME/LOCATION</u>	<u>2000-2001 BOARD LIAISON</u>
<u>Calendar</u> - develops and recommends fiscal-year district calendar.	Superintendent Nybladh	January - March as needed.	N/A
<u>Comprehensive Arts Planning Program</u> - provides art education for all K-12 students and the integration of the arts with one another by using the community's arts resources.	Teaching/Learning Judy Christofferson	Conference & workshop days and as necessary.	Erickson
<u>Continuing Education</u> - administers the process for certificate renewal of licensed staff.	Human Resources Nielsen	2nd Tu/mo.; 7 am; Fryn Pan (Nov-May)	Hastad
<u>ECFE Advisory Council</u> - advises and provides support in the operation of the Early Childhood Family Education and Kindergarten Readiness Programs.	Teaching/Learning Bushaw	2nd Th/mo.; 7 pm; Lincoln	Cummings
<u>Global Exchange</u> - increase understanding of interdependence of global community by students and staff.	Superintendent Berggren	Year around, as needed	Thompson
<u>Graduation Standards</u> - advises the ICAC committee regarding graduation standards, serves as review panel for standards placement in courses, approving performance package modifications, and review of implementation of graduation standards.	Teaching/Learning Kovash	Year around , as needed	Board Chair- Foss & Ladwig Alternate
<u>*Indian Education/JOM Parent Committee</u> - reviews grants obtained, provides input how monies are disbursed, yearly Financial Report, and HSC Report.	Superintendent King/Longie	2nd Th/mo.; 5 pm	Thompson
<u>Legislative Committee</u> - develops recommendations for district's legislative program.	Superintendent Nybladh	Year around, as needed	Foss/Thompson

11
* = Does not serve in an advisory capacity to the school board.

<u>COMMITTEE NAME/PURPOSE</u>	<u>DEPT/NAME RESPONSIBLE</u>	<u>MEETING-DATE/TIME/LOCATION</u>	<u>2000-2001 BOARD LIAISON</u>
<u>Negotiations</u> - serves as liaison to other Board members during negotiation process.	Superintendent Nybladh	Year around, as needed	Cummings/Ladwig
<u>Sabbatical Leave</u> - receives, reviews and recommends sabbatical leaves for certified staff.	Human Resources Nielsen	February - April as needed.	Foss
<u>Safety Committee</u> - identifies and addresses safety issues related to students, staff and visitors.	System Support Bacon	2nd Th/mo.; 9:30 am; Townsite	Ladwig
<u>Staff Development</u> - promotes professional and personal growth opportunities for all staff of ISD #152.	Teaching/Learning Schmid	3rd Tu/mo.; 3:45 pm; Townsite	N/A
<u>Superintendent's Advisory Council</u> - (SAC) provides opportunity for building PTACs to communicate and share ideas between themselves and with the superintendent.	Superintendent Nybladh	3rd Th/mo.; 7 pm; Townsite	Members Rotate
<u>Technology</u> - assists in developing the long-range goals of implementing new technologies and maintaining current technologies throughout the district.	Teaching/Learning Markert	4th Tu/mo.; 3:45 pm; Townsite	Gustafson
<u>Title I Parent Advisory</u> - assists in reviewing the Title I Program and will work with the 1999-2000 Goals 2000 grant.	Teaching/Learning King	Year around, as needed	Erickson
<u>Wellness</u> - assists in monitoring the district-wide Wellness Program for staff. (Coordinates with DSSAC.)	Human Resources Nielsen	Year around, as needed	Erickson/Ladwig

COMMUNITY COMMITTEES: These are committees that are not under the full jurisdiction of the school district and/or are shared with other entities and organizations. Representatives are appointed by the Board, administration or both as appropriate.

Responsibilities - serve as representative of the school district either in voting or non-voting capacity, share and communicate committee information to the appropriate people.

<u>COMMITTEE NAME/PURPOSE</u>	<u>DEPT/NAME RESPONSIBLE</u>	<u>MEETING-DATE/TIME/LOCATION</u>	<u>2000-2001 BOARD LIAISON</u>
<u>Clay County Joint Powers Collaborative Board (CCJPC)</u> - works in partnership with families and communities to enhance opportunities to improve child health and development, reduce barriers to adequate school performance, improve family functioning, enhance self esteem, and develop general employment skills.	Clay County Cynthia Sillers, Coord.	3rd We/mo.; 4pm; Courthouse (Aug/Nov/Feb/May)	Ladwig/Cummings Alt. - Stacey Foss
<u>Interagency Early Intervention</u> - (IEIC) oversees the interagency provision of services to children identified with disabilities age birth to kindergarten entry.	Clay County Kathy Flagtwet	2nd We/mo.; 12 pm; FSC	Erickson
<u>Joint Powers</u> - shares resources for special projects, cooperatively make recommendations to local boards and councils.	(Rotates between school districts & cities of of Mhd & Dilworth, Clay County & Mhd Township)	1st Th/mo.; 7 am; Courthouse	Erickson/Ladwig
<u>LCSC Representative Assembly</u> - receives LCSC Board minutes & agendas to distribute the information to the member school boards.	Lakes Country Serv. Coop. DuWayne Balken, Dir.	Monthly (LCSC Board, which may be attended)	Cummings/Foss
<u>Learning Bank</u> - functions as a clearinghouse for educational programs in F/M/WF to make the best use of community resources through sharing.	F-M Learning Bank Gene Okerlander, Director	Quarterly; 7am; Fargo Schools	Thompson
<u>Youth Advisory</u> - (formerly Police Liaison) assists Youth Intervention Officer in policy development, budget preparation, program development, & allocation of officer's time between the city, county and school district.	Mhd Police Dept. Brian Dahl, Youth Interv.	3rd Wed/mo.; 7am; LEC	Foss

BUILDING INFORMATION: The following is Parent/Teacher Advisory Council meeting and Adopt-a-School representative information.

<u>SCHOOL BUILDING</u>	<u>PTAC PRESIDENT/PHONE #</u>	<u>MEETING-DATE/TIME/LOCATION</u>	<u>2000-2001 BOARD LIAISON</u>
Thomas Edison	Coralie Wai - 233-4587 Deb Schieffer - 287-1162	1st Mo/mo.; 7 pm; Library	Gustafson
Riverside	Brenda Rapske - 236-7108 Kay Litch - 233-0873	3rd Tues/mo; 7 pm; Library	Cummings
Washington	Sue Pinkney - 233-1819 Sara Dalen - 494-3695	3rd Mo/mo.; 6:30 pm; Library	Hastad
Probstfield	Stacy Rick - 236-7717 Gina Strand - 236-6743	3rd Mo/mo.; 3:30 pm; Library	Erickson
Robert Asp	Marcia Stavenger - 236-5927	2nd Tues/mo.; 7 pm; Library	Thompson
Moorhead Junior High	Diane Mead - 789-7455	1st Th/mo.; 7 pm; Library	Ladwig
Moorhead Senior High	Mark Harju - 299-6474	1st Mo/mo.; 7 pm; Library	Foss
Red River Area Learning Center	TBD	TBD	Members Rotate

MEMO #: I-02-007



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Gift Acceptance
DATE: July 9, 2001

The Quentin Burdick Federal building in Fargo recently received new computers for all of its employees. The Federal government's new computer recycling program benefits Moorhead Schools.

The government donated 23 Compaq Pentium II and III 266 MHz or better computers with 3 gigabyte hard drives, 32 or 64 MB of RAM and 15 inch monitors.

The 23 computers will be placed in the Senior High Computer lab, Room 324, to replace seven year old Pentium I 100 MHZ machines. In addition, the technology department will "bump up" the RAM to 128 MB, purchase a Windows98 software license, and add a 10/100 ethernet network card in each.

The estimated value is \$350.00 each.

SUGGESTED RESOLUTION: Move to approve the donation of 23 Compaq Pentium II and III computers valued at \$350.00 each.

LAK/smw

MEMO #: I-02-009



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Grant Acceptance
DATE: July 9, 2001

The district has received a Goals 2000 grant from the MN Department of Children, Families, & Learning in the amount of \$39,438.00 for district-wide parent involvement and increasing student achievement through innovative programs. The grant will be used during the 2001-2002 school year.

SUGGESTED RESOLUTION: Move to accept the Goals 2000 grant in the amount of \$39,438.00

LAK/smw



To: Lynne Kovash
MOORHEAD, DISTRICT #0152

From: John Froelich, Goals 2000 Administrator
651-582-8860
john.froelich@state.mn.us

Date: June 2001

Re: Goals 2000 Grant FY 2002

Attached is a copy of your approved Goals 2000 signature page indicating that District #0152 has an approved Goals 2000 grant of \$39,438.00 FY 2002. Also attached is the approved budget page for this grant. If major changes need to be made to this grant or this approved budget, you must seek approval and file an amended budget page with the Goals 2000 administrator.

Please file a copy of this approved signature page and budget page with your business manager.

All grants are paid on a reimbursement basis based on each district's final UFARS data. Please **do not** send paper requests (BCLO-25). You will be reimbursed up to the amount of your grant for money spent according to your approved budget. These expenditures must be recorded in UFARS Finance 407. To be eligible for reimbursement, money must be spent during the grant period of July 1, 2001 through June 30, 2002. No carryover of funds will be allowed.

A final report of activities and results from this grant must be filed with your MEEP Regional Coordinator no later than September 15, 2002. A copy of this reporting form was included in the application materials or can be downloaded from the CFL website.

If you have questions concerning your grant, please contact your MEEP Regional Coordinator or John Froelich.

FY 2002 GOALS 2000 APPLICATION

Date: May 1, 2001

District Name: Moorhead Public Schools

District Number: 152

Address: 810 4th Avenue South

Phone: 218-284-3310

City: Moorhead

Zip: 56560

Person completing this application: Lynne Kovash

District Goals 2000 contact: Lynne Kovash
(grant notification will be sent to this person)

Phone: 218-284-3315

Graduation Standards Technician: Lynne Kovash

D. L. ...
Superintendent's Signature

5/3/01
Date

Application:

☒ Approved

☐ Not approved

Barbara Humm
MEEP Coordinator's Signature

5/11/01
Date

Anne M. Cutler

5-31-01

Manager, Learner Options Signature

Date

J. F. ...
Goals 2000 Administrator

6/25/01
Date

Grant Application Amount
To be filled in by applicant

\$39,438.00
Grant Award Amount
To be filled in by CFL

Goals 2000 Award amounts will be based on Oct. 1, 2000, district enrollment. Grant amounts will be up to \$7 per pupil or \$3500 for districts with 499 students or less.

BUDGET SUMMARY

(reproduce this form for each goal addressed in your application)

Goals 2000 monies may be expended in the following categories: salaries and wages; employee benefits linked to those salaries and wages; purchased services including consulting fees, travel, conferences; etc.; supplies and materials (See grid of UFARS codes). Goals 2000 funds may not be used for capital expenditures such as the purchasing of technology hardware.

National Goal # 2,3,8 _____

Link to the MN Education System Goal # 2,5,8 _____

Object code	Description	Amount
110	Administration/Supervision	
140	Licensed Classroom Teacher (4 Counselors)	\$ 3000
141	Non-licensed Classroom Teacher	
143	Licensed Instructional Support Personnel	
144	Non-Licensed Instruction Support Personnel	\$ 2600
145	Substitute Teacher Salaries	
170	Non-Instructional Support	
185	Other Salary Payments (Volunteer Support)	\$ 5000
200 (all)	Employee Benefits	
305	Consulting Fees/Fees for Services (Parent mtg)	\$ 6000
365/366	Travel, Conventions and Conferences	
368	Out of State Travel	
300 other	Other purchased services	
401	Supplies and Materials, Non-Instructional (Math and Literacy)	\$ 3085
430/431	Supplies and Materials, Instructional	
400 (other)	Supplies and Materials (460-490)	
Total		\$ 19,685

BUDGET SUMMARY

(reproduce this form for each goal addressed in your application)

Goals 2000 monies may be expended in the following categories: salaries and wages; employee benefits linked to those salaries and wages; purchased services including consulting fees, travel, conferences; etc.; supplies and materials (See grid of UFARS codes). Goals 2000 funds may not be used for capital expenditures such as the purchasing of technology hardware.

National Goal # 2,3 _____

Link to the MN Education System Goal # 5 _____

Object code	Description	Amount
110	Administration/Supervision	
140	Licensed Classroom Teacher (10 staff)	\$ 9000
141	Non-licensed Classroom Teacher	
143	Licensed Instructional Support Personnel	
144	Non-Licensed Instruction Support Personnel	
145	Substitute Teacher Salaries (10 substitutes)	\$ 800
170	Non-Instructional Support	
185	Other Salary Payments	
200 (all)	Employee Benefits	
305	Consulting Fees/Fees for Services (Alt Programs)	\$ 10,000
365/366	Travel, Conventions and Conferences	
368	Out of State Travel	
300 other	Other purchased services	
401	Supplies and Materials, Non-Instructional	
430/431	Supplies and Materials, Instructional	
400 (other)	Supplies and Materials (460-490)	
Total		\$ 19,800

Grant Total

\$ 39,485

MEMO #: I-02-008



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Moorhead Healthy Community Initiative Grant Award
DATE: July 9, 2001

The District's application for Moorhead Healthy Community Initiative has been awarded \$10,832.00.

The money will be used to provide activities for students after the school day at the Junior High, Robert Asp, Washington, Riverside, Probstfield, Edison and the Red River Area Learning Center from September 2001- December 2001.

SUGGESTED RESOLUTION: Move to accept the Moorhead Healthy Community initiative grant award of \$ 10,832.00 for September 2001- December 2001.

LAK/smw



July 3, 2001

Karen Nitzkowski
Moorhead Community Education
810 4th Avenue South
Moorhead, MN 56560

Dear Karen:

On behalf of the Moorhead Healthy Community Initiative (MHCI) Board of Directors and the After School Enrichment (ASE) Citizen's Review Committee, we would like to thank you for submitting an After School Enrichment Proposal.

Eighteen proposals were submitted totaling four times the amount available for funding. The ASE Citizen's Review Committee recognizes your organization's dedication to Moorhead youth and is proud to award you with After School Enrichment Grant in the amount of **\$10,832**. The after school program agreed upon during negotiations will be implemented during the months of September through December 2001. A formal contract and budget will be mailed to you in August 2001.

MHCI would like to take this opportunity to inform you that we will be submitting a grant to the State of Minnesota for continued funding for the next biennium (2002-2004). Programming ideas submitted in this Request for Proposal process will be mentioned in the hope that we will receive more program dollars. If MHCI is awarded funds for 2002-2004, we will issue a release for proposals in October 2001. At that time, we will notify each program partner to renegotiate or we will be encouraging you to reapply.

Please contact me with any ideas or opportunities to collaborate in providing Moorhead children and youth asset-building opportunities and activities. We appreciate your continued partnership and we look forward to collaborating with your organization in the future.

Sincerely,

Sonia M. Hohnadel
Acting Director/After School Enrichment Program Coordinator

Moorhead Healthy Community Initiative
804 - 13th Street North • Moorhead, MN 56560
tel 218-299-KIDS (5437) • fax 218-299-5336

MEMO #: I-02-001




TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Migrant Education Grant Proposal
DATE: July 2, 2001

Attached is the 2001-2002 application for the Migrant Education Project Grant to the Minnesota Department of Children, Families & Learning requesting \$ 52,189.89. Last year we requested \$ 26,788.00. The amount is adjusted based upon numbers of migrant students identified and identified needs program needs. The increase in numbers of students reflects an improvement in identification in the district.

Funding will be utilized to increase the district's utilization of 1.00 FTE outreach worker (home-school liaison) to provide services to children and families on a referral basis for 210 days. These additional days will support collaboration between the summer migrant program and the schools. An additional 1.0 FTE home school liaison will be employed for 183 days, the length of the school year. The grant will allow home-school liaisons to continue assisting in communication and support for migrant families and their children.

SUGGESTED RESOLUTION: Move to approve the submission of the Migrant Education grant application in the amount of \$ 52,189.89 as presented.

LAK/smw
Attachment


	Migrant Education 1500 Highway 36 West Roseville, MN 55113-4266	MIGRANT EDUCATION SCHOOL YEAR GRANT APPLICATION	ED-02082-08

GENERAL INFORMATION AND INSTRUCTIONS: The information requested on this application is necessary for processing the application under the requirements of Title I, Public Law 103-382, Part C. Refer to accompanying instructions when completing this application. All financial information must relate to CFDA number 84.011A. For federal audit purposes, use CFDA Number 84.011A for financial recordkeeping. Please provide all information requested and return the completed application to the above address.

SCHOOL YEAR 2001-2002
--

IDENTIFICATION INFORMATION				
Fiscal Agent Moorhead Area Public Schools		For District(s): # <u>0152</u> , # _____, # _____, # _____		
District Name Independent School District		District Number 0152	County Clay	
LEA Representative Lynne Kovash		Title Asst. Supt. of Teaching & Learning		Telephone Number (218) 284 - 3315
Address 810 - 4th Ave. S.		City Moorhead	State MN	Zip Code 56560
Name of Contact Person Sarah King		Title Program Manager for Learner Support Services		Telephone Number (218) 284 - 3724
Address 810 - 4th Ave. S.		City Moorhead	State MN	Zip Code 56560
				FAX Number (218) 284 - 3333

APPLICATION INFORMATION SUMMARY			
CHECK ONE: <input checked="" type="checkbox"/> Initial Application <input type="checkbox"/> Addendum to Project Application	FUNDS REQUESTED Initial: \$ <u>52,819.89</u> Addendum: \$ _____	PROJECT DURATION Beginning Date of Project: <u>July 1, 2001</u> Ending Date of Project: <u>June 30, 2002</u>	NUMBER SERVED 80 days or less <u>46</u> More than 80 days <u>153</u>

LOCAL BOARD OF EDUCATION ACTION
<p>The Local Board of Education of this school district, at a meeting held on <u>July 16</u>, 200<u>1</u>, authorized the undersigned to act as the LEA Representative in filing an application for funds as provided under Title I, Public Law 103-382 for the fiscal year 20 <u>01</u>. The LEA Representative will ensure that the school district maintains compliance with the appropriate Federal Statutes, Regulations, and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this application. At that same meeting, <u>Sarah King</u> was also approved as Contact Person.</p> <p>  Signature of LEA Representative </p> <p> <u>June 29, 2001</u> Date </p>

DO NOT WRITE IN SPACES BELOW

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES & LEARNING INFORMATION		
Total Amount Approved: \$ _____	County/District Number: _____	Fiscal Year: 20 ____
Signature - CFL Responsible Authority	Final Approval Signature	Date Approved
CFL Comments:		

(Refer to accompanying instructions)

ESTIMATES OF MIGRATORY CHILDREN

By age, provide estimates of the number of eligible migratory children residing (or expecting to reside) in your district or area during the project period. Also provide the number of these children expected to be served. Count all migrant children even if services are not provided.

STUDENT AGES

ELIGIBLE CHILDREN	0 - 2	3 - 5	6 - 11	12 - 17	18 - 21	TOTAL
Expected To Reside	8	10	123	40	63	266
Expected To Be Served	8	10	123	40	63	266

NOTE: Certificate of Eligibility must be completed for each family in the project area and forwarded to the assigned Regional Data Entry office according to the process required by the MN Migrant Education Program. Student Withdrawal forms must also be completed by the conclusion of the program.

Indicate how the above estimates were formulated. (Check all that apply.)

- ☒ Enrollment records from previous year(s)
- ☐ Projected labor needs in area
- ☐ Information from agencies serving migrant families
- ☐ Advance notification from home base schools
- ☐ Other (specify):

STAFF/BUILDING IDENTIFICATION INFORMATION

Please identify the staff hired with migrant funds, their location, telephone number and e-mail address. Also, please identify the MARSS clerk for your district, their location, telephone number and e-mail address.

STAFF NAME	BUILDING LOCATION (Address)	TELEPHONE NUMBER	E-MAIL ADDRESS
Christine Rösitas	Robert Asp	(218) 284-6300	croscitas@moorhead.k12.mn.us
TBD		()	
		()	
		()	
		()	
		()	
		()	
MARSS CLERK	BUILDING LOCATION (Address)	TELEPHONE NUMBER	E-MAIL ADDRESS
Pam Hancock	810 - 4th Ave. S.	(218) 284-3341	phancock@moorhead.k12.mn.us

DIRECTIONS: Make **ONE (1)** additional copy of this page **BEFORE** entering your response if more space is needed.

One of the Office of Migrant Education priorities is improving the program activity know as "targeting". Targeting in the Migrant Education Program is defined as 1) the proper and timely identification and recruitment of all eligible migrant children ----especially those who are the "most mobile", 2) the selection of students for services based on need, and 3) the provision of services at a sufficient level of quality and intensity so as to give reasonable promise of meeting the needs of the children being served. Therefore, describe your comprehensive needs assessment process and the instruments used that identify the need for the services during the regular school year. All migrant children should be enrolled in the regular school year academic programs. Funds through this application must be used as supplemental services for children identified as "migrant eligible using a Certificate of Eligibility (COE)."

I. Identification and Recruitment:

The current migrant liaison has been trained in the the proper identification of eligible migrant children. School secretaries and principals have been trained in the importance of notifying the migrant liaison when potentially eligible families arrive at their school. However, given busy offices, the liaison may not be notified immediately of the arrival of families or an individual other than the liaison may make inappropriate assessments of eligibility. During the 1999-2000 school year, it appears that one liaison did not do all of the COE paper work that could have been done, resulting in under identification of migrant children. The numbers of identified migrant children during the 2000-2001 school year are up by 57 children, a result that is likely due to an underidentification of migratory children last year.

Need: (1) Moorhead schools need to implement a uniform and timely notification system for the migrant liaison when families arrive in and depart from schools; the determination of eligibility needs to reside in the assessment done by the liaison, and the liaison in collaboration with school secretaries and classroom teachers, needs to assure timely and complete transfer of files to the receiving district. **(2)** liaisons need to be adequately trained and supervised to see that COEs are being completed and submitted to the Regional Data Entry Site, and that Enrollment and Withdrawal forms are filled out completely and also submitted.

II. Selection of Students for Services Based on Need: The Migrant School Liaison, in conjunction with classroom teachers, social workers and ESL teachers, assess the needs of children. Children and families are linked to appropriate services, e.g., getting school records from the sending school, applying for free or reduced meals, helping with transportation issues, linking families to health and Social Services, and acquiring clothing/school supplies. The educational needs are assessed by the classroom teachers and ESL teachers. ESL is provided based on the results of the Woodcock Munos and prior school records. Title I resources are enlisted based on teacher and parent referral and performance in the classroom. Reading Recovery is provided based on assessed need. In addition, children can be targeted for additional after-school help based on teacher referral through Targeted Services, a program sponsored through the Area Learning Center. Other measures for identification include: **(1)** Work Sampling implemented at kindergarten this year and 1st grade next year for all children at Washington Elementary, a School Wide school, and all Title I and AOM children at the other three elementary schools, and **(2)** Reading measures such as, the Observational Survey, Developmental Reading Assessment and the Qualitative Reading Inventory. At grade 3 and above, the Iowa Test of Basic Skills and Minnesota Comprehensive Assessments also come into play in determining children in most need of services.

Need: (1) Although several academic assessment procedures are in place for all children, there is a question about whether the assessment is completed soon enough for Migrant children leaving in the fall to inform receiving schools, or completed quickly enough to benefit children arriving in the spring with perhaps only six weeks of school remaining in the school year. A priority of assessment effort needs to be made for Migrant children so that needs are identified and the most appropriate instructional strategies and materials are used immediately. **(2)** It is known that the success of children in school is dependent upon parent involvement. We have appropriate assessments to determine the needs of children but we do not systematically determine the needs of families. A procedure, in collaboration with other agencies such as Head Start and Tri-Valley Head Start, needs to be in place to determine the needs of families so that the schools can also support families in supporting their children. **(3)** As part of supporting families in determining their needs, Moorhead Schools need to provide links for families with other school programs such as, Adult Basic Education, Partners in Learning, Head Start, Early Childhood Family Education and links to post secondary opportunities for parents and their children.

III. Provision of Services at Sufficient Level of Quality and Intensity:

(1) It is assumed and hoped that when it is known that children will be leaving in mid fall or arriving in mid spring that at least the same quality and intensity of educational services are provided for Migrant children as for other children identified as being at risk of not meeting educational standards, i.e., those qualifying for Title I, Targeted Services and/or ESL. However, even the most well intentioned teacher may in reality not "invest" as much effort with Migrant children given the relatively short duration of fall and spring attendance, even when the same child leaves in the fall and returns again in the spring to the same school and same teacher - a circumstance that rarely happens.

Need: An immediate response needs to be present on the part of the migrant school liaisons to identify migrant children, an expansion of a previous need. The goal of this expanded need is to initiate not only the acquisition of records from the sending school but to determine if the family and child have already attended a Moorhead school in the past. Even if the child cannot attend the same school or be with the same teacher, helpful information can be shared, social workers can be enlisted, supports can be immediately initiated. The same is true of children leaving Moorhead. The liaison can alert the receiving school district of a family's pending arrival. Often, when we receive records, it is found that there are long lapses between a move and the date of registration in a new school, and the same is true in Moorhead. Liaisons can foster relationships with receiving school districts where families repeatedly move from the same area to Moorhead and back.

(2) If indeed we do muster the same quality and intensity of services as given other children in need, it may be assumed that a teacher's efforts will result in an immediate readiness, enthusiasm, and effort on the part of Migrant children. However, children's mental health advocates suggest that it takes 6 months to 12 months for children to adjust to new surroundings, curriculum, and communication styles, etc. Our Migrant children are at a distinct disadvantage.

Need: Liaisons, in collaboration with school, community and agency resources need to determine families/children needs, levels of adjustment, existence of crisis and/or trauma. Moorhead schools has a inordinately high identification of children in Special Education, but in particular a high proportion of minority children identified as having a disability. In efforts to support children, children have been inadvertently over identified - "exclusionary factors" have been minimized. The effects of frequent moves, poverty, trauma, lack of educational continuity and changing educational expectations need to be more fully explored. In other words, if a child has experienced any one of the listed exclusionary factors, that child should not be referred for special education assessment unless there are significant compelling reasons such as, a medical diagnosis or some other significant and evident disorder.

(3) In responding to "provision of services at sufficient levels of quality and intensity", the emphasis in the response, so far, has been to deal with services being "equal" relative to other children identified as at risk of achieving high standards. However, the words chosen in the directions are, "sufficient levels of quality and intensity". We believe that to provide "equal" services to Migrant children as to other non migratory at risk children, is generally not "sufficient". Migrant children experience extreme barriers to receiving an equitable and high standards education.

Need: Following a needs assessment of the child/family, liaisons and others need to link children with as many supports as possible and necessary to assure Migrant children's success in Moorhead Schools.

(4) In the elementary grades K-6 during the 2000-2001 school year, there were from 16 to 28 children enrolled per grade level. However, in grades 7 through 12 the number per grade decreases dramatically, from 10 in 7th grade to 3 in 12th grade. In the Red River Area Learning Center, the number of minority students exceeds the proportion in any other school in the district.

Need: Moorhead Schools needs to exert their best efforts to retain students in school and increase graduation rates among the Migrant population.

(5) Moorhead has both a Migrant School Year Grant and a Migrant Summer School Grant awarded each year. During the past two years, the Title I summer school program and Migrant Summer School has shared space, personnel, and food services. A natural progression of identifying shared needs and resources has developed between the Migrant Summer School and the Title I summer program. However, few formal links and fostering of continuity for children between the

Migrant School Year Program and the Migrant Summer Program exist at this point in time.

Need: Moorhead Schools need to develop formal links between the Migrant School Year Program and the Migrant Summer Program to better provide a continuum and continuity of services for Migrant children and their families.

MIGRANT EDUCATION SCHOOL YEAR PROGRAM PROJECT DESCRIPTION

DIRECTIONS: Make **ONE (1)** additional copy of this page **BEFORE** entering your response if more space is needed. Complete a comprehensive description of the Recruitment/Identification and Services for migrant children during the regular school year program. Describe in detail how migrant children are recruited and identified. Explain how the required paper forms are completed; i.e., Certificate of Eligibility, enrollment and Withdrawal forms and the process used to submit the forms to the assigned Regional Data Entry Site in a timely manner. Explain the type of services that the migrant children are receiving through this application that are supplemental to the regular school year academic programs. Please, describe how the migrant children are enrolled in school, what type of counseling they receive and what type of classes they are enrolled in. What process is used when the students leave your school year program? Who is responsible for the completion of the Enrollment and Withdrawal form and what process is used to send the information to the assigned Regional Data Entry Site?

I. Identification and Recruitment:

The migrant liaisons have been trained in the proper identification of eligible migrant children through attendance at CFL sponsored workshops and through experience. School secretaries and principals have been trained in the importance of notifying the migrant liaison when potentially eligible families arrive at their school. However, given busy offices, the liaison may not be notified immediately of the arrival of families, or an individual other than the liaison may make inappropriate assessments of eligibility or ineligibility. When the liaison is notified of the arrival of a family, or when she makes periodic rounds of the schools where notification is less routine, she then makes contact with the family. She interviews them to determine eligibility. She completes the COE and regularly during the school year brings them to Pam Hancock, Regional Data Entry Site coordinator in Moorhead.

Need: (1) Moorhead schools need to implement a uniform and timely notification system for the migrant liaison when families arrive in and depart from schools; the determination of eligibility needs to reside in the assessment done by the liaison, and the liaison in collaboration with school secretaries and classroom teachers, need to assure timely and complete transfer of files to the receiving district. (2) liaisons need to be adequately trained and supervised to see that COEs are being completed and submitted to the Regional Data Entry Site and that Enrollment and Withdrawal form are filled out completely and also submitted.

Proposed Solutions: (1) Moorhead Schools will be implementing a web-based data system called Power School. With its capabilities, it will be able to notify the liaison immediately of enrollments and withdrawals of all children so that the liaison can assess eligibility and assist in the acquisition and transfer of student information. With the anticipation of the 2001-2002 grant supporting two migrant liaisons, two lap top computers were purchased with remaining 2000-2001 grant dollars. With lap top computers, the liaisons will be able to log on in any building in the district, access Power School data, take laptops on home visits if appropriate, communicate more readily with sending and receiving school districts. (2) Liaisons will attend CFL sponsored Migrant workshops. The liaisons and grant contact person will meet with the Regional Data Entry Coordinator two times per month to review COEs and coordinate ongoing services.

II. Types of Services migrant children receive:

The liaison, in conjunction with classroom teachers, social workers and ESL teachers, determine the needs of children. Children and families are linked to appropriate services, e.g., getting school records from the sending school, applying for free or reduced meals, helping with transportation issues, linking families to health and Social Services, and acquiring clothing/school supplies. Children are enrolled in regular education classrooms according to the child's reported grade level. ESL services are provided if needed based on results of the Woodcock Munos. Title I services, with emphasis on in-classroom support, are enlisted through teacher recommendation based on classroom performance and parent referral. As mentioned on p. 3 of the grant proposal, Work Sampling and other measures of reading proficiency are being used.

Need: (1) A priority of assessment effort needs to be made for Migrant children so that needs are identified and the most appropriate instructional strategies and materials are used immediately. (2) A procedure, in collaboration with other agencies, needs to be in place to determine the needs of families so that families can better support their children. (3) As a result of a family needs assessment, Moorhead Schools need to provide links for families with other school programs such as, Adult Basic Education, Partners in Learning, Head Start, Early Childhood Family Education and links to post secondary opportunities for parents and their children.

Proposed Solutions: (1) As part of Title I's grant proposal for the 2001-2002 school year, Title I will incorporate assessment measures such as, results from Work Sampling, Observational Survey, Developmental Reading Assessment or Qualitative Reading Inventory, into its grade-level criteria statements. With the liaisons' improved timeliness in identification of Migrant children, teachers can be alerted to the needs of the family and be encouraged to prioritize assessment of Migrant children. Through linkages with colleges to enlist the help of Work Study students, America Reads and Vista Volunteers, teachers will have additional help in the classroom to complete assessments. In addition, as Title I's contribution to an Even Start grant, the staff

MIGRANT EDUCATION SCHOOL YEAR PROGRAM PROJECT DESCRIPTION

at "Partners in Learning", a Family Literacy program, and Head Start staff co-located at the site, will be trained in the Work Sampling process. (2) At a recent collaborative meeting with Head Start, Tri-Valley Head Start, Early Childhood Family Education, Adult Basic Education, and Family Literacy Project, it was discovered that both Head Start and Tri-Valley are each required to conduct Family Needs assessments. They plan to work together to refine their process so that duplication of family assessment does not occur. Given parental permission, the Migrant School liaisons can assist in sharing relevant family needs with school personnel. (3) With bi-monthly meetings of this group, to be called, "Interagency Resource Collaboration Group". Other invited members will also be encouraged to come - representatives from higher education, Centro de Cultural, Healthy Community Initiatives, coordinator of the Migrant Summer School Program & Migrant Health. Information can be shared and Migrant School Liaisons will discover where links can be made to enlist these agencies and community resources.

III. Provision of Services at Sufficient Levels of Quality and Intensity:

(1) Equal efforts, see III. on p. 3.

Need: An immediate response needs to be present on the part of the migrant school liaisons to identify migrant children, an expansion of a previous need. The goal of this expanded need is to initiate not only the acquisition of records from the sending school but to determine if the family and child have already attended a Moorhead school in the past.

Proposed Solution: Migrant School liaisons will expand their functions of the past by improving abilities to link services through information sharing. With timely identification, information can be acquired more readily and shared more quickly internally and externally.

(2) Migrant children are at a distinct disadvantage because they are likely not to be "ready" to fully engage in school learning, see III. on p. 3.

Need: liaisons, in collaboration with school, community and agency resources need to determine families/children needs, levels of adjustment, existence of crisis and/or trauma.

Proposed Solution: The Migrant School liaisons will be key partners in gathering prereferral information and explore with teachers possible "exclusionary factors" which would preclude special education assessment. In addition to the school enlisting appropriate resources, the liaisons' knowledge of resources through the "Interagency Resource Collaboration Group" will assist in meeting the Migrant's child's needs.

(3) It is believed that to provide "equal" services to Migrant children as to other non migratory at risk children, is generally not "sufficient". Migrant children experience extreme barriers to receiving an equitable and high standards education.

Need: Following a needs assessment of the child/family, liaisons and others need to link children with as many supports as possible and necessary to assure Migrant children's success in Moorhead Schools.

Proposed Solution: In addition to all of the school resources, timely identification and prioritization of services, the liaisons' knowledge of resources through the "Interagency Resource Collaboration Group" will assist in meeting the Migrant's child's needs.

(4) In the elementary grades kindergarten through 6th grade, during the 2000-2001 school year, there were from 16 to 28 children enrolled per grade level. However, in grades 7 through 12 the number per grade decreases dramatically, from 10 in 7th grade to 3 in 12th grade. In the Red River Area Learning Center, the number of minority students exceeds the proportion in any other school in the district.

Need: Moorhead Schools needs to exert their best efforts to retain students in school and increase graduation rates among the Migrant population.

Proposed Solution: In addition to school resources and timely identification and prioritization of services, the liaisons' knowledge of resources through the "Interagency Resource Collaboration Group" will assist in meeting the Migrant's learner's needs. Particular liaison links with tutors through a group called, "Motivational & Educational Training" (pays learners ages 14-16 minimum wage to engage in study with a tutor) other tutors through the colleges, mentorships between Junior & Senior High students and the colleges (Moorhead Technical College, Minnesota State University at Moorhead & Concordia College), links with Centro de Cultural and Mujeres Unidas.

**MIGRANT EDUCATION SCHOOL YEAR PROGRAM
PROJECT DESCRIPTION**

(5) A natural progression of identifying shared needs and resources has developed between the Migrant Summer School and the Title I summer program. However, few formal links and fostering of continuity for children between the Migrant School Year Program and the Migrant Summer Program exist at this point in time. Currently the Migrant Summer School and Title I Summer School are in session during the months of June and July.

Need: Moorhead Schools need to develop formal linkages between the Migrant School Year Program and the Migrant Summer Program to better provide a continuum and continuity of services for Migrant children and their families.

Proposed Solution: It is proposed that one of the two Migrant School Liaisons be a 12 month employee. The 12 month employee can provide the organizational and family link between the School Year Migrant program and the Migrant Summer School. The 12 month liaison can also assist children and particularly older learners in linking with Adult Basic Education, Partners in Learning, and other tutoring options during the month of August. When Migrant Summer School Staff receive training in the spring, the Migrant School Year Staff will also share in the training.

STAFF DEVELOPMENT - INSERVICE TRAINING

ED-02082-08
Page 5

Identify the objectives of the inservice training program for the local project staff and describe the activities to meet the objectives.

ELEMENTARY	OBJECTIVES	ACTIVITIES
	<ol style="list-style-type: none"> 1. Liaisons will learn more about Special Education Due Process procedures. 2. Liaisons will learn more about counseling strategies in their role as interpreters among family, child, teacher and counselor/social worker. 3. Liaisons will refresh their training in Crisis Prevention Intervention. 4. Liaisons will choose a Staff Development Study Group related to classroom assessment strategies in the area of reading, Work Sampling, Seeking Education Equity and Diversity. 	<ol style="list-style-type: none"> 1. Liaisons will participate in a series of inservices planned for Special Education interpreters and cultural representatives through a Reducing Bias grant with Elizabeth Watkins. 2. Training opportunities will be explored through school counselors and local workshops on counseling strategies for the lay person. 3. Liaisons will participate in one of several Crisis Prevention Intervention offerings. 4. Three district-wide staff development days will be devoted to providing Study Groups. One of over 20 offering can be chosen by all staff. The liaisons will choose one in which to participate.
SECONDARY	OBJECTIVES	ACTIVITIES
	<ol style="list-style-type: none"> 1. Liaisons will learn more about counseling strategies in their role as interpreters among family, child, teacher and counselor/social worker. 2. Liaisons will learn more about developing mentorships between Sr. High students and institutions of higher education. 3. Liaisons will learn more about educational and career counseling so that they can link up appropriate resources for learners and families. 4. Liaisons will participate or refresh their training in Crisis Prevention Intervention. 	<ol style="list-style-type: none"> 1. Training opportunities will be explored through school counselors and local workshops on counseling strategies for the lay person. 2. Liaisons will attend training through Health Community Initiative on building mentorships. 3. Through contacts at Minnesota State University Moorhead, Concordia College, and North West Technical College at Moorhead, opportunities for training and building relationships between Migrant learners and the higher education will be explored. 4. Liaisons will participate in one of several Crisis Prevention Intervention offerings.

PARENTAL INVOLVEMENT

Describe briefly how the migrant parents **WILL BE ACTIVELY INVOLVED** during the regular school year program.

- In collaboration with Centro de Cultural of Fargo-Moorhead, an organization located in Moorhead to support and assist Hispanic people as well as all people, a Parent-Teacher Advisory Committee will be fostered with representative(s) who will attend district-level Parent-Teacher Advisory Committee meetings.
- In collaboration with Head Start and Early Childhood Family Education links between families involved in Head Start Parent/Family activities will be made to foster relationships as part of a transition process to elementary buildings.
- In collaboration with Partners in Learning, a family literacy initiative, where an Even Start grant will be implemented, relationships with parents will be fostered as part of a transition process to elementary buildings.
- Parents will be encouraged and enabled to attend Parent-Teacher conferences. If parents are unable to attend, efforts will be made for them to be informed and to inform teachers as well.
- Families will be encouraged to attend school functions such as, Family Nights, Carnivals, Book Fairs, Ice Cream Socials, etc.
- Parents and young adults not in school will be encouraged to participate in Adult Basic Education, English as a Second Language, Partners in Learning, post-secondary education or other training.
- Parents will be honored for all the ways in which they support their children at home, as in getting their children to school, reading to them, being read to, asking about their children's day, etc.

DIRECTIONS: Provide a brief description of the applicant district or site coordination/collaboration efforts during the school year program. Describe the efforts to coordinate with Title I, II, VI, IASA funds during the school year. List all coordination/collaboration organizations on page 7.

PRESCHOOL:

- Partners in Learning (a family literacy program through Community Education) - Title I collaborated with Partners in Learning, HeadStart, and Adult Basic Education to write an EvenStart grant this spring and it was granted to Moorhead. Title I will provide the co-located HeadStart teachers and Partners in Learning staff in Work Sampling for preschool children participating at the site.
- HeadStart and the Title I program are collaborating to improve the transition process for children entering the K-12 school system. A process of systematically gathering similar information through Work Sampling and co-locating in school and preschool sites is facilitating that process.
- Together, Title I, II and VI are supporting preschool, K-2 Work Sampling training and materials purchases.
- Collaboration with HeadStart and Tri-Valley HeadStart to share information regarding family need assessments and whether there are school-age children in the family.

ELEMENTARY & MIDDLE SCHOOL:

- Link with organizations such as Motivational & Educational Training (MET), Parks & Recreation and colleges (work study, America Reads, Vista Volunteers) to provide in-school, after-school, and possibly in-home tutoring.
- In collaboration with the Title I and Title II support of Work Sampling implementation and other diagnostic reading assessments, migrant learners will be assessed sooner and therefore educational needs met sooner.
- In collaboration with the Red River Area Learning Center, Targeted Services are available to support after school academically related activities and home-work support. In addition to Title I funds, Targeted Services moneys are a major supporter of the summer EXCEL six week extension of the school year.
- MSUM and Concordia have collaborated with Title I programs and Reading Recovery to supply tutors through America Reads.
- Contacts with Centro Cultural de Fargo-Moorhead have expanded this year. Centro and Concordia are working together to support learners with tutors and activities after school. Title I coordinated with them so that school sponsored after-school activities would not conflict with their activities. We'd like to refine the collaboration between the schools and Centro and Concordia.

SECONDARY:

- Learners are identified as academically at risk based on Title I criteria. Title I reading and math supports are available at the Jr. High. Efforts are underway to individualize and tailor programs to meet the needs of learners who are in and out.
- Title I dollars help support the Red River Area Learning Center's Homeless and Neglected and Delinquent programs.
- Promotion of post secondary options through counselors and a person hired to assist Hispanic students in educational options.
- Mujeres Unidas (United Women) prepares learners about the process of applying to post-secondary programs/colleges.
- Bilingual tutors hired through the ESL program to support learners of English.
- Clay County Extension provides Hispanic cultural dancing for young men and women.

OVERALL:

- Collaboration with Community Education to promote parents' involvement in ESL, ABE, ECFE and Partners in Learning.
- Collaboration with community employment and training agencies such as MET, Concentrated Employment Program (CEP), and United Migrant Opportunity Services (UMDS).
- Collaboration with Clay County Extension to teach parents about good nutrition.

The information contained in this chart should support your project narrative and work plan. Provide the name and requested information in the columns adjacent to the "TYPE OF ORGANIZATION" column. This chart should demonstrate the degree of coordination/collaboration used in the planning operation of your school year services for migrant children.

TYPE OF ORGANIZATION	NAME OF ORGANIZATION	TYPE OF SERVICES ORGANIZATIONS WILL OFFER	NAME & TELEPHONE NUMBER OF ORGANIZATION KEY CONTACT PERSON
Academic Institutions of Higher Learning	MSUM, Concordia, NW Tech	Mentorships, career counseling, tutoring	Abner Arauza 236-2721, Joy Smith 299-3727, Ted Guerro 299-6514
Alternative School			
Area Learning Center	Red River Area Learning Center	Collaborating about services for Migrant learners in RRALC; Targeted	Deb Pender 284-2230
Boy/Girl Scouts		Services for after school activities and support.	
Business Community			
Community Education	Adult Basic Education, ECCE Partners in Learning	Family & learner resources for basic skills, parenting, ESL, etc.	Bonnie Herman, Kim Bushaw, Tammy Schatz, 284-3400
Community Recreation Agencies	Moorhead Parks & Recreation	After school activities, tutoring	Joanne Sterner, 299-5340
County Extension Agency	Clay County Extension	nutrition counseling in Spanish; youth cultural dancing	Rosie Gonzalez, 299-5020
County Social Service	Clay County Social Services	Family support and assistance	Laurie Young, 299-5200
Migrant Services	United Migrant Opportunity Services	job training & employment services	233-5032
ESL	Moorhead ESL program	Coordination of services for Migrant & other learners of English	Sarah King, 284-3724
Food Shelves/Banks	Emergency Food Pantry	Referrals for food	237-9337
4-H			
IASA, Title I, II, VI	Moorhead Area Public Schools Compensatory Programs	coordination & collaboration of Title programs for Migrant learners	Sarah King, 284-3724
Local Law Enforcement	D.A.R.E. & other preventative programs	drug and crime prevention programs in the schools	Jeff Nelson, 299-5211
Migrant Legal Service	Migrant Legal Services	legal assistance & counseling	232-8872
Migrant Public Health	Migrant Health Services, Inc.	physicals and other health services	Joan Altenbernd, 236-6502
Religious Institutions	St. Francis Catholic Church	Outreach & advocacy	Sister Bev Nonte, 233-4780
Salvation Army	The Salvation Army - Moorhead Social Services	referrals for clothing and rental assistance	233-7347
Tri-Valley Opportunity Council	Tri-Valley HeadStart of the Central Region	referrals, contacts, collaboration of services & family needs assess.	Corlette Trautman, 291-1964
Youth & Youth Serving Organizations	Centro de Cultural, Motivational & Ed. Trng., Health Community Init.	tutoring, youth support & activities, mentoring	Richard Avila, 236-7318, MET 284-5849, Sonja Honadhl, 299-5437
Other (specify):			
Local Collaborative Time Study Funds through Clay County	H.U.G.S & T.I.P.S	Truancy prevention and family support	Paul Wraalstead, 284-2402 Cynthia Sillers, 299-7270
Women's Group	Mujeres Unidas	assist learners in letters & applications to college ; guidance	Jill Danielson, 233-0672
Job Preparation	Rural MN CEP Inc.	job training & employment	287-5060

MIGRANT EDUCATION PROGRAM WORK PLAN

DIRECTIONS: Make a copy of this page for ONE GOAL STATEMENT for the application of migrant school year funds.

PROJECT GOAL NUMBER __1__	PROJECT GOAL STATEMENT: The identification of children who are Migrant will improve from inconsistent reporting to the Migrant liaisons across school buildings to an immediate reporting of new enrollees in the district with determination of Migrant status made solely by the Migrant liaisons.
PROJECT OBJECTIVE NUMBER __1 & 2__	OBJECTIVE DESCRIPTION STATEMENT (MUST be in measurable format): 1. A method will be devised with the school district technology coordinator, using Power School, for the Migrant liaisons to be notified immediately of new enrollees and withdrawals in each school building through the use of laptop computers with network capacity. 2. Bi-monthly meetings of the Migrant liaisons, Migrant Coordinator and the Regional Data Entry Person will assure accurate data collection and coordination/collaboration of activities.

PROJECT ACTIVITIES: Describe activities which will satisfy the above Project Objective, including the number of activity participants, activity frequency and/or timeframe, and the names and titles of staff involved. Use the last column to indicate how the project activity will be evaluated at the end of the project year, i.e., provide indicators that will be used to measure the degree of success of the activities.

DESCRIPTION OF ACTIVITIES (Steps, tasks, etc., to achieve objective)	NUMBER OF PARTICIPANTS	FREQUENCY / TIMEFRAME	NAMES AND TITLES OF STAFF INVOLVED	RESULTS OF ACTIVITIES/ EVALUATION INDICATORS
<ul style="list-style-type: none"> acquisition and set up of computers training of liaisons on Power School data system collaboration with the technology director to determine logistics of notification of arrivals and departures of children in the schools scheduling of the bi-monthly meetings and goal setting development of feasible data collection forms and processes 	4-6 persons will be involved	Objective 1: to be set up by the second week of September. Objective 2: schedule bi-monthly meetings for the year	Christina Rositas - Migrant Liaison To be determined - Migrant Liaison Pam Hancock - Regional Data Entry Specialist Sarah King - Migrant Program Manager Dan Markert - Technology Director Jim Lund - Web Master	<ul style="list-style-type: none"> immediate notification of arrivals and withdrawals of children in schools adherence to bi-monthly meetings to review data collection and coordination/collaboration of activities

MIGRANT EDUCATION PROGRAM WORK PLAN

DIRECTIONS: Make a copy of this page for ONE GOAL STATEMENT for the application of migrant school year funds.

PROJECT GOAL NUMBER <u> 2 </u>	PROJECT GOAL STATEMENT: Assessment of Migrant children will improve from undetermined prioritization to a priority status so that the most appropriate instructional strategies and materials can be started as soon as possible.
PROJECT OBJECTIVE NUMBER <u> 1, 2, 3 </u>	OBJECTIVE DESCRIPTION STATEMENT (MUST be in measurable format): 1. Following immediate identification of Migrant children, the liaisons will alert the teacher of the child's Migrant status and determine with the teacher the kind of assistance needed to complete an assessment (Work Study, Vista Volunteers, tutors, etc.) within 10 days of the child's entrance into school. 2. Following immediate identification of Migrant children, the liaisons in collaboration with the family, HeadStart, Tri-Valley or sending school, will determine whether a family needs assessment has been done, whether a needs assessment is desirable so that the information can inform the teacher within the 10 day period of assessment. 3. Bi-monthly meetings of the Interagency Resource Collaboration Group will meet to coordinate/collaborate about joint activities so that links among partners can strengthen support for families.

PROJECT ACTIVITIES: Describe activities which will satisfy the above Project Objective, including the number of activity participants, activity frequency and/or timeframe, and the names and titles of staff involved. Use the last column to indicate how the project activity will be evaluated at the end of the project year, i.e., provide indicators that will be used to measure the degree of success of the activities.

DESCRIPTION OF ACTIVITIES (Steps, tasks, etc., to achieve objective)	NUMBER OF PARTICIPANTS	FREQUENCY / TIMEFRAME	NAMES AND TITLES OF STAFF INVOLVED	RESULTS OF ACTIVITIES/ EVALUATION INDICATORS
<ul style="list-style-type: none">determine the assessments to be used - establish a uniform approach based on Title I criteria (to be revised this year)collect information about the child and family through existing records or link families with agencies who can assist in completing a family needs assessmentschedule bi-monthly meetings with the newly created Interagency Resource Collaboration Group	2- 14	10 days to complete assessment & gather background information bi-monthly meetings	Christina Rositas - Migrant Liaison To be determined - Migrant Liaison Classroom teacher Collaborative Group: J. Altenbernd - Migrant Health A. Arauza - MSUM R. Avila - Centro de Cultural P. Bernstein - HeadStart Coordin. K. Bushaw - ECFE Coordin. B. Herman - ABE S. Honadhl - Healthy Commun. Init. T. Schatz - Partners in Learning J. Smith - Concordia C. Trautman - Tri-Valley HeadStart S. King - Comp. Program Manager S. Matheson - Migrant Sum. Coord.	<ul style="list-style-type: none">percentage of children for whom the assessment and background information can be collectedbi-monthly collection of agendas and minutes of meetings demonstration collaborative efforts and resulting benefits to families

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MIGRANT EDUCATION PROGRAM WORK PLAN

DIRECTIONS: Make a copy of this page for ONE GOAL STATEMENT for the application of migrant school year funds.

PROJECT GOAL NUMBER _3_	PROJECT GOAL STATEMENT: Migrant children and families will receive educational and community support from a level that has appeared to be equal to a level that is determined to be sufficient.
PROJECT OBJECTIVE NUMBER _1, 2, 3_	OBJECTIVE DESCRIPTION STATEMENT (MUST be in measurable format): 1. Migrant school liaisons will broaden their information gathering abilities by increasing the quality and quantity of pertinent information about children and families. If teachers are thinking about a special education referral, the information will enable teachers to determine if there are "exclusionary factors" contributing to the child's academic delay. 2. Through child/learner assessment and gathering of background information, appropriate resources will be enlisted for the learner and family. 3. Through the application of appropriate resources, Migrant learners will demonstrate success.

PROJECT ACTIVITIES: Describe activities which will satisfy the above Project Objective, including the number of activity participants, activity frequency and/or timeframe, and the names and titles of staff involved. Use the last column to indicate how the project activity will be evaluated at the end of the project year, i.e., provide indicators that will be used to measure the degree of success of the activities.

DESCRIPTION OF ACTIVITIES (Steps, tasks, etc., to achieve objective)	NUMBER OF PARTICIPANTS	FREQUENCY / TIMEFRAME	NAMES AND TITLES OF STAFF INVOLVED	RESULTS OF ACTIVITIES/EVALUATION INDICATORS
<p>These goal and objectives are a refinement of Goal 2:</p> <ul style="list-style-type: none"> Forms from Reducing Bias in Special Educational Assessment (a CFL publication) will be reviewed, selected or modified for use in collecting information about children and families Teachers and liaisons will need to take time to share information with each other; a special educator may need to be consulted Given the needs of the learner, the liaisons, teacher and family will need to explore options and resources to enlist for the learner and/or family an agreed upon procedure to collect information about learner progress will be developed between the teacher and liaison if the learner moves, a procedure for sharing information with the receiving school will be needed 	2 - 13 +	<ul style="list-style-type: none"> within a 10 day window of time, the liaison & teacher will have collected background & assessment data teacher & liaison will determine a course of action within 5 days of gathering the information, and then work to get resources in place 	<p>Chris Rositas - Migrant Liaison TBD - Migrant Liaison Classroom teacher</p> <p>A Special Educator will be available to consult with Liaison & teacher in a Collaborative Assistance Team - like a Teacher Assistance Team</p> <p>liaisons will link with community/agencies assistance (p. 7) to match learner need with known resources</p>	<ul style="list-style-type: none"> qualitative and quantitative review of the data will indicate the depth and breadth of the data collected learner will demonstrate quantitative and qualitative growth when assessed again on same measures a tabulation of contacts with community resources and agencies will indicate increased collaboration and application of what is available

MIGRANT EDUCATION PROGRAM WORK PLAN

DIRECTIONS: Make a copy of this page for ONE GOAL STATEMENT for the application of migrant school year funds.

PROJECT GOAL NUMBER _4_	PROJECT GOAL STATEMENT: The average number of Migrant learners in grades 1 through 6 is 20.5 . The average number of Migrant learners in grades 7 through 12 is 6.67 . The average number of Migrant learners continuing in school will increase from an average of 6.67 to an average of 10 .
PROJECT OBJECTIVE NUMBER _1, 2_	OBJECTIVE DESCRIPTION STATEMENT (MUST be in measurable format): 1. The Migrant liaisons, through links with community resources and agencies will increase Migrant learner's contact with educational tutors in-school/after-school, with mentors from upper grades and/or post-secondary students, enlist the help of counselors, etc. so that more learners will stay in school. 2. One of the two proposed liaisons will work 12 months a year to establish formal and informal links with other agencies/programs which work with the Migrant population. The objective is to increase supports throughout the year, across agencies/programs so that more learners will stay in school.

PROJECT ACTIVITIES: Describe activities which will satisfy the above Project Objective, including the number of activity participants, activity frequency and/or timeframe, and the names and titles of staff involved. Use the last column to indicate how the project activity will be evaluated at the end of the project year, i.e., provide indicators that will be used to measure the degree of success of the activities.

DESCRIPTION OF ACTIVITIES (Steps, tasks, etc., to achieve objective)	NUMBER OF PARTICIPANTS	FREQUENCY / TIMEFRAME	NAMES AND TITLES OF STAFF INVOLVED	RESULTS OF ACTIVITIES/ EVALUATION INDICATORS
<ul style="list-style-type: none">reinforce contacts and continue to build relationships with institutions of higher learningmatch interest of learner with options and desired kinds of supportslink with agencies/community resources that specialize in the Migrant populationdevelop supports for those times that agency/community resources are fewer, e.g., in August.	2- 14	increase numbers of learners staying in school in grades 7-12 to an average of 10 within one year.	Chris Rositas - Migrant Liaison Sarah King - Program Manager United Migrant Opportunity Services Joy Smith - Concordia Abner Arauza - MSUM Jill Danielson - Mujeres Unidas Richard Avila - Centro de Cultural Corlette Trautman - Tri-Valley CEP Joan Altenbernd - Migrant Health Bonnie Herman - ABE T. Schatz - Partners in Learning S. Matheson - Migrant Summer School S. Honadhl - Healthy Community Initiative	<ul style="list-style-type: none">Migrant Education Performance Report results for 2001-2002identification through the learner by survey or interview about what works and is supportivenumber and kinds of links established and how they worked

DIRECTIONS: Describe the program evaluation process, tools, and anticipated results for the school year program. How will you use the results to revise programming? (See Page 8, work plan)

- Through the Power School data collection system, information such as, MCAs, Work Sampling results, ITBS scores will be easily retrieved to determine progress of Migrant learners.
- Through collaboration with Title I and the work already done in a Title I School Wide at Washington Elementary to establish a uniform assessment process for learners, the Title I criteria will be revised to include such assessments as: MCA scores, Observational Survey, Developmental Reading Assessment or Qualitative Reading Inventory. It may take a year to develop a uniform process resulting in Title I criteria containing diagnostic information across all schools in the district, but some collection for Migrant learners can begin.
- Title I, II and VI are committed to implementation of Work Sampling in grades K-2. The elementary principals recently agreed that Work Sampling will be implemented for all students in K-2, not just Title I learners to be phased in. Work Sampling information will be available for all Migrant learners who are identified as Title I.
- With more refined assessment tools described above, academic progress will be more meaningfully tracked than in the past. It is expected, as efforts are focused as described in Goals 1-4, Migrant learner achievement and retention in school will increase.

BUDGET BREAKDOWN (Continued)

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Provide an explanation of each budget line amount in your budget summary. Be specific.

OBJECT CODE/ EXPENDITURE	BUDGET ITEM DESCRIPTION	MIGRANT FUNDS	CO-APPLICANT OR COORDINATION OF SERVICES	TITLE I	OTHER	TOTAL PROJECT EXPENDITURES
100 Personnel	1 liaison - 1 FTE 26 days 1 liaison - 1 FTE 183 days	\$39,690.48	\$	\$	\$	\$39,690.48
200 Fringe Benefits	Health, Life Ins. PERA FICA Worker's Comp	8,731.91				8,731.91
366/368 Staff Travel	5500 @ .345 mile CFL Conferences 2 conferences @ 550 miles	1897.50 + 400.00 2297.50				2,297.50
360 Pupil Transportation						
330/350/370 Plant Maintenance/ Repairs/Rental						
400/430/433 Instructional Materials/ Supplies	Office supplies for Pam Hancock Consumables	1,000.00				1,000.00
461 Student Assessment Materials						
490/495 Food/Milk						
Parent Involvement	Parent Meetings	300.00				300.00
Student Involvement	Activity fees Field trips	300.00				300.00
Other Expenses	Vouchers for clothing and School supplies	300.00				300.00
TOTAL EXPENDITURES		\$52,819.89	\$	\$	\$	\$52,819.89

MIGRANT PROJECT BUDGET SUMMARY

All budget data provided below must relate to UFARS Finance Dimension Code 404 and must be coded according to the latest Object Codes designations. The Grand Total must match the amount requested on the front page of this application. Indirect cost rates are those which have been state-approved for your district. Maintain all financial information under CFDA Number 84.011A for federal audit purposes. A FINANCIAL COMPLETION REPORT IS REQUIRED.

OBJECT CODES	EXPENDITURE ITEM	BUDGET AMOUNT	CHANGE	APPROVED BUDGET
110	Executive/Managerial			
170	Clerical, Data Entry			
140	Licensed Instructional			
141	Non-licensed Instructional			
143	Licensed Support			
144	Non-licensed Support			
145	Substitute Salaries			
185	Extended Time Salaries	39,690.48		
200	All Fringe Benefits	8,731.91		
330	Operation of Plant			
350	Repairs/Maintenance			
360	Pupil Transportation			
366	In-State Staff Travel	2,297.50		
368	Out-State Staff Travel			
370	Rental of Space			
Other 300	Purchased Services			
430/433	Instructional Supplies	1,000.00		
461	Student Assessment Materials			
490/495	Food/Milk			
Other 400	Supplies/Materials			
170	Custodial Salaries			
270	Workman's Compensation			
899	Parent Involvement (insert appropriate codes)	300.00		
899	Student Activities (insert appropriate codes)	300.00		
401	Other (Specify and insert appropriate codes)	500.00		
	SUBTOTAL			
555	Technology Equipment			
895	Indirect Cost _____ %			
GRAND TOTAL		\$52,819.89	\$	\$

STATEMENTS OF ASSURANCES AND CERTIFICATION

ED-02082-08
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On behalf of the applicant agency, I assure the Minnesota Department of Children, Families & Learning (CFL) and the United States Office of Migrant Education that:

1. As an applicant agency for Federal IASA, Title I, Part C Migrant Education funds, this agency assures that its policies, procedures and services are in compliance with all applicable sections of Title I of the Elementary and Secondary Education Act, Public Law 103-382 and all other applicable federal laws and regulations;
2. Is based upon certified identification of families and children as Migrant Eligible using the Certificate of Eligibility;
3. Is based upon a comprehensive needs assessment identifying the needs of families and children while in Minnesota;
4. Is of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the educational needs of the children being served;
5. Will contain curriculum and courses in instructional programs that meet Minnesota and Texas high content standards;
6. Will attempt to coordinate/collaborate with any relevant programs existing in the community to accomplish the goals of this program;
7. Staff will be appropriately licensed and qualified to serve in each program area;
8. Be evaluated in terms of effectiveness of achieving the goals set for the project and that such evaluation shall include objective measures of student educational achievement and overall program achievement for increased accountability and results.
7. Focuses on ensuring that all attending migrant students reach challenging academic standards and if applicable, graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.
10. Improves the program activity known as "targeting".
11. Complies with all SEA, USOME, reporting requirements within prescribed timelines, (i.e., completion, report, performance report, RIF reports, elementary and secondary withdrawal forms and reports, special education reports, data entry reports, certificate of eligibility data, MMERC reports, child count reports, etc.)

I certify that, to the best of my belief and knowledge, the information contained in this application is correct and complete and that the applicant agency has authorized me, as its representative, to give the above assurances and to file this statement.

Jamal King
Authorized Signature

Spre Kovash
LEA Position or Representative

June 29, 2001
Date

MEMO #: I-02-005



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Minnesota State High School League Membership

DATE: July 9, 2001

Attached please find for your information the 2001-2002 Minnesota State High School League membership form.

SUGGESTED RESOLUTION: Move to approve the resolution of membership into the Minnesota State High School League for 2001-2002.

LAK/smw



MAY 2 2001

MINNESOTA STATE HIGH SCHOOL LEAGUE

April 2001

Dear Superintendent:

David V. Stead, Executive Director
John Bartz, Associate Director
Lisa Lissimore, Associate Director
Dorothy E. McIntyre, Associate Director
Skip Peltier, Associate Director
Howard W. Voigt, Director of Information

Minnesota Statutes 1993, Section 128C.01, requires individual school boards each year to authorize membership in the Minnesota State High School League. The Resolution for Membership affirms (1) that the board of education for your school delegates the control, supervision and regulation of League-sponsored athletic and fine arts activities to the Minnesota State High School League; (2) that your school board adopts the Constitution, Bylaws and Rules and Regulations of the League; and, (3) that the administration for and the responsibility for supervising the activities are assigned to your official school representative. I am enclosing the resolution form which provides for the appropriate school board action. The resolution form is provided in duplicate.

Please return one copy to the Minnesota State High School League and retain one copy for the school files. The deadline for returning the resolution form is September 1, 2001.

Formal approval by the governing board of your school district or school must be made prior to August 1, 2001 to enable the League office to certify your continuation or new membership in the League. If your Designated School Board Representative has changed from the fall, please make that change in the MSHSL Web site database.

A billing for services, rulebooks and other supplies will be mailed to schools in mid-August as has been the accepted procedure in the past. This billing will be based on the information your school submits to the League office regarding the activities you will sponsor during the 2001-2002 school year.

Please be reminded of the following:

1. September 1 is the due date for return of the resolution form. If you do not submit the resolution, your students ARE NOT covered by the catastrophic insurance plan, your school district must assume that responsibility, and your students will not be allowed to participate in League-sponsored events.
2. The resolution form must be completed in full, including signatures of the superintendent and clerk/secretary of the Board of Education.

I am sure that membership in the Minnesota State High School League will provide your students with rewarding benefits as they participate in the interscholastic activities sponsored by your school.

I would suggest that you place this resolution on your agenda as soon as possible and certainly not later than a June or July Board meeting in order to avoid last-minute efforts late in the summer which may create problems for your Board and administrative staff to meet the September 1, 2001 deadline.

Sincerely,

David V. Stead
Executive Director
DVS/kav
Enclosures

MINNESOTA STATE HIGH SCHOOL LEAGUE
2100 Freeway Boulevard
Brooklyn Center, MN 55430-1735
763-560-2262 Fax: 763.569.0499 www.mshsl.org

2001-2002 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE

RESOLVED, that the Governing Board of School District Number 152, Moorhead Senior High School High School, County of Clay, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Children, Families and Learning as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the high school(s) listed below (name all high schools in the district):

Moorhead Senior High

is/are authorized by this, the Governing Board of said school district or school to:

1. Make new application for membership in the Minnesota State High School League;
School Enrollment (10-12):

OR;

 X Renew its membership in the Minnesota State High School League; and,

2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's Official Handbook, on file at the office of the school district, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representative identified by the Governing Board.

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: _____
Clerk/Secretary - Local Governing Board

Signed: _____
Superintendent or Head of School

Date: _____

Date: _____

School Address, City, Zip: 2300 4th Avenue South

Moorhead, MN 56560

School Phone: 218-284-2330

RETURN ONE COPY TO THE MSHSL NO LATER THAN SEPTEMBER 1, 2001.
Retain one copy for the school files.

MEMO #: I-02-003



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Minnesota Academic Excellence Foundation Membership

DATE: July 9, 2001

Attached is a copy of the Academic Excellence League 2001-2002 Membership Application.

SUGGESTED RESOLUTION: Move to approve the Minnesota Academic Excellence League membership as presented.

LAK/smw
Attached



MINNESOTA ACADEMIC EXCELLENCE FOUNDATION

**Academic League -- 2001-2002 Membership
Board Resolution and Approval**

Any legally defined school district may join the Academic League. A "district" is defined as any number of schools governed by local school boards. Nonpublic schools with local boards are included in this definition and may join as districts.

OPTIONAL: Present this portion of the application to your School Board.

RETURN THIS PORTION AT ANYTIME TO: Minnesota Academic Excellence Foundation
1500 Highway 36 West Roseville, MN 55113-4266

Check one: ☐ New Membership Resolution FOR 2001-2002 SCHOOL YEAR
☒ Renewal Resolution FOR 2001-2002 SCHOOL YEAR

Name of School District, School or Private School Moorhead Public Schools District # 152 County Clay
Address 810 4th Avenue South City Moorhead Zip 56560 Phone 218-284-3311

COMMITMENT TO ACADEMIC EXCELLENCE - PLEASE COMPLETE THE FOLLOWING RESOLUTION:

WHEREAS Moorhead Public Schools

Name of district or private school

Believes that all students need and want to pursue academic excellence and seek opportunities to test themselves against their own accomplishments and those of their peers.

AND WHEREAS

The Academic League exists to encourage and support schools where academic excellence is visibly valued, recognized and rewarded.

BE IT RESOLVED THAT Moorhead Public Schools

Name of district or private school

Becomes a member of the Academic League, joining other Minnesota schools and communities in a commitment to provide all students with intellectually and socially challenging activities and to increasingly celebrate academic achievement.

Superintendent/Administrator _____ Date _____
e-mail address _____

Board Chairperson _____ Date _____

COMMUNITY NEWSPAPER:

Please provide the name and contact information at your community newspaper(s) for possible press release use.

Newspaper Name: Fargo Forum
Address: 101 5th Street North
Fargo, ND 58102
Contact: _____ Fax: _____

Newspaper Name: Midweek
Address: 322 Sheyenne Street
West Fargo, ND 58078
Contact: _____ Fax: _____



MINNESOTA ACADEMIC EXCELLENCE FOUNDATION

Academic League
2001-2002 Membership Application

RETURN COMPLETED APPLICATION TO: Minnesota Academic Excellence Foundation
1500 Highway 36 West Roseville, MN 55113-4266

Check one: ☐ New Application ☒ Renewal of 2000-2001 membership

Name of School District, School or Private School Moorhead Public Schools District # 152 County Clay

Address 810 4th Avenue South City Moorhead Zip 56560 Phone 218-284-3311

Web site Moorhead.k12.mn.us E-mail lkovash@moorhead.k12.mn.us

Name of contact or liaison to Academic League Lynne Kovash

Position/Title Ass't Supt Address 810 4th Ave So Zip 56560

Phone 218-284-3311 e-mail lkovash@moorhead.k12.mn.us Fax 218-284-3333

Total projected enrollment for 2001-2002 5475

Circle grades served K - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12

- MEMBERSHIP: (Check one)
- ☐ \$125 individual school membership of any size.
 - ☐ \$125 district membership -- less than 1,000 students.
 - ☐ \$250 district membership -- 1,001-5,000 students.
 - ☒ \$375 district membership -- 5,001-10,000 students.
 - ☐ \$500 district membership -- more than 10,000 students.
 - ☐ Community organization acting on behalf of a school or district.

☐ MEMBERSHIP FEE ENCLOSED FOR 2001-2002 SCHOOL YEAR. \$ _____ ENCLOSED.
Make check payable to Minnesota Academic Excellence Foundation. Membership year is July 1, 2001 through June 30, 2002. Membership and services commence upon receipt of application and fee.

☒ INVOICE US FOR THE MEMBERSHIP FEE FOR 2001-2002 SCHOOL YEAR. \$ 375.00 INVOICE.
Please send an invoice for the district business office to process and pay. Membership year is July 1, 2001 through June 30, 2002. Membership and services commence upon payment of invoice.

SERVICES AVAILABLE

As a member of the Minnesota Academic League, your district will be eligible for the following services: (Please check services requested for 2001-2002)

- ☒ Develop a district or school profile of academic activities and help staff develop a long-range plan.
- ☒ On-site training for teachers, coaches, and others interested in knowing more about academic activities.
- ☒ Assistance in creating an Academic Booster Club, education foundation, Dollars for Scholars Chapter, or other community support.
- ☒ Help in conducting student roundtables about learning.
- ☒ Help in working with the media.

(Any legally defined school district may join the Academic League. A "district" is defined as any number of schools governed by local school boards. Nonpublic schools with local boards are included in this definition and may join as districts.)

RETURN THIS COMPLETED APPLICATION TO:
MINNESOTA ACADEMIC EXCELLENCE FOUNDATION
1500 Highway 36 West Roseville, MN 55113-4266



MINNESOTA ACADEMIC EXCELLENCE FOUNDATION

**Academic League
2001-2002 School Survey**

RETURN COMPLETED SURVEY TO:

Minnesota Academic Excellence Foundation
1500 Highway 36 West Roseville, MN 55113-4266

Dear Superintendent, Principal or Activity Coordinator: The Minnesota Academic Excellence Foundation is collecting information about schools in order to provide you with services you need and the improve the services your already receive. Please take a few minutes to answer the following questions. This information will prepare MAEF staff when they visit your school or staff. Please complete the survey even if you do not join the Academic League.

School district name and number Moorhead Public Schools #152 Number of students 5475

Name of person completing the questionnaire: Lynne Kovash Phone 218-284-3311

Please check all that apply to your school or district:

- ☒ Use *Reach for the Stars* to gain access to and plan for co-curricular activities.
- ☐ Use at least -- ☐ 10 activities ☒ 20 activities ☐ 30+ activities in *Reach for the Stars*.
- ☐ Has an activity team that has won a regional, state or national competition: Activity Many
Grade Varies Competition level _____ Date _____
- ☐ Has an up-to-date MAEF profile of academic enrichment or co-curricular activities.
- ☒ Has an Academic Lettering Program.
- ☒ Has a paid Academic Coach.
- ☐ Has an academic booster club. Contact: _____ phone: _____
- ☒ Has a 501 (c) 3 foundation. Contact: Toni Bach phone: 218-284-2313
- ☒ Has a website: Web address: _____
- ☒ Is affiliated with a Dollars for Scholars Chapter. Chapter _____
- ☒ Works closely with community service organizations (Rotary, Jaycees, etc.): _____
- ☒ Selects students for recognition at the Gathering of Champions
- ☒ Selects students (8th, 11th or 12th grades) for recognition through the Lettering for Excellence Award.
- ☐ Nominates 10th or 11th grade students for the Governor's Scholars program.
- ☐ School or district has not received information about these programs.

If your school or district has not participated in any of the MAEF programs listed above (Lettering for Excellence, Governor's Scholars, Gathering of Champions), please describe any barriers to participating in these programs:

MINNESOTA ACADEMIC EXCELLENCE FOUNDATION
1500 Highway 36 West Roseville, MN 55113-4266

50

BUSINESS SERVICES MEMO#: B.02.001



TO: Dr. Larry P. Nybladh
FROM: Mark Weston *mx*
DATE: July 2, 2001
SUBJECT: Resolution for Investment of Excess Funds for 2001-2002

Attached find the resolution giving authority and responsibility to invest funds, which are not currently needed in accordance with M.S. 118A.

Suggested Resolution: Move to approve the resolution for investment of excess funds giving authority and responsibility to the Assistant Superintendent of Business Services or designee in accordance with M.S. 118A for the 2001-2002 school year.

MLW/krm

Attachment

RESOLUTION

TO

AUTHORIZE PROCEDURES FOR THE INVESTMENT OF EXCESS FUNDS

The Assistant Superintendent of Business Services, or designee, is hereby vested with the authority and responsibility to invest funds, which are not currently needed in accordance with M.S. 118A.

Chair

Clerk

Date



TO: Dr. Larry P. Nybladh
FROM: Mark Weston *mw*
DATE: July 2, 2001
SUBJECT: Authorized Staff to Initiate Financial Transactions for 2001-2002

The attached letter to Mr. James Hambrick of Wells Fargo Bank indicates the name of district personnel who have authority to make transactions on the listed accounts.

Suggested Resolution: Move to authorize the listed district personnel to make transactions on the listed accounts for the 2001-2002 school year.

MLW/krm

Attachment



Moorhead Area Public Schools

Independent School District 152

Townsite Centre • 810 4th Ave. S. • Moorhead, Minnesota 56560

Fax: (218) 284-3333 • www.moorhead.k12.mn.us

Superintendent's Office: (218) 284-3330 • Teaching and Learning: (218) 284-3310

Business Services: (218) 284-3370 • Human Resources: (218) 284-3350

July 2, 2001

Mr. James Hambrick
Wells Fargo Bank
PO Box 340
Moorhead MN 56560

Dear Mr. Hambrick,

We would like to update the list of district personnel who have access to our accounts.

Authority to make phone transfers:	Denice Sinner Mark Weston	Nancy Evans Dr. Larry Nybladh
Authority to request stop payments:	Denice Sinner Mark Weston Dr. Larry Nybladh	Nancy Evans Julie Bauer
Authority to obtain account information:	Denice Sinner Mark Weston Dr. Larry Nybladh Lisa Erickson	Nancy Evans Julie Bauer James Cummings

This authority extends to the following district accounts:

#10110	#901204
#14138	#12538

Thank you.

James Cummings, School Board Chairperson

Lisa Erickson, School Board Treasurer

Carol Ladwig, School Board Clerk

An Equal Opportunity Employer

54 The mission of the Moorhead School District is to develop the maximum potential of every learner to thrive in a changing world.



TO: Dr. Larry P. Nybladh
FROM: Mark Weston *ML*
DATE: July 2, 2001
SUBJECT: Official Depositories for 2001-2002

The following investment brokers and depositories are recommended for approval:

Wells Fargo Bank, Financial Northeastern, MN School District Liquid Asset Fund Plus, Merrill Lynch, Gibraltar Securities Co., Multibank Securities, Inc. and Hawley State Bank.

Bonds are handled by Wells Fargo Bank-Minneapolis and Depository Trust Corporation.

Suggested Resolution: Move to designate the 2001-2002 school district official depositories as presented.

MLW/krm



TO: Dr. Larry P. Nybladh
FROM: Mark Weston *ML*
DATE: July 2, 2001
SUBJECT: Resolution Authorizing Payment of Goods and Services for the
2001-2002 School Year

Attached find the resolution providing authorization to make payment of goods and services in advance of board approval consistent with M.S. 123B.11, 123B.02, and 471.38.

Suggested Resolution: Move to approve the resolution to authorize Assistant Superintendent of Business Services to make payment for goods and services in advance of Board approval for the 2001-2002 school year, consistent with M.S. 123B.11, 123B.02, and 471.38.

MLW/krm
Attachment

RESOLUTION
TO
AUTHORIZE PAYMENT OF GOODS AND SERVICES
IN ADVANCE OF BOARD APPROVAL

BE IT HEREBY RESOLVED, for the 2001-2002 school year, consistent with M.S. 123B.11, 123B.02, and 471.38, the Assistant Superintendent of Business Services, or designee, are hereby vested with the authority to make the following payments in advance of Board approval when necessary.

- A. Payment of expense claims against the district:
 - 1. Postage meter and bulk mailing payments
 - 2. Purchases made by school personnel, which do not exceed two hundred dollars; provided, however, such purchases have been authorized by an administrator
 - 3. Officials, referees, and judges fees
 - 4. Special program speaker and consulting fees
 - 5. Petty cash fund replenishment
 - 6. Utility bills
 - 7. Registration and travel expenses
 - 8. Employee group insurance payments
 - 9. Employee flexible benefit plan payments
 - 10. Employee retirement plan payments
 - 11. Payments necessary for discount privileges
 - 12. Contractual progress payments, common to building construction, as necessary to meet established due dates
- B. Investment purchases
- C. Electronic funds transfer payments covering investments and bond principal, interest, and fiscal agent service charges. Assistant Superintendent for Systems Support shall follow these policy controls:
 - The disbursing bank shall keep on file a certified copy of this authorization, which allows electronic funds transfer.
 - The initiator shall document the request and obtain approval from the Assistant Superintendent for Systems Support, or designee, before making the transfer.
 - A written confirmation of the transaction shall be made no later than one business day after the transaction and shall be used to support the transaction.

Chair

Clerk

Date



TO: Dr. Larry P. Nybladh
FROM: Mark Weston *mw*
DATE: July 9, 2001
SUBJECT: NSF checks

Request permission to write off the following NSF checks and submit them to Red River Collection Agency.

On the General Acct:

Donna L. Goehring	\$ 10.00
Mary L. Nelson	25.00
Elsa Munoz	25.00
Rita Ryyth	20.00
Shelley Hegeholz	20.00
Shelley Hegeholz	20.00
Dustin Hoge	2.00
Erica Naasz	7.00
Richard Hermann	5.00
Jane Sampson	5.00
Julie Joyce Smith	10.00
Julie Joyce Smith	10.00
Total	159.00

Suggested Resolution: Move to approve collection of NSF checks listed above.

MLW/krm



TO: Dr. Larry P. Nybladh
FROM: Mark Weston *mw*
DATE: July 5, 2001
SUBJECT: Clay Wilkin Opportunity Council Lease

Clay Wilkin Opportunity Council would like to lease classroom space in the District for the Head Start Program. We have space available for them at Riverside and Washington Schools. The lease will be for a three year period commencing July 1, 2001 and continuing through June 30, 2004. The annual amount for the lease will be as follows:

2001-02	\$14,000
2001-03	\$14,420
2001-04	\$14,853
Total	\$43,273

Suggested Resolution: Move to approve a lease with Clay Wilkin Opportunity Council for space at Riverside and Washington Schools for the Head Start Program beginning July 1, 2001 and continuing through June 30, 2004 for a total lease amount of \$43,273.

MLW/*(krm)*

MEMORANDUM P 02.004

TO: Dr. Larry Nybladh

FROM: Ron  Nielsen

DATE: July 10, 2001

SUBJECT: Change in Employment Contract

The administration requests approval of the change in employment contract of the following person:

Pat Geraghty Secretary, Robert Asp, A 13 (0-2) \$10.40 per hour, 5 hours daily, effective for the 2001-2002 school year, in addition to her food service position. (Transfer to secretarial contract.)

Suggested Resolution: Move to approve the change in employment contract for Pat Geraghty as presented.

RN:sh

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: July 10, 2001

SUBJECT: Resignations

The administration requests approval of the resignation of the following persons:

Michael Garrett Science Teacher, Junior High, effective immediately.

Amber Plocher Music Teacher, Probstfield Elementary, effective immediately.

Suggested Resolution: Move to accept the resignation of Michael Garrett and Amber Plocher as presented.

RN:sh

MEMORANDUM P 02.003

TO: Dr. Larry Nybladh
FROM: Ron Jensen
DATE: July 10, 2001
SUBJECT: Family/Medical Leave

The administration requests a Family/Medical leave for the following person:

Sharon Rein Fixed Assets/Building Tech, Senior High, to begin on or about
September 2, 2001 for six weeks.

Suggested Resolution: Move to approve the Family/Medical leave for Sharon Rein,
pursuant to Article IX, Section 3, of the Secretarial 2000-2002 Master Agreement.

RN:sh

TO: Dr. Larry Nybladh

FROM: Ron Nelsen

DATE: July 10, 2001

SUBJECT: New Employees

The administration requests approval of the employment of the following persons subject to satisfactory completion of federal, state, and school district statutes and requirements:

Jay Raymond Electronic Data Management System Analyst, Townsite Centre,
C41 (9) \$22.05 per hour, 8 hours per day, Non-Aligned Contract,
effective July 1, 2001.

Suggested Resolution: Move to approve the employment of Jay Raymond as presented

RN:sh

MEMORANDUM P 02.001

TO: Dr. Nybladh
FROM: Ron Nielsen
DATE: July 10, 2001
SUBJECT: Extended Leave of Absence

The administration requests approval for a Extended Leave of Absence for the following person:

Jay Raymond Art Teacher, Senior High, to begin with the 2001-2002 school year.

Suggested Resolution: Move to approve the Extended Leave of Absence for Jay Raymond, pursuant to Article 39 of the Teachers' 1999-2001 Teacher Agreement.

RN:sh

MEMORANDUM P 02.006

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: July 10, 2001

SUBJECT: Part Time and Substitute Pay Schedule Change

Attached is a copy of the Part Time and Substitute Pay Schedule. The administration requests approval of this schedule.

Suggested Resolution: Move to approve the pay schedule as presented.

RN:sh

MEMO #: S-02-003

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent *LPN*

DATE: July 6, 2001

RE: Official Newspaper Designation

Administration recommends *The Forum* be designated as the school district's official newspaper for the 2001-2002 school year.

Suggested Resolution: Move to designate *The Forum* as the district's official newspaper for the 2001-2002 school year.

LPN:mde

MEMO #: S-02-004

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent *LN*

DATE: July 6, 2001

RE: Legal Services

The school district has historically obtained legal services on a time and material basis. Therefore, the administration recommends authorizing administration to obtain legal assistance on a time and material basis.

Suggested Resolution: Move to approve obtaining legal assistance on a time and material basis.

LPN:mde

MEMO #: S-02-002

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent *LPN*

DATE: July 6, 2001

RE: 2001-2002 MSBA Membership Fees

The 2001-2002 membership fee to the Minnesota School Boards Association (MSBA) will be \$5,934.

The following is a history of the fee structure for the past few years:

1993-94 = \$4,687 (formula changed PPU to TU)

1994-95 = \$4,946

1995-96 = \$5,295

1996-97 = \$5,459

1997-98 = \$5,558

1998-99 = \$5,667

1999-00 = \$5,623

2000-01 = \$5,772

Suggested Resolution: Move to approve the 2001-2002 Minnesota School Boards Association membership in the amount of \$5,934.

LPN:mde
Attachment

1900 W Jefferson Ave
St. Peter, Minnesota
56082-3015

Tel: 507.931.1515
Metro: 612.333.8522
MN: 800.324.1155

Fax: 507.931.1515
www.mnmsba.org

MINNESOTA SCHOOL BOARDS ASSOCIATION



July 2, 2001

To: School Board Members and Superintendents
From: Minnesota School Boards Association

The Board of Directors of the Minnesota School Boards Association wants to take this opportunity to thank you for participating in your Association. MSBA's board and staff are proud to serve Minnesota's school board members and provide a strong, collective voice to the needs of our school districts. We look forward to another year of pursuing our mission to support, promote and enhance the work of local school boards.

At MSBA's annual meeting, the Board of Directors welcomed the implementation of an important technology project to better serve the needs of our members in the new millennium. Your Association's web site now has sophisticated search capabilities and a new design for easy navigation; coming soon are online registration, a valuable management services module containing salary information, model contract language, grievance arbitration data and more. An additional staff member has been hired to operate the site. Soon, online board development will also be available. We hope you find this technology useful.

Additionally, the Board of Directors authorized the hiring of four part-time contract consultants to provide expanded board development services.

The Board also adopted an operating expenditure budget of \$2,610,073 for fiscal year 2001-2002, which includes a 3 percent dues increase. Dues are the stabilizing support for any association. Without strong support of membership through the payment of dues, MSBA cannot maintain nor expand the menu of programs and services enjoyed by our members.

The dues invoice for your school board's continued membership in MSBA has been processed according to the Bylaws of the Association and sent to your district office. All Minnesota public school board members are eligible for membership in the Association. The Board of Directors urges your early remittance, but all dues must be remitted no later than November 15, 2001.

We look forward to another year of fulfilling several fundamental duties:

- saving districts money through low-cost insurance programs, investment programs, the cash-flow borrowing program and the lease-purchase program.
- helping boards function productively through board development, research and technical assistance.

- over -

OFFICERS AND DIRECTORS

PRESIDENT

Paul Brinkman
Virginia

PRESIDENT-ELECT

Judy Farmer
Minneapolis

PAST PRESIDENT

Becky Montgomery
St. Paul

DIRECTOR DISTRICT 1

Bruce Peterson
Goodhue

DIRECTOR DISTRICT 2

Joanne McCabe
Madelia

DIRECTOR DISTRICT 3

Jeff Kruse
Marshall

DIRECTOR DISTRICT 4

Bev O'Connor
Robbinsdale

DIRECTOR DISTRICT 5

Carlotta Stomberg
Spring Lake Park

DIRECTOR DISTRICT 6

Al Olson
South Washington County

DIRECTOR DISTRICT 7

Don May
Hastings

DIRECTOR DISTRICT 8

Audrey Johnson
Minneapolis

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Jack Williams, Jr.
Cambridge-Isanti

DIRECTOR DISTRICT 10

Cathy Neuman
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Terry Martinson
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DIRECTOR DISTRICT 12

Gary Anderson
Gryla

EXECUTIVE DIRECTOR

Richard J. Anderson
St. Peter

An Equal Employment
Opportunity Affirmative
Action Employer

- promoting your needs - and success stories - through state and national lobbying efforts as well as connections with the state's media outlets.

Before closing, we take this opportunity to remind our members of MSBA's Summer Seminar to be held August 16-17 at the Radisson South in Bloomington. The Summer Seminar and Annual Leadership Conference in January are the two most cost-effective and valuable inservice opportunities available to school board members. Registration materials for Summer Seminar will be sent to the district offices. We're confident the networking and information you gather will assist you in the challenging job of governing our school districts.

MSBA is recognized nationwide as an outstanding service organization, and we will strive to uphold the reputation. MSBA's Board of Directors and staff look forward to working with you. If you have any questions, please don't hesitate to call your Association office.

Sincerely,



Paul Brinkman
President



Richard J. Anderson
Executive Director

JUL 5 2001

SCHOOL DISTRICTS

BASE DUES SCHEDULE

- A. School Districts with less than 400 students, \$832.00 plus \$1.55 for each student.
- B. School Districts with 400 or greater and less than 800 students, \$889.00 plus \$1.41 for each student.
- C. School Districts with 800 or greater and less than 1,200 students, \$1,049.00 plus \$1.22 for each student.
- D. School Districts with 1,200 or greater and less than 2,000 students, \$1,278.00 plus \$1.03 for each student.
- E. School Districts with 2,000 or greater and less than 3,200 students, \$1,650.00 plus \$.85 for each student.
- F. School Districts with 3,200 or greater and less than 6,400 students, \$2,323.00 plus \$.64 for each student.
- G. School Districts with 6,400 or greater and less than 9,600 students, \$3,540.00 plus \$.45 for each student.
- H. School Districts with 9,600 or greater and less than 20,000 students, \$6,255.00 plus \$.17 for each student.
- I. School Districts with 20,000 or greater students, \$9,664.00.

For the purpose of this Schedule, the term "students" shall be as defined by the Board of Directors.

7/1/01

MEMO #: S-02-005

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: July 6, 2001

RE: 2001-2002 Lakes Country Service Cooperative Agreement

Attached please find the 2001-2002 service agreement with the Lakes Country Service Cooperative.

The membership cost is \$6,000. All other services are fee based.

Suggested Resolution: Move to approve the 2001-2002 Lakes Country Service Cooperative service agreement as presented.

LPN:mde
Attachment

**Contracts and Service Agreements Between
Lakes Country Service Cooperative
And Region IV Schools / Associate Members**

The Moorhead School / Member will be participating in the following service agreements with Lakes Country Service Cooperative for Fiscal Year 2001- 2002.

FY 2001 Current Services	Will Participate FY 2002 Services		SERVICE	COST	TOTAL
	YES	NO			
			Administrative Services		
<u> x </u>	<u> x </u>	<u> </u>	1. LCSC Membership Student Count - 5634	\$1,200 per district plus 1.50 per student to a maximum of \$5,000 \$250 - Associate Members	<u> \$5,000.00 </u>
<u> x </u>	<u> x </u>	<u> </u>	Capital Outlay LCSC Site Moorhead Site	Maintenance Fund \$600 per district \$400 per district	<u> \$600.00 </u> <u> \$400.00 </u>
<u> x </u>	<u> x </u>	<u> </u>	2. Administrative Inservice/Workshops	Charge to be amount necessary to cover the cost of training	<u> </u>
<u> </u>	<u> </u>	<u> </u>	3. Comparable Worth	A. \$225 per day plus expenses B. \$30/Hr follow-up service	<u> </u> <u> </u>
<u> x </u>	<u> x </u>	<u> </u>	4. Cooperative Purchasing	No charge for members	<u> </u>
<u> x </u>	<u> </u>	<u> x </u>	5. Health & Safety	Health & Safety Contract Charges	<u> \$18,804.00 </u>
<u> x </u>	<u> x </u>	<u> </u>	6. Insurance / Risk Management	LCSC Preferred	<u> </u>
<u> </u>	<u> </u>	<u> </u>	A. Health Pool		<u> </u>
<u> </u>	<u> </u>	<u> </u>	B. Life Pool		<u> </u>
<u> </u>	<u> </u>	<u> </u>	C. LTD Pool		<u> </u>
<u> </u>	<u> </u>	<u> </u>	D. LTC		<u> </u>
<u> </u>	<u> </u>	<u> </u>	E. Vision Eye Care Program		<u> </u>
<u> x </u>	<u> </u>	<u> </u>	F. Prop/Casualty Pool		<u> </u>
<u> </u>	<u> x </u>	<u> </u>	G. Workers Comp. - Retro Program		<u> </u>
<u> x </u>	<u> x </u>	<u> </u>	H. Wellness Program		<u> </u>
<u> </u>	<u> </u>	<u> </u>	I. Other		<u> </u>
<u> </u>	<u> </u>	<u> </u>	7. Print Services (Newsletters, envelopes, letterhead, etc.)	Time and Materials	<u> </u>

**Contracts and Service Agreements Between
Lakes Country Service Cooperative
And Region IV Schools / Associate Members**

FY 2001 Current Services	Will Participate FY 2002 Services		SERVICE	COST	TOTAL
	YES	NO			
			<i>Educational Services</i>		
			8. Principals Academy	\$400 per district	
			9. Early Childhood/Family Education Regional Services	\$730 plus .55 per 0-4 child count	
			10. Early Childhood Educators/ School Readiness	Contracted for individual districts	
			11. Early Childhood Lending Library	Parenting materials and ECFE Educational curriculums \$200 per district with unlimited usage \$175 per district if member of regional services (# 9)	
			12. Media Service	\$4.75 per student	
			<i>Academic Services</i>		
x	x		13. Knowledge Bowl - Sr. High	\$190 per team	
x	x		14. Knowledge Bowl - Jr. High	\$40 per team	
x	x		15. CyberKnowledge Competition Student Internet Competition	Fee per team to be determined	
			16. Honors Program (Banquet)	\$250 scholarship district responsibility plus cost of banquet meal for district participants	
	x		17. Inventors Congress	\$20 per participant	
x	x		18. Spelling Bee	\$90 per participant based on 1 student per 1000 enrollment	
x	x		19. Young Writer's Conference	\$24 per participant	
			20. Project Activity Centered Science Kits (P.A.C.S Kits)	Fees vary for each kit	

**Contracts and Service Agreements Between
Lakes Country Service Cooperative
And Region IV Schools / Associate Members**

FY 2001 Current Services	Will Participate FY 2002 Services		SERVICE	COST	TOTAL
	YES	NO			
			<i>Special Services</i>		
<u> x </u>	<u> x </u>	<u> </u>	21. Carl Perkins Consortium	Pooling of Federal funds based on funding formula	<u> </u>
<u> x </u>	<u> x </u>	<u> </u>	22. Tech Prep Consortium	Pooling of Federal funds based on student enrollment	<u> </u>
<u> x </u>	<u> x </u>	<u> </u>	23. Special Ed - Low Incidence	Regional Allocation - State Aides based on base year Special Ed Revenue Report	<u> </u>
<u> x </u>	<u> x </u>	<u> </u>	24. R-CSPD	Regional Allocation - based on Special Ed Child Count	<u> </u>
			<i>Equipment Repair Services</i>		
<u> </u>	<u> </u>	<u> </u>	25. Computer Repair	\$55/Hr labor plus parts (no charge for repairs under warranty) \$15 handling charge per piece	<u> </u>
<u> </u>	<u> </u>	<u> </u>	26. AV Repair	\$38./Hr labor plus parts during school year	<u> </u>
<u> </u>	<u> </u>	<u> </u>	27. Summer Cleaning Service	AV Equipment - \$17.50/Hr. with an 8 hr. minimum per district, plus mileage Computer Equipment - Charged by the piece Computer System - \$12.00 Printers & Monitors - \$8.50 plus, mileage	<u> </u>

Superintendent

Date

LCSC Executive Director

Date

Return by July 15, 2001 To:
Charlotte Mauro
Lakes Country Service Cooperative
1001 East Mount Faith
Fergus Falls, MN 56537

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JUNE 11, 2001
PAGE 1**

MEMBERS PRESENT: Jim Cummings, Lisa Erickson, Stacey Foss, Anton B. Hastad, Carol A. Ladwig, Kristine Thompson, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Mark Gustafson

CALL TO ORDER: Chairman Cummings called the meeting to order at 7 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Nybladh recommended the agenda proceed as presented.

APPROVAL OF AGENDA: Ladwig moved, seconded by Hastad, to approve the agenda as presented. Motion carried 6-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: Ladwig reported on a communication received from Kathy Carlson thanking the school board for the retirement tea and gift.

CONSENT AGENDA: Foss moved, seconded by Erickson, to approve the following items on the Consent Agenda:

Gifts - Accept the \$250 gift from Carol Nelson to be used for a student council landscaping project at Moorhead Senior High School and gifts totaling \$7,434, for the 2001 School Safety Patrol/Minnesota Twins trip and F-M Red Hawks games, as follows: Moorhead American Legion Post 21 \$1,500; Moorhead Ladies Auxiliary \$1,000; Education Moorhead \$500; Clay County Safety Council \$600; Teamsters Local #116 \$500; Riverside PTAC \$500; George Washington PTAC \$500; Thomas Edison PTAC \$500; Robert Asp PTAC \$250; Vikingland Kiwanis \$250; John C. Arneson Agency \$100; Super Value \$100; Lyle and Grace Clark \$50; Ward Muscatell Automotive Group \$50; Randy's Electric \$75; Moorhead Kiwanis \$100; Probstfield Advisory Council \$500; St. Joseph's Home and School Assn. \$59; and Moorhead Knights of Columbus \$300.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JUNE 11, 2001
PAGE 2**

Grants - Approve the Consolidated Application for Improving America's school Act in the amount of \$953,009. The funding request includes \$874,674 for Title I, \$36,880 for Title II and \$41,455 for Title VI.

Accept the \$500 grant for Education Through the Arts. The funds will be used to purchase CD's, children's literature, craft supplies, project books, and video tapes of folk lore dancing for the Spanish Immersion program at Probstfield School.

Contract - Approve a contract with Connections of Moorhead, Inc. to provide vocational assessment programming and transportation. The cost of the contract is dependent upon the number of hours the student works per day and if the student and team decide to elicit additional hours this fall. The contract period is June 1, 2001 through December 31, 2001.

Lease - Approve the Voyager lease renewal with Children's Garden Preschool beginning June 1, 2001 and continuing through May 31, 2002, for a total lease amount of \$11,964.33.

New Employees

Erin Groe - Elementary Spanish Immersion Teacher, Probstfield Elementary, BA (0) \$25,870.00, effective for the 2001-2002 school year. (Replace Terri MullerDahlberg)

Family/Medical Leave

Jill Filipi - EBD Teacher, Junior High, to begin on or around October 7, 2001 for 6 weeks as pursuant to Article 38, Section 1 of the Teachers' 1999-2001 Master Agreement.

Resignations

Gail Fisk - MMMI Teacher, Washington Elementary, effective June 1, 2001.

Diane Klein - Lunchroom Helper, Edison Elementary, effective June 1, 2001.

Partial Leave of Absence

Marilyn Proulx - French Teacher, Senior High, a leave of .22 FTE of her 2001-2002 contract, pursuant to Article 42, Section 1 of the Teachers' 1999-2001 Master Agreement.

Minutes - Approve the May 14 and May 29, 2001 minutes as presented.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JUNE 11, 2001
PAGE 3**

Claims - Approve the June Claims, subject to audit, in the amount of \$1,055,744.41.

General Fund	\$681,683.91
Food Service:	63,184.25
Transportation:	91,970.49
Community Service:	46,236.80
Capital Expenditure:	159,687.42
Townsite Centre:	12,981.54
TOTAL	\$1,055,744.41

Motion carried 6-0.

COMMITTEE REPORTS: None.

BUS DRIVER/BUS ASSISTANT EMPLOYMENT AGREEMENT 2000-2001: Ladwig moved, seconded by Thompson, to approve the Bus Driver/Bus Assistant Agreement for one year beginning July 1, 2000 as presented for an approximate total cost of \$11,311. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Foss, to approve the policy, Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches (JFGA), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Thompson moved, seconded by Erickson, to approve the policy, Student Discipline (JG), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Foss moved, seconded by Ladwig, to approve the policy, Communicable Diseases and Infectious Conditions (JHCC), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Thompson, to approve the policy, Immunization Requirements (JHCB), as presented. Motion carried 6-0.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JUNE 11, 2001
PAGE 4**

APPROVAL OF POLICY: Foss moved, seconded by Ladwig, to approve the policy, Search of Student Lockers, Desks, Personal Possessions and Student's Person (JFG), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Foss moved, seconded by Thompson, to approve the policy, Student Transportation Safety (EEAE), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Erickson, to approve the policy, Instruction and Curriculum Advisory Committee (AFE), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Hastad moved, seconded by Foss, to approve the policy, School District Copyright Policy (EEGA), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Foss, to approve the policy, Reimbursement for Travel, Professional Meetings and Conferences (DLC), with changes as recommended by administration.

Hastad amended the motion to read: Approve the policy, Reimbursement for Travel, Professional Meetings and Conferences (DLC), and request administration to provide an annual report related to the benefits of district air travel and requiring receipts for meal allowances. Hearing no second, the motion failed.

Hastad offered another motion as follows: Approve the policy, Reimbursement for Travel, Professional Meetings and Conferences (DLC), and request administration to come back at the end of the 2001-2002 school year with a report showing the cost saving difference between claimed and allowed meal reimbursements and the monetary benefits of purchasing travel through district approved travel agencies, Erickson seconded. Motion failed 3-3 due to lack of a majority (Cummings, Ladwig and Foss dissenting).

Cummings stated the original motion to approve the policy, Reimbursement for Travel, Professional Meetings and Conferences (DLC), with changes as recommended by administration. Motion carried 5-1 (Hastad dissenting).

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JUNE 11, 2001
PAGE 5**

APPROVAL OF POLICY: Ladwig moved, seconded by Foss, to approve the policy, Tobacco-Free Environment (JFCG), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Foss moved, seconded by Thompson, to approve the policy, Family and Medical Leave (GBEE), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Thompson moved, seconded by Erickson, to approve the policy, Student Disability Nondiscrimination (JBA), as presented. Motion carried 6-0.

WORKERS COMPENSATION INSURANCE BID: Foss moved, seconded by Ladwig, to accept the bid for workers compensation insurance from Lakes Country Service Cooperative with the premium amount of \$73,158. Ladwig amended the motion to read: to accept the bid for workers compensation insurance from Lakes Country Service Cooperative with the premium amount of \$73,15 for the period July 1, 2001 through June 30, 2002. Motion carried 6-0.

BUSINESS AUTO INSURANCE BID: Ladwig moved, seconded by Hastad to accept the bid for business auto insurance from Bremer Insurance-MN with the premium amount of \$19,988.38 for the period of July 1, 2001 through June 30, 2002. Motion carried 6-0.

BOILER AND MACHINERY INSURANCE BID: Thompson moved, seconded by Hastad, to accept the bid for boiler and machinery from Bremer Insurance-MN with the premium amount of \$8,137 for the period July 1, 2001 through June 30, 2002. Motion carried 6-0.

HIGH SCHOOL OUTDOOR RUNNING TRACK REPAIR BID: Hastad moved, seconded by Erickson, to accept the bid for the high school outdoor running track repair project received from ATG Sports Industries in the amount of \$69,400. Motion carried 6-0.

HIGH SCHOOL PARKING LOT BID: Foss moved, seconded by Ladwig, to accept the bid for the high school parking lot project received from Northern Improvement Company of Fargo, ND in the amount of \$79,666.25. Motion carried 6-0.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JUNE 11, 2001
PAGE 6**

HIGH SCHOOL HOT WATER CONVERSION TANK BID: Hastad moved, seconded by Erickson, to accept the bid for the high school hot water conversion tank project received from Quantum Associates, Inc. of Moorhead in the amount of \$62,400. Motion carried 6-0.

RECOMMENDATION FOR DIRECTOR OF SPECIAL EDUCATION AND FEDERAL PROGRAMS: Ladwig moved, seconded by Foss, to approve the recommendation of the administration that effective July 1, 2001, Jill Skarvold assume the position of Director of Special Education and Federal Programs at D64, Step 8 of the Moorhead Supervisors' Association Master Agreement at a salary of \$74,344. Motion carried 6-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Thompson noted that the Washington elementary principal interview committee will be meet on Thursday, June 14.

Hastad moved, seconded by Thompson, to set a special school board meeting on Monday, June 25 at 3:30 p.m., location to be determined, to review board goals. Motion carried 6-0.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 8:19 p.m.

Carol Ladwig, Clerk

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JUNE 25, 2001
PAGE 1**

MEMBERS PRESENT: Jim Cummings, Lisa Erickson, Stacey Foss, Anton B. Hastad, Carol A. Ladwig, Kristine Thompson, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Mark Gustafson.

CALL TO ORDER: Chairman Cummings called the meeting to order at 3:44 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Nybladh recommended the agenda proceed as printed.

APPROVAL OF AGENDA: Foss moved, seconded by Thompson, to approve the agenda as presented. Motion carried 6-0.

SCHOOL BOARD GOALS: A work session was held to review the annual school board goals and assignments. Topics and goal areas discussed included:

1. Update Policy Manual.
2. Dialogue with Stakeholders.
3. Priorities of Student Achievement and District Planning
4. Superintendent Evaluation Form.

ADJOURNMENT: Erickson moved, seconded by Thompson, to adjourn the meeting at 5:50 p.m. Motion carried 6-0.

Carol Ladwig, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JUNE 25, 2001
PAGE 1**

MEMBERS PRESENT: Jim Cummings, Lisa Erickson, Stacey Foss, Anton B. Hastad, Carol A. Ladwig, Kristine Thompson, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Mark Gustafson.

CALL TO ORDER: Chairman Cummings called the meeting to order at 7 p.m. and led everyone in attendance with the Pledge of Allegiance.

Chair Cummings reported on the previous work session held at 3:30 p.m. related to review of the Annual School Board Goals.

PREVIEW OF AGENDA: Superintendent Nybladh recommended the agenda proceed as printed and noted a revision on page 14.

APPROVAL OF AGENDA: Ladwig moved, seconded by Hastad, to approve the agenda as presented. Motion carried 6-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

CONSENT AGENDA: Thomson moved, seconded by Erickson, to approve the following items on the Consent Agenda:

Grants - Approve the grant from Minnesota Department of Children, Families and Learning in the amount of \$170,527. The money will be used to fund the Partners in Learning Program.

Leases - Approve the lease renewal with Val Ed Joint Venture beginning July 14, 2001 and continuing through January 13, 2002, for a total lease amount of \$1,404; the lease renewal with Baytone Music beginning July 1, 2001 and continuing through June 30, 2002 for a total lease amount of \$4,491; and the lease renewal with Moorhead Seventh-Day Adventist Church beginning July 1, 2001 and continuing through June 30, 2002, for a total lease amount of \$5,397.66.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JUNE 25, 2001
PAGE 2**

New Licenced EIS Employees - Approval of the employment of the following licenced persons from the Early Intervention Services (EIS) program from the Lakes Country Service Cooperative as set forth in MN Statute 123A.22 Subd 8 and in accordance with the school board resolution on April 23, 2001:

Jennifer Butze - Early Childhood Special Education, EIS, BA (7) \$32,640, 183 days, effective July 1, 2001.

Ronda Buysse - Early Childhood Special Education, EIS, BA+15 (6) \$33,140, 183 days, effective July 1, 2001.

Kathy Flagtwet - Speech Language Pathologist, EIS, MA (8) \$39,890, 183 days, effective July 1, 2001.

Regina Mandy - Occupational Therapist, EIS, MA (15) \$43,240, 183 days, effective July 1, 2001

Janine Nelson - Speech Language Pathologist, EIS, MA (4) \$35,180, 183 days, effective July 1, 2001.

New Non-licenced EIS Employees - Approval of the following non-licenced persons from the Early Intervention Services (EIS) program from the Lake Country Service Cooperative as set forth in MN Statute 123A.33 Sub 10 and in accordance with the school board resolution on April 23, 2001:

Susan Bekkerus - Paraprofessional, EIS, B21 (3) \$10.88 per hour, 6.5 hours daily, effective July 1, 2001.

Beth Swanson - Secretary, EIS, B22 (7) \$11.89 per hour, 8 hours daily, effective July 1, 2001.

New Employees

Mary Bartolini - Elementary Teacher, Probstfield Elementary, BA+45 (2) \$31,570.00, effective for the 2001-2002 school year. (Replace Kathryn Carlson)

Ann Woell-Murnion - Media Specialist, Washington Elementary, BA+15 (2) \$29,060.00, effective for the 2001-2002 school year. (Replace Pat Suko)

Christopher Lien - English Teacher, Senior High, BA (0) \$25,870.00, effective for the 2001-2002 school year. (Replace Brenda Werner)

Crystal Gilbertson - Elementary Teacher, Probstfield Elementary, BA (2) \$25,870.00, effective for the 2001-2002 school year. (Replace Sheryl Entzion)

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JUNE 25, 2001
PAGE 3**

Resignations

Brian Dinda - Social Teacher, Senior High, effective immediately.
Sheryl Entzion - Second Grade Teacher, Probstfield Elementary, effective immediately.
Kari Rudolph - Reading Recovery Teacher, Edison Elementary, effective immediately.
Lynn Greenwaldt - Building Technician, Riverside Elementary, effective June 13, 2001.
Carrie Scanlon - Paraprofessional, Probstfield Elementary, effective immediately.
Nancy Kochmann - Paraprofessional, Riverside Elementary, effective immediately.
Vicki Nelson - COTA, EIS, effective as soon as a replacement is found.

Change in Employment Contract

Denita Clapp - Powerschool Trainer Position, District Wide, from Business Teacher Senior High, effective for the 2001-2002 school year. (New Position)
Dawn Gunderson - English Teacher, Senior High, MA (8) \$39,890.00, effective for the 2001-2002 school year from part-time English Teacher Junior High. (Replace Melissa Lund)

Reemployment

Bert Chamberlain - Secondary Physical Education Teacher, MA + 45 (13) \$53,120, effective for the 2001-2002 school year from Assistant Principal, Robert Asp. (Replace Chris Haugen)

COMMITTEE REPORTS: Brief reports were heard regarding the Joint Powers and Clay County Joint Powers Collaborative Board meetings.

PRAIRIE RESTORATION PROJECT CD: Dr. George Davis, Director of the Regional Science Center at Minnesota State University - Moorhead presented the Prairie Restoration Project CD. The Prairie Restoration Project CD is a description of a standards-based best practice that has been jointly developed and maintained by the MSUM Regional Science Center and Moorhead Public Schools since 1994 and has been adopted as part of the third grade curriculum for Moorhead Schools.

DAIRY AND BREAD BIDS: Ladwig moved, seconded by Foss, to accept the dairy bid received from Dean Foods/Land O'Lakes and the bread bid received from Earth Grains (formerly Metz Bakery) for the 2001-2002 school year as presented. Motion carried 6-0.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JUNE 25, 2001
PAGE 4**

MAJOR MAGNITUDE FIELD TRIPS: Hastad moved, seconded by Erickson, to approve the major magnitude field trips for the Moorhead Senior High trip to Mexico and the Moorhead Senior High A Capella trip to England. Motion carried 6-0.

RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACT OF A PROBATIONARY TEACHER: Thompson moved, seconded by Foss, to approve the resolution directing the administration to effect termination and non-renewal of the probationary teacher, Mark Dufner, Senior High School Math Department, as presented in accordance with Minnesota Statute 122A.40, subd. 5. Motion carried 6-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Ladwig noted the upcoming August MSBA Summer Seminar in Minneapolis and mentioned the school board's organizational meeting will be held on Monday, July 16 at 7 p.m.

ADJOURNMENT: Hearing no objections, the meeting was adjourned at 8:15 p.m.

Carol Ladwig, Clerk

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
JUNE 27, 2001
PAGE 1**

MEMBERS PRESENT: Jim Cummings, Stacey Foss, Anton B. Hastad, Carol A. Ladwig, Kristine Thompson, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Lisa Erickson and Mark Gustafson.

CALL TO ORDER: Chairman Cummings called the meeting to order at 5 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Nybladh recommended the agenda proceed as printed.

APPROVAL OF AGENDA: Ladwig moved, seconded by Thompson, to approve the agenda as presented. Motion carried 5-0.

APPROVAL OF PROPOSAL FOR CURRENT/FUTURE FACILITY ANALYSIS: Hastad moved, seconded by Foss, to retain the services of Zerr Berg Architects, Inc. for the Current/Future Facility Analysis as per the RFP (approved: May 29, 2001) for a fee not to exceed \$51,500 and to be completed the week of August 20, 2001. Motion carried 5-0.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 5:39 p.m.

Carol Ladwig, Clerk

MEMO #: S-02-001

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent



DATE: July 5, 2001

RE: Election Resolution

Attached is the Resolution Establishing Dates for Filing Affidavits of Candidacy for the November school board election.

Suggested Resolution: Move to approve the Resolution Establishing Dates for Filing Affidavits of Candidacy for the November school board election.

:mde

Attachment

RESOLUTION ESTABLISHING DATES
FOR FILING AFFIDAVITS OF CANDIDACY

BE IT RESOLVED by the School Board of Independent School District No. 152, as follows:

1. The period for filing affidavits of candidacy for the office of school board member of Independent School District No. 152 shall begin on Tuesday, August 28, 2001 and shall close on Tuesday, September 11, 2001. An affidavit of candidacy must be filed in the office of the school district clerk and the \$2 filing fee paid prior to 5:00 o'clock p.m. on September 11, 2001.
2. The clerk is hereby authorized and directed to cause notice of said filing dates to be published in the Forum, the official newspaper of the district, at least two (2) weeks prior to the first day to file affidavits of candidacy.
3. The clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the school district at least ten (10) days prior to the first day to file affidavits of candidacy.
4. The notice of said filing dates shall be in substantially the following form:

NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD AREA PUBLIC SCHOOLS
STATE OF MINNESOTA

NOTICE IS HEREBY GIVEN that the period for filing affidavits of candidacy for the office of school board member of Independent School District No. 152 shall begin on Tuesday, August 28, 2001 and shall close at 5:00 o'clock p.m. on Tuesday, September 11, 2001.

The general election shall be held on Tuesday, November 6, 2001. At that election, 3 members will be elected to the School Board for terms of four (4) years each.

Affidavits of Candidacy are available from the school district clerk, at 810 Fourth Avenue South-Moorhead. The filing fee for this office is \$2. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, must have been a resident of the school district from which the candidate seeks election for thirty (30) days before the general election, and must have no other affidavit on file for any other office at the same general election.

The affidavits of candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5:00 o'clock p.m. on Tuesday, September 11, 2001.


Dated: _____

BY ORDER OF THE SCHOOL BOARD

/s/ _____
School District Clerk

MEMO #: S-02-007

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: July 11, 2001

RE: Board Policy Changes

As a response to one of the 2000-2001 School Board goals, School Board Members Lisa Erickson and Carol Ladwig performed a review and audit of the District's policy manual to ensure it is up to date with mandated and legally required policies and administrative procedures.

Suggested Resolution: Move to approve directing the School Board Policy Committee to:

- A. recode Moorhead School District's Policy Manual into a numerical format;
- B. make editorial changes to policy titles for clarification;
- C. draft mandated or legally required policies, and any others the board agrees should be included in the policy manual;
- D. work toward including legal references to policies as reflected in related MSBA model policies.
- E. change Administrative "Policies" to Administrative "Procedures;"
- F. work with Administration as needed on drafting policies necessary for support of Administrative Procedures, and with the Policy Review Committee as new policies are added to the manual to insure they follow the same template and are properly coded.

LPN:mde

MEMORANDUM P 02.008

TO: Dr. Nybladh
FROM: Ron Nielsen
DATE: July 10, 2001

SUBJECT: Recommendation for hire of Washington Elementary Principal

The recruitment/screening/selection process for the position of Washington Elementary Principal has been completed. Six candidates from a field of thirty five applicants were interviewed. The administration requests approval of the employment of the following candidate on the condition that the candidate obtain his principal's license prior to August 1, 2001.

Matthew Naugle

Washington Elementary Principal
D63 (0-4) \$65,963.00 annually
Effective August 1, 2001

Mr. Naugle possesses a Bachelor of Science Degree in Elementary Education and a Master of Arts Degree in Education Leadership, both earned from Minnesota State University Moorhead. His experience includes seven years as an elementary teacher and two years as an Assistant Administrator at the Perham/Dent School District. He has served one year in his current position as an Assistant Principal at the Franklin Middle School in Thief River Falls. He also has worked at the Perham/Dent School District as an Assessment Specialist and a graduation Technician where he worked extensively with the Minnesota Graduation Standards, the Profile of Learning and in the development of authentic performance assessments. He brings many other skills and a high level of energy to the position.

Suggested Resolution: Move to approve the recommendation that effective August 1, 2001, Matthew Naugle assume the position of Washington Elementary Principal at D63, Step (0-4) of the Principal Association contract at a salary of \$65,963.00 on the condition that he obtain his principal's license prior to August 1, 2001.

RN:sh

MEMO #: P.02.007

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Dir. of Human Resources
DATE: July 10, 2001
RE: Memorandum of Understanding - EIS

The administration requests approval for a one-time contract of fourteen months for licensed employees of Early Intervention Services in order to move them to a September 1st through August 31st contract year. Currently the employees are on a July 1st through June 30th contract year.

A memorandum of understanding on this issue has been reached with Education Moorhead. The affected teachers include: Jennifer Butze, Ronda Buysse, Kathy Flagtwet, Regina Mandy and Janine Nelson.

Suggested Resolution: Move to approve a one-time, fourteen month contract for the following licensed employees of Early Intervention Services as presented: Jennifer Butze, Ronda Buysse, Kathy Flagtwet, Regina Mandy and Janine Nelson.

RN:jg

Memorandum of Understanding

Between Education Moorhead and Independent School District #152

1. Whereas, the Faculty at EIS currently has a contract year which runs from July 1 through June 30 and:
2. Whereas, it is in the best interests of both the Moorhead Area School District and Education Moorhead to switch the EIS Faculty to the September 1 through August 31 contract year to coincide with the rest of the faculty, and:
3. Whereas, the EIS Faculty need to retain health insurance and need to bridge the July 1 through September 1 gap with pay, and:
4. Whereas, the EIS Faculty is scheduled to work fifteen days during the July 1 to September 1 time period, therefore:
5. It is resolved that fifteen (15) days would be added to the regular contract of the EIS Faculty, and:
6. It is resolved that the one hundred eighty three (183) days of the regular contract and the fifteen (15) days of the extended year between July 1 and September 1 of 2001 will be added together, and:
7. It is resolved that the amount of the days added in six (6) above will be paid out in fourteen (14) equal installments over the next fourteen (14) months beginning with the last payday in July 2001, and:
8. It is resolved that beginning with the 2002-2003 school year, the EIS Faculty will be on the September 1 through August 31 contract year with the 183 day contract like the rest of the faculty.

Education Moorhead Date

Moorhead School District Date

Education Moorhead Date

Moorhead School District Date



TO: Dr. Larry P. Nybladh

FROM: Mark Weston *ML*

DATE: July 10, 2001

SUBJECT: Bus Route Bids

The Moorhead School District received bids for school bus route services for the 2001-2002 school year. Attached is a memo from Dan Bacon, Director of Transportation, which illustrates the bid results and recommendations.

Suggested Resolution: Move to approve the bus route bids as presented in the attachment for the 2001-2002 school year.

MLW/krm

Memo

To: Mr. Weston
From: Dan Bacon
CC:
Date: 7/9/01
Re: School Transportation Route Bids

On June 5, 2001 we opened sealed bids for school bus route service for the 2001-2002, and 2002-2003 school years, the bids also allow for negotiation for the following two school years 2003 – 2005. There were four companies that responded to the bid request, they are Richards Transportation of Kragnes , Red River Trails of Moorhead, Schuck Bus Service of Moorhead, and Nelson School Bus Service of Sabin. They are all businesses that we have a great deal of experience with.

There were 41 AM, and 43 PM routes in the specification documents, we also requested bids for additional time and routes should our needs change during the term of our agreement with the contractors. At the bid opening we received bids on 41 AM and 41 PM I would recommend accepting the low bid on each route in the specifications except routes 2,17,31, and 32 in the AM and routes 2,24,32 in the PM. School district buses and drivers will service the two PM routes (21, and 34) for which no bids were received, as well as the routes for which the low bids are not accepted.

The following is a table showing the number of routes and Total bids, based on the specifications, for each of the contractors. Increases over previous contracts range from 2.5% to 4% per route.

Contractor Name	Number of routes assigned	Year one cost	Year two cost
Richards Transportation Service	16 AM	277,290.00	285,595.00
	19 PM	305,070.00	314,210.00
Red River Trails	8 AM	108,600.00	111,315.00
	6 PM	81,250.00	83,281.25
Schuck Bus Service	8 AM	122,750.00	127,150.00
	8 PM	112,750.00	116,550.00
Nelson School Bus Service	5 AM	75,000.00	78,000.00
	5 PM	79,600.00	82,784.00
Moorhead Area School District Transportation Department	4 AM		
	5 PM		

I also recommend we accept all bids for additional routes and time.

Bids for additional Routes and Time				
	Richards	Schuck	Red River Trails	Nelson
Type A	11,200			
	43			
Type B				
Type C	11200	11750	11500	10000
		15 per 1/4 hour	9 per 1/4 hour	10 per 1/4 hour
	43			
Type D	11200		11500	
			9 per 1/4 hour	
	43			
Type III	11200			
	43			
W Lift	12000			
	48			
Assistant	16		37.5	
			6.25 per 1/4 hour	
	10.8			
Kn dg		9000		



TO: Dr. Larry P. Nybladh
FROM: Mark Weston *mw*
DATE: July 10, 2001
SUBJECT: High School Auditorium Sound System

Bids were received for the High School Auditorium Sound System project. Due to lack of competition and higher than anticipated bid prices, I am recommending that we reject all current bids and re-bid the project. Please refer to attached tabulation of bids.

Suggested Resolution: Move to reject all bids received for the High School Auditorium South System project.

MLW/krm

TABULATION OF BIDS

SOUND SYSTEM UPGRADE
SENIOR HIGH SCHOOL
INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA

Bid Opening: June 18, 2001

Contractors	A d d e n d u m	S e c u r i t y	Subst. Compl. Date	System Total
EPA Audio Visual, Inc. Rockford, Minnesota			8-24-91	82,089.00
HB South and Light Fargo, North Dakota				
Rick Electric, Inc. Moorhead, Minnesota				
Special Systems Moorhead, Minnesota				
Tricorne Audio, Inc. Fargo, North Dakota				74,373.50

BUSINESS SERVICES MEMO#: B.02.010



TO: Dr. Larry P. Nybladh

FROM: Mark Weston *mw*

DATE: July 10, 2001

SUBJECT: High School Auditorium Sound System

Bids were received for the High School Auditorium Sound System project. Due to the lack of competition and higher than anticipated bid prices, I am recommending that we re-bid the project and am requesting authorization to advertise for bids.

Suggested Resolution: Move to authorize the advertisement for bids on an upgrade to the sound system at the senior high school auditorium.

MLW/krm



To: Dr. Larry P. Nybladh

From: Mark Weston *MS*

Date: July 5, 2001

RE: Resolution Relating to and Providing for the Borrowing of Money in Anticipation of the Receipt of State Aid; Authorizing Issuance and Awarding the Sale of Certificates of Indebtedness and Providing a Debt Service Fund

Due to the district's current fund balance, it will be necessary to borrow money through the Minnesota Tax and Aid Anticipation Program. The district has borrowed from this program in the past including the current fiscal year in which we borrowed approximately 3.8 million dollars. Please refer to the attached resolution for further information. The enclosed resolution will be updated prior to the school board meeting.

Suggested Resolution: Move to approve the resolution relating to and providing for the borrowing of \$3.8 million in anticipation of receipt of state aid; authorizing issuance and awarding the sale of certificates of indebtedness and providing a debt service fund for the 2001-2002 school year.

MLW/krm

Attachments

**CERTIFICATION OF MINUTES RELATING TO
CERTIFICATES OF INDEBTEDNESS**

Issuer: Independent School District No. 152, Moorhead, Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting, held on July 16, 2001, at ____ P.M. at the Moorhead Public Schools, Moorhead, Minnesota.

Members Present:

Members Absent:

Document Attached: **RESOLUTION RELATING TO AND PROVIDING FOR THE BORROWING OF MONEY IN ANTICIPATION OF THE RECEIPT OF STATE AID; AUTHORIZING THE ISSUANCE AND AWARDED THE SALE OF CERTIFICATES OF INDEBTEDNESS AND PROVIDING A DEBT SERVICE FUND THEREFOR**

I, the undersigned being the duly qualified and acting Clerk of Independent School District No. 152, hereby certify that the resolution attached hereto, as described above has been carefully compared with the original records of the School District in my legal custody; that the resolution is a correct and complete copy of the resolution adopted by the School Board and has not been modified, amended or repealed as of the date hereof; and that said meeting was duly held by the School Board at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such School District Clerk this ____ day of July, 2001.

School District Clerk

**RESOLUTION RELATING TO AND PROVIDING FOR THE BORROWING
OF MONEY IN ANTICIPATION OF THE RECEIPT OF STATE AID;
AUTHORIZING THE ISSUANCE AND AWARDED THE SALE OF
CERTIFICATES OF INDEBTEDNESS AND PROVIDING
A DEBT SERVICE FUND THEREFOR**

BE IT RESOLVED by the School Board (the "Board") of Independent School District No. 152, Moorhead, Minnesota (the "District"), as follows:

SECTION 1. AUTHORITY. The District anticipates receiving from the State of Minnesota aid for the 2001-2002 school year for school purposes in the amount of \$20,000,000 (State Aid). It is found and determined that the amounts receivable by the District from State Aid for school purposes will not be received in time to meet all expenditures necessary to be made for the purposes for which such State Aid has been designated. To meet such expenditures, it is therefore necessary and expedient for the District, in accordance with the provisions of Minnesota Statutes, Sections 126C.50 to 126C.56, as amended, to borrow money through the issuance of its Certificates of Indebtedness in the aggregate principal amount of \$3,800,000 which amount is less than seventy-five percent (75%) of such State Aid for school purposes which will be due and payable and remain unpaid on the date of issuance of such Certificates of Indebtedness.

SECTION 2. TERMS. For this purpose, this Board hereby authorizes the issuance of Certificates of Indebtedness of the District in the aggregate principal amount of \$3,800,000 (the "Certificates"). The Certificates shall be dated as of July 30, 2001, mature on August 30, 2002, and bear interest, payable at maturity, at the rate established by the most favorable proposal received for the purchase of the Certificates. Pursuant to Minnesota Statutes, Section 126C.56, Subdivision 2, the requirements as to public sale do not apply to the issuance of the Certificates because they mature no later than 13 months after their date of issue. Evensen Dodge, Inc., financial consultants to the District, has solicited on behalf of the District, offers to purchase the Certificates, and, with the assistance of the officers and staff of the District as was necessary and appropriate, prepared and distributed to prospective purchasers of the Certificates, an Official Statement containing information material to the offering of the Certificates for sale, and the Terms and Conditions for Receipt of Offers to Purchase and Award of Sale as hereinafter set forth in Section 3. Such action is hereby ratified and affirmed. The principal of and interest on the Certificates shall be payable by National City Bank, Minneapolis, Minnesota, as Paying Agent, or its successor designated by the Board.

The Certificates shall initially be issued as book-entry only certificates with one certificate issued in the aggregate principal amount of \$3,800,000. The Certificates shall be initially registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York, and the Certificate Registrar shall treat the record owner as the absolute owner of the Certificates. So long as Cede & Co. is the registered owner of the Certificates, references herein to the Certificateholders or registered owners of the Certificates shall mean Cede & Co. and shall not mean the beneficial owners of the Certificates. The Certificates shall be issued in fully registered form, in denominations of \$5,000 or in multiples of \$5,000 and shall be numbered consecutively.

SECTION 3. TERMS AND CONDITIONS FOR RECEIPT OF OFFERS AND AWARD OF SALE. Evensen Dodge, Inc., the District's financial advisor, is hereby instructed to prepare and distribute an Official Statement setting forth certain information regarding the District and the Certificates. The form and content of the Official Statement and the execution of the Official Statement by the Superintendent is hereby ratified, confirmed and approved.

SECTION 4. SALE. After comparison of the offers received on July 16, 2001, for the purchase of the Certificates, it is hereby determined that the most favorable offer is that submitted by _____ and associates, who offer to purchase the Certificates, bearing interest at the rate of _____% per annum, at a price of \$_____ and that such offer is hereby accepted. The Certificates shall forthwith be prepared for execution and delivery in accordance with the offer from the purchaser.

SECTION 5. STATEMENT OF EXPENDITURES AND RECEIPTS. The Board estimates that (i) the Certificates will not be outstanding after a period ending thirteen months after the date on which the Certificates are issued, and (ii) that the amount of the Certificates authorized to be issued will be allocated to working capital expenditures which exceed available amounts and that the Issuer will have a working capital reserve not exceeding 5% of its actual working capital expenditures during the prior fiscal year in accordance with Treasury Regulations Section 1.148-6(d)(3) (the "Regulations"). The Treasurer of the District is directed to prepare a statement of estimated expenditures and receipts during the period for which the Certificates will be outstanding, for the purpose of verifying the correctness of this estimate. In the event that such statement does not verify this Board's estimate, the principal amount of the Certificates to be issued shall be reduced to such amount as will not exceed the maximum amount provided in the Regulations.

SECTION 6. FORM OF CERTIFICATES. The Certificates shall be printed substantially in the following form:

UNITED STATES OF AMERICA
STATE OF MINNESOTA
COUNTY OF CLAY
INDEPENDENT SCHOOL DISTRICT NO. 152
(MOORHEAD)

GENERAL OBLIGATION AID ANTICIPATION
CERTIFICATE OF INDEBTEDNESS OF 2001

<u>Interest Rate</u>	<u>Maturity</u>	<u>Date of Original Issue</u>	<u>CUSIP</u>
%	August 30, 2002	July 30, 2001	

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: DOLLARS

KNOW ALL PERSONS BY THESE PRESENTS that Independent School District No. 152, State of Minnesota (the "District"), in the County of Clay and State of Minnesota, hereby acknowledges itself indebted and for value received promises to pay to the Registered Owner specified above or registered assigns, the Principal Amount specified above on the maturity date specified above with interest thereon payable on the maturity date specified above at the annual rate specified above, upon presentation and surrender of this General Obligation Aid Anticipation Certificate of Indebtedness of 2001 (the "Certificate of Indebtedness") at the office of National City Bank, Minneapolis, Minnesota, as Paying Agent, or its successor. Both principal and interest are payable in coin or currency of the United States which at the time of payment is legal tender for payment of public and private debts. For the prompt and full payment of this Certificate of Indebtedness, both principal and interest as aforesaid, the full faith and credit of the District are hereby irrevocably pledged.

This Certificate of Indebtedness is one of an issue in the principal amount of \$3,800,000, all of like date and tenor, issued pursuant to and in accordance with the Constitution and laws of the State of Minnesota thereunto enabling, and pursuant to a resolution of the School Board of the District duly adopted July 16, 2001, in anticipation of financial aid from the State of Minnesota to be paid to the District and which at the date of issuance hereof remain unpaid and are due and payable during the current school year. The Certificates are qualified tax-exempt obligations designated by the District pursuant to Section 265(b)(3)(B) of the Internal Revenue Code of 1986, as amended.

The Certificates of Indebtedness are not subject to redemption prior to their stated maturity date.

As provided in the Resolution and subject to certain limitations set forth therein, this Certificate is transferable upon the books of the District at the office of National City Bank, Minneapolis, Minnesota, as Certificate Registrar, or its successor designated under the Resolution, by the registered owner hereof in person or by its attorney duly authorized in writing upon surrender hereof together with a written instrument of transfer satisfactory to the Certificate Registrar, duly executed by the registered owner or attorney; and may also be surrendered in exchange for Certificates of other authorized denominations. Upon such transfer or exchange, the District will cause a new Certificate or Certificates to be issued in the name of the transferee or registered owner, of the same aggregate principal amount, subject to reimbursement for any tax, fee, or governmental charge required to be paid with respect to such transfer or exchange.

The District and the Certificate Registrar may deem and treat the person in whose name this Certificate is registered as the absolute owner hereof, whether this Certificate is overdue or not, for the purpose of receiving payment and for all other purposes, and neither the District nor the Certificate Registrar shall be affected by any notice to the contrary.

This Certificate of Indebtedness shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Resolution until the Certificate of Authentication hereon shall have been executed by the Registrar by the manual signature of one of its authorized representatives.

IN WITNESS WHEREOF, Independent School District No. 152, State of Minnesota, has caused this Certificate of Indebtedness to be executed by the Chairperson of the School Board and the School District Clerk, and has caused this Certificate of Indebtedness to be dated this 30th day of July, 2001.

(S i g n a t u r e)
Chairperson of the School Board

Attest:
(S i g n a t u r e)
School District Clerk

CERTIFICATE OF AUTHENTICATION

This is one of the Certificates of Indebtedness delivered pursuant to the Resolution mentioned within.

NATIONAL CITY BANK,
MINNEAPOLIS, MINNESOTA

By: _____
Authorized Representative

The following abbreviations, when used in the inscription on the face of this Certificate, shall be construed as though they were written out in full according to equitable laws or regulations: TEN COM - as tenants in common, TEN ENT - as tenants by the entireties, JT TEN - as joint tenants with right of survivorship and not as tenants in common.

UTMA

(CUST)
Custodian

(MINOR)
Under Uniform Transfers to Minors Act

(STATE)

Additional abbreviations may also be used though not in the above list.

FORM OF ASSIGNMENT

FOR VALUE RECEIVED the undersigned hereby sells, assigns, and transfers unto _____

the within Certificate and all rights thereunder, and hereby irrevocably constitutes and appoints _____ attorney to transfer the within Certificate on the books kept for registration thereof, with full power of substitution in the premises.

Dated: _____

NOTICE: the assignors signature to this assignment must correspond with the name as it appears upon the face of the within Certificate in every particular, without alteration or any change whatever.

Signature guaranteed: _____

Signature(s) must be guaranteed by a member of the Medallion Signature Program.

The Certificate Registrar will not effect transfer of this Certificate unless the information concerning the assignee requested below is provided.

Name and address: _____

(include information for all joint owners if the Certificate is held by joint account).

PLEASE INSERT SOCIAL SECURITY NUMBER OR OTHER IDENTIFYING NUMBER
OF ASSIGNEE _____

SECTION 7. EXECUTION AND DELIVERY. After the Certificates have been sold, they shall be prepared under the direction of the School District Clerk, bond consultants and attorneys, in substantially the form heretofore prescribed. When prepared, the Certificates shall be signed on behalf of the District by the Chairperson of this Board and the School District Clerk. Such signatures may be manual signatures or may be printed, lithographed, stamped or engraved thereon. The Certificates may be authenticated by the manual signature of an authorized representative of the Certificate Registrar as Authenticating Agent, as authorized by Minnesota Statutes, Section 475.55, Subdivision 1. When the Certificates have been so executed and authenticated, the School District Treasurer shall cause the Certificates to be delivered to DTC on behalf of the purchaser thereof upon receipt of the purchase price. The purchaser shall not be obligated to see to the application of the purchase price.

SECTION 8. REGISTRATION, TRANSFER AND CANCELLATION.

8.01. Books for the registration and for the transfer of the Certificates as provided in this Resolution shall be kept by National City Bank, Minneapolis, Minnesota, which is hereby appointed the Certificate Registrar of the District for the Certificates. Upon surrender for transfer of any Certificate at the principal corporate trust office of the Certificate Registrar duly endorsed for transfer or accompanied by an assignment duly executed by the registered owner or his attorney duly

authorized in writing, the District shall execute and the Certificate Registrar shall authenticate and deliver in the name of the transferee or transferees a new Certificate or Certificates for a like aggregate principal amount.

The Certificate Registrar shall not be required to transfer or exchange any Certificates during the period of fifteen (15) days next preceding the Maturity Date of the Certificates (August 30, 2002).

The Certificates are issuable as registered Certificates without coupons in the denomination of \$5,000 or in multiples of \$5,000. Subject to the limitations and upon payment of the charges provided in this Resolution, registered Certificates may be exchanged for a like aggregate principal amount of registered Certificates.

As to any Certificate, the person in whose name the same shall be registered shall be deemed and regarded by the Certificate Registrar, the District, and Paying Agent as the absolute owner thereof for all purposes, and payment of or on account of either principal or interest on any Certificate shall be made only to or upon the written order of the registered owner thereof or his legal representative, and neither the District nor the Certificate Registrar nor any Paying Agent shall be affected by any notice to the contrary, but such registration may be changed as hereinabove provided. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Certificate to the extent of the sum or sums paid.

The Certificate Registrar shall require the payment by any Certificateholder requesting exchange or transfer of a sum sufficient to cover any tax or other governmental charge that may be imposed on the District or the Certificate Registrar with respect to such exchange or transfer and a sum sufficient to pay the cost of preparing each new Certificate issued upon such exchange or transfer.

8.02. The Certificates will initially be registered in the name of Cede & Co., as nominee for The Depository Trust Company ("DTC"), New York, New York. DTC will act as securities depository for the Certificates, and will be responsible for maintaining a book-entry system for recording the interests of its participants and the transfers of interests between its participants. The participants will be responsible for maintaining records regarding the beneficial owners of the individual purchasers of the Certificates. So long as Cede & Co. is the registered owner of the Certificates, the payment of principal and interest will be made to DTC which, in turn, will be obligated to remit such payment to its participants for subsequent disbursement to the beneficial owners of the Certificates.

8.03. If any Certificate is mutilated, lost, stolen, or destroyed, the District shall execute and the Certificate Registrar shall authenticate a new Certificate of the same date, maturity, and aggregate denomination as that mutilated, lost, stolen, or destroyed; provided that, in the case of any mutilated Certificate, such mutilated Certificate shall first be surrendered to the Certificate Registrar, and in the case of any lost, stolen, or destroyed Certificate, there shall be first furnished to the District and the Certificate Registrar evidence of such loss, theft, or destruction satisfactory to the District and the Certificate Registrar, together with an indemnity satisfactory to them. In the event

any such Certificate shall have matured, instead of issuing a duplicate Certificate, the District shall pay the same. The Certificate Registrar may charge the holder or owner of such Certificate with their reasonable fees and expenses including reasonable attorneys' fees and expenses in connection with replacing any Certificate mutilated, lost, stolen, or destroyed.

8.04. Whenever any outstanding Certificate shall be delivered to the Certificate Registrar for cancellation, replacement, transfer, or exchange pursuant to this Resolution, such Certificate shall be cancelled and destroyed by the Certificate Registrar and counterparts of a certificate of destruction evidencing such destruction shall be furnished by the Certificate Registrar to the District.

8.05. In the event any Certificate shall not be presented for payment on the Maturity Date, if funds sufficient to pay such Certificate shall have been made available to the Paying Agent for the benefit of the owner thereof, all liability of the District to the owner thereof for the payment of such Certificate shall forthwith cease, terminate, and be completely discharged, and thereupon, it shall be the duty of the Paying Agent to hold such funds, without liability for interest thereon, for the benefit of the owner of such Certificate who shall thereafter be restricted exclusively to such funds, for any claim of whatever nature on his part under this Resolution or on, or with respect to, said Certificate; provided that any funds which shall be so held by the Paying Agent and which remain unclaimed by the owner of any Certificate not presented for payment by August 30, 2003, shall be returned to the District free of any trust or lien and thereafter, any such owner shall look only to the District for payment of such amount without interest thereon and the Paying Agent shall have no further responsibility with respect to such moneys.

SECTION 9. USE OF PROCEEDS OF CERTIFICATES. The proceeds of the Certificates, except any amount in excess of \$3,800,000 and accrued interest paid by the purchaser, shall be deposited in Funds 1, 2 and 4 of the District and used solely to pay claims duly approved and allowed with respect to current operating expenses of the kinds and within the amounts provided in the official budget of the District. Such proceeds shall be recorded as liabilities of the fund, pursuant to Minnesota Statutes, Section 121.911.

SECTION 10. DEBT SERVICE FUND. Until the Certificates have been paid, there shall be maintained in the financial records of the District as a bookkeeping account a debt service fund designated as the Aid Anticipation Certificates of Indebtedness Debt Service Fund of 2001 (the "Debt Service Fund"). There shall be credited to the Debt Service Fund any amount by which the purchase price of the Certificates received by the District exceeds \$3,800,000 and that portion of the proceeds of the Certificates representing accrued interest from their date of issue to their date of delivery. At such time as the financial aid paid by the State of Minnesota to District for operating and maintenance purposes, and which remain to be received are in the amount of 105% of the principal and interest due on the Certificates on their maturity date, the District shall deposit all subsequent receipts of such financial aid directly to the Debt Service Fund until the balance in the Debt Service Fund is sufficient to pay the entire principal amount of the Certificates and interest due thereon at their maturity date.

SECTION 11. FULL FAITH AND CREDIT. The full faith and credit of the District are pledged for the payment of the principal of and interest on the Certificates and, in accordance with Section

475.61, Minnesota Statutes, the District covenants and agrees that it will levy and cause to be extended upon all taxable property within its corporate limits such additional taxes, if any, as may be required for the payment of such principal and interest, in full.

SECTION 12. ARBITRAGE AND TAX MATTERS.

12.01. The District covenants and agrees with the holders from time to time of the Certificates that it will not take or permit, nor fail to take or permit, any action which would cause the interest on the Certificates to become subject to taxation under the Internal Revenue Code of 1986, as amended (the "Code"), and regulations, amended regulations and proposed regulations issued thereunder, as now existing or as hereinafter amended or proposed and in effect at the time of such action.

12.02. The District covenants and agrees with the holders from time to time of the Certificates it will assure that not in excess of five percent (5%) of the Net Proceeds of the Certificates is used for "private business use" within the meaning of Section 141(b) of the Code.

12.03. The District covenants and agrees with the holders from time to time of the Certificates it will assure that not in excess of the lesser of five percent (5%) of the Net Proceeds of the Certificates are used, directly or indirectly, to make or finance a loan (other than loans constituting nonpurpose investments or assessments) to persons other than state or local governmental units.

12.04. The District further covenants and agrees with the holders from time to time of the Certificates that it will not take any action or permit or suffer any action to be taken if the result of the same would be to cause the Certificates to be "federally guaranteed" within the meaning of Section 149(b) of the Code and regulations promulgated thereunder.

12.05. The District hereby designates the Certificates as "qualified tax-exempt obligations" for purposes of paragraph (3) of Section 265(b) of the Code and covenants that the Certificates do not constitute private activity bonds as defined in Section 141 of the Code, and that not more than \$10,000,000 aggregate principal amount of obligations the interest on which is excludable (under Section 103(a) of the Code) from gross income for federal income taxes (excluding, however, private activity bonds, as defined in Section 141 of the Code, other than qualified 501(c)(3) bonds as defined in Section 145 of the Code), including the Certificates, have been or shall be issued by the District including all subordinate entities of the District, during the calendar year 2001.

12.06. For purposes of qualifying for the small issuer exception to the arbitrage rebate requirements in accordance with Section 148(f)(4)(C) of the Code, the District covenants that: (i) it is a governmental unit with general taxing powers; (ii) the Certificates are not private activity bonds as defined in Section 141 of the Code; (iii) ninety-five percent (95%) or more of the Net Proceeds of the Certificates are to be used for local governmental activities of the District (or of a governmental unit the jurisdiction of which is entirely within the jurisdiction of the District); and (iv) the aggregate face amount of the all tax-exempt obligations (other than private activity bonds

as defined in Section 141 of the Code) issued by the District including all subordinate entities of the District, during the calendar year 2001 is not reasonably expected to exceed \$5,000,000.

12.07. The Chairperson of the School Board and School District Clerk, being the officers of the District charged with the responsibility for issuing the obligations pursuant to this Resolution, are authorized and directed to execute and deliver to the purchaser a certification in order to satisfy the provisions of Section 1.148-2(b) of the Regulations. Such certification shall state that on the basis of the facts, estimates, and circumstances in existence on the date of issue and delivery of the Certificates as therein set forth, it is not expected that the proceeds of the Certificates will be used in such a manner that would cause the Certificates to be arbitrage bonds, and the certification shall further state that to the best of the knowledge and belief of the certifying officers, there are no other facts, estimates, or circumstances that would materially change such expectation.

SECTION 13. STATE CREDIT ENHANCEMENT PROGRAM. The District hereby obligates itself to be bound by the provisions of Minnesota Statutes, Section 126C.55 (the "State Payment Law") which provides for the payment by the State of Minnesota in circumstances of potential default in the payment of the Certificates. The District covenants to deposit with the paying agent three business days prior to August 30, 2002, an amount sufficient to make the payment due on the Certificates. If the District believes it will be unable to make the payment, it covenants and agrees to notify the Commissioner of Education as soon as possible, but not less than 15 working days before a potential default and to use the provisions of the State Payment Law to guarantee payment of the principal of and interest on the Certificates on August 30, 2002. Such notice shall specify the information required by subdivision 2 of the State Payment Law. The Paying Agent shall inform the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Certificates or if, on the day two business days prior to the date payment is due on the Certificates, there are insufficient funds to make the payment on deposit with the Paying Agent. The District agrees to repay the State in the manner provided in the State Payment Law for any amounts paid on its behalf by the State under such statute.

SECTION 14. CERTIFICATIONS. A certified copy of this resolution shall be filed in the office of the County Auditor of Clay County, and the officers of the District and the County Auditor of Clay County are hereby authorized to prepare and furnish to the purchaser of the Certificates and the attorneys passing on the legality of the issuance thereof certified copies of all proceedings and records of the District relating thereto and to the financial condition and affairs of the District, and all such certified copies, representations of the District as to the facts recited therein.

Dated: July 16, 2001.

Chairperson of the School Board


Attest:

School District Clerk

The motion for the adoption of the foregoing resolution was duly made by Member _____, seconded by Member _____, and upon vote being taken thereon, the following voted in favor: _____, the following voted against the same: _____, and the following were absent: _____; whereupon said resolution was declared duly passed and adopted.

MEMO #: S-02-009

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: July 12, 2001

RE: Community Task Forces Membership Selection Recommendation

The Moorhead School District's Community Task Forces Membership Selection Committee has met to select members for your consideration for the five community task force areas: Student Demographics, Facility and Grade Level Configuration Model, Middle School Model, High School Enhancement, and Alternative Education Delivery Model. Copies of the recommended task force membership rosters are attached.

The Membership Selection Committee consisted of a cross section of representatives from across the district. The committee held two meetings to complete the selection task. A nominal group process was used to develop a consensus decision for membership selection to each of the community task forces. The selection criteria and fundamental preferences utilized were as follows:

Selection Criteria

- 1) Interest and ability to serve for the duration of the effort.
- 2) The perspectives represented.
- 3) The experience or expertise provided to the process.

Fundamental Preferences

- 1) Rational, objective thinker.
- 2) Concern for student welfare.
- 3) Concern for the future of the district/community.
- 4) Ability to embrace change.

Members were selected for each community task force. Additionally, alternatives were named who could be drawn upon to serve if any regular members will be unable to serve. I also envision that we will seek to involve those volunteers not selected for task force memberships by including them in a "Key Communications" program. This program will provide them with information and encourage their continued involvement in our comprehensive change process.

MEMO #: S-02-009
Page Two

July 12, 2001

I am very grateful to all persons who volunteered to be considered for membership on a community task force. I also thank the Membership Selection Committee for their deliberative effort in selecting members for service on the Community Task Forces. I believe the committee worked very hard on this difficult task and I appreciate the commitment and thoroughness they demonstrated throughout these meetings. Their efforts have set us upon a course for promoting positive change within our school district.

Suggested Resolution: Move to approve the Community Task Forces Membership Selection Committee's recommendation for members and alternates to the five Community Task Forces as presented.

LPN:mde
Attachments

Student Demographics Community Task Force

Members

Kimberly Glidden
2102 3rd St. S.
Moorhead, MN 56560

Tim Magnusson
2310 17th St.
Moorhead, MN 56560

Denice Sinner
543 42nd Ave. S.
Moorhead, MN 56560

Mike Gunter
2303 19th St. S.
Moorhead, MN 56560

Dave Malmkog
4050 Rivershore Dr.
Moorhead, MN 56560

Fred Sternhagen
1106 16th St. S.
Moorhead, MN 56560

Diana Johnson
316 Valley Ave.
Moorhead, MN 56560

Guy Mills
2004 50th Ave. N.
Moorhead, MN 56560

Dr. Doris Walker-Dalhouse
2918 S. 4th St.
Moorhead, MN 56560

Jeff Kemink
3818 S. Rivershore Dr.
Moorhead, MN 56560

Nancy Otto
1913 6th Ave. N.
Moorhead, MN 56560

Lauri Winterfeldt-Shanks
2208 S. 6th St.
Moorhead, MN 56560

Alternates

Susan Bosak
403 42nd Ave. S.
Moorhead, MN 56560

Michael Foley
4709 Crystal Creek Dr.
Moorhead, MN 56560

Steve Schaefer
1116 3rd St.
Moorhead, MN 56560

Kim Bushaw
916 8th St. S.
Fargo, ND 58103

Anne Moyano
2602 N. River Drive
Moorhead, MN 56560

Brian Wisenden
1321 12th Ave. S.
Moorhead, MN 56560

Craig Davidson
929 N. 16th St.
Moorhead, MN 56560



Middle School Model Community Task Force

Members

Mark Beasley
3002 22nd St. S. Charing Cross
Moorhead, MN 56560

Michael Hughey
2110 South 19th Street
Moorhead, MN 56560

Yolanda Rios Redding
1902 13th Ave. N.
Moorhead, MN 56560

George Davis
2833 S. 29th St.
Moorhead, MN 56560

Carolyn Lillehaugen
202 37th Ave. S.
Moorhead, MN 56560

Janel Simonson
2020 11th St. S.
Moorhead, MN 56560

Dianna Hatfield
1123 25th Ave.
Moorhead, MN 56560

Kay Litch
1101 4th St.
Moorhead, MN 56560

Jane Snyder
1703 16th St. S.
Moorhead, MN 56560

Bryce Haugen
3516 Westmoor Circle
Moorhead, MN 56560

Lynn Prom
316 44th Ave. S.
Moorhead, MN 56560

Barbara Stack
430 Valley Ave.
Moorhead, MN 56560

Alternates

Joel Belgum
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To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: July 13, 2001

RE: Public School Funding

Attached please find two pages that detail estimated revenues for the Moorhead School District according to the Department of Children, Families and Learning. One of the enclosed sheets indicates what the school district has received or is projected to receive per student. The other sheet indicates what the school district receives in revenue per finance area based on our enrollment.

These sheets contain a great deal of information. I would be more than willing to meet with you or the school board at your convenience to review these two worksheets. I would also like to point out that it is not uncommon for there to be some mistakes in the calculations on these worksheets.

MLW/krm

ESTIMATED REVENUES PER ADM
1998-99 TO 2002-03

UPDATED ON JULY 6, 2001
2001 END OF SESSION CALCULATIONS

FIVEYR2001EOS
07/06/01

MOORHEAD #152

	A	B	C	D	E	F	G
	1998-99	1999-00	2000-01	2001-02 OLD LAW	2001-02 NEW LAW	2002-03 OLD LAW	2002-03 NEW LAW
1 ADJUSTED ADM	5,805	5,751	5,714	5,671	5,671	5,593	5,593
2 BASIC	4,059	4,333	4,580	4,589	4,710	4,605	5,345
3 COMPENSATORY	195	202	212	211	217	213	247
4 AOM	17	17	16	16	16	16	0
5 LEP TOTAL	27	45	72	72	72	74	74
6 TRAIN & EXPR	51	48	39	41	41	32	32
7 SPARSITY	0	0	0	0	0	0	0
8 TRANSPORT SPARSITY	54	57	61	62	63	62	72
9 OPER CAPITAL	236	238	243	243	243	244	244
10 GRADUATION RULE	115	0	0	0	0	0	0
11 REFERENDUM OFFSET	0	29	29	0	0	0	0
12 SUPPLEMENTAL	0	0	0	0	0	0	0
13 TRANSITION	125	121	112	114	109	116	0
14 EQUITY	0	23	27	28	48	28	70
15 LATE RATIFICATION	0	0	0	0	0	0	0
16 PENSION ADJUSTMENT	-69	-70	-70	-71	-71	-72	-72
17 ALTERN ATTENDANCE	-49	-2	2	4	4	-1	0
18 REFERENDUM	79	433	436	434	434	441	71
19 DISTRICT COOPERATION	77	78	0	0	0	0	0
20 GENERAL ED SUBTOTAL = (2) TO (19) =	4,915	5,551	5,759	5,744	5,887	5,758	6,082
21 SPECIAL ED REGULAR	729	779	820	873	873	916	916
22 SPECIAL ED EXCESS	141	178	191	196	196	194	194
23 SPEC ED CROSS SUBSIDY	0	9	22	0	0	0	0
24 VOCATIONAL ED	14	13	13	0	13	0	0
25 DESEGREGATION	0	0	0	0	0	0	0
26 TOTAL EXCLUDING ONE TIME REVENUES	5,799	6,531	6,804	6,813	6,969	6,868	7,192
27 DOLLAR INCREASE OVER PRIOR YEAR	N/A	732	273	9	165	55	223
28 DOLLAR INCREASE OVER OLD LAW	N/A	N/A	N/A	N/A	156	N/A	324
29 PERCENT INCREASE OVER PRIOR YEAR	N/A	12.6%	4.2%	0.1%	2.4%	0.8%	3.2%
30 PERCENT INCREASE OVER OLD LAW	N/A	N/A	N/A	N/A	2.3%	N/A	4.7%
ONE TIME REVENUES							
31 T&E REPLACEMENT	0	0	24	0	0	0	0
32 SPARSITY CORRECTION	0	0	0	0	0	0	0
33 DEFERRED MAINTENANCE	0	0	37	0	0	0	0
34 TOTAL ONE-TIME	0	0	61	0	0	0	0
35 TOTAL SPECIAL ED = (21)+(22)+(23) =	870	967	1,032	1,069	1,069	1,110	1,110
36 GRAND TOTAL = (25)+(29) =	5,799	6,531	6,866	6,813	6,969	6,868	7,192
37 DOLLAR INCREASE OVER PRIOR YEAR	N/A	732	335	-52	104	55	223
38 DOLLAR INCREASE OVER OLD LAW	N/A	N/A	N/A	N/A	156	N/A	324
39 PERCENT INCREASE OVER PRIOR YEAR	N/A	12.6%	5.1%	-0.8%	1.5%	0.8%	3.2%
40 PERCENT INCREASE OVER OLD LAW	N/A	N/A	N/A	N/A	2.3%	N/A	4.7%

ESTIMATED REVENUES PER ADM
1998-99 TO 2002-03

UPDATED ON JULY 6, 2001
2001 END OF SESSION CALCULATIONS

FIVEYR2001EOS
07/06/01

MOORHEAD #152

	A	B	C	D	E	F	G
	1998-99	1999-00	2000-01	2001-02 OLD LAW	2001-02 NEW LAW	2002-03 OLD LAW	2002-03 NEW LAW
1 ADJUSTED ADM	5,805	5,751	5,714	5,671	5,671	5,593	5,593
2 BASIC	23,562,326	24,918,461	26,168,822	26,025,880	26,708,698	25,758,032	29,897,252
3 COMPENSATORY	1,133,928	1,161,845	1,213,697	1,198,075	1,229,508	1,191,018	1,382,410
4 ACM	95,943	95,750	94,216	92,687	92,687	91,354	0
5 LEP TOTAL	154,943	258,774	409,569	410,234	410,234	411,468	411,468
6 TRAIN & EXPR	297,833	275,302	224,389	233,130	233,130	180,124	180,124
7 SPARSITY	0	0	0	0	0	0	0
8 TRANSPORT SPARSITY	311,517	328,137	350,243	350,165	359,352	345,701	401,254
9 OPER CAPITAL	1,368,193	1,366,891	1,385,853	1,378,299	1,378,299	1,364,143	1,364,143
10 GRADUATION RULE	667,488	0	0	0	0	0	0
11 REFERENDUM OFFSET	0	166,567	165,041	0	0	0	0
12 SUPPLEMENTAL	0	0	0	0	0	0	0
13 TRANSITION	723,624	694,585	637,275	649,069	618,336	649,217	0
14 EQUITY	0	133,654	154,098	158,216	274,961	155,477	389,645
15 LATE RATIFICATION	0	0	0	0	0	0	0
16 PENSION ADJUSTMENT	-402,043	-402,043	-402,043	-402,043	-402,043	-402,043	-402,043
17 ALTERN ATTENDANCE	-282,952	-11,308	12,726	20,439	20,439	-6,314	-1,064
18 REFERENDUM	457,430	2,488,031	2,493,407	2,461,929	2,461,929	2,467,174	394,674
19 DISTRICT COOPERATION	447,217	449,258	0	0	0	0	0
20 GENERAL ED SUBTOTAL = (2) TO (19) =	28,535,446	31,923,905	32,907,292	32,576,080	33,385,530	32,205,350	34,017,863
21 SPECIAL ED REGULAR	4,230,942	4,481,932	4,683,048	4,950,721	4,950,721	5,125,574	5,125,574
22 SPECIAL ED EXCESS	816,778	1,023,587	1,089,482	1,110,710	1,110,710	1,084,026	1,084,026
23 SPEC ED CROSS SUBSIDY	0	54,130	125,431	0	0	0	0
24 VOCATIONAL ED	80,468	76,444	75,111	0	75,111	0	0
25 DESEGREGATION	0	0	0	0	0	0	0
26 TOTAL EXCLUDING ONE TIME REVENUES	33,663,634	37,559,998	38,880,363	38,637,511	39,522,072	38,414,950	40,227,462
27 DOLLAR INCREASE OVER PRIOR YEAR	N/A	3,896,364	1,320,365	-242,852	641,708	-222,561	705,390
28 DOLLAR INCREASE OVER OLD LAW	N/A	N/A	N/A	N/A	884,561	N/A	1,812,512
29 PERCENT INCREASE OVER PRIOR YEAR	N/A	11.6%	3.5%	-0.6%	1.7%	-0.6%	1.8%
30 PERCENT INCREASE OVER OLD LAW	N/A	N/A	N/A	N/A	2.3%	N/A	4.7%
ONE TIME REVENUES							
31 T&E REPLACEMENT	0	0	139,304	0	0	0	0
32 SPARSITY CORRECTION	0	0	0	0	0	0	0
33 DEFERRED MAINTENANCE	0	0	210,592	0	0	0	0
34 TOTAL ONE-TIME	0	0	349,896	0	0	0	0
35 TOTAL SPECIAL ED = (21)+(22)+(23) =	5,047,720	5,559,649	5,897,961	6,061,431	6,061,431	6,209,600	6,209,600
36 GRAND TOTAL = (25)+(29) =	33,663,634	37,559,998	39,230,260	38,637,511	39,522,072	38,414,950	40,227,462
37 DOLLAR INCREASE OVER PRIOR YEAR	N/A	3,896,364	1,670,261	-592,748	291,812	-222,561	705,390
38 DOLLAR INCREASE OVER OLD LAW	N/A	N/A	N/A	N/A	884,561	N/A	1,812,512
39 PERCENT INCREASE OVER PRIOR YEAR	N/A	11.6%	4.4%	-1.5%	0.7%	-0.6%	1.8%
40 PERCENT INCREASE OVER OLD LAW	N/A	N/A	N/A	N/A	2.3%	N/A	4.7%