

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

Copyright Notice:

This material may be protected by copyright law (U.S. Code, Title 17). Researchers are liable for any infringement. For more information, visit www.mnhs.org/copyright.

Version 3
August 20, 2018

5-MG-1805
Sep. 10, 2001

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South

September 10, 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. "We Are Proud"

   *** **We Are Proud** of Jim Lund, supervisor of planning, assessment and online resources, for being named one of fifteen Apple Distinguished Educators for 2001. The Apple Distinguished Educators program recognizes the top educational technology leaders in the country.

   Apple Distinguished Educators are a select group of K-12 and higher education educators who exemplify best practices. When new technologies are developed,

these leading educators are the first to make effective use of technology to support learning objectives in the classroom. They also model effective administrative leadership and teacher professionalism. As mentors, they influence other educators by presenting their successes at key conferences and leading hands-on workshops.

During their one-year term, Apple Distinguished Educators receive hardware, software, and professional development.

E. 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 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 6-7
   (2) Approval of Agreement - Pages 8-9
   (3) Approval of Grant Amendment - Pages 10-11
   (4) Acceptance of Grant - Page 12

B. BUSINESS SERVICE MATTERS - Weston
   (1) Approval of Leases - Pages 13-29

C. HUMAN RESOURCE MATTERS- Nielsen
   (1) Approval of Change in Employment Contract - Page 30
   (2) Approval of New Employees - Page 31
   (3) Acceptance of Resignations - Page 32

D. SUPERINTENDENT MATTERS - Nybladh
   (1) Approval of August 13 and 27, 2001 Minutes - Pages 33-41
   (2) Approval of September Claims

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

Moved by _____ Seconded by _____
Comments _____

3. **COMMITTEE REPORTS**

4. **SCHOOL BOARD/STAFF DIALOGUE**: Nybladh

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

Moorhead Community Education Program - Lauri Winterfeldt-Shanks
Page 42

5. **STAFF DEVELOPMENT REPORT**: Kovash
Pages 43-47

Suggested Resolution: Move to accept the 2001-2002 Staff Development Report as presented and direct administration to forward a copy to the Minnesota Department of Children, Families and Learning.

Moved by _____ Seconded by _____
Comments _____

6. **CLAY COUNTY SOCIAL SERVICES' PURCHASE OF SERVICE AGREEMENT**: Weston
Pages 48-57

Suggested Resolution: Move to approve Clay County Social Services' Purchase of Service Agreement for the 2001 calendar year, with 20 percent of the funds being forwarded to the Dilworth/Glyndon/Felton School District upon receipt from Clay County.

Moved by _____ Seconded by _____
Comments _____

7. **OPENING OF SCHOOL**: Kovash
Pages 58-61

8. **VARIABLE SPEED DRIVES AND CONTROLLER UPGRADE BID**: Weston
Page 62

9. **BUDGET UPDATE**: Weston

An update will be provided at the meeting.

10. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

11. **CLOSE PUBLIC MEETING**: Cummings

Suggested Resolution: Move to close the public meeting at ____ p.m., pursuant to M.S. 471.705 for the purpose of discussing negotiations strategies.

Moved by _____ Seconded by _____
Comments _____

12. **OPEN PUBLIC MEETING**: Cummings

Suggested Resolution: Move to reopen the public meeting at ____ p.m.

Moved by _____ Seconded by _____
Comments _____

13. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Last Day to File for School Board Election	September 11		
Community Task Force Members & Key Communicator Convocation	September 11	7-9 pm	SH Auditorium
Special School Board	September 12	5 p.m.	Board Room
Last Day to File Affidavits of Withdrawal of Candidacy	September 13	5 p.m.	
District Care Team	September 17	3 pm	Board Room
Policy Review Committee	September 17	7-8:30 pm	Board Room
Com Ed Adv Council	September 18	7 pm	Board Room
Back to School Open House	September 19	12:30-3 pm	RRALC
Instr and Curr Adv Com	September 20	7-8:30 am	Board Room
Supt's Advisory Council	September 20	7-8:30 pm	Board Room
School Board	September 24	7 pm	Board Room
School Board	October 8	7 pm	Board Room
Policy Review Committee	October 15	7 pm	Board Room
District Care Team	October 16	3 pm	Board Room
Com Ed Adv Council	October 16	7 pm	Board Room
K-12 Staff Development Day	October 17		
Supt's Advisory Council	October 18	7 pm	Board Room
Education Minnesota	October 18-19		
School Board	October 22	7 pm	Board Room

MEMO #: I-02-033

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

SUBJECT: Gift Acceptance

DATE: September 4, 2001

Robert Asp School has received a gift of $250.00 for curriculum materials from Jill Anderson owner of Redwood Candle Company in Redwood Falls, Minnesota.

SUGGESTED RESOLUTION: Move to accept the gift of $250.00 to be used for curriculum materials from Jill Anderson, owner of Redwood Candle Company in Redwood Falls, Minnesota.

LAK/smw

MEMO #: **I-02-035**

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

SUBJECT: Gift Acceptance

DATE: September 4, 2001

The district received donations from the following organizations for the All Staff Breakfast on August 29, 2001.

SunMart	Orange Juice
Moorhead American Legion	Rolls, Fruit & services of caterer at a cost of $1300
Wells Fargo	Cups
Hornbacher's Food	Coffee
Oven Door Catering	Plates & Napkins
American Crystal Sugar	Napkins & Sugar
Pierce Company	Note Pads
Fargo Forum	Pencils
Office Max	Pens

SUGGESTED RESOLUTION: Move to approve the donations from the various organization and send letters of thanks.

LAK/smw

MEMO #: I-02-039

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

SUBJECT: Student Teacher Agreement

DATE: September 5, 2001

The administration requests approval of the agreement with North Dakota State University for student teachers.

Attached is the agreement with North Dakota State University for the 2001-2002 school year for the Moorhead School District to serve as a student teacher center.

The cooperating teachers(s) agrees to assist and supervise the student teacher(s). An honorarium will be provided for each student teacher supervised. Additional help to the student teacher(s) and the cooperating teacher(s) will be provided by the Teacher Education faculty through visits to the school by teacher educators representing NDSU.

LAK/smw
Attachment

AUG 2 2 2001

NDSU NORTH DAKOTA STATE UNIVERSITY

School of Education
P.O. Box 5057
Fargo, ND 58105-5057

Administrative Offices
210 Family Life Center
701.231.7921
Fax 701.231.7416
www.ndsu.nodak.edu/school_of_edu

August 21, 2001

The following AGREEMENT is an expression of professional cooperation between North Dakota State University and the school district identified below in providing student teaching opportunities for students enrolled in the professional education program.

The Teacher Education Program at North Dakota State University will assign a student teacher(s) to the student teaching site for a minimum period of ten (10) weeks of full-time participation. The actual number of student teachers will remain flexible.

The student teacher(s) will be encouraged to assume the responsibilities of regular teachers and to comply with the policies of the school system. At the discretion of the cooperating teacher(s), the student teacher(s) will be expected to increase gradually the number of classes taught until the typical load of a full-time teacher is assumed.

The cooperating teacher(s) agrees to assist and to supervise the student teacher(s). An honorarium will be provided according to the state guidelines for each student teacher supervised. Additional help to the student teacher(s) and the cooperating teacher(s) will be provided by the Teacher Education faculty through visits to the school by teacher educators representing NDSU.

This agreement will be in effect until terminated by an advance written notice of 30 days to the other party, given by either a representative of the school district or by a representative of the School of Education.

THIS AGREEMENT is approved by the following:

Moorhead School District	Moorhead, MN 56560-0000
School/District	Town/City, State, ZIP Code

By School District Administrative Representative:

Dr. Larry Nybladh		
Printed Name and Title	Signature	Date

By the School of Education, North Dakota State University, Fargo, North Dakota:

James V. Wigtil	James V. Wigtil	8/21/01
Chair, School of Education	Signature	Date
Kim A. Overton	Kim A. Overton	8-21-01
Student Teacher Coordinator	Signature	Date

mas

MEMO #: I-02-032

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

SUBJECT: Homeless Education and Youth Grant Amendment

DATE: September 4, 2001

Attached is a Budget Revision Request Form for the Homeless Education and Youth Grant. The rationale for this amendment includes the following:

1. To align the budget with the final award of $29,000.00 (original requires - 32,775.00).
2. To move the homeless liaison position from a salaried position with Moorhead Public Schools to a contracted service position from a salaried position with the Clay-Wilkin Opportunity Council, Inc ($17,000.00). According to the proposal, the services to Homeless Children and Youth will continue to be provided by the existing liaison, Sally Dandurand, through the Clay-Wilkin Opportunity Council, Inc. Sally's original position (.50) would be combined with an existing half-time position at the Clay-Wilkin Opportunity Council, Inc. to provide case management services to high need families who are homeless. The combination of these services would avoid duplication and would enhance the activities outlined in the current grant funded project.

SUGGESTED RESOLUTION: Move to approve the budget amendment to the Homeless Education and Youth Grant.

LAK/smw

EDUCATIONFORHOMELESSCHILDRENANDYOUTHGRANT BUDGETREVISIONREQUESTFORM

Grantee:	GrantPeriod:
Moorhead Public Schools	2001-02

BudgetLineItems	CurrentAward	Increase	Decrease	RevisedBudget
Salary	19,157.00		14,690.00	4,467.00
EmployeeBenefits	6,738.00		6,085.00	653.00
ContractedServices	3,380.00	17,000.00		20,380.00
EmployeeIn-StateTravel				
Supplies,Phone,Postage, Print,Copy	1,600.00			1,600.00
Equipment	1,900.00			1,900.00
Other				
Other				
TOTAL #	32,775.00			# 29,000.00

AN EXPLANATION FOR EACH LINE ITEM CHANGE MUST BE INCLUDED. Send this form and justification for PRIOR approval to Minnesota Department of Children, Families and Learning, 1500 Highway 36, Roseville, MN 55113-4266, Attention Cherie Carlson (tele: 651-582-8245,fax:651-582-8727,E-mail: cherie.carlson@state.mn.us)

BUDGETREVISIONREQUESTEDBY:	
Preparer'sSignature: Debra M. Pender	Telephone 218-284-2230
Name: Debra M. Pender	Date: 01 August 24

APPROVED:_____-MNDepartmentofChildren,FamliesandLearning
Date

MEMO #: I-02-031

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

SUBJECT: Grant Acceptance

DATE: September 4, 2001

The district has received a Title I Delinquent Education grant in the amount of $40,000.00. The grant received 126 points (150 points was the highest possible) and a priority rating of 3.0 (4.0 was the highest possible).

SUGGESTED RESOLUTION: Move to accept the Title I Delinquent Education grant in the amount of $40,000.00.

LAK/smw

BUSINESS SERVICES MEMO#: B.02.027

To: Dr. Larry P. Nybladh

From: Mark Weston MW

Date: August 29, 2001

RE: Lease Agreements with the City of Moorhead

Attached you will find two lease agreements with the City of Moorhead. Both leases are very similar to what has been approved in the past. Typically the leases were written for a two-year period of time. The enclosed leases, as you will note, are for five years with cost increases of three percent annually. Either lease can be terminated with proper notification in the event that either party chooses. The only other significant change is that we will be leasing one less classroom at the sports center. This decision was made after reviewing the amount of time the Moorhead School District was utilizing this space. Should you have any further questions please contact me at your convenience.

Suggested Resolution: Move to approve the lease agreements with the City of Moorhead as provided.

MLW/krm

AGREEMENT FOR USE OF
CITY OF MOORHEAD FACILITIES & ISD #152 FACILITIES
FOR THE SCHOOL YEAR FALL 2001 – SPRING 2006

THIS AGREEMENT made and entered into this _____ day of _____, 2001, by and between the CITY OF MOORHEAD, a municipal corporation and political subdivision of the State of Minnesota, hereinafter referred to as "CITY," and Independent School District No. 152, a municipal corporation, hereinafter referred to as "SCHOOL"; and

WITNESSETH:

WHEREAS, the CITY OF MOORHEAD has constructed and operated several facilities within its Parks and Recreation System made available for a multitude of active and passive recreation and education activities; and

WHEREAS, the SCHOOL operates among other education programs and activities, a physical education program, extra curricular activities program, picnics, junior varsity and varsity events, and athletic programs; and

WHEREAS, the following facilities shall be open and shared available for the use of SCHOOL activities including the following:

Gooseberry Mound Park
MB Johnson Park
Memorial Park
Woodlawn Park
Centennial Park
Community Center
Matson Memorial Field
Moorview Soccer Complex
Moorhead Sports Center
Moorhead Municipal Pool
Village Green Golf Course
Alm Park
Angela's Park
Arrowhead Park
Belsly Park
Buland Park
Country Club Park (Volk)
Daly Park
5-9 Park
Hansmann Park
Horn Park
Knapp Park
Lamb Park
Morningside Park
Northeast Park
Holmstead Park
Ridgewood Park
River Oaks Park
Riverview Estates Park
Romkey Park
South Park
Townsite Park
Village Green Park
Viking Ship Park

which are available for the use of SCHOOL; and

14

WHEREAS, SCHOOL operates educational facilities which will be made available to the CITY at:

George Washington School
Robert Asp School
Moorhead Junior High School
Probstfield School
Riverside School
Senior High School
Thomas Edison School

WHEREAS, the SCHOOL may from time to time find it necessary to charge fees to the CITY to cover the operational costs of its facilities when the SCHOOL is not operating or does not have the facility open at that time; and

WHEREAS, the CITY and the SCHOOL each shall have secondary rights of refusal for the mutual use of the programs after the respective owner of each have scheduled their activities and curriculum, with the exception of those civic organizations currently using the facilities; and

WHEREAS, the CITY and the SCHOOL do mutually promote and provide recreation and education activities and events through its Park and Recreation programs, Community Education programs, and other types of publications and shall cooperate and coordinate its resources and share in the responsibilities of setting forth priorities and activities for the use of the facilities and sharing of the human, physical and financial resources to promote the optimum number of recreation and continuing education activities for community residents; and

WHEREAS, the CITY and the SCHOOL acknowledge in consideration of this Agreement certain further and additional agreements and activities and understandings may be reached from time to time by CITY and SCHOOL for use of lands and properties and the maintenance of the same.

NOW, THEREFORE, it is hereby agreed by and between CITY and SCHOOL as follows:

1. The CITY does hereby agree to lease to the SCHOOL, and the SCHOOL does hereby agree to take from CITY the Moorhead Sports Center building to conduct a portion of the SCHOOL's physical education, extra curricular activities, and athletic programs during the school year subject to the agreements and mutual understandings by and between the CITY and the SCHOOL.

2, The parties agree that the SCHOOL will have the use of the Sports Center building (this reference is to only one sheet of ice or dry floor unless mutually acceptable to both parties, except the spaces which they have constructed and/or are maintaining) for its physical education programs, extra curricular activities, and athletic programs during the period from August 15 of each year until June 15 of the following year to coincide with the school year, and may use the facilities for up to 177 days each such school year from 8:00 a.m. to 6:00 p.m., plus

such additional hours of operation as shall be necessary to conduct the SCHOOL's extra curricular activities, hockey programs, and other athletic programs. In order to allow the CITY to schedule other activities in the Sports Center, SCHOOL will provide the CITY no later than August 1 of each year during the term of this Agreement, a SCHOOL calendar showing the projected days when SCHOOL classes will be in session and the exact days the SCHOOL will be using the facilities.

3. In accordance with Exhibit "B," SCHOOL agrees to annually pay to CITY during the School Years of 2001 - 2006 a total sum or $37,200.00 for the first year with three percent annual increases. The SCHOOL will receive credit for days not used during any School Year. If physical education classes are cancelled due to weather or any other emergency, classes may be rescheduled to take place at a mutually agreeable time without additional expense of the SCHOOL. The ice hours and dry floor hours may vary, based upon established schedule by SCHOOL and CITY.

4. It is expressly agreed and understood by the parties that this Agreement covers only the use of the Sports Center building for physical education, extra curricular activities, and varsity athletic programs. All other activities for which the SCHOOL may desire to use the Sports Center building shall be arranged and negotiated in separate agreements between the CITY and SCHOOL.

5. The CITY shall be responsible for certain designated areas of upkeep and maintenance of the Sports Center building during the term of this Agreement; however, the SCHOOL agrees that it will provide individuals to fully supervise physical education, extra curricular activities, and varsity and junior varsity athletic programs within the Sports Center building while the building is being used as a part of this Agreement. The SCHOOL also agrees it will provide custodial services and supplies for maintaining the Outreach Center rooms #180 through #195, the weight room #210, offices #211, #212 and #213, the activities room #232, health room #205, concession room #172, storage rooms #175, and men's and women's restrooms #174. Also, it shall provide and maintain the elevator listed in Alternate 2 near room #230. The CITY shall exclusively maintain and provide materials and supplies for upkeep, safety, and cleanliness throughout the remainder of the building. (Exhibit C, C-1, C-2, and C-3).

6. The SCHOOL agrees to provide liability insurance to protect and indemnify the CITY from any and all claims for injuries or damages occurred or incurred by virtue of the SCHOOL's use of the Sports Center building under this Agreement, but in any event, shall provide for personal injury liability of not less than $1,000,000.00 per occurrence; the CITY agrees to provide reasonable safe premises and to maintain the premises in a reasonably safe condition. Nothing in this lease shall be deemed to limit or abrogate this duty of the CITY.

7. The CITY and the SCHOOL will meet annually, no later than May 31 to determine the need for replacement and addition of ice skates. One organization will place the order and the CITY and SCHOOL will share equally in the costs.

8. CITY and SCHOOL agree that when there is not a programming conflict, and when there is either ice or dry floor on both floors, the SCHOOL will be allowed to utilize the tract around both floors with no monetary consideration.

9. The SCHOOL acknowledges that the CITY will be entering into agreements similar to this Agreement with other organizations within the CITY OF MOORHEAD for the use of the Sports Center building, and specifically recognizes that its request for use of the Sports Center building over and above the days and times contemplated in this lease agreement will be subject to the availability of the Sports Center building.

10. CITY and SCHOOL recognize that individuals and organizations supporting Moorhead High School sports have installed and furnished a weight training room on the mezzanine level of the Sports Center building. The CITY has installed equipment in the Fitness Room. It is recognized that the equipment maintenance and responsibility for the weight room will be with the SCHOOL, and the equipment and responsibility of the Fitness Center will be with the CITY. SCHOOL and CITY will continue to work toward the development of a weight and fitness program for the community.

11. This Agreement shall be binding upon and insure to the benefit of the successors and assigns of the parties hereto and, before it becomes effective, will be submitted to the respective governing bodies of the parties for approval by resolution, certified copies of which resolutions shall be attached to the executed copy of the Agreement.

12. The parties intend that this Agreement be an ongoing, self-renewing Agreement; however, the parties agree that annual reviews of the experiences of each party under this Agreement will take place no later than May 31 of each year; any amendments, additions or deletions to this Agreement, including the rate to be charged for the use of the facility, will be incorporated into this Agreement as an addendum; if either party determines to cancel this Agreement, notice must be given prior to June 1 of the year in which cancellation is intended to take place.

IN WITNESS WHEREOF, the parties have hereunto set their hands as of the day and year first above written.

CITY OF MOORHEAD

BY: _____
Morris L. Lanning, Mayor

ATTEST: _____
James W. Antonen, City Manager

INDEPENDENT SCHOOL DISTRICT NO. 152

BY: _____
Chair

ATTEST: _____
Clerk

DATE: _____

EXHIBIT "A"

ADDITIONAL AGREEMENTS AND MUTUAL UNDERSTANDINGS

CITY and SCHOOL agree to the following use by CITY of SCHOOL lands and properties and maintenance of same:

I. The CITY will continue to use the site on the East end of Moorhead Junior High's campus for a neighborhood park as depicted in Attachment I.

II. The CITY will continue to use the swimming pool at a rental cost of $150 or the required permit, whichever is higher.

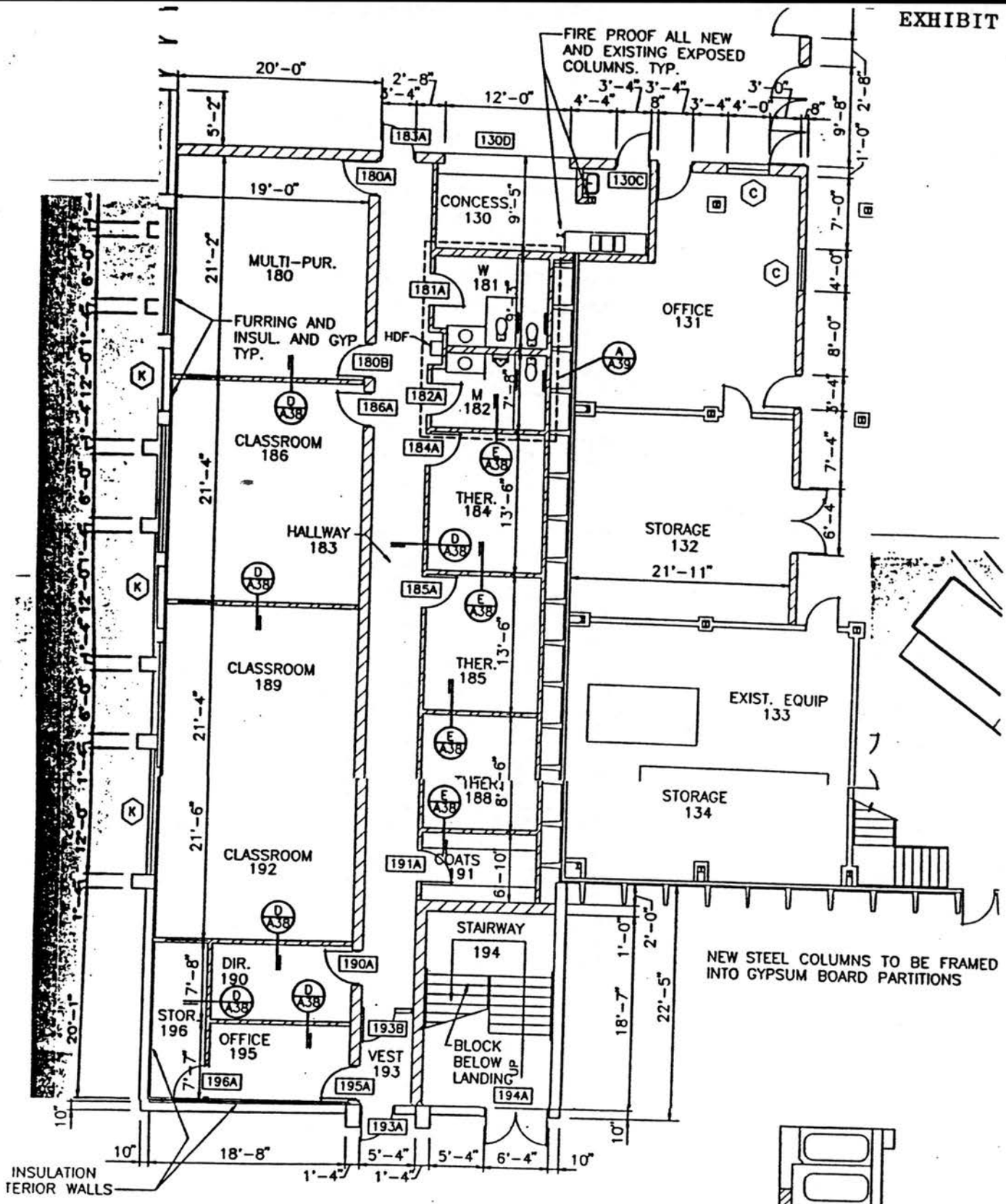
EXHIBIT "B"

SPORTS CENTER LEASE

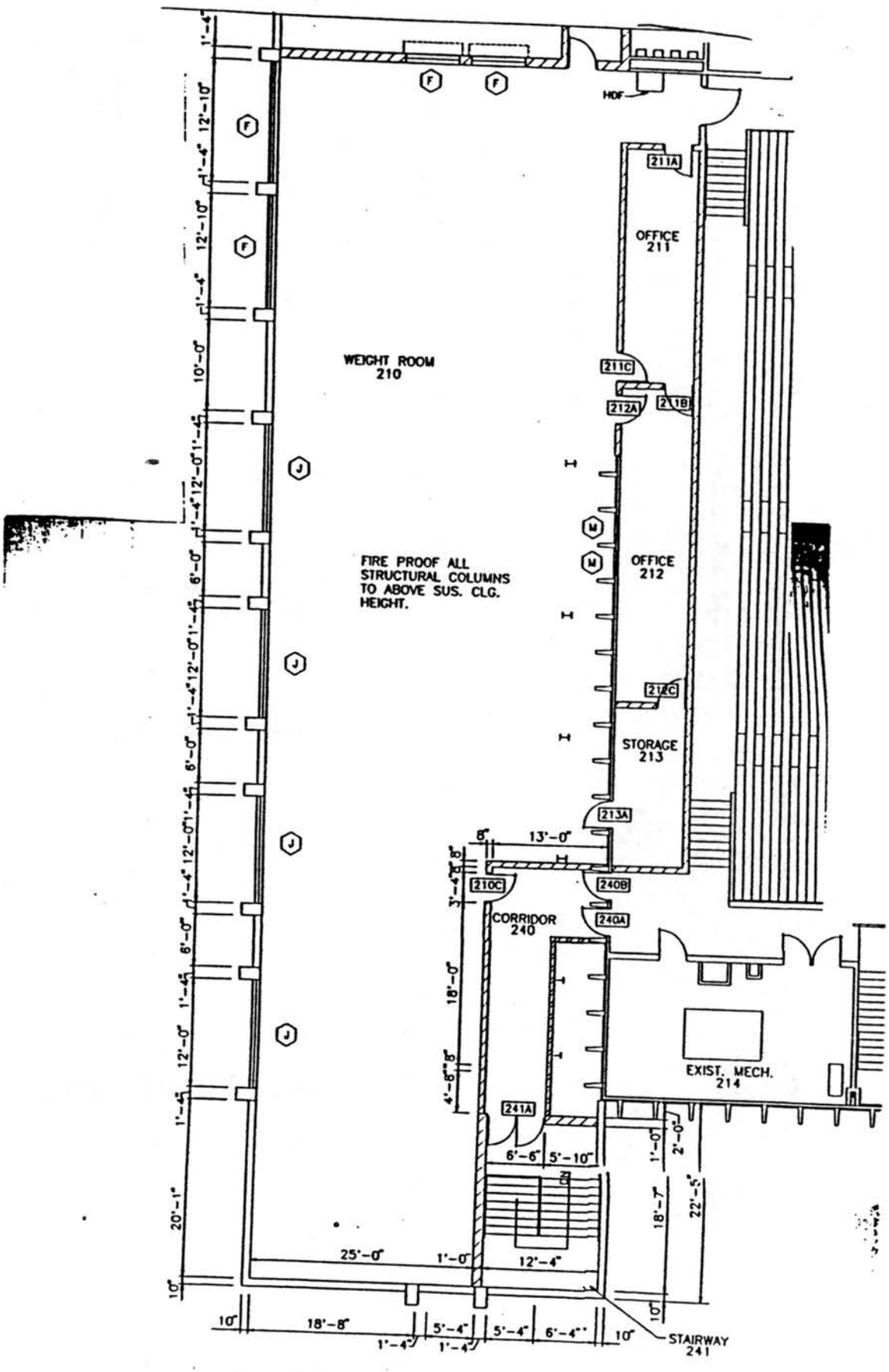
CITY and SCHOOL agree to the following Rental Payment Schedule and rates therein for the 2001-2006 School Years during the term of this Agreement:

	Hours	Rate	2001-02	2002-03 Add 3%	2003-04 Add 3%	2004-05 Add 3%	2005-06 Add 3%
PE Dry Floor	300	11.35	3405	3507	3612	3720	3832
PE Ice Use	175	20.75	3631	3740	3852	3968	4087
B/Hockey Practice	160	71.37	11419	11761	12144	12478	12852
A & B Games	10	612	6120	6303	6493	6687	6888
Boy A Games	1	427	427	440	453	466	480
Ath. Dry Floor	120	11.35	1362	1402	1445	1488	1533
G. Hockey Practice	85	71.37	6066	6248	6436	6629	6828
Girl A Games	10	427	4270	4398	4530	4666	4806
Golf Practice			500	515	530	546	562
TOTAL			37200	38314	39495	40648	41868

EXHIBIT C

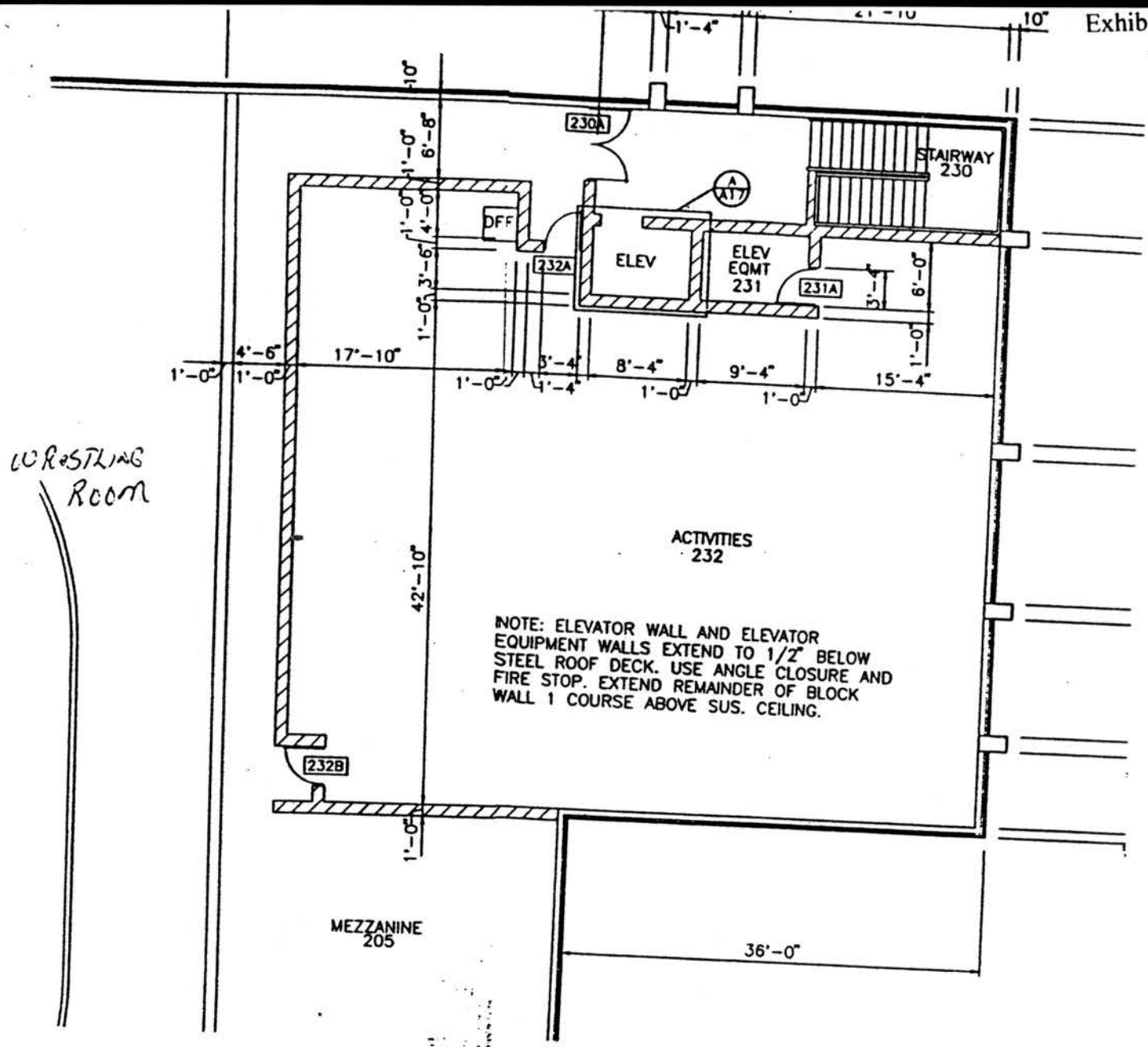


ALTERNATE NO. 1
LOWER LEVEL FLOOR PLAN – SOUTHWEST
SCALE: 1/8" = 1'-0"



ALTERNATE NO. 1
UPPER LEVEL FLOOR PLAN – SOUTHWEST
SCALE: 1/8"=1'-0"

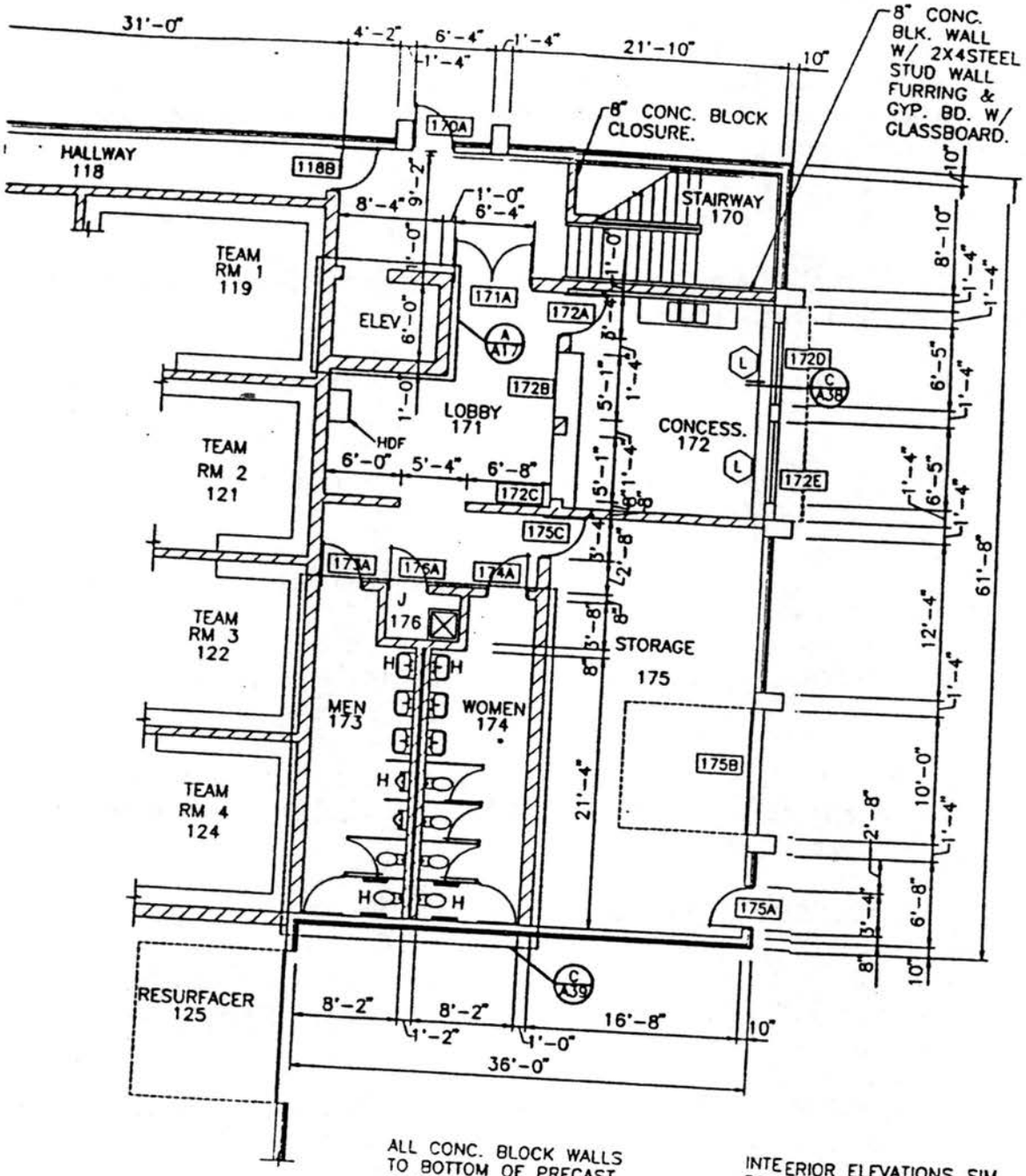
Exhibit 2



ALTERNATE NO. 2

UPPER LEVEL FLOOR PLAN – NORTHEAST

SCALE: 1/8" = 1'-0"



ALL CONC. BLOCK WALLS TO BOTTOM OF PRECAST CONC. PLANK. TYP.

INTERIOR ELEVATIONS SIM. TO I INTERIOR ELEVATIONS ON : SHEET A19.

ALTERNATE NO. 2
LOWER LEVEL FLOOR PLAN – NORTHEAST

SCALE: 1/8" = 1'-0"

AGREEMENT FOR SPACE LEASE AT THE
MOORHEAD SPORTS CENTER
FOR SCHOOL YEAR FALL 2001 – SPRING 2006

This Agreement made and entered into this ____ day of _____, 20__, by and between the City of Moorhead, a municipal corporation and political subdivision of the State of Minnesota, hereinafter referred to as the "CITY," and Independent School District #152, a municipal corporation, hereinafter referred to as "SCHOOL."

WITNESSETH:

WHEREAS, the CITY owns and operates an all-purpose sports and recreation building known as the Moorhead Sports Center; and

WHEREAS, the CITY has approximately 5,700 square feet of space that is not needed by the CITY at this time; and

WHEREAS, the SCHOOL has a need for additional space for the purposes of education and extra curricular activities; and

WHEREAS, the CITY has an occasional need for classroom space that the SCHOOL has within the Outreach Center;

NOW THEREFORE, it is agreed by and between the CITY and the SCHOOL hereto as follows:

1. That the CITY hereby agrees to lease to SCHOOL and SCHOOL hereby agrees to lease from the CITY for its educational and extra curricular activities the space as depicted on Exhibit 1 and Exhibit 2.

2. That the SCHOOL will be responsible for all fit-up costs.

3. That the SCHOOL will be responsible for all upkeep and maintenance of these areas, as well as the expense of water, electricity, and gas utilities, which will all be separately metered.

4. That the SCHOOL will allow the CITY to utilize classroom space when it is not needed by the SCHOOL.

5. That the SCHOOL agrees to provide liability insurance to protect and indemnify the CITY from any and all claims for injuries or damage occurred or incurred by virtue of the SCHOOL's use of said facilities under this Agreement and in no event shall the SCHOOL provide for less than $1,000,000.00 personal injury liability per occurrence, and the CITY agrees to provide reasonable, safe premises and to maintain them in a reasonable safe condition. Nothing in this Agreement shall be deemed to limit or abrogate the duty of the CITY.

6. This Agreement will be for the duration of five (5) years and the SCHOOL will have first (1st) option to lease these properties if the CITY still does not have a need for the space. The school district can terminate this lease with six months prior notice effective August of each year.

7. The City and School entered into a lease of the area covered by this lease in June 1992. At that time the School expanded funds on fit up costs, in some of the areas covered by the lease, which the City agreed to amortize over a 20 year period, and if the City terminated the Lease to reimburse the School for the remaining unamortized costs, less any costs the City has in removing any walls, or other improvements included in the fix up costs. The amortization agreement continues as part of this lease, with the 20-year amortization schedule commencing in June 1992.

8. This Agreement shall be binding upon and inure to the benefit of successor and assigns of the parties hereto and before it becomes effective, will be submitted to the respective governing bodies for their approval by resolution; certified copies of which resolutions shall be attached to the executed copy of the Agreement.

CITY OF MOORHEAD

BY: _____
Morris L. Lanning, Mayor

ATTEST: _____
James W. Antonen, City Manager

INDEPENDENT SCHOOL DISTRICT NO. 152

BY: _____
Chair

ATTEST: _____
Clerk

EXHIBIT 1

Art	1.	Mezzanine Area - Room #202	83' x 59' =	4,897'	
		Janitors Room	8.5' x 8.5' =	220'	
		Less Overlook	14' x 40' =	560'	
					4,409'
Wrestling	2.	Activities Area - Room #232	24' x 254'		1,296'

5,705'
x $7/sq. ft.

PAYABLE IN DECEMBER 2001	$39,935.00
PAYABLE IN DECEMBER 2002	$41,133.05
PAYABLE IN DECEMBER 2003	$42,367.04
PAYABLE IN DECEMBER 2004	$43,638.05
PAYABLE IN DECEMBER 2005	$44,947.19

Exhibit 1
4,409 Sq. Feet

MEZZANINE AREA

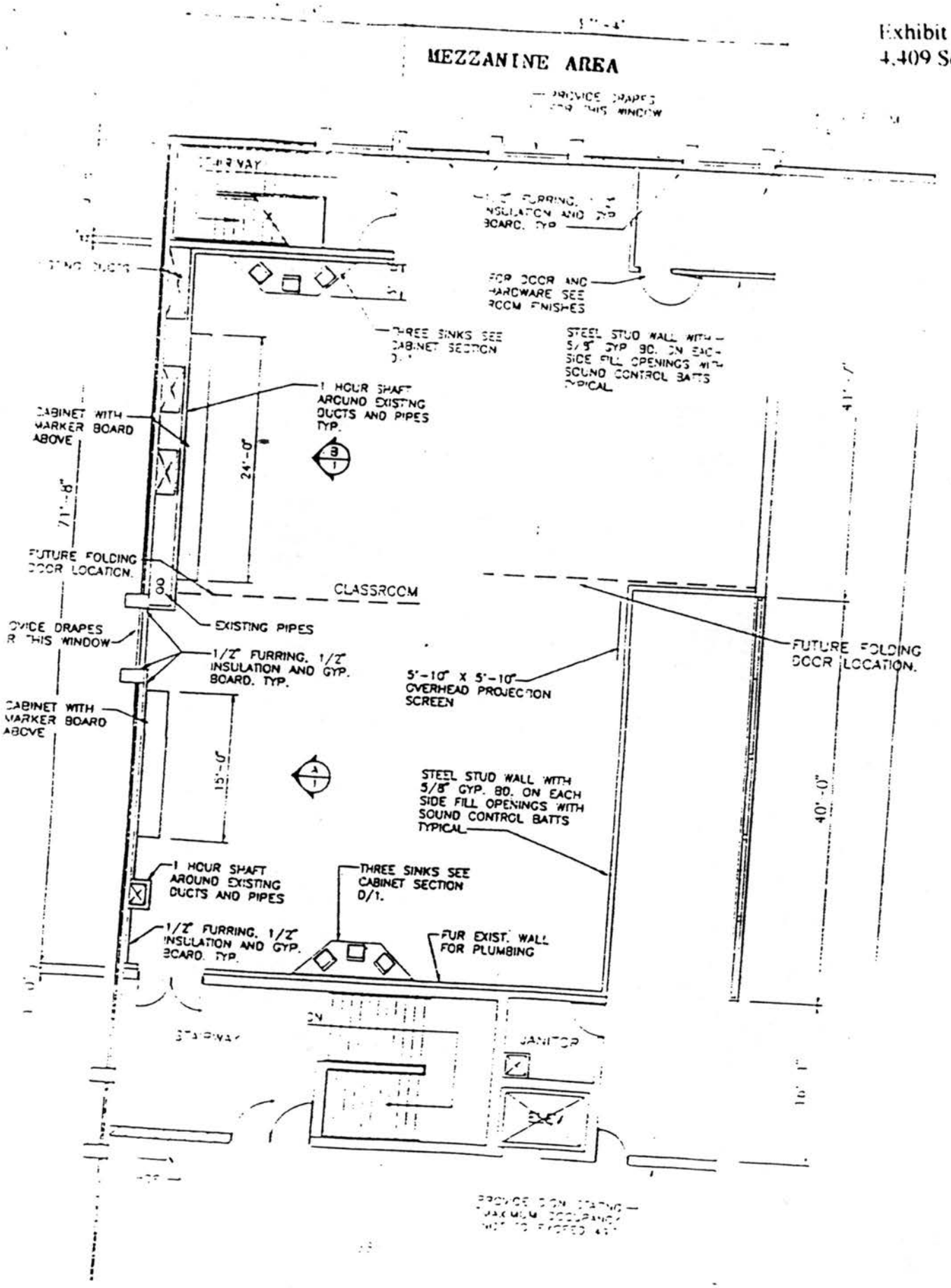
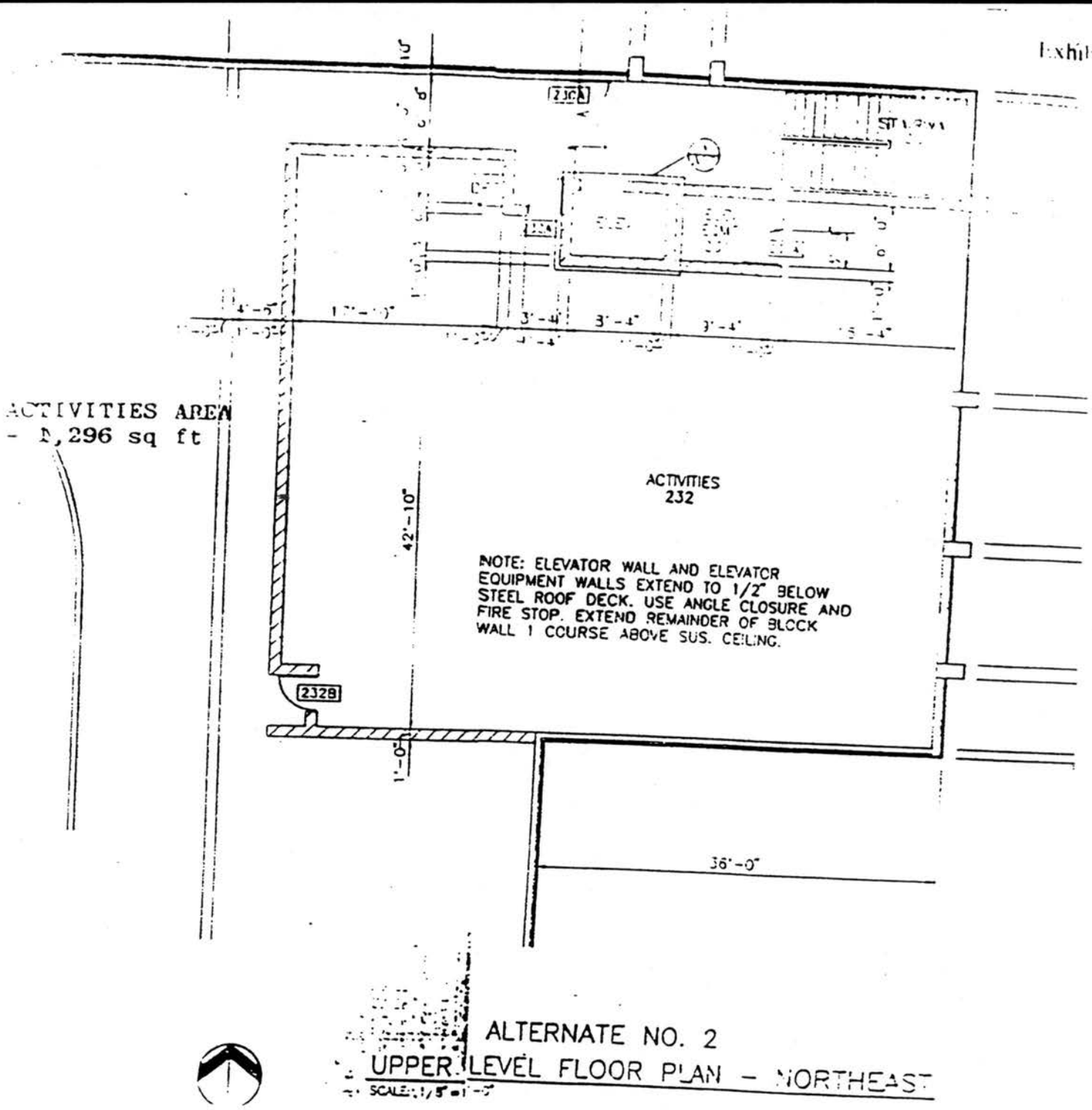


Exhibit 2



ALTERNATE NO. 2
UPPER LEVEL FLOOR PLAN – NORTHEAST

SCALE: 1/8" = 1'-0"

MEMORANDUM P 02.034

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: September 4, 2001

SUBJECT: Change in Employment Contract

The administration requests approval of the change in employment contract of the following person:

Connie Filley	Paraprofessional B21 (14), Junior High, to Building Teach B22 (14) $13.02 per hour, 8 hours per day, 206 days per year, at Washington and Voyager. (Replace Deb Thielbar)
Jamie York	5th Grade Teacher, Riverside, from half-time to full time. (Replace Tim Marsten)

Suggested Resolution: Move to approve the change in employment contract for Connie Filley and Jamie York as presented.

RN:sh

MEMORANDUM P 02.032

TO: Dr. Larry Nybladh

FROM: Ron Allelsen

DATE: September 4, 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:

Stephenie Herbranson	Reading Teacher, Probstfield, BA (0) .286 FTE, $7,398.82, effective for the 2001-2002 school year. (Vacant Position)
Megan Iverson	Title I Teacher, Washington, BA (0) .50 FTE, $12,935.00, effective for the 2001-2002 school year. (Replace Orella Olson)
Bethany Ustanko	Grade 5 Teacher, Riverside, BA (0) .50 FTE, $12,935.00, effective for the 2001-2002 school year. (Replace Lisa Seljevold half-time)
Nancy Smemo	LD/PI Paraprofessional, Probstfield, B21 (0-2) $9.68 per hour, 6.5 hours daily, effective immediately. (Replace Carol Honcik)
Amanda Musolino	Paraprofessional, Senior High, B21 (0-2) $9.68 per hour, 6.5 hours daily, effective immediately. (Replace Kathy Jorgenson)

Suggested Resolution: Move to approve the employment of S. Herbranson, M. Iverson, B Ustanko, N Smemo and A. Munolino as presented.

RN:sh

MEMORANDUM P 02.033

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: September 4, 2001

SUBJECT: Resignations

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

Vic Lara	Liaison, RRALC, effective September 7, 2001.
Jean Fischer	Title I Paraprofessional, Junior High, effective August 28, 2001.
Rhonda Granzow	Paraprofessional, Riverside, effective August 27, 2001.
Renata Highness	Paraprofessional, Robert Asp, effective August 27, 2001.
LaVonne Evans	Food Service, Senior High, effective immediately.

Suggested Resolution: Move to accept the resignation of Vic Lara, Jean Fischer, Rhonda Granzow, Renata Highness and LaVonne Evans as presented.

RN:sh

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 revised.

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: The new George Washington Elementary School Principal Matthew Naugle was introduced.

CONSENT AGENDA: Erickson moved, seconded by Foss, to approve the following items on the Consent Agenda:

Contracts - Approve the contract for Dee Pretty and Colleen Morken with Lakes Country Service Cooperative to provide low incidence special education consultative services for the 2001-2002 school year and the contract with West Central Juvenile Center for clerical services for the 2001-2002 school year for a total cost of $16,260.

Grant - Accept the grant in the amount of $85,000 received for Adult Basic Education for a Functional Workforce Literacy English as a Second Language Program.

Leases - Approve the lease renewal with Connections of Moorhead, Inc. beginning September 1, 2001 and continuing through August 31, 2002 for a total lease amount of $49,086.22; lease renewal with Women United beginning July 1, 2001 and continuing through June 30, 2002 for a total lease amount of $900; lease renewal with NCTC-Farm Management beginning August 1, 2001 and continuing through June 30, 2002 for a total lease amount of $5,670.83; lease renewal

with Tri-Valley Opportunity Council, Inc., including requested revisions, beginning September 1, 2001 and continuing through February 28, 2002 for a total lease amount of $3,954.34; lease revision with Three Treasures effective September 1, 2001 for a revised total lease amount of $4,931.36; and, a lease with Clay County for classroom and office space to operate the Early Intervention Services Program. The term of the lease is from July 1, 2001 to June 30, 2001 for an annual amount of $36,336.

New Employees

Shelley Zahradka - WEH Teacher, Senior High, BA+15 (07), $34,160.00, effective for the 2001-2002 school year. (Replace Jon Enderle)

Dawn Barrera - Title I Teacher, St. Joseph, BA (2) .50 FTE., $13,900.00, effective for the 2001-2002 school year. (New Position)

Leah Hoffman - Music Teacher, Probstfield, BA+30 (4) $.876 FTE., $28,402.50, effective for the 2001-2002 school year. (Replace Amber Plocher)

Frank Garcia - Student Resource Assistant, Senior High, B32 (16) $18.54 per hour, 206 days a year, effective August 20, 2001. (Replace Ruben Garcia)

Kari Penas - Paraprofessional, EIS, B21 (0-2) $10.71 per hour, 7 hours daily, effective July 23, 2001.

Angela Martinez - Adult Education Secretary, A11, $9.68 per hour, 6 hours daily for 44 weeks. (Grant Position)

Rehires

Leslie Keplin - Social Studies, Junior High, BA (1) $26,840.00, effective for the 2001-2002 school year. (Replace Pat Gulsvig)

Stacy Keeping - LD Teacher, Senior High, BA (0) $25,870.00, effective for the 2001-2002 school year. (Replace Barb Osvold)

Resignations

Kim Melander - EBD Teacher, RRALC, effective immediately.

Colleen Hillstad - Paraprofessional, Edison Elementary, effective immediately.

Sarah Bratlien Autistic Paraprofessional, Junior High, effective immediately.

Kris Osagie - Outreach Counselor, Junior High, effective immediately.

Lisa Renner - Paraprofessional, Senior High, effective immediately.

Stacey Irion - Custodian, Junior High, effective August 23, 2001.
Sean Daly - Social Teacher, Senior High, effective August 13, 2001.

Coach
Scott Middleton - Head Girls Soccer Coach for the Fall 2001 season. (Replaces Heide Fisher)

Memorandum of Understanding - Approve a one-time, thirteen month contract for the following non-licensed employees of Early Intervention Service as presented: Kari Penas and Susan Bekkerus.

Health and Safety Revenue Application - Approve the adaptation of Attachment 99, certifying that the information in the completed Attachment Health and Safety performance criteria will be implemented during fiscal year 2001-2002.

Memorandum of Understanding for Re-employment - Approve the Memorandum of Understanding between Education Moorhead and Independent School District #152 regarding the re-employment of Jace Lahlum for the 2001-2002 school year.

Minutes - Approve the July 16, 2001 minutes a presented.

Claims - Approve the August claims, subject to audit, in the amount of $423,997.79.

General Fund:	$382,364.50
Food Service:	3,720.84
Community Service:	5,385.46
Capital Expenditure	131,977.11
Townsite Centre:	549.88
TOTAL	$423,997.79

Motion carried 6-0.

COMMITTEE REPORTS: Ladwig provide a brief report related to the Minnesota Secretary of State sponsored Municipal and School Clerk Training and Minnesota 2001 Redistricting Conference she and Michelle Erickson attended on July 25.

HEALTH INSURANCE PRESENTATION: Mark Belz and Paul Peterson, Peterson-Beltz Associates, presented an analysis of health insurance usage for school district employees in the past year. Peterson-Belz are the insurance consultants who were hired by the district to help control health insurance costs through negotiations with Blue Cross Blue Shield and educating employees on becoming better consumers of health care.

PROFILE OF LEARNING VOTE: Ladwig moved, seconded by Thompson, to approve the 2001-02 plan for the preparatory and high school standards required at each site to be reported to the commissioner as required in MN Statute 120B.031. Motion carried 6-0.

FIRST READING OF POLICIES: The Board conducted a first reading of the following policies: Name and Legal Status of Moorhead Area Public Schools (AA); Mission Statement (ADA); School Board Legal Status (BB); School Board Officers (BDB); Open and Closed School Board Meetings (BE); School Board Meeting Agendas (BEDB); School Board Meeting Rules of Order (BEDD); School Board Meeting Minutes (BEDG); School District Public Hearings (BEE); School Board Policies (Development, Adoption, Implementation and Review) (BG); School Board Member Development (BIB); School District Administration (CA); School Superintendent (CB); District Fiscal Management (DA); Establishment, Adoption, & Modification of the District's Financial Annual Operation Plan (DB); and Moorhead School District Committees (BDF).

CLAY COUNTY JOINT POWERS COLLABORATIVE AGREEMENT: Thompson moved, seconded by Ladwig, to approve the Clay County Joint Powers Collaborative Agreement amended May 16, 2001 for the 2001-2002 school year. Motion carried.

LOCAL COLLABORATIVE TIME STUDY AGREEMENT: Foss moved, seconded by Erickson, to approve the Local Collaborative Time Study Agreement for the 2001-2002 school year. Motion carried.

CONVERSION OF SUPPLEMENTAL REVENUE, TRANSITION REVENUE, AND INTEREST ADJUSTMENT OF REFERENDUM AUTHORITY: Foss moved, seconded by Ladwig, for fiscal year 2003 and later, the school board hereby converts the full amount of its Supplemental Revenue, Transition Revenue, and Interest Earned Adjustment to referendum

authority, pursuant to M.S. 126C.17, Subd. 13. Motion carried 6-0.

SPECIAL SCHOOL BOARD MEETING: Ladwig moved, seconded by Thompson, to approve scheduling Wednesday, September 12, 2001, 5:00 p.m. to hold a special school board meeting to approve the required school board election resolutions. Motion carried 6-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Cummings commented on the upcoming August 15-17 MSBA 2001 Summer Seminar to be held in Minneapolis.

CLOSE PUBLIC MEETING: Hastad moved, seconded by Thompson, to close the public meeting at 9:25 p.m., pursuant to M.S. 471.705 for the purpose of discussing negotiations strategies. Motion carried 6-0.

The meeting recessed at 9:26 p.m.; the Chair reconvened the meeting at 9:34 p.m.

OPEN PUBLIC MEETING: Foss moved, seconded by Hastad, to reopen the public meeting at 10:38 p.m. Motion carried 6-0.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 10:39 p.m.

_____

Carol Ladwig, Clerk

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

MEMBERS ABSENT: Mark Gustafson and Anton B. Hastad.

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 revised.

APPROVAL OF AGENDA: Foss moved, seconded by Thompson, to approve the agenda as revised. Motion carried 5-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: School Board member Stacey Foss reported that after serving eight years she would not seek re-election for a third term on the School Board.

CONSENT AGENDA: Ladwig moved, seconded by Erickson, to approve the following items on the Consent Agenda:

Agreement - Approve the student teacher agreement with Minnesota State University Moorhead for the 2001-2004 school years.

Contract - Approve the contract with Touch Love Center, Inc. for $38,750 for the 2001-2002 school year.

Grant - Accept the grant from the Department of Children, Families & Learning for Education for Homeless Children and Youth in the amount of $29,000. The funding will be used for social work services and a home school liaison.

New Employees

Michael Kieselbach - Social Teacher, Senior High, BA (2) $27,800.00, effective for the 2001-2002 school year. (Replace Brian Dinda)

Grady Carlson - Art Teacher, Senior High, BA (0) $25,870.00, effective for the 2001-2002 school year. (Replace Jay Raymond)

Craig Murie - Math Teacher, Senior High, BA+30 (7) $35,680.00, effective for the 2001-2002 school year. (Replace Mark Dufner)

Chad Olson - Social Teacher, Senior High, BA (1) $26,840.00, effective for the 2001-2002 school year. (Replace Sean Daly)

Diane Wicklund - Business Teacher, MA+45 (7), .786 FTE, $35,204.94, effective for the 2001-2002 school year. (Replace Monique Summers)

Doug Herman - Custodian, Senior High, A12 (2) $10.10 per hour, effective September 1, 2001. (Replace Wade Harless)

Cindy Perdue - Secretary, Community Education, A12 (1) $10.10 per hour, 6 hours daily, effective immediately. (Replace Lynette Hallman)

Amy Traut - COTA, District, B23 (0-2) $11.48 per hour, 6.5 hours daily, effective immediately. (Replace Vicky Nelson)

Rehire

Claudia Araujo - Spanish Immersion, Probstfield, BA (3) $28,770.00, effective for the 2001-2002 school year.

Resignations

Debbie Thielbar - Building Technician, Washington, effective September 17, 2001.

Shari Eggiman - Paraprofessional, Riverside, effective immediately.

Carrie Strand - Paraprofessional, Edison, effective immediately.

Jennifer Weleski - Paraprofessional, Junior High, effective immediately.

Carol Honcik - Paraprofessional, Probstfield, effective immediately.

Lonie Woltjer - Food Service, Junior High, effective immediately.

Medical Leave

Andrea Langlie - 6th Grade Teacher, Robert Asp, to begin August 27, 2001 until released by physician.

Lori Schroeder - Title I Teacher, Edison, to begin on or about September 21, 2001 for six weeks.

Change in Employment Contract

Lisa Seljevold - Fifth Grade Teacher, Riverside, to change from full-time to half-time for the 2001-2002 school year.

COMMITTEE REPORTS: Ladwig reported on the MSBA 2001 Summer Seminar held in Minneapolis.

SENIOR HIGH SOUND SYSTEM UPGRADE BID RECOMMENDATION: Ladwig moved, seconded by Thompson, to accept the bid received from Tricorne Audio, Inc. of Fargo, ND in the amount of $81,300 for the Senior High sound system upgrade project. Motion carried 5-0.

MOORHEAD SPORTS CENTER UTILITY BILL: Thompson moved, seconded by Erickson, to approve the payment of $110,521.57 to the City of Moorhead for the heating of school district space at the Moorhead Sports Center from January 1992 through April 2001. Motion carried 5-0.

MINNESOTA GRADUATION IMPLEMENTATION MANUAL: Ladwig moved, seconded by Foss, to approve the submission of the Implementation Manual Cover Sheet to the commissioner by September 1, 2001. The cover sheet states that all the policies and procedures regarding the Profile of Learning will remain the same for the 2001-2002 school year. Motion carried 5-0.

CLASS SIZE REDUCTION APPLICATION: Thompson moved, seconded by Ladwig, to approve the Federal Class Size Reduction application and submit to the Department of Children, Families and Learning for the 2001-2002 school year. Motion carried 5-0.

Ladwig moved, seconded by Thompson, to combine agenda items 8-23. Motion carried 5-0.

APPROVAL OF POLICIES: Thompson moved, seconded by Ladwig, to approve the following policies: Name and Legal Status of Moorhead Area Public Schools (AA); Mission Statement (ADA); School Board Legal Status (BB); School Board Officers (BDB); Open and Closed School Board Meetings (BE); School Board Meeting Agendas (BEDB); School Board Meeting Rules of Order (BEDD); School Board Meeting Minutes (BEDG); School District Public Hearings (BEE); School Board Policies (Development, Adoption, Implementation and Review) (BG); School Board Member Development (BIB); School District Administration (CA); School Superintendent (CB); District Fiscal Management (DA); Establishment, Adoption, & Modification of the District's Financial Annual Operation Plan (DB); and Moorhead School District Committees (BDF). Motion carried 5-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Cummings reported on an upcoming MSBA Fall Area meeting on September 12 in Pelican Rapids. Interested board members should contact Michelle. Cummings also reminded board members of the Wednesday, August 29 All-Staff Breakfast and Assembly at the Senior High School.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 8:48 p.m.

_____
Carol Ladwig, Clerk

MEMO #: I-02-036

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

SUBJECT: Dialog

DATE: September 4, 2001

The focus for Moorhead Community Education this year is education everywhere for everyone. Community Education Director, Lauri Winterfeldt-Shanks will discuss the current catalog and other Community Education programs

LAK/smw

MEMO #: I-02-038

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

SUBJECT: Staff Development Report

DATE: September 5, 2001

Attached is a copy of the staff development report for 2001-2002. Mary Jo Schmid will review the report with the board. This report needs board approval and submission to the Minnesota Department of Children, Families & Learning by September 15, 2001.

SUGGESTED RESOLUTION: Move to accept the 2001-2002 staff development report as presented and direct administration to forward a copy to the Minnesota Department of Children, Families & Learning.

LAK/smw
Attachment

Minnesota Department of Children, Families & Learning
Staff Development Coordinator
Minnesota Educational Effectiveness Program
1500 Highway 36 West
Roseville, MN 55113-4266

Italicized Corrections May 21, 2001

GENERAL INFORMATION AND INSTRUCTIONS: School districts using state staff development revenue under MS 126C.10 subdivision 2, and MS122A.61 must complete this form and submit it to your MEEP Regional Coordinator by September 14, 2001. *(Correction: This report should not be sent to CFL directly.)*

IDENTIFICATION INFORMATION:

District Name: Moorhead Public Schools District Number 152

Address: 810 4th Avenue South

City: Moorhead, MN 56560 Zip:

District Staff Development Chair: Mary Jo Schmid

STATEMENT OF ASSURANCES

On behalf of the school district identified above, we assure the Minnesota Department of Children, Families & Learning, that the district is in compliance with the stipulations for Staff Development allocations; ***two*** percent reserved revenue and any additional funding legislation related to the following:

1. Revenue Expenditures
2. Staff Development Planning
3. Staff development Outcomes

We hereby certify that the program information provided is compiled and accurate, that the district identified above will abide by the statement of assurances, and that records will be maintained at the district to verify program development, participation and expenditures.

Check one of the following boxes:

According to MS 122A.61 "a district may annually waive the requirement to reserve their basic revenue under this section if: (check one)

- ■ Does not apply
- ☐ A majority vote of the licensed teachers in the district and a majority vote of the school board agree to a resolution to waive the requirement.
- ☐ A district in statutory operating debt is exempt *from* reserving basic revenue according to this section."

Superintendent's Signature Date

Board of Education Chair Date

Mary Jo Schmid 9-5-01

District Staff Development Chair Date

DISTRICT LEVEL STAFF DEVELOPMENT: List priority goals for your district.

Big Picture of Staff Development Priorities: List broad areas of staff development activities implemented through June 30th. Staff development includes forms of job-embedded learning (peer coaching, study groups, action research, modeling and observations) as well as traditional workshop and conference staff development activities.

Goal or Priority District Student Performance Goals Include Legislative Priority Goals	**Baseline Data** Information that influenced the selection of the District Student Performance Goal	**Pertinent Information** Factors identified as likely to have influence on student performance	**Desired Result** What should participants know and be able to do as teacher learning and improved student performance?	**Staff Development** Activities that address the factors and will likely influence results. Include who was involved.	**Evidence of teacher learning and improved student performance** How do you know that the staff development has resulted in improved practice and student learning?
Staff Development will help staff ensure that all students learn and improve through the use of best practices in the field of education. Staff Development learning opportunities will focus on Best Practices. Legislative Priority 1 2 3 4 5 6 x x x x x x	Students need well defined, yet individualized, instruction. Students must be taught & assessed with using performance-based curriculum. Focusing instruction on the standard, implementing assessment tasks, documenting the process was the focus of sites.	Staff members were involved in projects to rewrite and reorganize current curriculum in order to meet Grad Standards. Staff worked in study groups to support efforts of implementation.	Student MCA scores remain stable.	Three inservice days were set aside for curriculum development in the area of Grad Standards. Incentive grants were awarded in the areas of best practices. Educational opportunities for staff were provided through a series of classes during August Academy and Winter Academy.	
Students will thrive in an educational setting in which all students are valued and supported Legislative Priority 1 2 3 4 5 6 x x	Moorhead has a diverse student population which includes at-risk students, children of diverse cultural backgrounds, and students with disabilities.	Continuous opportunities for staff to learn about and appreciate diverse student needs are necessary and need to be offered	Diversity will be accepted and celebrated. Students' individual needs are addressed.	Staff members were involved in the SEED Project, workshops on cultural diversity, and a study of Native Am. Students Lang. Development. Staff members also attended Justice Circles to study diversity concerns in the community.	Student individual needs are recognized and curriculum reflects inclusive activities. Cultural Diversity is recognized and celebrated. A district plan is being developed to ensure that diversity issues are addressed and recognized.

SITE LEVEL STAFF DEVELOPMENT: List priority goals for sites in your district.

Big Picture of Staff Development Priorities: List broad areas of staff development activities implemented through June 30th. Staff development includes forms of job-embedded learning (peer coaching, study groups, action research, modeling and observations) as well as traditional workshop and conference staff development activities.

Goal or Priority Site Student Performance Goals Include Legislative Priority Goals	**Baseline Data** Information that influenced the selection of the Site Student Performance Goal	**Pertinent Information** Factors identified as likely to have influence on student performance	**Desired Result** What should participants know and be able to do as teacher learning and improved student performance?	**Staff Development** Activities that address the factors and will likely influence results. Include who was involved.	**Evidence of teacher learning and improved student performance** How do you know that the staff development has resulted in improved practice and student learning?
Students are instructed in all areas of curriculum through the use of best practice methods. 1 2 3 4 5 6 x x	Students feel supported and valued as a result of staff being educated, supported and valued.	Positive staff-student interactions encouraged through an organized district effort. Students learn from enthusiastic staff in an inviting environment	A collaborative environment for staff fosters adult learning and ultimately the use of instructional methods which are best practices	All staff attended inservices: teachers, paras, cooks, custodians, bus drivers & administration. Staff Members worked in study groups to collaborate and support each other as they addressed specific student needs.	The use of best practices has become a district wide focus. Staff members were active participants in study groups and mentoring. Student test scores continue to remain constant or improve.
Student learning is facilitated and improved through organized reflection and collaboration. 1 2 3 4 5 6 x	New and experienced staff more effectively serves students. Staff members collaborate in a collegial coaching setting which encourages ongoing dialogue and adult learning	All staff members are encouraged to be lifelong learners. Staff members are better able to meet student needs through increased communication, collaborative examination of student work, and discussion of instructional alternatives.	Students receive instruction in a variety of ways to meet learner needs.	Classroom teachers met in study groups to learn more about worksampling, assessment, cross discipline instruction, middle school philosophy, cultural diversity, and classroom management techniques.	Staff members are better able to meet the changing needs of students through a variety of instructional methods. Study groups will be used as a district-wide approach to staff development.

Incentive Grants 2000 - 2001
Criteria For Selection

I. Incentive Grants

Incentive Grants are funds provided through the ISD 152 Staff Development Committee. These grants are made available to staff members who are interested in furthering their own understanding of instructional best practices and further developing the implementation of the practice. Staff members who receive an incentive grant are encouraged to explore techniques and practices that will help themselves and their colleagues better meet the needs of our students. Recipients of the grants are expected to present their work to other staff members.

II. The Grant must meet one of the goals established by the State.

1. improving student achievement on state and local education standards in all areas of the curriculum by using best practices methods;

2. effectively meeting the needs of a diverse student population, including at -risk children, children with disabilities, and gifted children, within the regular classroom and other settings;

3. providing an inclusive curriculum for a racially. ethnically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan;

4. improving staff collaboration and developing mentoring and peer coaching programs for teachers new to the school or the district;

5. effectively teaching and modeling violence prevention policy and curriculum that addresses early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution; and

6. providing teachers and other members of site-based management teams with appropriate management and financial management skills.

II. Additional Guidelines

1. Grants are to be used to expand existing programs or to create programs to enhance student success.
2. Grants are to be used to train current staff and cannot be used to add staff.
3. Grants may not be used to purchase equipment.
4. Grants may be used to support new learning, research, and implementation of best educational practices.

III. Selection Committee Guidelines

A selection committee made up of teachers and administrators, who are members of the Staff Development Committee, will determine final recipients of the grant. The Selection Committee will ask the following questions of each proposal.

1. Does the grant address District Goals and the Goals of the Staff Development Committee?
2. Is the proposal clear?
3. Are the benefits to staff and students identified and measurable? Will greater student learning result from the grant?
4. Is there a process for sharing these benefits developed? Is the grant author willing to present to others?
5. How will students and staff be impacted?
6. Does the grant provide for new learning for staff members ?
7. Is this a request that supports new research of educational concepts and best practices?

BUSINESS SERVICES MEMO#: B.02.029

To: Dr. Larry P. Nybladh

From: Mark Weston MW

Date: September 4, 2001

RE: Clay County Social Services – Purchase of Service Agreement

The enclosed agreement provides for assistance from Clay County Social Services to support the Early Intervention Services Program provided by the Moorhead Public Schools.

As you may recall, Lakes Country Service Cooperative (LCSC) had operated the program until this current school year. The LCSC used the revenue to defray expenses of the program to the Moorhead and Dilworth/Glyndon/Felton (DGF) School Districts. The proration of funds have been made with Moorhead Schools receiving 80% of the funds and DGF schools receiving the remaining 20%.

I have been notified by the Clay County Commissioners that they have not budgeted any dollars for the support of the EIS program in their 2002 budget. They have been very supportive of this program, but due to their own budgetary constraints have been forced to reduce expenditures where possible.

Suggested Resolution: Move to approve Clay County Social Services' Purchase Of Service Agreement for the 2001 calendar year, with 20% of the funds being forwarded to the Dilworth/Glyndon/Felton school district upon receipt from Clay County.

MLW/krm

CLAY COUNTY SOCIAL SERVICES
PURCHASE OF SERVICE AGREEMENT

The **Clay County Social Service Center, 715 North 11th Street, Suite 502, Moorhead, MN 56560,** hereafter referred to as the Agency, and **Moorhead Public Schools Early Intervention Services, 810 4th Avenue South, Moorhead MN 56560,** hereafter referred to as the Contractor, enter into this agreement for the period from **January 1, 2001 to December 31, 2001.**

WITNESSETH

WHEREAS, the Contractor is an approved vendor according to published county criteria or certificated by the **Clay County Board of Commissioners** to provide **Early Intervention Services for children 0-5 years of age who are at risk/handicapped**; and

WHEREAS, the Agency, pursuant to Minnesota Statutes, section 373.01, 373.02, and 256E.08 wishes to purchase such program services from the Contractor; and

WHEREAS, the Contractor represents that it is duly qualified and willing to perform such services;

NOW, THEREFORE, in consideration of the mutual understandings and agreements set forth, the Agency and Contractor agree as follows:

1. **Contractors Duties**

   a. As specified in Minnesota Statutes 256E (Community Social Services Act), and the **2000-2001** Biennial Community Social Services Plan and the attached exhibits, the Agency agrees to purchase and the Contractor agrees to furnish the following:

      1) Early Intervention for Children 0-5 years of age who are at risk/handicapped.

   b. Pursuant to Exhibit A, attached hereto and incorporated by reference, the Contractor agrees to provide:

      2) An explicit description of the services to be provided;

      3) An exposition of the staffing including job descriptions and professional qualifications of personnel;

      4) An organization chart;

      5) The number of program participants;

6) Program content; and

7) Program budget.

c. The Contractor must, within 10 days, notify the Agency in writing whenever it is unable to, or going to be unable to, provide the required quality or quantity of Purchased Services. Upon such notification, the Agency must determine whether such inability will require modification or cancellation of said contract.

2. **Cost and Delivery of Purchased Services**

a. The total amount to be paid for such Purchased Services must not exceed $24,375.00.

b. The Contractor certifies that the services to be provided under this agreement are not otherwise available without cost to eligible clients. The Contractor further certifies that payment claims for Purchased Services will be in accordance with rates of payment which do not exceed amounts reasonable and necessary to assure quality of service. The Contractor further certifies that rates of payment do not reflect any administrative or program costs assignable to private pay or third-party pay service recipients.

c. Purchased services will be provided at _____.

3. **Eligibility for Services**

The parties understand and agree that the eligibility of the client to receive the Purchased Services is to be determined in accordance with eligibility criteria established by the Agency Community Social Services Plan.

The parties understand and agree that the Agency must determine preliminary and final client eligibility, or

The parties understand and agree that when the Contractor has been delegated to make the preliminary determination of the client's eligibility for purchased services, the Contractor must complete and send to the Agency, within five working days of the date of application, an Application for Social Services. The Agency will, within five calendar days of the receipt of the application, certify in writing to the Contractor the recipient's eligibility for purchased social services, and prescribe the amount, disposition, and method of collection of any fees for said purchased services.

a. It is understood and agreed by the parties that, when applicable, fees will be charged and collected in accordance with fee policy and schedules adopted by the County Board of Commissioners in accordance with Minnesota Statutes, section 256E.08,

subd. 6.

b. The Contractor must not charge any program or service fee to social services eligible clients except in accordance with a. above.

c. When the Agency has determined that the client is no longer eligible to receive purchased services or that services are no longer needed or appropriate, the Agency must notify the Contractor within 5 days of the determination. The Agency must notify the client of proposed termination of services in writing at least 10 days prior to the proposed agency action, and of the client's right to appeal this proposed agency action.

d. The Contractor must notify the Agency and the client in writing whenever the Contractor proposes to discharge or terminate service(s) to a client. The notice must be sent at least 30 days prior to the proposed date of discharge or termination, and must include the specific grounds for discharge or termination of service(s). The Contractor must not discharge or terminate services to a client prior to the proposed date unless delay would seriously endanger the health, safety, or well-being of other residents or service recipients

e. The Contractor must establish written procedures for discharging a client or terminating services to a client. The written procedures must include uniform criteria for terminating services to a client and the process that is followed to accomplish this, including notification to the client. The written procedures must be sent to Clay County Social Services.

4. **Individual Service Plan**

The parties understand and agree that all services provided to eligible recipients under the terms of this contract must be in accordance with the individual service plan developed with the individual client.

Performance of the Contractor will be monitored in accordance with client outcomes, goals, and indicators as specified in the Individual Service Plan (ISP).

The Agency may delegate the development of Individual Service Plans to the Contractor. If the responsibility is being delegated, the Agency must ensure the development of the ISPs.

5. **Payment for Purchased Services**

a. Certification of expenditures: The Contractor must, within fifteen working days following the last day of each calendar month, submit a standard invoice for social services purchased to **Clay County Social Services.** The invoice must show: (1)

total program and administrative expenditures for the month; and (2) an itemized account of each social services eligible individual, identifying service(s) provided, number of units and cost per unit, including administrative costs allocated to the provision of purchased services to eligible clients.

b. Payment: The Agency must, within 30 days of the date of receipt of the Invoice, make payment to the Contractor for all eligible clients identified on the invoice.

6. **Audit and Record Disclosures**

The Contractor must:

a. On an as needed basis and at the request of the Agency, Contractor will send financial, statistical and social services reports to the Agency.

b. Allow personnel of the Agency, the Minnesota Department of Human Services, and the U.S. Department of Health and Human Services, access to the Contractor's facility and records at reasonable hours to exercise their responsibility to monitor purchased services.

c. If the collection of social service fees is delegated to the Contractor, the Contractor must provide the Agency with information about fees collected and the fee sources.

d. Maintain all records pertaining to the contract at contractor's location for four years for audit purposes.

e. Comply with policies of the Minnesota Department of Human Services regarding social services recording and monitoring procedures, as defined and described in Department of Human Services rules and manuals.

7. **Safeguard of Client Information**

The use of disclosure by any party of information concerning an eligible client in violation of any rule of confidentiality provided for in Minnesota Statutes, Chapter 13, or for any purpose not directly connected with the Agency's or Contractor's responsibility with respect to the Purchased Services hereunder is prohibited except on written consent of such eligible client, the client's attorney, or the client's responsible parent or guardian.

8. **Equal Employment Opportunity and Civil Rights and Nondiscrimination**

(When applicable) the Contractor agrees to comply with the Civil Rights Act of 1964, Title VII (42USC2000e); including Executive Order No. 11246, and Title VI (42 USC 2000d); and the Rehabilitation Act of 1973, as amended by Section 504;

(When applicable) the Contractor certifies that it has received a certificate of compliance from the Commissioner of Human Rights pursuant to Minnesota Statutes, section 363.073 (1998). This section only applies if the grant is for more than $100,000 and the Contractor has employed forty or more full-time employees within the State of Minnesota on a single working day during the previous 12 months.

9. **Fair Hearing and Grievance Procedures**

The Agency agrees to provide for a fair hearing and grievance procedure in conformance with Minnesota Statues, section 256.045, and in conjunction with fair hearing and grievance procedures established by Department of Human Services administrative rules.

10. **Bonding, Indemnity, Insurance, and Audit Clause**

a. Bonding: The Contractor must obtain and maintain at all times during the term of this agreement, a fidelity bond covering the activity of its personnel authorized to receive or distribute monies. Such bond must be equal to the total amount of the contract.

b. Indemnify: The Contractor agrees that it will at all times indemnify and hold harmless the Agency from any and all liability, loss, damages, costs or expenses which may be claimed against the Agency or Contractor:

1) By reason of any service client's suffering personal injury, death, or property loss or damages either while participating in or receiving from the Contractor the care and services to be furnished by the Contractor under this agreement, or while on premises owned, leased or operated by the Contractor, or while being transported to or from said premises in any vehicle owned, operated, chartered or otherwise contracted for by the Contractor or Contractor's assigns; or

2) By reason of any service client's causing injury to, or damage to, the property of another person during any time when the Contractor or Contractor's assigns, or employee thereof has undertaken or is furnishing the care and service called for under this agreement.

c. Insurance: The Contractor further agrees, in order to protect itself and the Agency under the indemnify provisions set forth above, to at all times during the term of this contract, have and keep in force a liability insurance policy in the amount of $300,000 for bodily injury or property damage to any one person and $1,000,000 for total injuries or damages arising from any one incident.

d. Audit: (when applicable) The Contractor agrees that within 60 days of the close of its fiscal year an audit will be conducted by a Certified Public Accounting Firm

which will meet the requirements of the Single Audit Act Amendments of 1996, P.L. 104:156 and Office of Management and Budget, Circular No. A-133. After completion of the audit, a copy of the audit report must be filed with the Agency.

11. **Contractor Debarment, Suspension and Responsibility Certification**

Federal Regulation 45 CFR 92.35 prohibits the State/Agency from purchasing goods or services with federal money from vendors who have been suspended or debarred by the federal government. Similarly, Minnesota Statutes, Section 16C.03, subd. 2 provides the Commissioner of Administration with the authority to debar and suspend vendors who seek to contract with the State/Agency. Vendors may be suspended or debarred when it is determined, through a duly authorized hearing process, that they have abused the public trust in a serious manner.

By Signing This Contract, The Contractor Certifies That It and Its Principals* And Employees:

a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from transacting business by or with any federal, state or local governmental department or agency; and

b. Have not within a three-year period preceding this contract: 1) been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction or contract; 2) violated any federal or state antitrust statutes; or 3) committed embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property; and

c. Are not presently indicted or otherwise criminally or civilly charged by a governmental entity for: 1) commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction; 2) violating any federal or state antitrust statutes; or 3) committing embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property; and

d. Are not aware of any information and possess no knowledge that any subcontractor(s) that will perform work pursuant to this contract are in violation of any of the certifications set forth above.

e. Shall immediately give written notice to the Contracting Officer should Contractor come under investigation for allegations of fraud or a criminal offense in connection with obtaining, or performing: a public (federal, state or local government) transaction; violating any federal or state antitrust statutes; or committing

embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property.

* "Principals" for the purpose of this certification means officers; directors; owners; partners; and persons having primary management or supervisory responsibilities within a business entity (e.g. general manager; plant manager; head of a subsidiary, division, or business segment and similar positions).

Directions for On Line Access to Excluded Providers To ensure compliance with this regulation, identification of excluded entities and individuals can be found on the Office of Inspector General (OIG) website at www.dhhs.gov/progorg/oig/. If you do not have access to the website, and/or need the information in an alternative format, contact: Clay County Social Services at 218-299-5200.

12. **Conditions of the Parties' Obligations**

a. It is understood and agreed that in the event the reimbursement to the Agency from State and Federal sources is not obtained and continued at a level sufficient to allow for the purchase of the indicated quantity of Purchased Services, the obligations of each party hereunder must thereupon be terminated.

b. This agreement may be canceled by either party at any time, with or without cause, upon 30 days' notice, in writing, delivered by mail or in person.

c. Before the termination date specified in Section 1 of this agreement, the Agency may evaluate the performance of the Contractor in regard to terms of this agreement to determine whether such performance merits renewal of this agreement.

d. Any alterations, variations, modifications, or waivers of provisions of this agreement must be valid only when they have been reduced to writing, duly signed, and attached to the original of this agreement.

e. No claim for services furnished by the Contractor not specifically provided in the agreement will be allowed by the Agency, nor must the Contractor do any work or furnish any material not covered by the agreement, unless this is approved in writing by the Agency. Such approval must be considered to be a modification of the agreement.

f. In the event that there is a revision of Federal regulations which might make this agreement ineligible for Federal financial participation, all parties will review the agreement and renegotiate those items necessary to bring the agreement into compliance with the new Federal regulations.

13. **Subcontracting**

a. The Contractor agrees not to enter into subcontracts for any of the work contemplated under this contract without written approval of the Agency.

b. All subcontractors must be subject to and must meet all of the requirements of this contract.

c. The Contractors must ensure that any and all subcontracts to provide services under this contract must contain the following language:

The subcontractor acknowledges and agrees that the Minnesota Department of Human Services is a third-party beneficiary, and as a third-party beneficiary, is an affected party under this contract. The subcontractor specifically acknowledges and agrees that the Minnesota Department of Human Services has standing to and may take any appropriate administrative action or may sue the provider for any appropriate relief in law or equity, including but not limited to recision, damages, or specific performance, of all or any part of the contract. Minnesota Department of Human Services is entitled to and may recover from the provider reasonable attorney's fees, costs, and disbursements associated with any action taken under this paragraph that is successfully maintained. This provision must not be construed to limit the rights of any party to the contract or any other third-party beneficiary, nor must it be construed as a waiver of immunity under the Eleventh Amendment to the United States Constitution or any other waiver or immunity.

d. The Contractor agrees to be responsible for the performance of any subcontractor to ensure compliance to the subcontract and Minnesota Rules, part 9525.1870, subpart 3.

14. **Noncompliance**

a. If the Contractor fails to comply with the provisions of this contract, the Agency may seek any available legal remedy.

b. Either party must notify the other party within 30 days when a party has reasonable grounds to believe that this contract has been or will be breached in a material manner. The party receiving such notification must have 30 days, or any other such period of time as mutually agreed to by the parties, to cure the breach or anticipatory

breach.

15. **Miscellaneous**

The Contractor acknowledges and agrees that the Minnesota Department of Human Services is a third-party beneficiary, and as third-party beneficiary, is an affected party under this agreement. The Contractor specifically acknowledges and agrees that the Minnesota Department of Human Services has standing to and may take any appropriate administrative action or may sue the Contractor for any appropriate relief in law or performance of all or any part of the agreement between the County Social Service Board and the Contractor. The Contractor specifically acknowledges that the County Social Service Board and the Minnesota Department of Human Services are entitled to and may recover from the Contractor reasonable attorney's fees and costs and disbursements associated with any action taken under this paragraph that is successfully maintained. This provision must not be construed to limit the rights of any party to the agreement of any other third-party beneficiary, nor must it be construed as a waiver of immunity under the Eleventh Amendment to the United States Constitution or any other waiver of immunity.

16. **Entire Agreement**

It is understood and agreed that the entire contract of the parties is contained herein and this contract supersedes all oral agreements and negotiations between the parties relating to the subject matter thereof.

APPROVED AS TO FORM AND EXECUTION

Dated: _____, 2001 _____
(Clay County Attorney)

Dated: _____, 2001 _____
(Director, Clay County Social Services)

Dated: _____, 2001 _____
(Chairperson, Clay County Board of Commissioners)

Dated: _____, 2001 _____
(Chairperson of Board of Contractor)

Dated: _____, 2001 _____
(Director of Contracting Agency)

MEMO #: I-02-037

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

SUBJECT: Opening of School

DATE: September 5, 2001

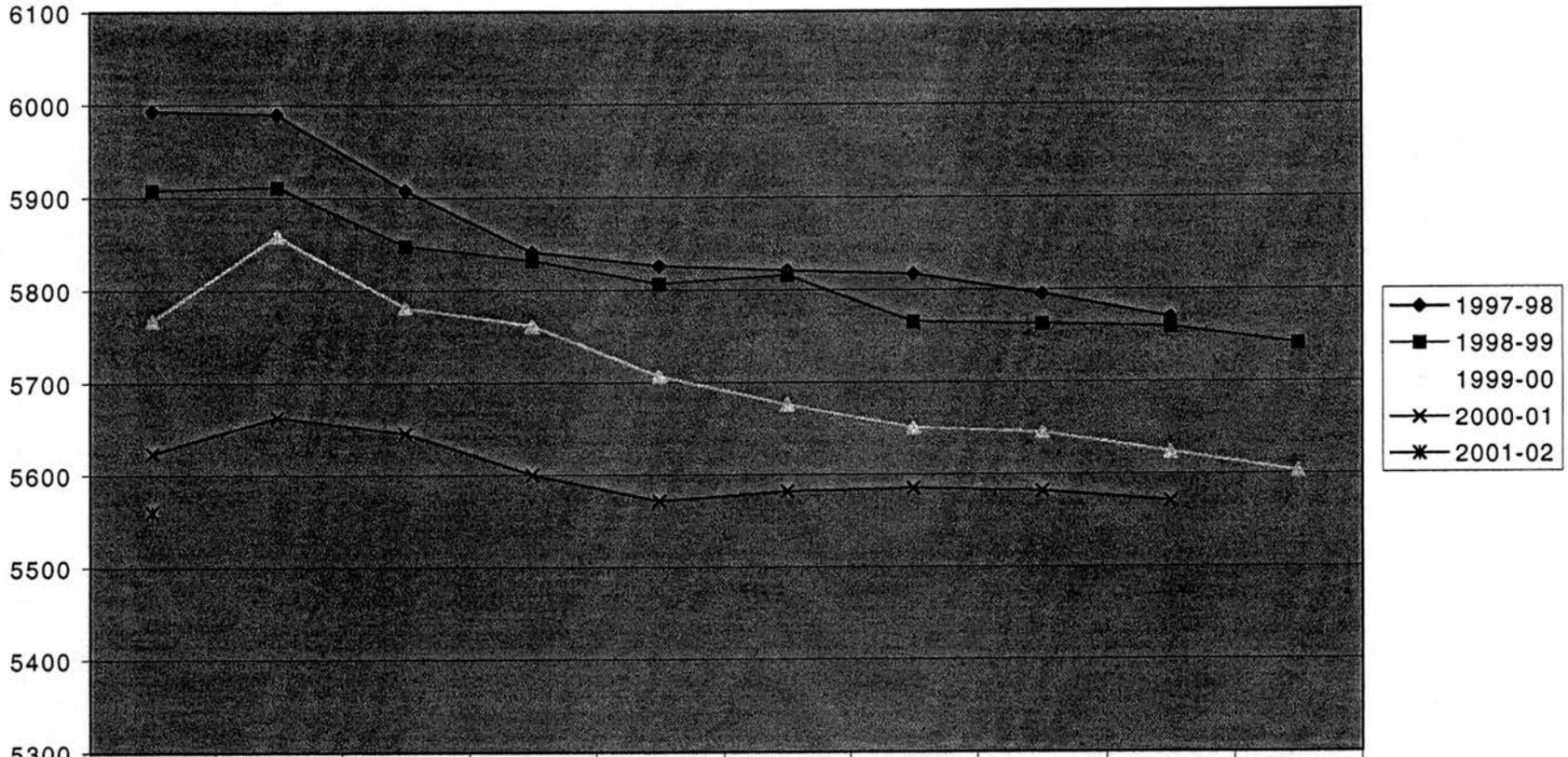
Attached is a copy of the opening day enrollment figures from September 4, 2001. This information, along with a comparison of projected figures and a graph of the past three years monthly enrollment figures, will be reviewed.

LAK/smw
Attachment

Enrollment 2001-2002 Opening Day

	Actual	Projected	Variance	2000	Variance
Kindergarten	381	360	21	417	-36
Grade 1	411	404	7	355	56
Grade 2	368	356	12	406	-38
Grade 3	411	397	14	440	-29
Grade 4	433	433	0	395	38
Self Contained, Alternative Ed	11		11	12	-1
Grade 5	397	386	11	466	-69
Grade 6	448	449	-1	440	8
Grade 7	445	450	-5	424	21
Grade 8	417	424	-7	432	-15
Self Contained, Alternative Ed	23		23	24	-1
Grade 9	436	466	-30	430	6
Grade 10	429	470	-41	431	-2
Grade 11	442	466	-24	425	17
Grade 12	429	412	17	412	17
Self Contained, Alternative Ed	78		78	113	-35
Total K-12	5559	5473	86	5622	-63
Early Childhood Special Ed.	104		104	60	44
Total Pre K-12	5663			5682	
Opening Enrollment by Building					
	Actual	**Projected**	**Variance**	**2000**	**Variance**
Edison	586	585	1	543	43
Probstfield	675	641	34	645	30
Riverside	325	342	-17	362	-37
Washington	625	603	22	592	33
Robert Asp	649	632	17	789	-140
Junior High	862	830	32	856	6
Senior High	1736	1725	11	1725	11
RRALC/Alt.	101	115	-14	110	-9
Total K-12	5559	5473	86	5622	-63
Early Childhood Special Ed.	104			93	
Total Pre K - 12	5663			5715	

Monthly Enrollment



	Sept.	October	November	December	January	February	March	April	May	June
1997-98	5993	5990	5907	5841	5826	5821	5817	5795	5769	
1998-99	5907	5911	5848	5832	5807	5816	5765	5762	5759	5740
1999-00	5767	5859	5781	5761	5706	5675	5650	5644	5623	5602
2000-01	5622	5662	5644	5599	5571	5581	5584	5581	5570	
2001-02	5559									

MOORHEAD PUBLIC SCHOOLS
09-04-01

Target	20	21	25	27	29	29	30		
SCHOOL BUILDING	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Self	TOTAL
	24 24	25 25	22 22	27 26	28 28	29 27			
	24 24	25 25	23 22	27 25	27 29	28			*529*
EDISON	**96**	**100**	**89**	**105**	**112**	**84**			586
	21 19	23 21 21	24 21	31 31	30 30				
	20 19	20 20	22 22	30 30	30 30				
	19								
Immersion	20 22	21 19	16 18	25					*640*
PROBSTFIELD	**140**	**145**	**123**	**147**	**120**				675
	23	23 20	24 24	24 20	23 20	23 27			
	20				21				
Multi Age		11	11						*370*
RIVERSIDE	**43**	**54**	**59**	**44**	**64**	**50**		11	325
	20 20	24 24	24 23	29 29	27 27	31 31			
full day	22	24 12	10	29 28	27 27				
Multi Age	20 20	9	14		29				
Multi Age		9	13						
Multi Age		10	13						*583*
WASHINGTON	**102**	**112**	**97**	**115**	**137**	**62**			625
Average class	20.8	20.2	22.6	28.3	28.3	28.4	27.3		*768*
ROBERT ASP						**201**	**448**		649
RRALC									
TOTAL BY									*2896*
GRADE	**381**	**411**	**368**	**411**	**433**	**397**	**448**	**11**	2860
ELEMENTARY PRESCHOOL									104

TOTAL ELEMENTARY (INCLUDING PRESCHOOL AND SPECIAL EDUCATION)

	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12					
MOORHEAD											*829*
JUNIOR HIGH	**445**	**417**									862
MOORHEAD											*1684*
SENIOR HIGH			**436**	**429**	**442**	**429**					1736
RRALC	9	7	17	15	12	10					70
OUTREACH	2	4	2	2	2	0					12
DET/SHELTER	1	0	4	0	9	5					19
TOTAL KINDERGARTEN THROUGH GRADE 12 (INCLUDING SPECIAL ED)											*5568* 5559
TOTAL PRESCHOOL THROUGH GRADE 12 (INCLUDING SPECIAL ED)											5663

SPECIAL EDUCATION CHILD COUNT

Numbers in italics in column indicate May 01, 2001 totals.

Self = Self Contained

SEP 4 2001

BUSINESS SERVICES MEMO#: B.02.028

To: Dr. Larry P. Nybladh

From: Mark Weston MW

Date: September 4, 2001

RE: Variable Speed Drives & Controller Upgrade

As was indicated in the 2001-02 Annual Operating Plan, the Moorhead School District went out for bids for temperature control upgrades at the senior high school. The bid opening will be on Thursday, September 6 at 2:00 p.m. in room 266 at Townsite Center. It is my intention to bring a suggested resolution regarding the awarding of this project at the regularly scheduled school board meeting on September 10, 2001. Please contact me should you require further information.

MLW/krm

S-MY-B05
Sep 12, 2001

INDEPENDENT SCHOOL DISTRICT #152

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

September 12, 2001
5:00 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 _____

2. **SCHOOL BOARD ELECTION RESOLUTION**: Nybladh
   Resolution will be distributed at the meeting.

   Suggested Resolution: Move to approve the Resolution Relating to the Election of School Board Members and Calling the School District General Election resolution as presented.

   Moved by _____ Seconded by _____
   Comments _____

3. **SCHOOL BOARD ELECTION NOTICE**: Nybladh
   Notice will be distributed at the meeting.

   Suggested Resolution: Move to approve the Notice of General Election as presented.

   Moved by _____ Seconded by _____
   Comments _____

4. **EXCESS LEVY REFERENDUM**: Nybladh

5. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

6. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Last Day to File Affidavits of Withdrawal of Candidacy	September 13	5 p.m.	
District Care Team	September 17	3 pm	Board Room
Policy Review Committee	September 17	7-8:30 pm	Board Room
Com Ed Adv Council	September 18	7 pm	Board Room
Back to School Open House	September 19	12:30-3 pm	RRALC
Instr and Curr Adv Com	September 20	7-8:30 am	Board Room
Supt's Advisory Council	September 20	7-8:30 pm	Board Room
School Board	September 24	7 pm	Board Room
School Board	October 8	7 pm	Board Room
Policy Review Committee	October 15	7 pm	Board Room
District Care Team	October 16	3 pm	Board Room
Com Ed Adv Council	October 16	7 pm	Board Room
K-12 Staff Development Day	October 17		
Supt's Advisory Council	October 18	7 pm	Board Room
Education Minnesota	October 18-19		
School Board	October 22	7 pm	Board Room
Instr and Curr Adv Com	October 25	7 am	Board Room
End of First Quarter	November 2		
ITBS Testing (Elem)	November 5-9		
General Election	November 6		
District Care Team	November 12	3 pm	Board Room
School Board	November 12	7 pm	Board Room
Instr and Curr Adv Com	November 15	7-8:30 am	Board Room
Supt's Advisory Council	November 15	7 pm	Board Room
Kindergarten P/T Conf (day)	November 16, 19		
K-12 P/T Conferences	November 19-20		
Com Ed Adv Council	November 20	7 pm	Board Room
School Board	November 26	7 pm	Board Room

S-M9-B05
Sept. 24, 2001

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South

September 24, 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

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 5-13

B. BUSINESS SERVICE MATTERS - Weston
   (1) Approval of Lease - Page 14
   (2) Approval of Agreement - Pages 15-18

C. HUMAN RESOURCE MATTERS- Nielsen
   (1) Approval of Leave of Absence - Page 19
   (2) Approval of New Employees - Page 20
   (3) Acceptance of Resignations - Page 21
   (4) Approval of Termination - Page 21.5

D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____
Comments _____

3. **COMMITTEE REPORTS**

4. **SALE OF SCHOOL DISTRICT PROPERTY**: Weston
Pages 22-25

Suggested Resolution: Move to approve the sale of land as described in the attached quit claim deed to the City of Moorhead for a total cost of $4,400.00. All costs associated with this sale are to be paid by the City of Moorhead.

Moved by _____ Seconded by _____
Comments _____

5. **2000-2001 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT PERFORMANCE**: Kovash
Pages 26-34

Suggested Resolution: Move to direct administration to print the final copy of the 2000-2001 Annual Report on Curriculum, Instruction and Student Performance and send to the Minnesota Department of Children, Families and Learning by October 15, 2001.

Moved by _____ Seconded by _____
Comments _____

6. **PROPOSED LEVY FOR 2001 PAYABLE 2002**: Weston
Pages 35-36

Suggested Resolution: Move to certify the "maximum" for the 2001 payable 2002 proposed levy.

Moved by _____ Seconded by _____
Comments _____

7. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

8. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Community Task Force Convocation	September 27	7 pm	SH Auditorium
School Board	October 8	7 pm	Board Room
Policy Review Committee	October 15	7 pm	Board Room
District Care Team	October 16	3 pm	Board Room
Com Ed Adv Council	October 16	7 pm	Board Room
K-12 Staff Development Day	October 17		
Supt's Advisory Council	October 18	7 pm	Board Room
Education Minnesota	October 18-19		
School Board	October 22	7 pm	Board Room
Schl Board Candidate Forum	October 23	7 pm	NW Tech - Auditor
Instr and Curr Adv Com	October 25	7 am	Board Room
End of First Quarter	November 2		
ITBS Testing (Elem)	November 5-9		
General Election	November 6		
District Care Team	November 12	3 pm	Board Room
School Board	November 12	7 pm	Board Room
Instr and Curr Adv Com	November 15	7-8:30 am	Board Room
Supt's Advisory Council	November 15	7 pm	Board Room
Kindergarten P/T Conf (day)	November 16, 19		
K-12 P/T Conferences	November 19-20		
Com Ed Adv Council	November 20	7 pm	Board Room
School Board	November 26	7 pm	Board Room

MEMO #: I-02-052

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

SUBJECT: Migrant Education Grant Award

DATE: September 18, 2001

The District's application for Migrant Education funds has been approved for $62,622.00, an addition of $9,802.01 over the amount requested.

The attached letter and budget reflects the increased funding. The funding will provide summer hours for home and school communication and services.

SUGGESTED RESOLUTION: Move to accept the Migrant Education grant award of $62,622.00 for the 2001-2002 school year.

LAK/smw
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

August 31, 2001

Jan Bourdon
Migrant Education Program
Learner Options Division
MN Dept. of Children, Families & Learning

Dear Jan,

As requested, I would like to propose an additional need and project description for adding summer hours to an existing employee's contract.

Need: Moorhead Area Schools need to develop formal links between the Migrant School Year Program and Migrant Summer School and other community resources and educational opportunities to better provide a continuum and continuity of services for Migrant youth and their families.

Project Description: Existing in the grant is the provision for a 210 day migrant liaison, Chris Rositas, who will provide the organizational and family linkages between the School Year Migrant program and the Migrant Summer School. Her focus will be on children who have completed Kindergarten through 6th grade. To stretch her days funded by the Migrant grant, she will also be employed by EXCEL Summer School, a Title I supported program, so that linkages between the Migrant Summer School, EXCEL and families are fluid. During the school year, Chris has not had the time to extend her services much beyond the elementary level. The additional liaison, who will work 183 days, will also work during the school year much like Chris but expand efforts at the Jr. and Sr. High. These two positions have already been approved by the grant readers in the previously submitted grant proposal. Although the position will be posted as an opening, the person interested in the job and in whom we are interested would be paid $15.41 per hour rather than $12.87 as originally submitted. (There was a mistake in the nonaligned salary listing that I didn't know about until yesterday). I apologize for the unexpected change in rate per hour as written in the original application.

The additional 35 day liaison position is the focus of this letter. Frank Garcia is already employed at the Sr. High as a Student Resource person. With his involvement at the Sr. High, he will be an excellent resource and contact for the new liaison since he will be working with truancy prevention and student resources. With an additional 35 days during the summer, he will work on linking migrant youth who have completed 7th - 11th grades with extended school year activities and opportunities, such as, summer school for learners who have not passed the MN Basic Standards test, Adult Basic Education, and other tutoring options and community supports.

Goal: The additional 35 day liaison position will work to achieve Goal 4 - ....The average number of Migrant learners continuing in school will increase from an average of **6.7** to an average of **10**. The objectives and project activities described seem appropriate for the

additional liaison's efforts.

As we talked on the phone, this additional liaison time reflects an expanded effort to focus on Migrant youth in Jr. and Sr. High. I hope that the above narrative conveys a justification for the expanded services.

Thank you for your support. Please let me know if you have any questions or comments about the revised application.

Sincerely,

Sarah King

Sarah King
Program Manager for Learner Support Services

Children, Families & Learning	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): # 0152, #____, #____, #____				
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:	FUNDS REQUESTED	PROJECT DURATION	NUMBER SERVED
[X] Initial Application	revised 4-7-01 Initial: $ ~~52,819.89~~ 62,621.90	Beginning Date of Project: July 1, 2001	80 days or less 46
[ ] Addendum to Project Application	Addendum: $	Ending Date of Project: June 30, 2002	More than 80 days 153

LOCAL BOARD OF EDUCATION ACTION

The Local Board of Education of this school district, at a meeting held on July 16, 2001, 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 01. 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, Sarah King was also approved as Contact Person.

Lynne Kovash
Signature of LEA Representative

June 29, 2001
Date

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.)

- [X] 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 Rositas	Robert Asp	(218)284-6300	crositas@moorhead.k12.mn.us
TBD		( )	
Frank Garcia	Sr. High	(218)284-2317	fgarcia@moorhead.k12.mn.u
		( )	
		( )	
		( )	
MARSS CLERK	**BUILDING LOCATION (Address)**	**TELEPHONE NUMBER**	**E-MAIL ADDRESS**
Pam Hancock	810 - 4th Ave. S.	(218)284-3341	phancock@moorhead.k12.mn.us

ED-02082-08
Page 10

BUDGET BREAKDOWN – SALARIED PERSONNEL

In the table below, provide the requested information for ALL salaried personnel. Do NOT include any contracted personnel. List staff separately and total all salaries at the bottom of the column.

OBJECT CODE	POSITION TITLE	HOURLY RATE	HOURS PER DAY	DAILY RATE	NUMBER OF DAYS	TOTAL SALARY
185	Liaison	$12.41	8	$ 99.28	210	$20,848.80
185	Liaison	15.41	8	123.28	183	22,560.24
185	Liaison	18.54	8	148.32	35	5,191.20

BUDGET BREAKDOWN (Continued)

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 210 days 1 liaison 183 days 1 liaison 35 days	$48,600.24	$	$	$	$ 48,600.24
200 Fringe Benefits	Health, Life PERA FICA Worker's Comp.	9,624.16				9,624.16
366/368 Staff Travel	5500 @.345 per 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	500.00				500.00
TOTAL EXPENDITURES		$62,621.90	$	$	$	$ 62,621.90

ED-02082-08
Page 12

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	48,600.24		
200	All Fringe Benefits	9,624.16		
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			
401	Parent Involvement (insert appropriate codes)	300.00		
430	Student Activities (insert appropriate codes)	800.00		
	Other (Specify and insert appropriate codes)			
	SUBTOTAL			
555	Technology Equipment			
895	Indirect Cost _____ %			
	GRAND TOTAL	$62,621.90	$	$

RE: Migrant grant approval

Hi Sarah, Please note that the School Year Migrant Application in the amount of $62,622.00 is approved by the CFL Migrant Division. We cannot enter our EDRS system as the system has been down for a week. Please contact me at 651-582-8236 if you need further assistance. As soon as we can enter the application budget we will mail a hard copy to your District. Thank you Sarah for your assistance and your leadership to provide quality opportunities to our Migrant children. Jan

-----Original Message-----
From: Sarah King [mailto:sking@moorhead.k12.mn.us]
Sent: Monday, September 10, 2001 6:06 PM
To: Jan.Bourdon@state.mn.us
Cc: LYNNE KOVASH; JILL SKARVOLD
Subject: Migrant grant approval

Hi Jan,
In talking with Lynne Kovash, Assistant Superintendent, we are not able to move on any position posting until the School Board has acknowledgment that the grant has been approved. Could you send me an e-mail (Lynne said that would suffice until the official approval comes) saying that the grant application has been approved for the amount of $62,621.90?
Thanks,
--
Sarah
sking@moorhead.k12.mn.us

BUSINESS SERVICES MEMO#: B.02.035

To: Dr. Larry P. Nybladh

From: Mark Weston MW

Date: September 17, 2001

RE: Townsite Lease - TransEm

TransEm would like to renew their lease at the Townsite Centre. The lease will be for a twelve month term commencing November 1, 2001 and continuing through October 31, 2002. The monthly lease amount is $515.47, for a total lease amount of $6,185.52.

Suggested Resolution: Move to approve the lease renewal with TransEm beginning November 1, 2001 and continuing through October 31, 2002, for a total lease amount of $6,185.52.

MLW/krm

BUSINESS SERVICES MEMO#: B.02.034

To: Dr. Larry P. Nybladh

From: Mark Weston MW

Date: September 14, 2001

RE: Post-Secondary Enrollment Agreements

Annually the Moorhead School District enters into agreements with area colleges and universities regarding post-secondary enrollment options. Attached to this memo you will find an agreement with Minnesota State University Moorhead. This agreement allows the Moorhead Public School District to maximize all possible revenues in regards to students who exercise their right to post-secondary enroll. These agreements are traditionally initiated by the Moorhead School District.

Suggested Resolution: Move to approve "School And College" Program Agreement Between Minnesota State University – Moorhead and Moorhead Area Public Schools for Post-Secondary Enrollment.

MLW/krm

MINNESOTA STATE UNIVERSITY
moorhead

BUSINESS OFFICE
(218-236-2055)

September 7, 2001

Mr. Mark Weston
Assistant Superintendent of Business Services
Moorhead Area Public Schools, Dist 152
Townsite Centre
810 4th Avenue South
Moorhead, MN 56560

Dear Mr. Weston:

Enclosed is the signed Post-Secondary Enrollment agreement between Minnesota State University Moorhead and the Moorhead Area Public Schools. Thank you for initiating this action. Please return a copy to us of the completed signed agreement after the board approves.

We look forward to our continued cooperation with the school district.

Sincerely,

Mark Rice
Comptroller

1104 7th Avenue South • Moorhead, Minnesota 56563 • www.mnstate.edu
Minnesota State University Moorhead is an equal opportunity educator and employer.

"SCHOOL AND COLLEGE" PROGRAM
Agreement Between Minnesota State University – Moorhead
and
Moorhead Area Public Schools
for Post-Secondary Enrollment

The intent of this agreement is to formalize procedures and policies regarding post-secondary courses enrollment by eligible school district students. The School Board and the governing body of Minnesota State University – Moorhead, hereafter referred to as "University" have elected to enter directly into a contract to provide courses and reimbursement thereby by-passing the Post-Secondary Enrollment Options (PSEO) act, MN Statute 124D.09.

1. The School District authorizes enrollment by eligible high school students in University courses located on campus.

2. The University in collaboration with the School District, if deemed appropriate, can designate entrance requirements.

3. For each student participating in this program, the school district will provide the appropriate authorization forms to be certified by the University's Office of Academic Support Programs. The forms must contain a minimum of parental consent to attend courses, school district verification of eligibility, and University confirmation of enrollment.

4. School Districts will be billed at the standard rate, currently $155.13 per credit hour, as the State would pay the post-secondary institution. This rate is inclusive of all tuition, fees, text books, and course fees (except private music lesson fees) as listed in the class schedule. A copy of each completed registration form will be returned to the school district with the invoice requesting payment.

5. Credit for refunds due to individual courses or complete University withdrawal will be issued according to the same refund schedule according other University students. Rates charted and refund schedules are set by the Minnesota State University Board and subject to change without notice.

6. Payment on billings are due thirty (30) days after the bill is issued.

7. The University Business Office will provide an authorization to the MSU Bookstore, which will list courses by name and course number. Their staff will list the course required books and materials as well as price. The student will sign for receipt of the required books and materials listed at no cost to them. The books and materials are the property of the school district at this point and how they are retrieved from the student and/or disposed of is the school district's decision. Should the school district prefer to review the courses registered for by the students before the purchase of textbooks at the Bookstore, a section in the book authorization form between Admission's signature and Bookstore is available for the high school official. This section

will not be a required signature by the Bookstore and they will be authorized to fill the order based on the University Business Office authorization. The high school official will have to communicate to the student that he/she wishes to sign off before the textbooks are purchased.

8. Room and board costs, if applicable, are the responsibility of the student.

This agreement is for the University's 2001-02 academic year and may be renewed on an annual basis by the written agreement of both parties to extend. The official contact person and mailing address for each institution must be provided at the time both parties sign the agreement.

SCHOOL DISTRICT:

_____
School District Contact Person and Title

_____
School District Authorized Signature Date

_____
Title

Moorhead Area Public Schools
810 4th Avenue South
Moorhead MN 56560

MINNESOTA STATE UNIVERSITY – MOORHEAD

Mark Rice, Comptroller
University Contact Person and Title

9/7/01
University Authorized Signature Date

Comptroller
Title

Minnesota State University Moorhead
Business Office
1104 7th Avenue South
Moorhead MN 56560

MEMORANDUM P 02.038

TO: Dr. Nybladh

FROM: Ron Nielsen

DATE: September 18, 2001

SUBJECT: Leave of Absence

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

Jennifer Garcia	Science Teacher, Senior High, leave of absence for second semester to decrease her position to .785 FTE, pursuant to Article 42, Leave of Absence, of the Teachers Master Contract.
Karen Reierson	Kindergarten Teacher, Washington Elementary, going half-time for 5 weeks beginning October 22nd and then full time leave from November 26th until December 21st, returning full time teaching in January. According to Article 37, Section 3, Adoption Leave of the Teachers Master Contract.
Bill Johnson	Interpreter, Senior High, six month leave of absence, pursuant to Article VIII, Section 8, Other Leave of the Paraprofessional Master Contract.

Suggested Resolution: Move to approve the Leave of Absence for Jennifer Garcia, pursuant to Article 42 of the Teachers Contract, Karen Reierson, pursuant to Article 37 of the Teachers Contract and Bill Johnson pursuant to Article VIII of the Paraprofessional Master Contract

RN:sh

MEMORANDUM P 02.040

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: September 18, 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:

Samuel Garcia	Paraprofessional, Junior High, B21 (3) $10.88 per hour, 6.5 hours daily, effective September 10, 2001. (Replace Connie Filley)
JoAnn Sturman	Food Server, Senior High, $7.20 per hour, 2.25 hours per day, effective September 17, 2001. (Replace Lavonne Evans)
Mary Larson	Food Server, Riverside, $7.20 per hour, 2 hours daily, effective September 13, 2001. (Replace substitute)
Constance Kuehl	Food Server, Edison, $7.20 per hour, 2 hours daily, effective September 13, 2001. (Replace Diane Klein)
Eugene Kroll	Assistant Server, Probstfield, $8.20 per hour, 2.75 hours daily, effective September 11, 2001. (Replace Kathy Norwig)
Joyce Gallo	Food Server, Riverside, $7.20 per hour, 2 hours daily, effective September 6, 2001. (Replace Bernice Whaley)
Casaundra Jolly	Food Server, Edison, $7.20 per hour, 2 hours daily, effective September 4, 2001.(Replace Tamara Enkers)
Vivian Mattson	Food Server, Junior High, $7.20 per hour, 2.75 hours daily, effective September 4, 2001. (Replace Becky Brockberg)
Brenda Backlund	Food Server, Junior High, $7.20 per hour, 2.75 hours daily, effective September 4, 2001. (Replace Lonnie Woltjer)
Nancy Nizzi	Second Cook, Edison, $10.71 per hour, 4 hours daily, effective September 4, 2001. (Replace Carole Mitchell)

Suggested Resolution: Move to approve the employment of Garcia, Sturman, Larson, Kuehl, Kroll, Gallo, Jolly, Matson, Backlund and Nizzi as presented.

RN:sh

MEMORANDUM P 02.039

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: September 18, 2001

SUBJECT: Resignations

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

Laura Kensok	Paraprofessional, RRALC, effective September 28, 2001.
Nina Langness	Food Server, Probstfield, effective September 12, 2001.

Suggested Resolution: Move to accept the resignation of Laura Kensok and Nina Langness as presented.

RN:sh

MEMORANDUM P 02.041

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: September 20, 2001

SUBJECT: Termination

The administration requests approval of the termination pursuant to Article XIV, Section 7, of the current collective bargaining agreement of the following person:

Noreen Kapaun Secretary, Riverside/Washington, effective September 20, 2001.

Suggested Resolution: Move to terminate the employment of Noreen Kapaun pursuant to Article XIV, Section 7 of the current collective bargaining agreement as presented.

RN:sh

SEP 14 2001

BUSINESS SERVICES MEMO#: B.02.033

To: Dr. Larry P. Nybladh

From: Mark Weston MW

Date: September 13, 2001

RE: Sale of School District Property

Approximately 2 months ago, I was contacted by Clair Hanson, Assistant to the Moorhead City Engineer in regards to the lease and or sale of school district property. The property described in the attached quit claim deed is located on the northwest edge of the high school parking lot. The city currently has a utility building that is located between 21st street and the high school parking lot. Because of the elevation of this current facility, seasonal flooding has become an issue. The city would like to purchase or lease school district property east of their current location, which would provide an elevation equivalent to the high school parking lot. It is my recommendation that we sell the desired property to the city at a rate of $2.00 per square foot for a total purchase price of $4,400.00.

Suggested Resolution: Move to approve the sale of land as described in the attached quit claim deed to the City of Moorhead for a total cost of $4,400.00. All costs associated with this sale are to be paid by the City of Moorhead.

MLW/krm

QUIT CLAIM DEED

THIS INDENTURE, Made this _____ day of September, 2001, between Moorhead Independent School District 152, GRANTOR, and the City of Moorhead, a municipal corporation under the laws of the State of Minnesota, GRANTEE, whose post office address is PO Box 779 Moorhead, Minnesota 56560.

For and in consideration of the sum of One Dollar ($1.00) and other good and valuable considerations, GRANTOR does hereby QUIT CLAIM to said GRANTEE all of the following real property lying and being in the County of Clay, and State of Minnesota, and described as follows, to-wit:

A portion of Block 3 of Moorhead Senior High School Addition to the City of Moorhead, Clay County, Minnesota described as follows:

Commencing at the Southeast corner of Block 21 of Manvel's First Addition; thence North 89 degrees 39 minutes 59 seconds East 93.00 feet; thence North 00 degrees 00 minutes 00 seconds East 273.41 feet to the point of beginning of the tract to be described; thence South 89 degrees 39 minutes 59 seconds West 55.00 feet; thence North 00 degrees 00 minutes 00 seconds East 40.00 feet; thence North 89 degrees 39 minutes 59 seconds East 55.00 feet; thence South 00 degrees 00 minutes 00 seconds West 40.00 feet to the point of beginning. Containing 2200 square feet. Subject to a 20.00 foot wide easement across the east 20.00 feet.

AND a 10.00 foot wide easement 5.00 feet each side of centerline, across a portion of Block 3 described as follows:

Commencing at the Southeast corner of Block 21 of Manvel's First Addition, also being the southwesterly corner of Block 3 of Moorhead Senior High School Addition, thence North 00 degrees 00 Minutes 00 seconds East, along the west line of said Block 3 for a distance of 293.44 feet to the point of beginning of the centerline to be described thence North 89 degrees 39 minutes 59 seconds East 38.00 feet to a point on the west line of the above –described tract and there terminating.

WITNESS, The hand of the GRANTOR:

Moorhead Independent School District 152

23

By: _____
Chair

By: _____
Clerk

STATE OF MINNESOTA)

) ss.

COUNTY OF CLAY)

On this _____ day of September, 2001, before me personally appeared, _____ and _____ known to be the Chair and Clerk respectively of the Moorhead Independent School District 152, and who executed the within and foregoing instrument and acknowledged to me that they executed the same on behalf of the District.

_____
Notary Public, Clay County, MN
My Commission Expires:

(SEAL)

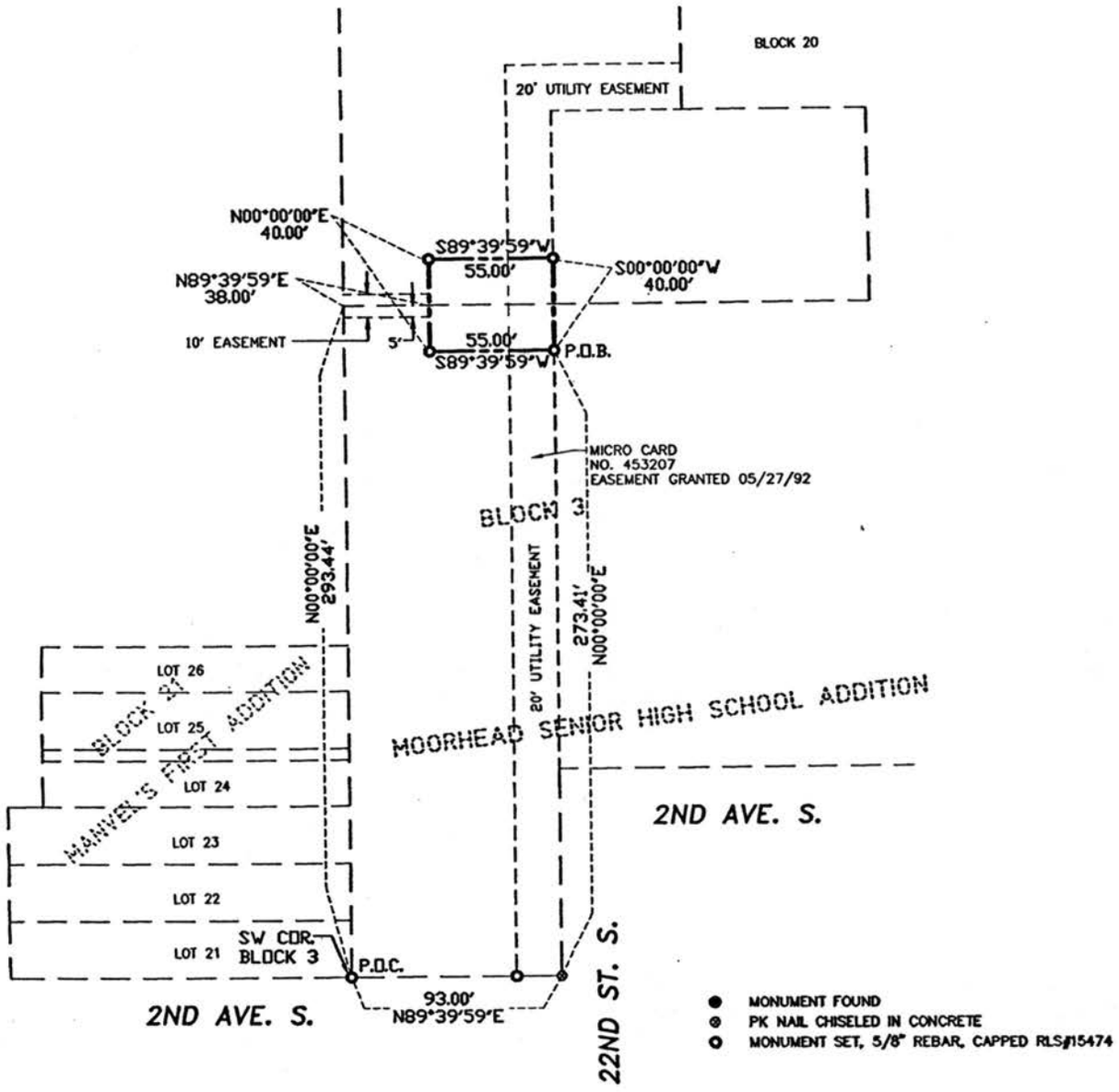
This document drafted by the Public Works Department, City of Moorhead, Minnesota.

Tax statements for the real property described in this instrument should be sent to:
(Name and Address of Grantee)

City of Moorhead
PO Box 779
Moorhead, MN 56561

The seller certifies that the seller does not know of any wells on the described real property.

CERTIFICATE OF SURVEY



- ● MONUMENT FOUND
- ⊗ PK NAIL CHISELED IN CONCRETE
- ○ MONUMENT SET, 5/8" REBAR, CAPPED RLS#15474

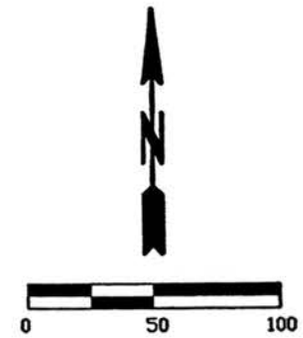
DESCRIPTION

A portion of Block 3 of Moorhead Senior High School Addition to the City of Moorhead, Clay County, Minnesota described as follows:

Commencing at the Southeast corner of Block 21 of Manvel's First Addition; thence North 89 degrees 39 minutes 59 seconds East 93.00 feet; thence North 00 degrees 00 minutes 00 seconds East 273.41 feet to the point of beginning of the tract to be described; thence South 89 degrees 39 minutes 59 seconds West 55.00 feet; thence North 00 degrees 00 minutes 00 seconds East 40.00 feet; thence North 89 degrees 39 minutes 59 seconds East 55.00 feet; thence South 00 degrees 00 minutes 00 seconds West 40.00 feet to the point of beginning. Containing 2200 square feet. Subject to a 20.00 foot wide easement across the east 20.00 feet.

AND a 10.00 foot wide easement 5.00 feet each side of centerline, across a portion of Block 3 described as follows:

Commencing at the Southeast corner of Block 21 of Manvel's First Addition, also being the southwesterly corner of Block 3 of Moorhead Senior High School Addition; thence North 00 degrees 00 minutes 00 seconds East, along the west line of said Block 3 for a distance of 293.44 feet to the point of beginning of the centerline to be described ; thence North 89 degrees 39 minutes 59 seconds East 38.00 feet to a point on the west line of the above-described tract and there terminating.



CERTIFICATION

I HEREBY CERTIFY THAT THIS SURVEY, PLAN, OR REPORT WAS PREPARED BY ME OR UNDER MY DIRECT SUPERVISION AND THAT I AM A DULY REGISTERED LAND SURVEYOR UNDER THE LAWS OF THE STATE OF NORTH DAKOTA

Reinhold F. Schumacher

REINHOLD F. SCHUMACHER

CITY OF MOORHEAD
21ST STREET PUMP STATION
MOORHEAD, MINNESOTA

CERTIFICATE OF SURVEY

ULTEIG ENGINEERS, INC. CONSULTING ENGINEERS • FARGO BISMARCK • SIOUX FALLS • MINNEAPOLIS

DRAWN BY: MGJ | SCALE: | PROJECT NO.

25

MEMO #: I-02-051

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

SUBJECT: 2000-2001 Annual Report on Curriculum, Instruction and Student Performance

DATE: September 18, 2001

Attached is the draft copy of the 2000-2001 Annual Report on Curriculum, Instruction and Student Performance, a report from the Instruction and Curriculum Advisory Committee reviewing the pst year's accomplishments in student achievement. The report has been reviewed by the Instruction and Curriculum Advisory Committee (ICAC).

This draft needs to be approved for printing. At the October 8th meeting, the board will receive the final copy of the annual report which will then be mailed to all district households and forwarded to the Minnesota Department of Children, Families and Learning by October 15, 2001 to meet the state requirements.

SUGGESTED RESOLUTION: Move to direct administration to print the final copy of the 2000-2001 Annual Report on Curriculum, Instruction and Student Performance and send to the Minnesota Department of Children, Families and Learning by October 15, 2001.

LAK/smw
Attachment

Moorhead Area Public Schools

Independent School District 152

The mission of the Moorhead School District is to develop the maximum potential of every learner to thrive in a changing world.

Community Task Forces key to long range plans



Header

Caption of some sort goes here.....

What's Inside

- Superintendent's Letter ..... page 3
- Local Assessment Results ..... page 4
- Basic Standards Results ..... page 5
- Improvement Goals ..... pages 6–7
- District Testing Schedule ..... page 8

Instruction and Curriculum Advisory Committee

The Instruction and Curriculum Advisory Committee provides a forum where parents, community members and school officials can work together to evaluate, review and plan the district's curriculum.

The committee helps ensure that there is constant improvement in what is taught in each and every subject area for students in grades K–12.

Community members are either recommended by various groups including principals, parents, etc., or they can volunteer on their own. Each committee member is then approved by the School Board.

All terms are for two years. Members can be re-appointed.

People who are interested in serving on the Instruction and Curriculum Advisory Committee should express interest to a building principal or should call 284-3310.

2000-01 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

Bea Arett 2001
Rep: Senior Citizens

Jena Bruhn 2001
Rep: Senior Class

Linda Davidson 2001
Rep: Washington Parent

Pamela Enz, Secretary 2002
Rep: District Communications

Lisa Erickson 2002
Rep: School Board

Charlie Fisher 2001
Rep: MEA Secondary

Yoke-Sim Gunaratne 2001
Rep: Minorities

Molly Howitson 2001
Rep: Senior Class

Michael Hughey 2001
Rep: Junior High Parent

Maren Hulden 2001
Rep: Junior Class

Edna Jensen 2002
Rep: Senior High Parent

Emilie Johnson 2002
Rep: Probstfield Parent

Lynne Kovash 2001
Rep: Administration

Carol Ladwig 2001
Rep: School Board

Donna Longie 2001
Rep: Minorities

Elise Midelfort 2001
Rep: Junior High Parent

Emily Nerland 2002
Rep: MEA Elementary

Karen Nitzkorski 2002
Rep: Community Education

Karen Roberts 2002
Rep: Riverside Parent

Tammy Schatz 2002
Rep: Edison Parent

Jeff Seaver 2001
Rep: Clergy

Fred Sternhagen 2001
Rep: Junior High Parent

Clint Talley 2002
Rep: Support Staff

Lynn Tkachuk 2001
Rep: Community

Bill Tomhave 2001
Rep: Colleges and Universities

Colleen Tupper 2001
Rep: Principals

Kris Valan 2001
Rep: Higher Education

Judy Werner 2002
Rep: Special Education

Long-Range Goals

Established by the Instruction and Curriculum Advisory Committee

Our graduates will be able to...

- Think purposefully.
- Communicate effectively.
- Work productively with others.
- Act responsibly as citizens.
- Direct their own learning and gain a general education as defined by the Minnesota Learner Goals.

Our students will be able to...

- Leave grades 4, 8 and 12 having demonstrated competency over challenging subject matter. This goal will be fully implemented by the year 2000; and
- Reach state standards in basic skills areas of reading and mathematics by grade 8, writing by grade 10, with all students meeting competency requirements prior to grades 9–12.

This document can be made available in an alternate format such as large print, Braille or audio cassette. Call 284-3310 to make a request.

If you do not read English and would like help in your own language, please call 284-3310.

Si usted no lee en inglés y le gustaría que le ayudaran en su propio idioma, por favor llame al 284-3310.

Kẻ nào không biết đọc tiếng Anh và muốn giúp đỡ trong ngôn ngữ của họ, xin gọi số 284-3310.

ڈاکٹر تو پڑھنے زبان نہیں، ترجمہ کرنا چاہتے ہیں، براہ کرم 284-3310.

如果你不懂英語，希望幫助請打電話 284-3310.

ถ้าหากท่านไม่รู้ภาษาอังกฤษ และต้องการความช่วยเหลือ กรุณาโทรศัพท์ 284-3310.

Administration

Dr. Larry P. Nybladh
Superintendent

Lynne Kovash
Assistant Superintendent of Teaching and Learning

Mark Weston
Assistant Superintendent of Business Services

School Board

Jim Cummings
Lisa Erickson
Stacey Foss
Mark Gustafson
Anton "Butch" Hastad
Carol Ladwig
Kristine Thompson

The Annual Report on Curriculum, Instruction and Student Performance is a publication of Moorhead Area Public Schools, ISD 152, Moorhead, MN. Designed and edited by Pamela J. Enz.

For more information about the Moorhead School District visit our district Web site at www.moorhead.k12.mn.us. Moorhead Area Public Schools, ISD 152, is an equal opportunity educator and employer.

© 2000 Moorhead Area Public Schools. All rights reserved.

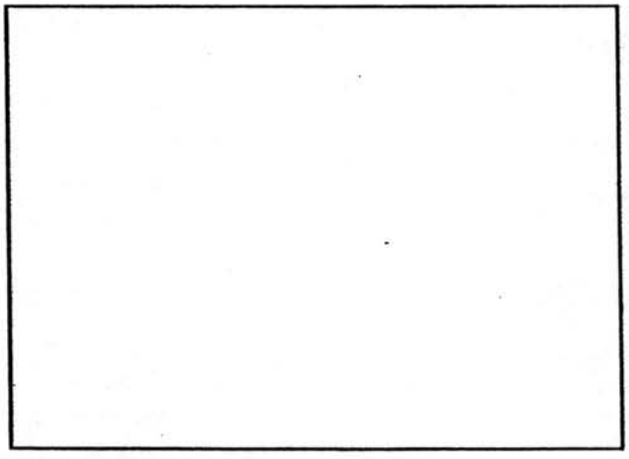
Welcome to the 2000-01 Annual Report on Curriculum, Instruction and Student Performance

Dear Friends of Moorhead Public Schools,



Dr. Larry P. Nybladh
Superintendent of Schools

Heading for article goes here.



Captions goes here.

An Award-Winning School District

Examples of excellence highlighted

- Moorhead High students earned $836,793 in scholarship awards for 2000-01.
- Moorhead Community Education received an Award of Excellence for the fall catalog from the Minnesota School Public Relations Association.
- Moorhead Junior High was recognized as a Nation Service-Learning Leader School by the Corporation for National Service.
- The company of Moorhead High School's production of "Godspell" was named Outstanding Overall Production of a Musical by Theatre Live!, an organization that honors top high school musical theatre programs across the state.
- A Probstfield Elementary School Destination Imagination team placed seventh at World Finals.
- For the fourth consecutive year, the Moorhead High speech team was recognized with the sweepstakes trophy at the national qualifying meet.

ACT Average Scores
Class of 2001

The American College Test or ACT is the admissions test most widely required by colleges in the Midwest.

The test has a point range from 1-36. In 2000-01, 271 Moorhead students (78?? percent) took the test.

	Moorhead	Minnesota	National
Composite	22.7	22.1	21.0
Composite Core*	23.1	22.8	21.9
English	21.6	21.3	20.5
Math	22.9	21.9	20.7
Reading	22.8	22.4	21.3
Science Reasoning	22.9	22.3	21.0

** The composite core score is the average score of only those students who have completed recommended college preparatory curriculum.*

District's MCA results mirror state averages

Improvements seen in fifth grade reading results

All third- and fifth-grade students take the Minnesota Comprehensive Assessments (MCAs) to check their progress toward the state's High Standards. This year fifth-grade students who scored in Level III increased from 35 percent to 41 percent. Those scoring in Level IV increased from 18 percent last year to 23 percent this year.

Student performance is broken down into four achievement levels with level four indicating advanced performance.

Students who score in Levels III and I demonstrate a capacity to achieve the Gradu ation Standards. Students who score i Levels I and II will benefit from the mo focused approach Graduation Standards o fer. Ideally, students should score at Leve III or IV.

Passing the MCAs is not required fo graduation or grade promotion. The MCA are not basic competency tests, so scoring o these tests reflect high expectations.

Minnesota Comprehensive Assessments (MCAs) Results

	Reading				Math				Writing	
	Grade 3		Grade 5		Grade 3		Grade 5		Grade 5	
	Moorhead	State	Moorhead	State	Moorhead	State	Moorhead	State	Moorhead	State
Level IV	16%	16%	23%	16%	10%	14%	13%	13%	3%	3%
Level III	33%	33%	41%	36%	36%	39%	40%	37%	44%	52%
Level II	34%	35%	27%	34%	43%	38%	37%	38%	48%	41%
Level I	17%	16%	10%	14%	11%	10%	10%	11%	5%	4%

State and federal funds used to reduce class size in grades K-3

In 2000-01, the Moorhead School District continued to fcous state and federal funds to reduce the class size and learner-instructor ratio in grades K–3.

Learner-Instructor Ratio

Minnesota's Learning and Development Revenue requires a district to reduce and maintain the learner-instructor ratio to 17:1 in kindergarten and first grade. Once the district achieves the target levels for both grade levels, the district is able to address the subsequent grade levels.

To calculate the learner-instructor ratio for a grade level, a district may include all full-time licensed teachers, including art, music, world language, gifted and talented, counselors, nurses, computer and physical education specialists. Math and reading specialists who teach with the regular classroom teacher may also be included in the calculation. Special education instructors may not be included.

Ratios and Average Class Sizes for 1999-2000 and 2000-01

	1999-2000 School Year		2000-01 School Year	
	Learner-Instructor Ratio	Average Class Size	Learner-Instructor Ratio	Average Class Size
Kindergarten	17.51	20.16	18.91	20.45
Grade 1	15.39	18.62	15.48	18.74
Grade 2	18.56	23.18	19.23	23.88
Grade 3	16.18	20.59	20.43	25.32

Federal "Average Class Size"

The federal class-size reduction program is intended to provide money to hire new teachers for the early elementary grades (Grades 1–3). The class size in a district is determined by the average number of students per regular class in each grade level in the district. The target class size for grades 1–3 is 18:1. This number includes teachers of reg lar classrooms, special education teachers, a teachers of children with special needs su as those with disabilities or limited Engli proficiency. This does not include admin trative support, paraprofessionals, guidan counselors, librarians or other specialists su as physical education, art or music teache

Moorhead students on track for meeting Minnesota Graduation Standards

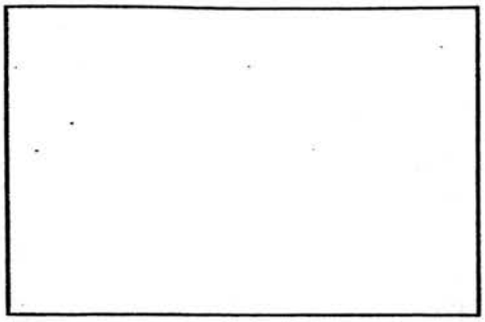
Minnesota graduation requirements include the Basic Standards and the High Standards. The Moorhead School District also requires that students complete 21 credits.

Students achieve the Basic Standards by passing the reading, writing and math Basic Skills tests. Students must pass with a scaled score of 600 or more.

Students test in reading and math beginning in grade 8 and in writing in grade 10. The writing test was first given in 1998-99 to students in the class of 2001.

Some students with special learning plans (i.e. IEP, 504, LEP) may be permanently or temporarily exempted. Special testing accommodations may also be made.

Students who do not pass the Basic Standards tests are given additional testing opportunities in grades 9, 10, 11 and 12. Remediation plans, which may include summer school or Saturday school, are developed according to student needs.



caption

At the high school level, students must achieve 24 of the 48 High Standards as part of Minnesota's graduation requirement.

The class of 2001 was the first class where students were required to pass the reading, math and writing tests. Students in the class of 2002 are the first required to complete the Graduation Standards, which includes both the Basic and High Standards.

Basic Standards Results

	Class of 2001	*Class of* 2002	*Class of* 2003	*Class of* 2004	*Class of* 2005
Reading					
Passed	394	394	389	392	354
Passed Individual	0	0	0	0	0
Not Passed	35	35	59	65	90
Not Tested	11	25	23	14	2
Exempt	1	8	7	1	2
Math					
Passed	397	382	384	365	333
Passed Individual	0	0	0	0	0
Not Passed	21	51	63	87	110
Not Tested	10	22	23	17	3
Exempt	1	8	7	1	2
Writing					
Passed	390	394	414		
Passed Individual	2	0	0		
Not Passed	17	15	14		
Not Tested	22	45	0		
Exempt	1	8	0		

- In 2000-01, the district had 1,??? students enrolled in grades 9–12.
- One student took the Basic Standards math test in a language other than English.

The Basic Standards

The Basic Standards guarantee that all high school graduates have the basic reading, writing and math skills they need to live and work in today's society.

Students achieve the Basic Standards by passing the reading, writing and math Basic Skills tests.

Students test in reading and math beginning in grade 8 and in writing beginning in grade 10.

High Standards

The High Standards are rigorous academic goals in 10 broad learning areas called the Profile of Learning. The High Standards contain standards for what students must know and be able to do before graduation.

Achievement in the High Standards requires that students complete a series of tasks or assignments demonstrating what they know, understand and are able to do.

In grades K–8, student work is measured against primary, intermediate and middle standards. At the high school level, students must achieve 24 of the 48 High Standards as part of the graduation requirement.

Profile of Learning

Students complete several tasks to prove they know and can do what is required to meet each of the 24 High Standards. The High Standards fall under the 10 learning areas below:

1. Read, view and listen to complex information in the English language.
2. Write and speak effectively in the English language.
3. Use and interpret the arts.
4. Solve problems by applying mathematics.
5. Conduct research and communicate findings.
6. Understand and apply scientific concepts.
7. Understand interactions between people and cultures.
8. Use information to make decisions.
9. Manage resources for a household, community or government.
10. Communicate in another language.

District on target for meeting 2000-01 improvement goals

Goal: Review policy for advisory committee based on statute.

Progress: A subcommittee reviewed the policy. The policy was reworded and several statements clarified using the same wording as the state statute. An administrative policy will be developed to describe the curriculum review process.

▼▲▼

Goal: Review Instruction and Curriculum Advisory Committee goals as listed in the 1999-2000 Annual Report on Curriculum, Instruction and Student Performance.

Progress: The goals were not reviewed.

▼▲▼

Goal: Review self-study plan and follow-up reports.

Progress: The North Central Association review was discontinued. The district will use self-assessment and examine other options for review. The committee reviewed a proposed five-year curriculum review process. The review process would be an administrative policy for the ICAC policy. The committee also reviewed a sample instrument for assessing instructional material.

▼▲▼

Goal: Review curriculum accomplishments of the district's Five Year Educational Plan.

Progress: The committee learned about the five future-focused initiatives, part of the long-range planning process for the district. The initiatives are: conduct an enrollment study, review the programs and facilities, analyze the district's organizational culture, review the district's funding sources and create a stronger partnership with the community.

The district hired educational systems consultant Dr. Roger Worner to conduct the organizational study. Worner explained to the committee that the organizational study was focusing on programs, grade configuration and facilities to identify areas that hamper or affect the efficiencies and effectiveness of the district.

In response to Dr. Worner's report, a collaborative decision making process was developed. As part of the process, eight Primary Focus Areas are being addressed. Five Community Task Forces have been formed to address several of the Primary Focus Areas. School Board and community action will be taken after January 2002. For more information see page 1.

▼▲▼

Goal: Review district test results and the district's testing program including a review of progress toward goals.

Progress: Committee members reviewed results from the reading and math Basic Standards Tests taken by eighth-grade students in January. Assessment results are included on pages 4-5.

Teachers at Moorhead Junior High provide brochures and practice tests to prepare students for the tests. Reading nonfiction is stressed. Teachers received staff development regarding analyzing strategies for reading. They plan to use Iowa Basics test results to create future plans and better articulate the K-12 curriculum to find areas that need to be emphasized.

▼▲▼

Goal: Monitor Inclusive Education through reports from the Human Rights Committee.

Progress: The district's Human Rights Committee met during the year to review the Civil Rights report. The Human Rights Committee will report to ICAC in 2001-02.

▼▲▼

Goal: Review the staff development program and goals, with emphasis on staff development for the implementation of standards based teaching and performance assessment.

Progress: The staff development committee developed two goals with several objectives to work on as a committee. August Academy was offered for the first time in August 2000. Forty sessions were available and about two-thirds of those were held. About 200 teachers were impacted. Winter Academy was offered, but it wasn't well received. Summer Academy was offered in June and August 2001.

Teachers can apply to the staff development committee for funding for extra projects such as using technology in the classroom or inclusive education. Over 50 incentive grants were written and about two-thirds of those were funded. Another aspect of staff development is paraprofessional training. Mini sessions were offered for paraprofessionals.

In 2001-02, staff development will use study groups. The study groups will meet with facilitators on district staff development days.

▼▲▼

Goal: Monitor the implementation of the Minnesota Graduation Standards with emphasis o Senior High curriculum and programs.

Progress: The district developed a Web-base curriculum map that showing classes where th standards are included. The standards must b embedded into the curriculum. The gradu tion standards committee and principals ca then determine if the areas where standards ar included are appropriate. Scoring continues t use the 4, 3, 2, 1, 0 rubric where a 4 means th work is high quality.

▼▲▼

Goal: Continue to monitor compensatory edu cation programs including Improvin America's Schools Act, English as a Secon Language, Migrant Education, and Indian Edu cation.

Progress: Title I, which is the largest feder education program, provides schools wit supplementary assistance so students are ab to meet performance standards. Title I fund can also provide support for staff developme and parent involvement.

Title I funds are generated by the number o students eligible for free and reduced-pric meals. Washington has a schoolwide progra which allows more flexibility with the fun ing. Moorhead Junior High, Red River Ar Learning Center, Edison, Robert Asp, Rive side and St. Joseph's receive targeted assistan through Title I. Schools are required to develo parent-school compacts that outline the respo sibilities and relationship with the parents. Th district is reviewing a compact.

A state mandate requires Title I students grades K-2 to be assessed using the Work Sam pling System. Kindergarten teachers we trained in 2000-01. First-grade teachers w use work sampling for their Title I students 2001-02. Work sampling is performance-bas assessment using teacher observation and th collection of artifacts or photos to demonstra the students' knowledge or skills.

English as a Second Language serves over 3 students in the district. The number of studen served through migrant education is decrea ing. The migrant education school year pr gram includes a home-school liaison wh serves as a communication link between th home and school by making home visits, a tending conferences, and working with fam lies on attendance or making referrals for hou

continued on page

continued from page 6

ing, medical or other reasons. There is also a summer school migrant education program.

The Indian Education program receives Johnson O'Malley (JOM), Title IX and Title I funding. About 150 Moorhead students are a quarter or more American Indian. Work continues on the Reducing Bias in Special Education grant, which is examining the pre-referral process for special education services.

▼▲▼

Goal: Review proposals for curricular additions or deletions.

The committee reviewed proposals for several courses at the high school. Some of the Advanced Placement courses may not be offered every year.

The committee recommended the addition of an Honors 9th Grade American History class, an Advanced Placement Government program, a year-long AP Economics class, a Junior Educator of Tomorrow program, and an AP Studio Art course. Recommendations were also made to replace Consumer Math and Business Math with an Applied Mathematics course, to enhance the Elements of Music course to meet the requirements of AP Music Theory, to revise Advanced Chemistry to be an AP Chemistry course, and to realign the automotive course. A proposal to create an AP Biology class that would run concurrently with the Advanced Biology course was recommended with the stipulation that a formal report on the implementation be shared with the committee in 2001-02. The proposal to revise the Physical Science class was withdrawn.

▼▲▼

Goal: Review the Senior High plan for the implementation of the Profile of Learning.

Progress: Most assessments have been in the junior and senior courses because the work on the graduation standards was compared to the best senior work. Changes to the Profile of Learning in the summer of 2000 means student achievement is now measured against the highest quality work for that grade level. No changes have been made to the number of standards the high school is requiring.

The high school is examining various schedule options, academies/school within a school concepts, and the feasibility of an advisor/advisee program. The committee also reviewed a smaller learning community model that will be implemented for ninth-graders at the Senior High for 2001-02.

▼▲▼

Goal: Review the school site plans for the implementation of the Profile of Learning.

Progress: In July 2000, teachers voted on how many standards are required and will be reported. Teachers still need to teach and imbed all standards. The Junior High is requiring 20 standards for scoring and reporting. Nineteen are required for all students and one (world language) is optional. At the Senior High all standards are required for scoring and reporting.

▼▲▼

Goal: Review technology with an emphasis on curriculum integration.

Progress: The district received a $250,000 technology literacy grant which purchased three classroom sets of iBooks and hired two full-time and one half-time technology integrationists. The integrationists met with teachers to plan lessons addressing graduation standards while integrating the use of technology into the curriculum. The integrationists brought the laptops into the classroom and guided students through the project, allowing the students and teachers to learn together.

The committee also learned about the student management system that was being recommended for implementation over the summer. PowerSchool would requiring much training of staff and parents. PowerSchool will eventually allow parents and students to access their class records via the Internet or a touchtone telephone using a password protection system.

▼▲▼

Goal: Review community-based concerns related to instruction and curriculum.

Progress: Concerns discussed by the committee related to reductions caused by declining enrollment.

▼▲▼

Goal: Review grading and progress reports in the school district.

Progress: The progress report committee revised the format of the progress reports for grades K-6. The curriculum committee determined information included on the reports. A separate graduation standards report would be used. Kindergarten is using work sampling. The Junior High and Senior High will still have traditional report cards. The committee also reviewed proposed criteria for honor student status at Moorhead High.

2001-2002 Improvement Plan

1. Review policy for advisory committee based on statute.
2. Review Instruction and Curriculum Advisory Committee goals as listed in the 1999-2000 Annual Report on Curriculum, Instruction and Student Performance.
3. Review self-study plan and follow-up reports.
4. Review curriculum accomplishments of the district's Five Year Educational Plan.
5. Review district test results and the district's testing program including a review of progress toward goals.
6. Monitor Inclusive Education through reports from the Human Rights Committee.
7. Review the staff development program and goals, with emphasis on staff development for the implementation of standards based teaching and performance assessment.
8. Monitor the implementation of the Minnesota Graduation Standards with emphasis on Senior High curriculum and programs.
9. Continue to monitor compensatory education programs including Improving America's Schools Act, English as a Second Language, Migrant Education, and Indian Education.
10. Review proposals for curricular additions or deletions.
11. Review the Senior High plan for the implementation of the Profile of Learning.
12. Review the school site plans for the implementation of the Profile of Learning.
13. Review technology with an emphasis on curriculum integration.
14. Review community-based concerns related to instruction and curriculum.
15. Review grading and progress reports in the school district.

District-Wide Testing 2001-02

Every two years the ICAC reviews the district's assessment program. The review is based on findings and recommendations of teachers, administrators and specialists. Testing for the 2001-02 school year will include the following:

Tests	Grades Tested	Dates	Objectives/Uses
Basic Standards Tests in: Writing	10 and above who have not passed the test	Jan. 29, 2001	To ensure minimum competency in the areas of math, reading and writing; required for graduation in Minnesota.
Reading	8 and above who have not passed the test	Feb.7, 2001	
Math		Feb. 5, 2001	
Minnesota Comprehensive Assessments (MCAs) in: Reading	3 & 5	March 5–6, 2001	To provide information about instruction of the High Standards and help schools and teachers determine program improvements.
Math	3 & 5	March 12–13, 2001	
Writing	5	March 7, 2001	
Reading	10	April 16, 2001	
Math	11	April 17, 2001	
Iowa Test of Basic Skills	2–6	Nov. 5-9, 2001	To monitor and measure student knowledge and understanding based on national norms.
	7	Feb 4–8, 2001	
	9	October 2001	
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments.
Entrance tests for students new to the district	Specific students in all grades		
PSAT	11	Oct. 16, 2001	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests.
ACT	11–12	Various Saturdays throughout the year	
SAT	11–12		
Guidance Information Systems (GIS)	8–10	Various dates throughout the year	To determine students' interests and needs in planning for future educational and/or career choices.
Armed Services Vocational Aptitude Battery (ASVAB)	11–12	Dec. 5, 2001	To determine students' vocational aptitude and interests.
Advanced Placement Exams	11–12	First two weeks in May 2002	To ??????

Independent School District 152
Moorhead Area Public Schools
810 4th Avenue South
Moorhead, MN 56560
www.moorhead.k12.mn.us

Non-Profit
Organization
U.S. Postage
PAID
Permit No. 391
Moorhead, MN

POSTAL PATRON
ECRWSS

SEP 14 2001

BUSINESS SERVICES MEMO#: B.02.030

To: Dr. Larry P. Nybladh

From: Mark Weston MW

Date: September 13, 2001

RE: Proposed Levy for 2001 Payable 2002

The School Board is required by law to certify to the county auditor the District's preliminary 2001 Payable 2002 property tax levy by October 1, 2001. I recommend the Board certify the maximum levy allowed by the State. Certifying the maximum gives authorization to the State to send changes to the preliminary levy data directly to the county auditor without further action from the Board. Minor changes are made to the preliminary levy limitation certification throughout October and into November. For example, the health and safety levy fluctuates as additional projects are approved by the state. The Board will be asked to certify the final levy at the first Board meeting in December.

I have attached page 16 of the levy limitation certification, which summarizes the 2002 levy and compares it to the 2001 levy. As I have indicated previously, the school districts tax levy will be reduced substantially due to the property tax relief legislation that was passed in June of this year. By levying the maximum amount allowable, the school district will see at a minimum a $5,627,194.50 decrease in its portion of the property tax bill. This is a 70.65% decrease as compared to the 2000 payable 2001 taxes. I state that this will be the minimum savings to the local taxpayer, because it will still be possible for the school district to levy less when we formally certify the levy in December.

Suggested Resolution: Move to certify the "maximum" for the 2001 payable 2002 proposed levy.

MLW/krm

I. COMPUTATION OF 2001 PAYABLE 2002 LEVY LIMITATION BY FUND (BEFORE ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	MAXIMUM LEVY LIMITATION
GEN (MKT VOTER AP)	87,335.06	3,191.34-	N/A		84,143.72
GEN (NTC VOTER AP)			N/A		
GENERAL (OTHER)	1,596,694.55	95,692.35-	122.39		1,501,124.59
TOTAL GENERAL	1,684,029.61	98,883.69-	122.39		1,585,268.31
COMMUNITY SERVICE	238,088.68	1,844.65-	3.28		236,247.31
DEBT SERV (VOTER AP)	606,816.00		50.81		606,866.81
DEBT SERV (OTHER)					
TOTAL GEN DEBT SERV	606,816.00		50.81		606,866.81
TOTAL	2,528,934.29	100,728.34-	176.48		2,428,382.43

II. COMPARISON OF 2000 PAYABLE 2001 LEVY LIMITATION WITH 2001 PAYABLE 2002 LEVY LIMITATION (PLUS ADJUSTMENTS):

FUND	00 PAY 01 LIMITATION	01 PAY 02 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
TOTAL GENERAL *1	7,324,307.34	1,585,268.31	5,739,039.03-	78.36-%
COMMUNITY SERVICE	182,932.74	236,247.31	53,314.57	29.14
GENERAL DEBT SERVICE *2	557,472.69	515,634.65	41,838.04-	7.50-
REDUCTION FOR HACA	100,368.00-		100,368.00	100.00-
TOTAL	7,964,344.77	2,337,150.27	5,627,194.50-	70.65-%

III. COMPARISON OF 2000 PAYABLE 2001 CERTIFIED LEVY PLUS ADJUSTMENTS WITH
2001 PAYABLE 2002 CERTIFIED LEVY PLUS ADJUSTMENTS:

FUND	PAY 01 CERT LEVY + ADJUSTMENTS	PAY 02 CERT LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
TOTAL GENERAL *1	7,324,307.34			%
COMMUNITY SERVICE	182,932.74			
GENERAL DEBT SERVICE *2	557,472.69			
REDUCTION FOR HACA	100,368.00-		100,368.00	100.00-
TOTAL AFTER ADJUSTMENTS	7,964,344.77			%

TABLES II AND III FOOTNOTES:
*1 AMOUNTS SHOWN FOR PAY 01 ARE BEFORE REDUCTIONS FOR EDUCATION HOMESTEAD AND EDUCATION AGRICULTURAL CREDITS;
AMOUNTS SHOWN FOR PAY 02 ARE BEFORE REDUCTIONS FOR MARKET VALUE CREDITS.
*2 AMOUNTS SHOWN REFLECT REDUCTIONS FOR DEBT SERVICE EXCESS AND DEBT SERVICE AID.

5-m9- BOS Oct 8, 2001

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South

October 8, 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. "We Are Proud"

   *** **We Are Proud** of Dr. Larry P. Nybladh for being selected to serve a two-year term on the Legislative/Education Positions Committee for the Minnesota Association of School Administrators.

   *** **We Are Proud** of Thomas Edison Elementary students for raising $1,496.16 for the September 11 United Way Fund Drive.

E. 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 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 - Page 5
   (2) Approval of Contracts - Pages 6-13
   (3) Approval of Grant - Pages 14-22
   (4) Approval of Funding - Page 23

B. BUSINESS SERVICE MATTERS - Weston
   (1) Approval of Agreement - Pages 24-26

C. HUMAN RESOURCE MATTERS- Nielsen
   (1) Approval of New Employees - Page 27
   (2) Approval of Family/Medical Leave - Page 28
   (3) Acceptance of Resignation - Page 29
   (4) Approval of New Coach - Page 30

D. SUPERINTENDENT MATTERS - Nybladh
   (1) Approval of September 10, 12 and 24, 2001 Minutes - Pages 31-40
   (2) Approval of October Claims

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

Moved by _____ Seconded by _____
Comments _____

3. **COMMITTEE REPORTS**

4. **CURRENT/FUTURE FACILITY ANALYSIS**: Weston
   Page 41

5. **SCHOOL BOARD/STAFF DIALOGUE**: Nybladh

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

   High School Automotive Program - Kovash
   Page 42

6. **ENROLLMENT**: Kovash
   Pages 43-45

7. **BUILDING PROFILES**: Kovash
   Pages 46-108

8. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

9. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Student Demographics Community Task Force	October 11	7 pm	TC Rm 266
Facility and Grade Level Configuration Model Community Task Force	October 15	6:30 pm	Board Room
Policy Review Committee	October 15	7 pm	Board Room
District Care Team	October 16	3 pm	Board Room
Com Ed Adv Council	October 16	7 pm	Board Room
K-12 Staff Development Day	October 17		
Supt's Advisory Council	October 18	7 pm	Board Room
Student Demographics Community Task Force	October 18	7 pm	TC Rm 266
Education Minnesota	October 18-19		
School Board	October 22	7 pm	Board Room
Schl Board Candidate Forum	October 23	7 pm	NW Tech - Auditor
Instr and Curr Adv Com	October 25	7 am	Board Room
End of First Quarter	November 2		
ITBS Testing (Elem)	November 5-9		
General Election	November 6		
District Care Team	November 12	3 pm	Board Room
School Board	November 12	7 pm	Board Room
Instr and Curr Adv Com	November 15	7-8:30 am	Board Room
Supt's Advisory Council	November 15	7 pm	Board Room
Kindergarten P/T Conf (day)	November 16, 19		
K-12 P/T Conferences	November 19-20		
Com Ed Adv Council	November 20	7 pm	Board Room
School Board	November 26	7 pm	Board Room
School Board	December 10	7 pm	Board Room
District Care Team	December 17	3 pm	Board Room
Instr and Curr Adv Com	December 20	7-8:30 am	Board Room
Supt's Advisory Council	December 20	7 pm	Board Room
Winter Break Begins	December 24		

MEMO #: I-02-063

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

SUBJECT: Gift Acceptance

DATE: October 1, 2001

Washington Elementary has received the following donations:

Box Tops for Education	$410.00
Target	$356.61

They will be purchasing additional math and music curriculum resources with this money.

SUGGESTED RESOLUTION: Move to approve the donations of $410.00 from Box Tops for Education and $356.61 from Target to be used for additional math and music curriculum.

LAK/smw

MEMO #: I-02-065

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

SUBJECT: Clay County Public Health Contract

DATE: October 1, 2001

Attached is a contract with Clay County Public Health allowing Moorhead Schools to purchase early childhood screening services. The provider Clay County Public Health will bill a third party payer for eligible children. The rate will be $25.00 per child screened for those children for whom third party payer reimbursement is not received.

SUGGESTED RESOLUTION: Move to approve the contract with Clay County Public Health allowing Moorhead Schools to purchase early childhood screening services.

LAK/smw
Attachment

AGREEMENT BETWEEN
CLAY COUNTY PUBLIC HEALTH
AND
MOORHEAD SCHOOL DISTRICT

The Moorhead School District, hereinafter referred to as the "School" and Clay County Public Health, Moorhead, Minnesota hereinafter referred to as the "Provider" enter into this agreement.

Whereas the Provider is a certified health care provider in Clay County and; Whereas the Provider has authorized the development of early childhood screening (ECS) services and; Whereas the School wishes to purchase such services from the Provider; Now, therefore, in consideration of the mutual understandings and agreements set forth, the School and Provider agree as follows:

I. PROVIDER RESPONSIBILITIES:

1. **Assist with mailings to families in the school district with children 3 1/2 to 5 years of age.**

2. **Perform the ECS required components of:**
   - ***Growth: height and weight**
   - ***Immunization review/referral**
   - ***Hearing screening**
   - ***Vision screening**
   - ***Developmental screening**

   The components provided will be for screening purposes only and do not include diagnosis or treatment.

3. **Provide computer printout for state report and assist with completion.**

4. **Provide supplies and equipment necessary to complete the components.**

II. SCHOOL RESPONSIBILITIES

1. **Send mailings to families in the school district with children 3 1/2 to 5 years of age.**

2. **Provide appropriate space to complete the components of ECS.**

3. Provide the Summary interview with those families participating in the screening process, as well as Referral and Follow-up.

4. Prepare and submit annual report to Minnesota Department of Children, Families, and Learning by August 15th of each year.

5. No person or persons shall, on the ground of race, color, national origin, handicap, age, sex, or religion, be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination under any program service or benefit advocated, authorized, or provided by this Department.

III. STAFF:

The Provider shall make every reasonable effort to maintain sufficient staff, facilities and equipment to deliver the above mentioned services. The Provider shall notify the School if ever the Provider will be unable to provide the required quality or quantity of purchased services. Upon notification, School and Provider shall determine whether such inability will require a modification or cancellation of the contract.

IV. RECORDS:

1. Screening results will be submitted to the school district. Individual school health records will be maintained and kept on file in the School in accordance with school policy.

2. When rescreening by the Provider is required, the records will be kept with Provider until rescreening is completed. Upon completion, they will be sent to the school district.

3. Information exchanged will be done in compliance with the Date Privacy Act which includes notification of data collected, release of information, and safeguarding the record.

4. Computer runs of ECS will be sent to the school district.

5. When the Provider does a complete Child and Teen Checkup and the parent wants it used as an ECS, the ECS paperwork will be sent to the school district.

V. COST OF SERVICES:

1. Provider will bill third party payer for eligible children.

2. For those children for whom third party payer reimbursement is not received, the School will be billed at $25.00 per child.

3. The School agrees to pay the Provider, upon receipt of the bill, $25.00 per child. The Provider will bill the School monthly specifying the dates and number of children screened and the amount being billed. The bill will be payable upon receipt.

VI. TERMS OF AGREEMENT:

This agreement shall be effective July 1, 2001 and shall be in effect until June 30, 2002. This agreement may be canceled by the School or Provider at any time, with or without cause, upon thirty (30) days written notice to the other party and subject to approval by the Clay County Board of Commissioners.

It is understood and agreed upon that the entire agreement of the parties is contained herein and that this contract supersedes all oral agreements and negotiations between the parties relating to the subject matter hereof.

In conformity with Minnesota Statutes (16.095), the books, records, documents, and accounting procedures and practices of the contractors are subject to examination by the departments, and either the legislative auditor or the state auditor as appropriate.

Any amendments to this contract shall be valid only when they have been reduced to writing, duly signed and attached to the original of this agreement.

VII. INDEMNIFICATION:

The School hereby agrees, to the extent permitted by law, to at all times indemnify provider against any and all claims, suits, actions, debts, damages, costs, charges, and expenses, including court costs and attorneys fees, and against all liability, losses, and damages of any nature whatever, that provider shall or may at any time sustain or be put to by reason of the performance by provider of its obligations under this agreement, with the exception of any claims, suits, actions, debts, damages, costs, charges, expenses, liability and/or losses arising out of or caused by the bad faith or misconduct, and/or negligence of the provider, its officers, employees and agents.

School Superintendent (date)	**Chair, School Board (date)**
Kathy McKay RN	9-17-01
Director of Family Health, Clay County Public Health (date)	
[signature]	9/19/01
Administrator, Clay County Public Health (date)	

MEMO #: I-02-062

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

SUBJECT: 2001-2002 Clay County Public Health Contract

DATE: October 1, 2001

Attached is a contract with Clay County Public Health allowing Moorhead Schools to purchase nursing services as outlined. This contract will provide services when both school nurses are out of the district or absent from work. The rate will be $37.00 per hour and will not exceed $ 1,850.00 per year or 50 hours for the 2001-2002 school year.

SUGGESTED RESOLUTION: Move to approve the contract with Clay County Public Health for nursing services for times that both school nurses may be out of the district at a rate of $ 37.00 per hour not to exceed $1,850.00 per year or 50 hours for the 2001-2002 school year.

LAK/smw
Attachment

AGREEMENT BETWEEN
CLAY COUNTY PUBLIC HEALTH
AND
MOORHEAD SCHOOL DISTRICT

The Moorhead School District, hereinafter referred to as the "School" and Clay County Public Health, Moorhead, Minnesota hereinafter referred to as the "Provider" enter into this agreement for the period July 1, 2001 through June 30, 2002. These dates allow the school district to cover the fiscal year. Provider services will be requested starting two weeks prior to the first day of classes, throughout the school academic year and lasting two weeks after the last day of classes.

Whereas the Provider is a certified health care provider in Clay County and; Whereas the Provider has authorized the development of school health services and; Whereas the School wishes to purchase such services from the Provider; Now, therefore, in consideration of the mutual understandings and agreements set forth, the School and Provider agree as follows:

I. PROVIDER RESPONSIBILITIES:

1. **Provide nursing services as a back-up in the School as requested.**

2. **Provide nursing consultation per phone or in person to the School as requested.**

3. **Assist with immunizations as requested by the school.**

4. **Assistance with communicable disease control as requested by the School.**

5. **The public health nurse shall provide the above services to the school district. The day of the week and the length of time spent in the school may vary according to the activity planned and requested by the school.**

II. SCHOOL RESPONSIBILITIES:

The school shall appoint a health service aide in each building to assist the public health nurse. The aide shall at all times remain the employee and agent of the School. The School shall cooperate with all reasonable requests of the Provider in connection with the furnishings of the above service.

The School shall provide ample space for the public health nurse to care for students. The space shall be appropriate for the activity provided.

The School will give 48 hours (or more if possible) notice to Provider when services are needed to provide back-up for scheduled days off for the school nurse (e.g. for attendance at conferences, vacation days).

No person or persons shall on the ground of race, color, national origin, handicap, age, sex, or religion, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program service or benefit advocated, authorized, or provided by this Department.

III. STAFF:

The Provider shall make every reasonable effort to maintain sufficient staff, facilities and equipment to deliver the above mentioned services. The Provider shall notify the School if ever the Provider will be unable to provide the required quality or quantity of purchased services. Upon notification, School and Provider shall determine whether such inability will require a modification or cancellation of the contract.

IV. RECORDS:

1. Individual school health records will be maintained by the school health aide and kept on file in the School in accordance with school policy.

2. Necessary health forms will be provided by the School.

3. The School is responsible to comply with the Data Practices Act which includes notification of data collected, release of information and safeguarding the record.

V. COST OF SERVICES:

The School agrees to pay the Provider, upon receipt of the bill, $37.00 per hour spent by the public health nurse on school premises and consultation hours in the Provider's office, up to a maximum of $1,850.00 per year or 50 hours. The cost of supplies shall be in addition to this amount. The Provider will bill the School monthly specifying the dates and number of hours service was provided, and the amount being billed. The bill will be payable upon receipt.

VI. INDEMNIFICATION:

The School hereby agrees, to the extent permitted by law, to at all times indemnify provider against any and all claims, suits, actions, debts, damages, costs, charges and expenses, including court costs and attorneys fees, and against all liability, losses, and damages of any nature whatever, that provider shall or may at any time sustain or be put to by reason of the performance by provider of its obligations under this agreement, with the exception of any claims, suits, actions, debts, damages, costs, charges, expenses, liability and/or negligence of the provider, its officers, employees and agents.

School Superintendent (date) Chair, School Board (date)

Kathy McKay RN 9-18-01

Director of Family Health, Clay County Public Health (date)

Administrator, Clay County Public Health (date)

MEMO #: I-02-066

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

SUBJECT: Grant Application

DATE: October 1, 2001

Attached is a grant application for a mini grant of $2,000.00.

The project would supply funds to expand a consulting project already underway in the Children's Mental Health collaborative. The current project is funded by dollars acquired by the Moorhead School District through the Safe and Drug Free Schools grant. The additional funds would augment current funds and permit completion of the consulting project.

SUGGESTED RESOLUTION: Move to approve the grant with Clay County Joint Powers Collaborative as presented.

LAK/smw

CLAY COUNTY JOINT POWERS COLLABORATIVE
LCTS GRANT APPLICATION COVER PAGE

Project/Program Title Consulting Project Dealing With County Resources

Geographic Area that will be served by the Project/Program (i.e. Clay County, specific school district boundaries, etc.)
Moorhead, Dilworth, Glyndon, Hawley, Barnesville, schools and RRALC

Name of Agency/Organization applying Red River Area Learning Center

Address 1100 32nd Ave. S.

Phone # 284-2319 **Fax #** 284-2433 **E-mail** jthom@moorhead.k12.mn.us

Contact person James Thom **Phone #** 284-2319

State I.D. #_____ **Federal I.D. #** _____

Project/Program Title Consulting Project Dealing With County Resources

Grant period Sept.27th **To** May 1st o2 **Dollars requested** 2,000

Number of Clay County residents to be served by Project/Program Collaborative partners

Overview of Project/Program (100 words, or less). (Please count each word, but count hyphenated words as one word.)

The project would supply funds to expand a consulting project already underway in the Children's Mental Health Collaborative. The current project is funded by dollars acquired by the Moorhead School District through the Safe and Drug Free Schools grant. The additional funds would augment current funds and permit completion of the consulting project.

The application has been approved by the appropriate Board and the Board agrees to accept and fiscally manage the grant if the application is approved. ____
Yes

Signature of Superintendent, or Director, of Agency/Organization

_____ **Date** _____

_____
Name (please print)

_____
Title (please print)

1. Assessment of Need/Problem Statement:

The Moorhead School District has received allocation of funds through the Safe and Drug Free Schools grant to develop services in three areas. The first area of service pertains to the training of Care Teams that respond to crisis management issues as they evolve in the school setting and the evaluation and implementation of Student Assistance Programming for the learner-at-risk. The grant allows $7380 dollars for the hiring of substitutes so staff can attend the two-day training. The grant also allows $6506 for the development of an "extreme team" extra-curricular program for students that do not normally involve themselves in school activities. The students will engage in rock climbing, kayaking, and other outdoor non-competitive skills. The grant pays for curriculum writing and gear for the set-up of the program. The third area of service under this grant relates to a consulting project to evaluate community resources available for young people in Clay County regarding mental and chemical health. The money allocated toward this portion of the grant ($8998.00) was turned over the Children's Mental Health Collaborative since countywide representation was already available through the collaborative. Also, the intent of the grant money is to deliver the resources to the targeted at-risk students. Red River Area Learning Center, a Moorhead District facility serves the districts within the county and has large numbers of students in need of mental and chemical health resources. To better serve this population it was determined that the collaborative would be a resource for the administration of this final portion of the grant rather than the school district which is sometimes viewed as not having the best interests of neighboring districts as their primary goal.

This community-consulting project has resulted in collaboration between the Children's Mental Health Collaborative and the Mayor's Taskforce dealing with Alcohol and other Drug Involvement. The Mayor's Taskforce has worked through NDSU to accomplish surveys dealing with community readiness to deal with substance abuse, has established several sub-committees to research responses to substance abuse and to design a community response to the concerns raised by the research accomplished through NDSU and the Mn. Health Survey accomplished every three years in Minnesota schools. Of the $8998 allocated to the Children's Mental Health Collaborative to accomplish the consulting project, approximately $6000 has been spent in the development and implementation of an in-depth survey of the availability and utilization of community resources dealing with mental and chemical health. The goal is to identify if resources are adequate, how well they collaborate, and if there are gaps in services that could be closed to prevent placing youth in the Clay County Shelter Care Program or the Detention Center. In addition, Moorhead School District personnel have toured and gathered research on "Sober Schools" designed to provide effective transition services to youth receiving treatment for mental and chemical health concerns. Sober Schools have been a Best Practices model recommended by the Department of Alternative Education and the Safe and Drug Free Schools Grant. It is felt that such innovations in alternative

education can work to retain students in school and prevent out-of-home placement. These initiatives also are being looked at as potential areas to improve the delivery of alternative school resources in the county by a community advisory group that is studying declining enrollment concerns through Moorhead School District.

Why would we wish to survey mental and chemical health resources? Although Fargo-Moorhead has seen a decline in C.D. treatment programs we have seen an increase in substance use as identified by the Minnesota Health Survey. We are a High Risk community as determined by the Safe and Drug Free Schools Department of the Dept. of Children Families and Learning. When inadequate resources exist to appropriately assess and refer the chemical health concerns, many adolescents are identified as having mental health or delinquency concerns. Consequently, their chemical health concerns go unaddressed. In the past year 51 students from Moorhead Sr. High School, Moorhead Jr. H.S., and Red River Area Learning Center received in-patient services or intensive out-patient services. Twenty-seven of the fifty-one attended treatment at the Wellness Center, with transportation provided by the school district, and credit and graduation standards were completed because of the collaboration. Fourteen of the twenty-seven referrals went on to complete in-patient treatment outside of the community. The collaborative, although working effectively, eventually failed because of a lack of referrals. It is necessary to have such innovative approaches integrated as a community wide process for it to be successful.

2. Project Overview:

The consulting project referred to in this grant request was originally designed to hire a consultant to meet with members of the schools, mental health and chemical health community, law enforcement, Clay County resources, and Lakeland Mental Health to identify and discuss the gaps in service. Once into the collaborative process we became aware that we did not have sufficient information to make the judgments that we assumed were true. Consequently, a decision was made to survey the stakeholders so we could identify better consulting questions and deal with the "turf protection" and concerns of the various entities involved in the project. I believe it was the exact right thing to do since many attitudes exist that might have defeated a consulting project because of inappropriate goals that may not be the goals of all stakeholders.

While the survey was necessary to have a quality project, the cost of the survey limits the ability of the collaborative to employ an external consultant that can make some sense of the gathered information, and make recommendations about how to do our jobs better. The survey data also needs to be released in a coherent manner so people feel as though the objectives and goals are being met. Also, it is hoped that the consulting project can make use of the most recent Minnesota Health Survey data that represents the involved school districts. We would then have an accurate assessment

of the number of youth involved in destructive behavior patterns and knowledge of the system in place to act on those behaviors. The yield of such a process could be tremendous for the Children's Mental Health Collaborative, Clay County, and cooperating school districts. It is my belief that this consulting project may substantiate a need for such things as a "sober school," halfway houses, transitional services, and greater cooperation between mental and chemical health resources. It may also be possible to divert chemically involved youth and mentally ill youth out of the correctional facilities they so frequently contact.

3. Program Goal:

An assistant superintendent asked me what I hoped to gain from this consulting project. My sincere hope is that schools can plan effectively to retain the at-risk learner, address their educational, vocational, and avocational goals, and permit all students' access to the broad array of resources available in the Clay County area. The consulting project will determine the direction that Clay County will take for the next several years in addressing the identified needs of the learner-at-risk by identifying current resources and how they can work more successfully in a collaborative approach and identify additional resources that would facilitate a better transition for the at-risk learner through the mental health, chemical health transition process.

4. Measurable Objectives:

A measurable objective of this project would be to identify how the stakeholders involve themselves in the process of working with the consulting project. By identifying what is really happening in the services available we would act to set goals for the collaborative based on solid reference points to gauge success. The event of bringing all members into a common awareness of assets and deficits in our prevention, intervention, and post-vention system would be just the beginning of real change in how we address the needs of youth.

5. Specific Methods:

The methods used will involve an independent consultant in reviewing and designing a process to bring stakeholders together to discuss the findings and attitudes of members of the collaborative. Problem identification, working toward common goals, setting time lines for action, and identifying appropriate evaluation processes are all part of this consulting project.

6. Evaluation:

The method of evaluating the success of this consulting project would depend upon responses made to the process. A large amount of effort is currently being expended upon this project already. I believe that it would be inappropriate for me to identify how the process will be evaluated without working within the collaborative process.

7. Demonstration of Expansion of Services:

The consulting project would specifically expand our view of how we work with young people in the mental and chemical health areas. It would successfully include law enforcement, schools, and treatment centers for mental and chemical health concerns in that discussion. I believe that it would expand our vision of the use of the available resources and identify additional resources that may ultimately be more cost effective than what is currently being accomplished.

8. Demonstration of Collaboration:

As stated previously, this project contains partners from the Mayor's Task Force Dealing with Substance Abuse and the Children's Mental Health Collaborative. The school district is collaborating to identify and focus resources for students-at-risk and is seeking greater involvement in the educational process.

BUDGET JUSTIFICATION

All grant dollars should be for the purpose of providing direct service to children/families including staff, materials, etc. Planning, research and staff not working directly with children/families are <u>not</u> considered direct service purposes.

The dollars used through this mini-grant would supply information to staff that offer direct service to residents of Clay County. The grant has the potential of organizing those resources and informing people of what can and and cannot be accomplished at a specific site clients may be referred to. The possibility also exists that resources necessary for more expeditious use will be identified.

This grant also is focused on creating greater collaboration between the referral agencies and the school of the client being served. It is seldom that all concerned partners regarding children at risk of substance abuse or mental health concerns all come together to determine better ways to do their job.

Check the category/categories, as well as any program type(s) underneath the category name, that applies to the attached grant application.

- ☐ **FAMILY FUNCTIONING (CATEGORY)**
- ☐ Programs for Coping with Divorce
- ☐ ECFE Programs
- ☐ Parenting Programs/Parent Support Groups
- ☐ Domestic Violence Programs
- ☐ Maltreatment Prevention
- ☐ In Home Services/Home Based Services
- ☐ Family Crisis Intervention
- ☐ Runaways
- ☐ Respite Services
- ☐ Adult/Child Literacy Enhancement
- ☐ Transportation Assistance
- ☐ Family Support Services
- ☐ Emergency Housing to Prevent Homelessness

- ☐ **ORGANIZATION, COMMUNITY AND SYSTEMS CHANGE (CATEGORY)**
- ☐ Wraparound Services/Reduction of duplication of efforts
- ☐ Community/School Partnership Services and Activities - formal and informal
- ☐ Language/Interpreter Services
- ☐ Cultural Diversity
- ☐ Community Education
- ☐ Single Point of Entry
- ☐ Parent Involvement in Schools/Community

- ☐ **CHILD DEVELOPMENT AND SCHOOL PERFORMANCE (CATEGORY)**
- ☐ Expansion of Early Childhood, Child Care Programs and Home Visiting
- ☐ Truancy/Dropout Prevention Programs
- ☐ Self-Esteem/Social Skills Building Services/Cognitive Re-Structuring
- ☐ Conflict/Anger Management
- ☐ Non-Traditional Educational/Extra Curricular Activities
- ☐ Asset Building Activities
- ☐ Community/School Related Restorative Justice Programs
- ☐ Service Learning Classes and Programs
- ☐ Intergenerational Programs
- ☐ Summer Programs for At Risk Children
- ☐ Tobacco Abuse Prevention/Education
- ☐ Chemical Abuse Prevention/Education
- ☐ Child/Family Mentoring
- ☐ Teen Health Education
- ☐ Gender Equity Program
- ☐ School Violence

- ☐ **CHILD AND/OR FAMILY HEALTH (CATEGORY)**
- ☐ Transitional Services
- ☐ Independent Living Services
- ☒ Physical, Mental and Health Education/Services
- ☒ Dual Diagnosis of Mental Health/Chemical Health
- ☐ Sexual Abuse Prevention/Intervention

I certify that the grant dollars requested will not be used to supplant current funds, "out of home" placement, or capital expenditures.

Signature of School District Superintendent, or Agency/Organization Director

LCTS GRANT APPLICATION
BUDGET SUMMARY

NOTE: Funds cannot be utilized to supplant (take the place of, and serve as, a substitute for) other funding, except in the case of a "time limited" grant; for "out of home" placement; or for capital expenditures.

CATEGORY	AMOUNT OF LCTS FUNDS REQUESTED	OTHER SOURCES OF FUNDING	IN-KIND CONTRIBUTIONS	TOTAL BUDGET
1. Salaries				
2. Fringe benefits				
3. Contracted services	2000.00	2998.00		4998.00
4. Equipment				
5. Copying/ printing				
6. Telephone/ postage				
7. Travel - limited to $.27 per mile				
8. Supplies & materials				
9. Other				
TOTAL				

MEMO #: I-02-064

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

SUBJECT: Carl Perkins funding

DATE: October 1, 2001

The following have been approved for Carl Perkins funding through Lakes Country Service Cooperative. The instructional equipment will be used with students in the Administrative Support (Business) and Work-Experience Disadvantaged programs.

One EIKI LC-NB2UW 1200 ANSI, LCD Projector, One 0173-4191 ceiling mount, and one Canon ELURA2MC Digital video camcorder.

SUGGESTED RESOLUTION: Move to accept $4000.00 from Carl Perkins funding thru Lakes County Service Cooperative for instructional equipment.

LAK/smw

BUSINESS SERVICES MEMO#: B.02.036

To: Dr. Larry P. Nybladh

From: Mark Weston MW

Date: October 1, 2001

RE: Post-Secondary Enrollment Agreement – Concordia College

Annually the Moorhead School District enters into agreements with area colleges and universities regarding post-secondary enrollment options. Attached to this memo you will find an agreement with Concordia College. This agreement allows the Moorhead Public School District to maximize all possible revenues in regards to students who exercise their right to post-secondary enroll. These agreements are traditionally initiated by the Moorhead School District.

Suggested Resolution: Move to approve "School And College" Program Agreement Between Concordia College and Moorhead Area Public Schools for Post-Secondary Enrollment.

MLW/krm

"SCHOOL AND COLLEGE" PROGRAM
Agreement Between Concordia College
and
Moorhead Area Public Schools
for Post-Secondary Enrollment

The intent of this agreement is to formalize procedures and policies regarding post-secondary courses enrollment by eligible school district students. The School Board and the governing body of Concordia College, hereafter referred to as "College" have elected to enter directly into a contract to provide courses and reimbursement thereby by-passing the Post-Secondary Enrollment Options (PSEO) act, MN Statute 124D.09.

1. The School District authorizes enrollment by eligible high school students in College courses located on campus.

2. The College in collaboration with the School District, if deemed appropriate, can designate entrance requirements.

3. For each student participating in this program, the school district will provide the appropriate authorization forms to be certified by the College's Office of Academic Support Programs. The forms must contain a minimum of parental consent to attend courses, school district verification of eligibility, and College confirmation of enrollment.

4. School Districts will be billed at the standard rate, currently $155.13 per credit hour, as the State would pay the post-secondary institution. This rate is inclusive of all tuition, fees, and course fees (except private music lesson fees) as listed in the class schedule. Fees for textbooks will be refunded to the School District as textbooks are returned to the College bookstore. A copy of each completed registration form will be returned to the school district with the invoice requesting payment.

5. Credit for refunds due to individual courses or complete College withdrawal will be issued according to the same refund schedule according other College students. Rates charted and refund schedules are set by the Minnesota State College Board and subject to change without notice.

6. Payment on billings are due thirty (30) days after the bill is issued.

7. The College Business Office will provide an authorization to the Concordia College Bookstore, which will list courses by name and course number. Their staff will list the course required books and materials as well as price. The student will sign for receipt of the required books and materials listed at no cost to them. The books and materials are the property of the school district at this point and how they are retrieved from the student and/or disposed of is the school district's decision. Should the school district prefer to review the courses registered for by the students before the purchase of textbooks at the Bookstore, a section in the book authorization form between Admission's

signature and Bookstore is available for the high school official. This section will not be a required signature by the Bookstore and they will be authorized to fill the order based on the College Business Office authorization. The high school official will have to communicate to the student that he/she wishes to sign off before the textbooks are purchased.

8. Room and board costs, if applicable, are the responsibility of the student.

This agreement is for the College's 2001-02 academic year and may be renewed on an annual basis by the written agreement of both parties to extend. The official contact person and mailing address for each institution must be provided at the time both parties sign the agreement.

SCHOOL DISTRICT:

_____
School District Contact Person and Title

_____
School District Authorized Signature Date

_____
Title

Moorhead Area Public Schools
810 4th Avenue South
Moorhead MN 56560

CONCORDIA COLLEGE

_____
College Contact Person and Title

_____
College Authorized Signature Date

_____
Title

Concordia College
Business Office
901 8th Street South
Moorhead MN 56560

MEMORANDUM P 02.043

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: October 2, 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:

Rita Gullickson	Spanish Immersion Teacher, Probstfield, MA+15 (7), $40,740.00, effective for the 2001-2002 school year. (Replace Kathryn Carlson)
Melanie Fierstine	Outreach Worker, Junior High, B32 (0-3) $ 15.73 per hour, 20 hours per week, Non-Aligned Contract, effective for the 2001-2002 school year. (Replace Kris Osagie)
John Braun	Liaison-Program Monitor, RRALC, B21 (0-3) $12.19 per hour, 8 hours daily, Non-Aligned Contract, effective immediately. (Replace Victor Lara)
Jason Praus	Computer Technician, Jr. High, B22 (11) $12.54 per hour, 8 hours daily, Secretarial Contract, effective October 22, 2001. (Replace Lynn Greenwaldt)

Suggested Resolution: Move to approve the employment of Rita Gullickson, Melanie Fierstine, John Braun and Jason Praus as presented.

RN:sh

MEMORANDUM P 02.044

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: October 2, 2001

SUBJECT: Family/Medical Leave

The administration requests a Family/Medical leave for the following persons:

Valerie Stevenson O.T., Edison/Riverside School, to begin around January 20, 2002 for 12 weeks.

Lea Rodriguez Paraprofessional, Probstfield, to start on or about October 31, 2001 for 6 weeks.

Suggested Resolution: Move to approve the Family/Medical leave for Valerie Stevenson pursuant to Article 38, Section 1 of the Teachers Master Contract and Lea Rodriguez pursuant to Article VIII, Section 2 of the Paraprofessional Contract as presented.

RN:sh

MEMORANDUM P 02.045

TO: Dr. Larry Nybladh

FROM: Ron Mielsen

DATE: October 2, 2001

SUBJECT: Resignation

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

Casaundra Jolly Food Service, Edison, effective September 28, 2001.

Suggested Resolution: Move to accept the resignation of Casaundra Jolly as presented.

RN:sh

MEMORANDUM P 02.046

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: October 2, 2001

SUBJECT: New Coach

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

Paul Larson	Head Wrestling Coach, Senior High, for the 2001-2002 school year. (Replace Shawn Osborne)

Suggested Resolution: Move to approve the employment of Paul Larson as Head Wrestling Coach for the 2001-2002 season.

RN:sh

MEMBERS PRESENT: Jim Cummings, Lisa Erickson, Stacey Foss (8:21 p.m.), Mark Gustafson, Anton B. Hastad, Carol A. Ladwig, Kristine Thompson, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: None

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 revised.

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

WE ARE PROUD:

*** We Are Proud of Jim Lund, supervisor of planning, assessment and online resources, for being named one of fifteen Apple Distinguished Educators for 2001. The Apple Distinguished Educators program recognizes the top educational technology leaders in the country.

Apple Distinguished Educators are a select group of K-12 and higher education educators who exemplify best practices. When new technologies are developed, these leading educators are the first to make effective use of technology to support learning objectives in the classroom. They also model effective administrative leadership and teacher professionalism. As mentors, they influence other educators by presenting their successes at key conferences and leading hands-on workshops.

During their one-year term, Apple Distinguished Educators receive hardware, software, and professional development.

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 $250 gift from Jill Anderson, Redwood Candle Company in Redwood Falls, Minnesota, to purchase curriculum materials for Robert Asp School and send a letter of thanks to organizations for All-Staff breakfast donations (8/29).

Agreement - Approve an agreement with North Dakota State University for the 2001-2002 school year for the Moorhead School District to serve as a student teacher center.

Grant Amendment - Approve the budget amendment to the Homeless Education and Youth grant to align it with the final award.

Grant - Accept the Title I Delinquent Education grant in the amount of $40,000.

Leases - Approve two lease agreements with the City of Moorhead for the use of city and school facilities for Fall 2001 to Spring 2006 and for a space lease at the Moorhead Sports Center from Fall 2001 to Spring 2006.

Change in Employment Contract

Connie Filley - Paraprofessional B21 (14), Junior High, to Building Teach B22 (14) $13.02 per hour, 8 hours per day, 206 days per year, at Washington and Voyager. (Replace Deb Thielbar)
Jamie York - 5th Grade Teacher, Riverside, from half-time to full time. (Replace Tim Marsten)

New Employees

Stephanie Herbranson - Reading Teacher, Probstfield, BA (0) .286 FTE, $7,398.82, effective for the 2001-2002 school year. (Vacant Position)
Megan Iverson - Title I Teacher, Washington, BA (0) .50 FTE, $12,935.00, effective for the 2001-2002 school year. (Replace Orella Olson)
Bethany Ustanko - Grade 5 Teacher, Riverside, BA (0) .50 FTE, $12,935.00, effective for the 2001-2002 school year. (Replace Lisa Seljevold half-time)
Nancy Smemo - LD/PI Paraprofessional, Probstfield, B21 (0-2) $9.68 per hour, 6.5 hours daily, effective immediately. (Replace Carol Honcik)

Amanda Musolino - Paraprofessional, Senior High, B21 (0-2) $9.68 per hour, 6.5 hours daily, effective immediately. (Replace Kathy Jorgenson)

Resignations

Vic Lara - Liaison, RRALC, effective September 7, 2001.
Jean Fischer - Title I Paraprofessional, Junior High, effective August 28, 2001.
Rhonda Granzow - Paraprofessional, Riverside, effective August 27, 2001.
Renata Highness - Paraprofessional, Robert Asp, effective August 27, 2001.
LaVonne Evans - Food Service, Senior High, effective immediately.

Minutes - Approve the August 13 and 27, 2001 minutes as presented.

Claims - Approve the September claims, subject to audit, in the amount of $934,926.54.

General Fund:	$892,072.32
Food Service:	22,653.57
Community Service:	19,053.91
Debt Redemption:	275.00
Townsite Centre:	859.89
TOTAL	$934,926.54

Motion carried 6-0.

COMMITTEE REPORTS: Brief reports were heard related to the Joint Powers and Clay County Joint Powers 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.)

Moorhead Community Education Program - Lauri Winterfeldt-Shanks provided a detailed report on Community Education's 2001-02 focus, current catalog and programs.

STAFF DEVELOPMENT REPORT: Ladwig moved, seconded by Hastad, to accept the 2001-2002 Staff Development Report as presented and direct administration to forward a copy to the Minnesota Department of Children, Families and Learning. Motion carried 6-0.

CLAY COUNTY SOCIAL SERVICES' PURCHASE OF SERVICE AGREEMENT: Ladwig moved, seconded by Erickson, to approve Clay County Social Services' Purchase of Service Agreement for the 2001 calendar year, with 20 percent of the funds being forwarded to the Dilworth/Glyndon/Felton School District upon receipt from Clay County. Motion carried 6-0.

OPENING OF SCHOOL: Kovash provided a report of the opening day enrollment figures along with a comparison of projected figures and the past three years of monthly enrollment figures.

VARIABLE SPEED DRIVES AND CONTROLLER UPGRADE BID: Thompson moved, seconded by Erickson, to accept the bid received from Johnson Controls, Inc. Milwaukee, Wisconsin in the amount of $244,400 for temperature control upgrades at the senior high school. Motion carried 6-0.

BUDGET UPDATE: Weston reported on key changes enacted with the Omnibus K-12 Education Act of 2001 and discussed potential decision options relative to the question of an excess levy referendum.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Cummings reminded members of the September 12 MSBA Fall Area meeting in Pelican Rapids and the September 11 Community Task Force Convocation meeting.

CLOSE PUBLIC MEETING: Thompson moved, seconded by Hastad, to close the public meeting at 9:01 p.m., pursuant to M.S. 471.705 for the purpose of discussing negotiations strategies. Motion carried 7-0.

The meeting recessed at 9:02 p.m.; the Chair reconvened the meeting at 9:16 p.m.

Mark Gustafson left the meeting at 10:02.

OPEN PUBLIC MEETING: Hastad moved, seconded by Foss, to reopen the public meeting at 10:05 p.m. Motion carried 6-0.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 10:06 p.m.

_____

Carol Ladwig, Clerk

SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
SEPTEMBER 12, 2001

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 5 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

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

SCHOOL BOARD ELECTION RESOLUTION: Foss moved, seconded by Erickson, to approve the Resolution Relating to the Election of School Board Members and Calling the School District General Election resolution as presented. Motion carried 6-0.

SCHOOL BOARD ELECTION NOTICE: Thompson moved, seconded by Hastad, to approve the Notice of General Election as presented. Motion carried 6-0.

EXCESS LEVY REFERENDUM: Hastad moved, seconded by Foss, to approve Option One of the document entitled "Potential Decision Options Relative to the Question of an Excess Levy Referendum" as presented. Motion carried 6-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Ladwig expressed sympathy to those families who suffered losses due to the September 11 terrorist attack. The Community Task Force Convocation was rescheduled to Thursday, September 27, 2001. The MSBA legislative resolution submission deadline is October 3 and must have School Board approval before submission.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 5:30 p.m.

_____

Carol Ladwig, Clerk

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

MEMBERS ABSENT: Stacey Foss and 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 revised.

APPROVAL OF AGENDA: Ladwig moved, seconded by Thompson, to approve the agenda as presented. Motion carried 5-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Grant - Accept the $62,622 grant for Migrant Education for the 2001-2002 school year. The funding will provide summer hours for home and school communication and services.

Lease - Approve the Townsite lease renewal with TransEm beginning November 1, 2001 and continuing through October 31, 2002 for a total lease amount of $6,185.52.

Agreements - Approve the "School and College" program agreement between Minnesota State University - Moorhead and Moorhead Area Public Schools for post-secondary enrollment.

Leave of Absence

Jennifer Garcia - Science Teacher, Senior High, leave of absence for second semester to decrease her position to .785 FTE, pursuant to Article 42, Leave of Absence, of the Teachers Master Contract.

Karen Reierson - Kindergarten Teacher, Washington Elementary, going half-time for 5 weeks beginning October 22nd and then full time leave from November 26th until December 21st, returning full time teaching in January. According to Article 37, Section 3, Adoption Leave of the Teachers Master Contract.

Bill Johnson - Interpreter, Senior High, six month leave of absence, pursuant to Article VIII, Section 8, Other Leave of the Paraprofessional Master Contract.

New Employees

Samuel Garcia - Paraprofessional, Junior High, B21 (3) $10.88 per hour, 6.5 hours daily, effective September 10, 2001. (Replace Connie Filley)

JoAnn Sturman - Food Server, Senior High, $7.20 per hour, 2.25 hours per day, effective September 17, 2001. (Replace Lavonne Evans)

Mary Larson - Food Server, Riverside, $7.20 per hour, 2 hours daily, effective September 13, 2001. (Replace substitute)

Constance Kuehl - Food Server, Edison, $7.20 per hour, 2 hours daily, effective September 13, 2001. (Replace Diane Klein)

Eugene Kroll - Assistant Server, Probstfield, $8.20 per hour, 2.75 hours daily, effective September 11, 2001. (Replace Kathy Norwig)

Joyce Gallo - Food Server, Riverside, $7.20 per hour, 2 hours daily, effective September 6, 2001. (Replace Bernice Whaley)

Casaundra Jolly - Food Server, Edison, $7.20 per hour, 2 hours daily, effective September 4, 2001.(Replace Tamara Enkers)

Vivian Mattson - Food Server, Junior High, $7.20 per hour, 2.75 hours daily, effective September 4, 2001. (Replace Becky Brockberg)

Brenda Backlund - Food Server, Junior High, $7.20 per hour, 2.75 hours daily, effective September 4, 2001. (Replace Lonnie Woltjer)

Nancy Nizzi - Second Cook, Edison, $10.71 per hour, 4 hours daily, effective September 4, 2001. (Replace Carole Mitchell)

Resignations

Laura Kensok - Paraprofessional, RRALC, effective September 28, 2001.

Nina Langness - Food Server, Probstfield, effective September 12, 2001.

Termination
Noreen Kapaun - Secretary, Riverside/Washington, effective September 20, 2001.

Motion carried 5-0.

COMMITTEE REPORTS: Brief reports were heard related to the Health and Safety, Early Childhood Family Education, CARE Team, Wellness, Instruction and Curriculum Advisory, Community Education Advisory, Superintendent's Advisory, and Clay County Joint Powers Committee/Council meetings.

SALE OF SCHOOL DISTRICT PROPERTY: Hastad moved, seconded by Ladwig, to approve the sale of land as described in the attached quit claim deed to the City of Moorhead for a total cost of $4,400.00. All costs associated with this sale are to be paid by the City of Moorhead. Motion carried 5-0.

2000-2001 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT PERFORMANCE: Thompson moved, seconded by Ladwig, to direct administration to print the final copy of the 2000-2001 Annual Report on Curriculum, Instruction and Student Performance and send to the Minnesota Department of Children, Families and Learning by October 15, 2001. Motion carried 5-0.

PROPOSED LEVY FOR 2001 PAYABLE 2002: Erickson moved, seconded by Hastad, to certify the "maximum" for the 2001 payable 2002 proposed levy. Motion carried 5-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 7:32 p.m.

_____
Carol Ladwig, Clerk

BUSINESS SERVICES MEMO#: B.02.037

To: Dr. Larry P. Nybladh

From: Mark Weston MW

Date: October 3, 2001

RE: Current/Future Facility Analysis

At a special school board meeting on June 27, 2001, the school board hired Zerr Berg Architects, Inc. for a Current /Future Facility Analysis. That report has been completed and I am recommending that a presentation be scheduled for the October 8, 2001, regularly scheduled school board meeting. If this date will not work for a presentation please advise.

MLW/krm

MEMO #: I-02-067

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

SUBJECT: Board Dialog

DATE: October 2, 2001

Darvin Miller will dialog on the NATF Certification Program at the Moorhead Senior High which is offered through the automotive program.

LAK/smw

MEMO #: I-02-061

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

SUBJECT: Enrollment Figures

DATE: October 1, 2001

Attached are the October 1, 2001 enrollment figures. The enrollment numbers are collected from each of the schools by telephone the first day of the month. The October 1 figures reflect the enrollment number that is reported to the Department of Children, Families and Learning.

The elementary total enrollment has decreased by 24 students. Moorhead Junior High has decreased by seven student while Moorhead Senior High has increased by one student.

A monthly enrollment chart has been attached for your information.

LAK/smw
Attachment

MOORHEAD PUBLIC SCHOOLS
10-01-01

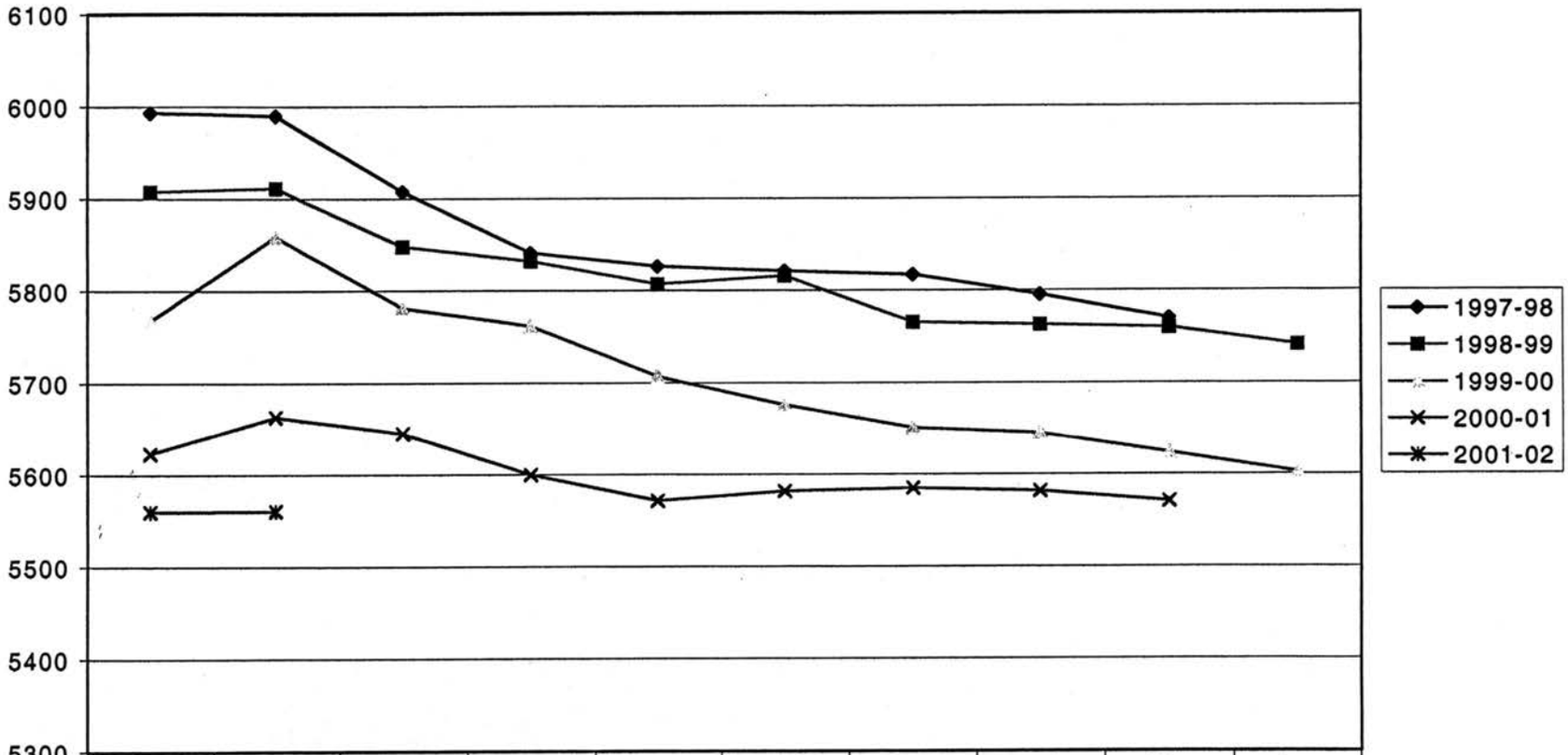
Target	20	21	25	27	29	29	30		
SCHOOL BUILDING	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Self	TOTAL
	24 24	25 25	21 23	26 25	28 28	28 29			
	22 24	26 25	23 22	26 25	28 29	29			*586*
EDISON	**94**	**101**	**89**	**102**	**113**	**86**			585
	22 19	23 21 21	24 22	29 29	28 30				
	18 19	20 21	22 22	29 31	30 29				
	20								
	20 22	21 19	16 18	25					*675*
PROBSTFIELD	**140**	**146**	**124**	**143**	**117**				670
	23	22 23	24 25	24 23	24 22	23 27			
	18				21				
Multi Age		11	11						*325*
RIVERSIDE	**41**	**56**	**60**	**47**	**67**	**50**		12	333
	20 18	21 23	22 21	28 29	28 27	31 29			
full day	22	23 13	10	29 28	27 26				
Multi Age	18 20	11	12		27				
Multi Age		12	11						
Multi Age		13	10						*625*
WASHINGTON	**98**	**116**	**86**	**114**	**135**	**60**			609
Average class	20.8	20.2	22.6	28.3	28.3	28.4	27.3		*649*
ROBERT ASP						**197**	**438**		649
RRALC									
TOTAL BY									*2860*
GRADE	**373**	**419**	**359**	**406**	**432**	**393**	**438**	**12**	2832
ELEMENTARY PRESCHOOL									90

TOTAL ELEMENTARY (INCLUDING PRESCHOOL AND SPECIAL EDUCATION)

	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12					
MOORHEAD											*862*
JUNIOR HIGH	**442**	**413**									855
MOORHEAD											*1736*
SENIOR HIGH			**437**	**430**	**446**	**424**					1737
RRALC	10	14	22	25	15	13					99
OUTREACH	4	3	5	3	1	0					16
DET/SHELTER	1	0	4	0	10	6					21
											5559
TOTAL KINDERGARTEN THROUGH GRADE 12 (INCLUDING SPECIAL ED)											5560
TOTAL PRESCHOOL THROUGH GRADE 12 (INCLUDING SPECIAL ED)											5650

SPECIAL EDUCATION CHILD COUNT
Numbers in italics in column indicate May 01, 2001 totals.
Self = Self Contained

Monthly Enrollment



	Sept.	October	November	December	January	February	March	April	May	June
1997-98	5993	5990	5907	5841	5826	5821	5817	5795	5769	
1998-99	5907	5911	5848	5832	5807	5816	5765	5762	5759	5740
1999-00	5767	5859	5781	5761	5706	5675	5650	5644	5623	5602
2000-01	5622	5662	5644	5599	5571	5581	5584	5581	5570	
2001-02	5559	5560								

MEMO #: I-02-068

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

SUBJECT: Building Profiles

DATE: October 2, 2001

Enclosed with the agenda is the draft of the K-12 Building & District Profiles for the five-year period from 1996-97 through 2000-2001. Highlights and discussion of the profiles will be shared with the board.

The School Board will be asked to receive the Building and District Profiles at their October 22nd meeting.

LAK/smw
Attachment

Moorhead Area Schools

School Profiles

1996-97 through 2000-01

Draft Copy

Prepared by the Office of Teaching & Learning

October 1, 2001

Table of Contents

Moorhead Public Schools School Profiles Explanation of Profile Elements..... 1 - 4

Thomas Edison Elementary School..... E1 - E7

Probstfield Elementary School..... P1 - P5

Riverside/Lincoln Elementary School..... R1 - R6

George Washington Elementary School..... W1 - W5

Robert Asp Elementary School.....A1 - A6

Moorhead Junior High School.....J1 - J8

Moorhead Senior High School.....S1 - S12

Moorhead District Profiles.....D1 - D7

MOORHEAD PUBLIC SCHOOLS
SCHOOL PROFILES

Listed below is an explanation of data elements which are included in the building profiles.

Average Daily Membership

Average Daily Membership will be the total membership in pupil units for each building.

Average Daily Attendance

Official Average Daily Attendance from the Minnesota Automated Reporting Student System data.

Attendance

This figure will reflect the proportion of days that students were in attendance throughout the year. It is calculated by dividing the Average Daily Attendance by the Average Daily Membership.

Enrollment

Enrollment by grade as of October 1.

Ethnicity

The number of students and percentage of students will be given by ethnic group as of October 1.

Mobility

Student population for each building will be given as it relates to those students who transferred from the building during the school year and number of students who entered the building during the school year. This data will include transfers within the district, those within the state and transfers from another state. The mobility will not reflect changes occurring from one school year to the next year based on natural progression from one building to the next.

Limited English Proficiency

The report will include students with Limited Proficiency in English.

Free and Reduced Lunches

The report will include the number of students who are receiving free and reduced lunches. The proportion of students approved for free and reduced lunches will be reflected in these figures.

Retention in Grade

This data will reflect students who did not meet promotion standards at the end of the school year or after completion of summer school. At the high school level, students retained will be students who do not acquire the number of credits for promotion to the next grade level.

Special Education Status

The number of students receiving special services by primary disability.

Home Language

The language reported as the language primarily used at home will be listed. Data will include number of students and home language.

Failure Rate

This data will indicate the percentage of secondary students who failed no semester courses, one semester course, and 2 or more semester courses during one school year.

Dropout Rate

The district dropout rate will reflect students in grades 7-12 who dropped out during the year or did not re-enroll as expected in September and did not have a request of transfer of records from another school.

Absences/Unexcused Absences

Elementary school profiles report the number of students who received no absences, 1 to 5, 6 to 10, 11-15, 16-20, and 20 or more.

Secondary school profiles report the number of students who received no unexcused absences, 1 to 5, 6 to 10, 11-15, 16-20, and 20 or more.

Suspension

The number of students suspended from school will be reported. This will include the number of students in in-school suspension and those with out-of-school suspension.

Bus Suspension

This report will include the number of students suspended from bus transportation for one or more days during the school year.

Alternative School Setting

The report will include the number of students served through Outreach, MCAP, P.M. School and/or other alternative settings.

Detention

The report will include the number of detentions served.

Physical Assaults/Fighting

The report will list the number of reported assaults committed by students.

Weapons

This report will include the number of students who were charged with weapon offenses.

Tobacco

This report will include the number of students disciplined due to tobacco usage.

Alcohol

This report will include the number of students disciplined due to alcohol usage.

Other Drug Use

This report will include the number of students disciplined based on other drug usage.

Vandalism

This report will include the number of students disciplined due to vandalism.

Co and Extra Curricular Activities

This report will include the number of boys and girls enrolled in each activity.

Achievement:

This section will be converted to an annual district testing report (Oct. 01)

1. Reading - Profile will include the Iowa Test of Basic Skills. Reports by number of students in each national quartile at all grades tested above grade 3.

2. Results of the Gates-MacGinitie reading test at grades 6, 8 and 10 will be profiled.

3. Math - Profile will include the Iowa Test of Basic Skills. Reports by number of students in each national quartile at all grades tested above grade 3.

4. ACT scores - The ACT profile will be given including those students who take core curriculum courses and those who do not. The score will also indicate percent of students tested as compared to state and national results. Individual areas of English, mathematics, reading, and science reasoning will be reported as well as a composite score.

5. State Basic Standards test results for classes beginning with the class of 2000 at level tested (ie: Grade 8 for 1995-96).

6. Minnesota Assessment testing results will be included in the years that those specific assessments are utilized.

7. Grade distribution by ethnicity is given for secondary school buildings.

Student to computer ratio

This report will include the number of students per computer.

Teaching Staff

Full-time equivalence will be reported including percentage with bachelor, master, and doctor degrees, average years of experience and number of teachers who experience is 0 to 5, 6 to 10, 11-20, and more than 20 years.

Postsecondary Options

This report will list the number of high school only students attending postsecondary options, areas of study and grade distribution data.

Electricity and Heat Cost

Electricity and heat cost is given in dollars and cents per square foot.

Edison 2000-01

THOMAS EDISON ELEMENTARY SCHOOL

1. Average Daily Membership
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
575	615	592	581	533

2. Average Daily Attendance
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
548	589	565	555	509

3. Attendance Rate
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
95.30%	95.77%	95.44%	95.52%	95.49%

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Kindergarten (includes MSU)	101	111	117	103	102
Grade 1	125	88	105	101	86
Grade 2	111	122	90	101	100
Grade 3	106	108	128	89	104
Grade 4	120	106	107	120	90
Grade 5		56	44	51	57
Self-Contained Special Ed.	19	21	15	13	0
Total	582	612	606	578	539

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
American Indian	39	38	31	40	36
	6.70%	6.20%	5.10%	7.0%	6.6%
Asian	17	16	13	10	10
	2.90%	2.60%	2.10%	1.7%	1.8%
Hispanic	81	68	74	76	71
	13.90%	11.10%	12.20%	13.3%	13.1%
Black	5	4	7	14	14
	0.90%	0.60%	1.10%	2.4%	2.6%
White	440	489	484	432	410
	75.60%	79.50%	79.50%	75.5%	75.8%
Percent Minority	24.40%	20.50%	20.50%	24.5%	24.2%

6. Mobility

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Transfers Into District	75	79	44	29	10
Transfers Out of District	69	60	88	59	45

Edison 2000-01

7. Limited English Proficiency

Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
65	54	66	48	57

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
Free	163	167	156	190	171
Reduced	22	30	28	27	32
% of Free & Reduced Grades 1-5	38%	32%	30%	37.5%	37.6%

9. Retention in Grade

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Kindergarten	4	2	3	2	1
Grade 1	2	3	2	1	2
Grade 2	0	0	1	2	1
Grade 3	0	1	0	0	0
Grade 4	0	0	0	0	0
Grade 5				0	0
Total	6	6	6	5	4

10. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec. 99	Dec. 00
Speech/Language	24	18	13	13	14
Mild-Moderate Mentally	4	3	2	3	2
Moderate-Severe Mentally	1	0	0	1	1
Physically	1	1	1	1	1
Hearing	4	6	5	6	5
Visually	0	0	0	0	0
Specific Learning	30	35	29	16	17
Emotional Disorders	25	21	20	12	11
Deaf-Blind	0	0	0	0	0
Other Health	6	11	14	22	18
Autistic	1	2	2	3	2
Early Childhood Special Ed.	0	4	4	6	5
Total Disabilities Served	96	101	90	83	76

11. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Cheyenne	0	0	0	0	0
Chinese	2	0	2	0	0
Dakotah	0	1	1	0	0
East Indian Languages	0	0	0	0	0
English	503	526	572	489	453
French	0	0	0	0	0
Spanish	62	52	84	50	58
Vietnamese	2	3	2	0	5
Lao	0	0	0	0	0
Afrikaans	2	1	1	1	0
Kurdish	11	16	8	3	8

Edison 2000-01

Home Language cont'd					
Cantonese	0	2	0	1	2
Afghan	0	1	0	0	0
Swedish	2	2	1	1	0
Cambodian			1	0	0
Russian			2	1	0
Farsi				1	0
Japanese					1
Yugoslvian					1
Swahili					1

12. Absences

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
0 Absences	30	39	27	64	32
	5.20%	5.89%	4.10%	11.7%	6.8%
1 to 5 Absences	277	321	287	233	222
	48.20%	48.50%	43.62%	40.3%	47.4%
6 to 10 Absences	142	162	165	147	113
	24.70%	24.47%	25.08%	25.43%	24.1%
11 to 15 Absences	68	69	99	68	54
	11.80%	10.42%	15.05%	11.8%	11.5%
16 to 20 Absences	23	37	45	28	21
	4.00%	5.59%	6.84%	4.84%	4.40%
21 or More Absences	35	34	35	38	26
	6.10%	5.13%	5.32%	6.57%	5.55%

13. Suspensions

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	2	1	1	2	2

14. Bus Suspensions

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	3	8	6	3	7

15. Alternative School Setting

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	2	1	2	1	0

16. Detention

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

17. Physical Assaults/Fighting

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	1	1	3

18. Weapons

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	1	1	0

Edison 2000-01

19. Tobacco

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

20. Alcohol

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

21. Other Drug Use

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

22. Vandalism

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

23. Achievement

	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 3					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	24%	21%	29%	31%	
Percent at or above National 50%ile	57%	58%	59%	56%	
Percent at or above National 25%ile	80%	79%	85%	84%	
Grade 4					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	28%	38%	24%	32%	
Percent at or above National 50%ile	51%	63%	54%	61%	
Percent at or above National 25%ile	88%	83%	87%	86%	
Grade 5					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile		23%	24%	30%	
Percent at or above National 50%ile		26%	54%	57%	
Percent at or above National 25%ile		81%	78%	81%	
Grade 3					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	23%	24%	26%	52%	
Percent at or above National 50%ile	51%	56%	59%	67%	
Percent at or above National 25%ile	69%	79%	79%	85%	
Grade 4					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	21%	35%	30%	37%	
Percent at or above National 50%ile	47%	55%	65%	68%	
Percent at or above National 25%ile	71%	77%	82%	82%	
Grade 5					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile		35%	20%	34%	
Percent at or above National 50%ile		66%	52%	55%	
Percent at or above National 25%ile		85%	74%	66%	

Edison 2000-01

Minnesota Comprehensive Assessments (MCA)
Level IV - Student demonstrates advanced performance
Level III - Student demonstrates solid academic performance
Level II - Student demonstrates partial knowledge
Level I - Student demonstrates limited knowledge

Edison Figures

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	4%	10%	7%	12%
Percent at or above Level III	30%	33%	31%	34%
Percent at or above Level II	48%	34%	36%	37%
Percent at or above Level I	18%	23%	26%	17%

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	0%	6%	19%	9%
Percent at or above Level III	25%	24%	31%	40%
Percent at or above Level II	40%	35%	35%	28%
Percent at or above Level I	35%	35%	15%	23%

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	4%	2%	9%	10%
Percent at or above Level III	28%	41%	34%	32%
Percent at or above Level II	47%	41%	41%	45%
Percent at or above Level I	21%	16%	16%	13%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	3%	0%	12%	8%
Percent at or above Level III	13%	14%	33%	36%
Percent at or above Level II	55%	45%	42%	36%
Percent at or above Level I	29%	41%	13%	20%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	0%	9%	4%
Percent at or above Level III	32%	28%	36%	41%
Percent at or above Level II	39%	53%	38%	41%
Percent at or above Level I	21%	19%	17%	14%

State Comparisons

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	5%	8%	11%	16%
Percent at or above Level III	30%	32%	33%	33%
Percent at or above Level II	42%	39%	38%	35%
Percent at or above Level I	23%	21%	18%	16%

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	12%	16%	24%
Percent at or above Level III	30%	33%	36%	39%
Percent at or above Level II	41%	37%	34%	26%
Percent at or above Level I	21%	18%	14%	11%

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	9%	10%	14%
Percent at or above Level III	29%	33%	37%	39%
Percent at or above Level II	47%	46%	43%	38%
Percent at or above Level I	18%	12%	10%	10%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	6%	12%	13%
Percent at or above Level III	26%	31%	33%	37%
Percent at or above Level II	48%	45%	41%	38%
Percent at or above Level I	20%	18%	14%	10%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	3%	4%	3%
Percent at or above Level III	34%	42%	38%	52%
Percent at or above Level II	38%	50%	5%	41%
Percent at or above Level I	20%	5%	8%	4%

24. Student to Computer Ratio (End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	6 to 1	5 to 1	5 to 1	5 to 1	5 to 1

25. Teaching Staff (End of Year)	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	4	4	10	7	5.7
BA+15	5	2	3	4	3
BA+30	6	5	4	5	4.5
BA+45	4	5	7	5	5
BA+60	1	1	0	0	0
BA+75	3	3	3	3	3
BA+90	3	2	1	1	1
BA+105	6	7	0	4	5
MA	4	4	6	1	0
MA+15	3	4	2	6	6

MA+30	0	2	3	3	3
MA+45	3	1	2	2	3
0 to 5 years	8	2	10	7	
6 to 10 years	7	11	11	11	
11 to 20 years	9	12	12	11	
More than 20 years	16	16	9	9	
Average Years Experience	17 years	16 years	12 years	9.5 years	

26 **Comparisons in dollars and cents per square foot**

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Square foot				52479	52479
Cost for Electricity	$19,396.32	$15,904.00	$16,692.97	$18639.19	18216.75
Cost per square foot	$0.38	$0.31	$0.32	$0.36	$0.35
Square foot				52479	52479
Cost for Heat	$13,500.00	$9,869.00	$14,449.51	16182.31	26696.22

PROBSTFIELD ELEMENTARY SCHOOL

1. Average Daily Membership
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
712	665	675	652	634

2. Average Daily Attendance
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
687	638	650	629	613

3. Attendance Rate
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
96.49%	95.87%	96.30%	96.47%	96.68%

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
Kindergarten	125	136	138	122	128
Grade 1	148	121	145	151	125
Grade 2	148	145	115	142	150
Grade 3	131	148	136	106	125
Grade 4	167	127	146	131	114
Self-Contained Special Ed.	0	0	3		
Total	719	677	683	652	642

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
American Indian	25	20	14	17	19
	3.50%	2.90%	2.05%	2.06%	3.00%
Asian	15	23	33	11	13
	2.10%	3.40%	4.84%	1.70%	2.00%
Hispanic	49	53	52	40	29
	6.80%	7.80%	7.62%	6.20%	4.50%
Black	4	3	1	2	13
	0.60%	0.40%	0.15%	0.30%	2.00%
White	626	579	582	577	564
	87%	85.40%	85.34%	89.20%	88.40%
Percent Minority	13%	14.60%	14.66%	10.80%	11.60%

6. Mobility

	1996-97	1997-98	1998-99	1999-00	2000-01
(End of Year)	49	63	32	21	7
Transfers Into District	66	71	46	67	30
Transfers Out of District					

7. Limited English Proficiency

Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
49	40	55	34	47

Probstfield 2000-01

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Free	133	152	131	157	113
Reduced	40	37	25	29	41
% of Free & Reduced Grades 1-4	29%	28%	23%	29%	24%

9. Retention in Grade

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Kindergarten	2	3	2	3	2
Grade 1	1	4	0	1	3
Grade 2	1	0	0	0	3
Grade 3	0	0	0	1	0
Grade 4	0	0	0	0	0
Total	4	7	2	5	8

10. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec. 99	Dec. 00
Speech/Language	32	35	32	35	33
Mild-Moderate Mentally	9	7	5	2	3
Moderate-Severe Mentally	4	3	3	0	0
Physically	6	4	6	3	4
Hearing	1	1	2	1	1
Visually	0	0	1	1	1
Specific Learning	43	39	24	15	14
Emotional Disorders	29	24	18	16	14
Deaf-Blind	0	0	1	0	0
Other Health	10	16	18	13	11
Autistic	1	4	7	8	8
Early Childhood Special Ed.	4	2	3	17	11
Total Disabilities Served	139	135	120	111	100

11. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Chinese	0	0	0	0	0
East Indian Languages	2	0	0	0	0
English	656	602	636	568	574
Farsi	0	0	0	0	0
Japanese	1	1	1	0	0
Kurdish	11	18	31	33	32
Spanish	38	33	52	26	21
Afrikaans	0	0	1	0	0
Vietnamese	1	3	2	3	2
Dakotah	2	1	3	0	0
Cambodian	1	0	0	0	0
Khmer	0	1	0	0	0

12. Absences

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
0 Absences	59	49	43	70	154
	8.20%	6.88%	6.02%	10.73%	23.83%
1 to 5 Absences	398	344	355	285	288
	55.90%	48.30%	49.72%	43.71%	44.50%

Probstfield 2000-01

12. Absences cont'd.

6 to 10 Absences	164	183	193	187	140
	23%	25.70%	27.03%	28.68%	21.67%
11 to 15 Absences	49	74	75	70	38
	6.90%	10.39%	10.50%	10.73%	5.88%
16 to 20 Absences	24	31	27	27	14
	3.40%	4.35%	3.78%	4.14%	2.16%
21 or More Absences	18	31	21	13	12
	2.50%	4.55%	2.94%	1.99%	1.85%

13. Suspensions
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
3	5	5.5	2	4

14. Bus Suspensions
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
2	2	4	2	10

15. Alternative School Setting
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

16. Detention
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

17. Physical Assaults/Fighting
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
2	2		0	3

18. Weapons
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

19. Tobacco
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

20. Alcohol
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

21. Other Drug Use
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

22. Vandalism
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

Probstfield 2000-01

23. Achievement

	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 3 Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	29%	N/A	31%	46%	
Percent at or above National 50%ile	62%	N/A	63%	71%	
Percent at or above National 25%ile	85%	N/A	80%	87%	
Grade 4 Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	30%	34%	31%	41%	
Percent at or above National 50%ile	63%	62%	64%	66%	
Percent at or above National 25%ile	93%	88%	88%	86%	
Grade 3 Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	24%	N/A	33%	56%	
Percent at or above National 50%ile	60%	N/A	69%	77%	
Percent at or above National 25%ile	83%	N/A	88%	87%	
Grade 4 Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	22%	26%	39%	55%	
Percent at or above National 50%ile	65%	59%	72%	78%	
Percent at or above National 25%ile	86%	83%	88%	94%	

Minnesota Comprehensive Assessments (MCA)
Level IV - Student demonstrates advanced performance
Level III - Student demonstrates solid academic performance
Level II - Student demonstrates partial knowledge
Level I - Student demonstrates limited knowledge

(Probstfield Figures)

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	10%	10%	28%	19%
Percent at or above Level III	35%	35%	28%	35%
Percent at or above Level II	43%	39%	34%	31%
Percent at or above Level I	12%	16%	10%	14%

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	12%	16%	18%	16%
Percent at or above Level III	38%	42%	35%	34%
Percent at or above Level II	42%	35%	44%	39%
Percent at or above Level I	8%	7%	7%	11%

(State Comparisons)

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	5%	8%	11%	16%
Percent at or above Level III	30%	32%	33%	33%
Percent at or above Level II	42%	39%	38%	35%
Percent at or above Level I	23%	21%	18%	16%

23. Achievement cont'd.

(State Comparisons cont'd.)

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	9%	12%	14%
Percent at or above Level III	29%	33%	33%	39%
Percent at or above Level II	47%	46%	41%	39%
Percent at or above Level I	18%	12%	14%	10%

24. Student to Computer Ratio

1996-97	1997-98	1998-99	1999-00	2000-01
5 to 1	4 to 1	4 to 1	4 to 1	4 to 1

25. Teaching Staff

(End of Year)	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	10	9	16	8	5
BA+15	4	2	0	25	2
BA+30	8	8	8	4	4
BA+45	6	7	5	6	6
BA+60	0	0	0	0	0
BA+75	1	1	1	1	1
BA+90	2	1	0	0	0
BA+105	4	6	0	4	4
MA	6	6	4	6	6
MA+15	4	4	5	5	5
MA+30	1	1	2	2	2
MA+45	6	5	4	5	4
0 to 5 years	13	8	10	15	
6 to 10 years	18	16	16	13	
11 to 20 years	9	11	9	14	
More than 20 years	10	16	10	7	
Average Years Experience	12 years	12 years	12 years	13 years	

26. Electricity and Heat Cost

Comparisons in dollars and cents per square foot

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Square Foot				70130	70130
Cost for Electricity	$24,858.26	$27,820.00	$28,551.53	$31636.10	32936.25
Cost per square foot	$0.36	$0.40	$0.41	$0.45	$0.47
Square Foot				70130	70130
Cost for Heat	$17,139.68	$16,472.00	$17,892.70	$17215.75	30008.68
Cost per square foot	$0.24	$0.23	$0.26	$0.25	$0.43

Riverside 2000-01

RIVERSIDE ELEMENTARY SCHOOL

1. Average Daily Membership
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
336	407	362	407	373

2. Average Daily Attendance
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
321	388	347	386	358

3. Attendance Rate
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
95.54%	95.15%	95.86%	94.84%	95.97%

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Kindergarten	73	69	46	74	62
Grade 1	74	77	64	53	63
Grade 2	73	73	68	74	52
Grade 3	47	65	68	61	69
Grade 4	69	48	72	75	56
Grade 5		85	46	57	59
Self Contained Special Ed.	0	0	0	5	13
Total	336	417	364	399	374

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
American Indian	12	21	9	19	11
	3.60%	5.10%	2.50%	4.70%	3.00%
Asian	4	7	5	5	5
	1.20%	1.70%	1.39%	1.20%	1.30%
Hispanic	34	45	37	39	19
	10.10%	10.80%	10.28%	9.70%	5.10%
Black	8	8	7	9	5
	2.40%	1.90%	1.94%	2.20%	1.30%
White	278	334	302	329	331
	82.70%	80.50%	83.89%	82.00%	89.20%
Percent Minority	17.30%	19.50%	16.11%	18.00%	10.80%

6. Mobility
(End of Yer)

	1996-97	1997-98	1998-99	1999-00	2000-01
Transfers Into District	39	36	28	15	13
Transfers Out of District	46	49	28	46	26

7. Limited English Proficiency

Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
46	30	31	25	27

Riverside 2000-01

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Free	101	110	96	120	83
Reduced	21	41	26	34	40
% of Free & Reduced Grades 1-5	36%	36%	34%	47%	32.80%

9. Retention in Grade

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Kindergarten	0	0	0	1	0
Grade 1	0	0	0	0	0
Grade 2	0	0	1	0	0
Grade 3	0	0	0	0	0
Grade 4	0	0	0	0	0
Grade 5		1	0	0	0
Total	0	1	1	1	0

10. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec.99	Dec. 00
Speech/Language	27	23	18	24	21
Mild-Moderate Mentally	0	0	0	1	0
Moderate-Severe Mentally	0	0	0	0	1
Physically	1	2	1	0	0
Hearing	0	0	0	1	0
Visually	0	0	0	0	1
Specific Learning	7	11	7	10	10
Emotional Disorders	7	9	5	7	7
Deaf-Blind	0	0	0	0	0
Other Health	9	15	10	12	11
Autistic	0	0	0	1	0
Early Childhood Special Ed.	0	1	0	4	7
Total Disabilities Served	51	61	41	60	58

11. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Afrikaans	0	0	0	0	0
English	297	364	360	359	354
Farsi	2	0	0	1	1
Spanish	32	26	35	23	10
Chinese	0	0	0	0	0
Vietnamese	1	2	2	1	2
East Indian Languages	0	0	0	0	0
Kurdish	1	4	1	2	4
Yoruba	1	0	0	0	0
Persian	0	2	2	0	0
Russian	0	3	0	0	0

12. Absences

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
0 Absences	18	26	15	43	54
	5.40%	5.70%	3.92%	10.77%	15.56%
1 to 5 Absences	164	195	190	154	143
	48.80%	43%	49.61%	38.59%	41.20%

Riverside 2000-01

12. Absences cont'd

6 to 10 Absences	77	120	102	104	94
	22.90%	26.43%	26.63%	26.06%	27.08%
11 to 15 Absences	40	56	31	52	35
	11.90%	12.33%	8.09%	13.03%	10.08%
16 to 20 Absences	19	30	28	19	15
	5.70%	6.60%	7.31%	4.76%	4.32%
21 or More Absences	18	27	17	27	6
	5.40%	5.90%	4.44%	6.76%	1.72%

13. Suspensions
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	4	1	2	1

14. Bus Suspensions
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	3	0	0

15. Alternative School Setting
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	1	1	0	0

16. Detention
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	35	7

17. Physical Assaults/Fighting
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	5	7

18. Weapons
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	1

19. Tobacco
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

20. Alcohol
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

21. Other Drug Use
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

22. Vandalism
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

Riverside 2000-01

23. Achievement

Grade 3	1996-97	1997-98	1998-99	1999-00	2000-01
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	33%	N/A	45%	37%	
Percent at or above National 50%ile	53%	N/A	67%	65%	
Percent at or above National 25%ile	78%	N/A	81%	77%	
Grade 4					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	35%	33%	29%	44%	
Percent at or above National 50%ile	62%	67%	59%	72%	
Percent at or above National 25%ile	90%	80%	80%	85%	
Grade 5					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile		24%	28%	36%	
Percent at or above National 50%ile		66%	65%	64%	
Percent at or above National 25%ile		89%	86%	89%	
Grade 3					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	20%	N/A	24%	52%	
Percent at or above National 50%ile	49%	N/A	57%	70%	
Percent at or above National 25%ile	76%	N/A	81%	82%	
Grade 4					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	35%	27%	27%	50%	
Percent at or above National 50%ile	63%	65%	51%	76%	
Percent at or above National 25%ile	90%	78%	80%	92%	
Grade 5					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile		35%	26%	54%	
Percent at or above National 50%ile		66%	65%	77%	
Percent at or above National 25%ile		85%	84%	91%	

Minnesota Comprehensive Assessments (MCA)
Level IV - Student demonstrates advanced performance
Level III - Student demonstrates solid academic performance
Level II - Student demonstrates partial knowledge
Level I - Student demonstrates limited knowledge

(Riverside Figures)

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	10%	15%	21%	27%
Percent at or above Level III	33%	39%	30%	28%
Percent at or above Level II	38%	30%	34%	26%
Percent at or above Level I	19%	16%	15%	19%

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	1%	14%	15%	39%
Percent at or above Level III	42%	32%	46%	47%
Percent at or above Level II	41%	44%	27%	11%
Percent at or above Level I	16%	10%	12%	4%

23. Achievement cont'd.

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	9%	17%	21%	10%
Percent at or above Level III	35%	48%	36%	40%
Percent at or above Level II	38%	32%	34%	34%
Percent at or above Level I	18%	3%	9%	16%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	4%	11%	13%
Percent at or above Level III	28%	35%	50%	50%
Percent at or above Level II	51%	53%	27%	33%
Percent at or above Level I	15%	8%	12%	4%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	23%	10%	4%	10%
Percent at or above Level III	38%	24%	43%	64%
Percent at or above Level II	28%	59%	45%	24%
Percent at or above Level I	11%	7%	8%	2%

(State Comparisons)

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	5%	8%	11%	16%
Percent at or above Level III	30%	32%	33%	33%
Percent at or above Level II	42%	39%	38%	35%
Percent at or above Level I	23%	21%	18%	16%

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	12%	16%	24%
Percent at or above Level III	30%	33%	36%	39%
Percent at or above Level II	41%	37%	34%	26%
Percent at or above Level I	21%	18%	14%	11%

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	9%	10%	14%
Percent at or above Level III	29%	33%	37%	39%
Percent at or above Level II	47%	46%	43%	38%
Percent at or above Level I	18%	12%	10%	10%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	6%	12%	13%
Percent at or above Level III	26%	31%	33%	37%
Percent at or above Level II	48%	45%	41%	38%
Percent at or above Level I	20%	18%	14%	11%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	3%	4%	3%
Percent at or above Level III	34%	42%	38%	52%
Percent at or above Level II	38%	50%	50%	41%
Percent at or above Level I	20%	5%	8%	4%

24. Student to Computer Ratio

1996-97	1997-98	1998-99	1999-00	2000-01
3 to 1	3 to 1	3 to 1	3 to 1	3 to 1

25. Teaching Staff
(End of Year)

	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	4	4	10	7	6
BA+15	3	3	2	1	2
BA+30	0	0	3	3	2
BA+45	3	2	2	3	2
BA+60	0	0	0	0	0
BA+75	0	0	0	0	0
BA+90	0	0	0	0	0
BA+105	5	6	0	4	2
MA	1	3	0	0	0
MA+15	2	2	2	0	0
MA+30	4	0	1	3	3
MA+45	3	8	8	7	7
0 to 5 years	5	2	6	3	
6 to 10 years	9	9	10	12	
11 to 20 years	6	6	5	8	
More than 20 years	5	12	6	5	
Average Years Experience	13 years	11.10 years	15 years	14 years	

26. Electricity and Heat Cost
Comparisons in dollars and cents per square foot
(End of Year)

	1995-96	1997-98	1998-99	1999-00	2000-01
Square Foot				40425	40425
Cost for Electricity	$10,556.53	$7,885.00	$8,779.78	$9906.00	9892.62
Cost per square foot	$0.26	$0.20	$0.21	$0.25	$0.24
Square Foot				40425	40425
Cost for Heat	$20,677.08	$9,421.00	$9,198.11	$9404.97	21292.85
Cents per square foot	$0.31	$0.23	$0.23	$0.23	$0.53

WASHINGTON ELEMENTARY SCHOOL

1. Average Daily Membership
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
684	667	664	603	586

2. Average Daily Attendance
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
660	634	630	576	555

3. Attendance Rate
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
96.49%	95.09%	94.88%	95.52	94.70%

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Kindergarten	124	129	122	84	122
Grade 1	143	130	133	114	89
Grade 2	143	140	136	135	113
Grade 3	135	139	136	139	137
Grade 4	119	135	143	133	131
Self Contained Special Ed.	12	7	6	5	0
Total	676	680	676	610	592

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct.00
American Indian	15	11	19	11	16
	2.20%	1.70%	2.84%	1.80%	2.70%
Asian	11	8	5	11	6
	1.60%	1.20%	0.75%	1.80%	1.00%
Hispanic	125	105	105	88	97
	18.50%	16%	15.70%	14.60%	16.50%
Black	2	1	1	2	1
	0.30%	0.10%	0.15%	0.03%	0.02%
White	523	532	539	491	467
	77.40%	81%	80.57%	81.40%	79.60%
Percent Minority	22.60%	19%	19.43%	18.60%	20.40%

6. Mobility

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Transfers Into District	89	66	42	23	21
Transfers Out of District	76	76	17	56	64

7. Limited English Proficiency

Oct. 96	Oct. 97	Oct. 98	1999-00	2000-01
109	62	91	77	115

Washington 2000-01

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Free	216	226	226	245	213
Reduced	65	66	53	53	64
% of Free & Reduced Grades 1-4	51%	44%	42%	49%	47%

9. Retention in Grade

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Kindergarten	2	0	0	2	4
Grade 1	2	1	1	1	3
Grade 2	1	2	1	2	0
Grade 3	0	0	1	1	0
Grade 4	0	0	0	0	0
Total	5	3	3	6	7

10. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec.99	Dec. 00
Speech/Language	44	25	24	13	19
Mild-Moderate Mentally	11	9	7	7	7
Moderate-Severe Mentally	3	4	4	2	2
Physically	4	5	3	6	5
Hearing	1	1	1	0	0
Visually	0	0	0	0	0
Specific Learning	39	45	33	17	16
Emotional Disorders	19	12	6	9	8
Deaf-Blind	0	0	0	0	0
Other Health	18	20	23	19	15
Autistic	0	0	0	1	1
Early Childhood Special Ed.	5	3	3	9	7
Traumatic Brain Injury	1	1	1	2	2
Total Disabilities Served	145	125	105	85	82

11. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
English	564	557	657	460	478
Dakotah	0	0	0	0	0
Lao	3	1	1	0	0
Polish	0	0	0	0	0
Spanish	116	95	139	83	83
Vietnamese	3	3	3	1	0
French	0	0	0	0	2
Kurdish	3	4	13	19	18
Somali			1	0	0

12. Absences

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
0 Absences	32	24	25	55	54
	4.70%	3.31%	3.58%	9.01%	15.56%
1 to 5 Absences	341	324	291	238	143
	50.10%	44.80%	41.69%	39.01%	41.21%
6 to 10 Absences	220	177	177	159	94
	32.40%	24.50%	25.36%	26.06%	27.08%

Washington 2000-01

12. Absences cont'd.

11 to 15 Absences	36	113	104	78	35
	5.30%	15.60%	14.90%	12.78%	10.08%
16 to 20 Absences	27	42	58	40	15
	4%	5.80%	8.31%	6.55%	4.32%
21 or More Absences	24	43	43	40	6
	3.50%	5.90%	6.16%	6.55%	1.72%

13. Suspensions
(End of Year)
In-school

1996-97	1997-98	1998-99	1999-00	2000-01
5	5	1	2	1

14. Bus Suspensions
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
3	3	2	0	0

15. Alternative School Setting
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
2	0	1	0	0

16. Detention
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
86	105	100	0	0

17. Physical Assaults/Fighting
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

18. Weapons
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	1	0

19. Tobacco
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

20. Alcohol
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

21. Other Drug Use
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

22. Vandalism
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	2	0	0	0

Washington 2000-01

23. Achievement

Grade 3	1996-97	1997-98	1998-99	1999-00	2000-01
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	16%	30%	24%	18%	
Percent at or above National 50%ile	43%	58%	44%	52%	
Percent at or above National 25%ile	80%	75%	69%	75%	
Grade 4					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	21%	16%	24%	34%	
Percent at or above National 50%ile	47%	49%	48%	54%	
Percent at or above National 25%ile	78%	77%	84%	76%	
Grade 3					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	16%	19%	17%	36%	
Percent at or above National 50%ile	42%	59%	45%	53%	
Percent at or above National 25%ile	70%	82%	69%	78%	
Grade 4					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	19%	17%	23%	38%	
Percent at or above National 50%ile	43%	49%	51%	60%	
Percent at or above National 25%ile	73%	78%	87%	82%	

Minnesota Comprehensive Assessment (MCA)
Level IV - Student demonstrates advanced performance
Level III - Student demonstrates solid academic performance
Level II - Student demonstrates partial knowledge
Level I - Student demonstrates limited knowledge

(Washington Figures)

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	2%	5%	6%	9%
Percent at or above Level III	33%	28%	30%	32%
Percent at or above Level II	47%	43%	39%	41%
Percent at or above Level I	18%	24%	25%	18%

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	3%	6%	7%	4%
Percent at or above Level III	26%	30%	26%	38%
Percent at or above Level II	57%	46%	50%	50%
Percent at or above Level I	14%	18%	17%	8%

(State Comparisons)

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	5%	8%	11%	16%
Percent at or above Level III	30%	32%	33%	33%
Percent at or above Level II	42%	39%	38%	35%
Percent at or above Level I	23%	21%	18%	16%

23. Achievement cont'd.

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	9%	10%	14%
Percent at or above Level III	29%	33%	37%	39%
Percent at or above Level II	47%	46%	43%	38%
Percent at or above Level I	18%	12%	10%	10%

24. Student to Computer Ratio

1996-97	1997-98	1998-99	1999-00	2000-01
4 to 1	3 to 1	4 to 1	4 to 1	4 to 1

25. Teaching Staff

(End of Year)	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	6	6	17	10	9
BA+15	4	1	1	4	3
BA+30	3	5	3	2	2
BA+45	9	8	7	3	4
BA+60	0	0	0	0	0
BA+75	1	0	0	0	0
BA+90	1	1	0	0	0
BA+105	10	10	0	9	8
MA	5	6	2	3	2
MA+15	3	4	6	10	8
MA+30	2	3	5	2	2
MA+45	6	5	5	4.5	5
0 to 5 years	16	8	18	13	
6 to 10 years	9	10	11	16	
11 to 20 years	9	8	6	5	
More than 20 years	16	23	12	10	
Average Years Experience	15 years	12.3 years	13 years	11 years	

26. Electricity and Heat Cost
Comparisons in dollars and cents per square foot

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Square Foot				68965	68965
Cost for Electricity	$10,350.98	$11,375.00	$14,774.31	$21226.52	22011.16
Cost per square foot	$0.16	$0.17	$0.22	$0.31	$0.32
Square Foot				68965	68965
Cost for Heat	$18,433.67	$14,090.00	$15,704.80	$17180.78	35401.89
Cost per square foot	$0.28	$0.21	$0.24	$0.25	$0.51

ROBERT ASP ELEMENTARY SCHOOL

1. Average Daily Membership
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
743	787	771	763	773

2. Average Daily Attendance
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
713	749	737	733	773

3. Attendance Rate
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
95.96%	95.13%	95.59%	96.06%	100%

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
Grade 5	367	330	320	344	344
Grade 6	371	461	469	417	444
Self Contained Special Ed.	included	included	included	included	included
Total	738	791	789	761	788

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
American Indian	24	24	28	25	22
	3.30%	3.00%	3.54%	3.30%	2.80%
Asian	17	17	23	18	14
	2.30%	2.10%	2.91%	2.40%	1.80%
Hispanic	64	70	67	68	71
	8.70%	8.70%	8.48%	8.90%	9.10%
Black	5	7	6	3	6
	0.70%	0.90%	0.76%	0.40%	0.80%
White	628	683	666	649	663
	85%	85.30%	84.30%	85.10%	85.40%
Percent Minority	15%	14.70%	15.70%	14.90%	14.60%

6. Mobility

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Transfers Into District	49	53	15	17	8
Transfers Out of District	55	63	46	47	45

7. Limited English Proficiency

Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
63	54	42	33	48

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Free	174	184	178	201	186
Reduced	60	53	46	51	65
% of Free & Reduced	32%	30%	28%	33%	32%

Robert Asp 2000-01

9. Retention in Grade

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 5	0	0	0	1	0
Grade 6	0	0	0	1	0
Total	0	0	0	2	0

10. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec. 99	Dec. 00
Speech/Language	15	11	16	18	19
Mild-Moderate Mentally	8	5	10	4	4
Moderate-Severe Mentally	6	4	4	3	3
Physically	4	4	4	3	3
Hearing	2	1	3	4	4
Visually	0	0	0	1	0
Specific Learning	78	64	73	57	58
Emotional Disorders	40	42	35	26	30
Deaf-Blind	0	0	0	0	0
Other Health	22	22	23	38	39
Autistic	3	0	2	2	2
Early Childhood Special Ed.	0	0	0	0	0
Total Disabilities Served	178	153	170	156	162

11. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Afrikaans	0	0	1	0	0
Chinese	0	0	0	1	0
East Indian Languages	0	0	0	0	0
English	674	705	716	637	672
Farsi	0	0	0	1	2
Kurdish	6	6	16	13	13
Lao	1	2	2	1	1
Polish	1	1	0	0	0
Spanish	48	53	66	62	63
Vietnamese	5	4	2	2	2
Japanese	1	0	0	2	1
Swedish	2	2	0	0	1
Dakotah	1	0	0	1	2
Russian	0	1	2	1	2
Cantonese					1
Hindustanu					1
Turkish					2
Swahili					1

12. Absences

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
0 Absences	43	14	18	64	347
	5.80%	1.48%	2.31%	8.40%	50.30%
1 to 5 Absences	362	399	328	337	177
	48.70%	42.30%	42.16%	44.28%	25.60%
6 to 10 Absences	167	230	235	187	83
	22.50%	24.40%	30.21%	24.57%	12.00%

Robert Asp 2000-01

11 to 15 Absences	71	129	100	93	43
	9.60%	13.70%	12.85%	12.22%	6.24%
16 to 20 Absences	17	68	48	40	26
	2.30%	7.20%	6.17%	5.25%	3.77%

12. Absences cont'd.

21 or More Absences	24	103	49	40	13
	3.20%	10.90%	6.30%	5.25%	1.88%

13. Suspensions

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
In-School	108	127	88	96	50
Out-of-School	5	5	7	14	1

14. Bus Suspensions

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	11	9	13	39	8

15. Alternative School Setting

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	3	6	5	3	4

16. Detention

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	149	160	150	344	321

17. Physical Assaults/Fighting

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	49	87	42	19	11

18. Weapons

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

19. Tobacco

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	2	2	0	0	0

20. Alcohol

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-001
	0	0	0	0	0

21. Other Drug Use

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	1

22. Vandalism

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	2	3	3	7	0

23. Achievement

Grade 5	1996-97	1997-98	1998-99	1999-00	2000-01
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	21%	25%	24%	33%	
Percent at or above National 50%ile	61%	62%	60%	66%	
Percent at or above National 25%ile	80%	82%	79%	84%	

23. Achievement cont'd.

Grade 6					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	29%	26%	23%	33%	
Percent at or above National 50%ile	64%	56%	56%	62%	
Percent at or above National 25%ile	85%	84%	81%	84%	
Grade 5					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	32%	35%	36%	50%	
Percent at or above National 50%ile	58%	64%	64%	74%	
Percent at or above National 25%ile	78%	81%	81%	88%	
Grade 6					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	40%	36%	41%	42%	
Percent at or above National 50%ile	64%	64%	70%	72%	
Percent at or above National 25%ile	84%	83%	88%	87%	
Grade 6					
Gates MacGinitie Reading Test	*				
Percent at or above National 75%ile	36%	N/A	N/A	N/A	N/A
Percent at or above National 50%ile	64%	N/A	N/A	N/A	N/A
Percent at or above National 25%ile	81%	N/A	N/A	N/A	N/A

*1996-97 results include all 6th grade students at Voyager and Asp.

Minnesota Comprehensive Assessment (MCA)
Level IV - Student demonstrates advanced performance
Level III - Student demonstrates solid academic performance
Level II - Student demonstrates partial knowledge
Level I - Student demonstrates limited knowledge

(Robert Asp Figures)

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	9%	14%	18%	22%
Percent at or above Level III	29%	38%	34%	40%
Percent at or above Level II	39%	31%	37%	30%
Percent at or above Level I	23%	17%	11%	9%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	8%	15%	14%
Percent at or above Level III	25%	33%	42%	40%
Percent at or above Level II	44%	41%	34%	37%
Percent at or above Level I	23%	18%	9%	9%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	10%	5%	2%	1%
Percent at or above Level III	36%	29%	38%	41%

Percent at or above Level II	42%	54%	55%	54%
Percent at or above Level I	12%	12%	5%	4%

23. Achievement cont'd.

(State Comparisons)

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	12%	16%	24%
Percent at or above Level III	30%	33%	36%	39%
Percent at or above Level II	41%	37%	34%	26%
Percent at or above Level I	21%	18%	14%	11%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	6%	12%	13%
Percent at or above Level III	26%	31%	33%	37%
Percent at or above Level II	48%	45%	41%	38%
Percent at or above Level I	20%	18%	14%	11%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	3%	4%	3%
Percent at or above Level III	34%	42%	38%	52%
Percent at or above Level II	38%	50%	50%	41%
Percent at or above Level I	20%	5%	8%	4%

24. Student to Computer Ratio

1996-97	1997-98	1998-99	1999-00	2000-01
4 to 1	4 to 1	3 to 1	3 to 1	3 to 1

25. Teaching Staff

(End of Year)

	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	11	4	10	5	3
BA+15	1	3	4	6	5
BA+30	2	1	1	0	0
BA+45	6	8	6	4	4
BA+60	0	1	1	1	1
BA+75	0	0	0	0	0
BA+90	2	0	0	0	0
BA+105	8	7	0	7	5
MA	10	9	4	5	5
MA+15	9	8	6	6	5
MA+30	4	5	12	7	7
MA+45	10	15	15	18	17
0 to 5 years	23	6	13	12	
6 to 10 years	19	25	23	18	
11 to 20 years	11	13	13	23	
More than 20 years	10	17	10	11	
Average Years Experience	12 years	11.74 years	12 years	16 years	

26. Electricity and Heat Cost

Comparisons in dollars and cents per square foot

(End of Year)

	1996-97	1997-98	1998-99	1999-00	2000-01
Square Foot				98510	98510
Cost for Electricity	$27,407.93	$27,522.00	$31,652.46	$36419.92	36163.36
Cost per square foot	$0.30	$0.29	$0.34	$0.37	37%
Square Foot				98510	98510
Cost for Heat	$21,978.79	$14,487.00	$17,203.01	$13682.11	27433.95
Cost per square foot	$0.24	$0.15	$0.19	$0.14	28%

MOORHEAD JUNIOR HIGH SCHOOL

1. Average Daily Membership

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
916	941	913	889	843

2. Average Daily Attendance

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
866	895	870	852	804

3. Attendance Rate

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
94.54%	95.11%	95.29%	95.83%	95.37%

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Grade 7	474	489	473	455	424
Grade 8	456	449	483	433	431
Self Contained Special Ed.	42	31	30	3	1
Total	972	974	960	891	856

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
American Indian	32	30	24	25	18
	3.30%	3.10%	2.51%	2.89%	2.10%
Asian	15	18	20	21	20
	1.50%	1.90%	2.09%	2.40%	2.40%
Hispanic	85	80	76	50	59
	8.70%	8.40%	7.93%	5.60%	6.90%
Black	8	8	10	6	8
	0.80%	0.80%	1.04%	0.70%	0.90%
White	832	818	828	791	746
	85.60%	85.70%	86.43%	88.60%	87.70%
Percent Minority	14.40%	14.30%	13.57%	11.40%	12.30%

6. Mobility

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Transfers Into District	46	77	33	26	17
Transfers Out of District	78	87	58	53	45

7. Limited English Proficiency

Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
76	55	62	38	54

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Free	206	204	195	199	183
Reduced	68	70	61	79	79
% of Free & Reduced	29%	29%	28%	31%	30%

9. Retention in Grade

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 7	0	0	0	0	0
Grade 8	0	0	0	0	1
Total	0	0	0	0	1

10. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec.99	Dec. 00
Speech/Language	7	6	7	12	12
Mild-Moderate Mentally	6	7	7	10	9
Moderate-Severe Mentally	1	5	7	4	1
Physically	5	5	6	3	3
Hearing	5	2	2	2	2
Visually	1	1	0	0	0
Specific Learning	83	69	70	75	70
Emotional Disorders	52	29	33	40	33
Deaf-Blind	0	0	0	0	0
Other Health	11	24	27	36	34
Autistic	2	4	3	2	2
Early Childhood Special Ed.	0	0	0	0	1
Total Disabilities Served	173	152	162	184	167

11. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Afrikaans	0	0	0	1	1
Cheyenne	0	0	0	0	0
Chinese	0	0	0	0	0
Dakotah	0	0	0	0	0

11. Home Language Cont'd.

English	833	824	879	776	769
Farsi	2	1	0	0	0
Kurdish	5	6	8	17	20
Lao	1	1	1	2	2
Polish	1	1	1	0	0
Spanish	54	49	74	54	44
Vietnamese	5	6	7	0	0
Yoruba	0	0	0	0	0
Swedish	1	0	2	0	0
Japanese	0	1	1	0	0
Portuguese	0	1	0	0	0
Somali			2	0	0
Persian			1	0	0
Russian				1	1
Serbian					1
Swahili					1

12. Failure Rate (# of semester courses failed)

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
No Failures	852	702	811	819	684
	87.60%	77.22%	90.80%	91.90%	79.90%
1 Failure	29	64	32	31	53
	3%	7.04%	3.58%	3.47%	6.19%
2 Failures	20	47	10	12	35
	2%	5.17%	1.11%	1.34%	4.08%
3 Failures	13	33	5	12	34
	1.33%	3.63%	0.55%	1.34%	3.97%
4 Failures	10	30	7	10	25
	1%	3.30%	0.78%	1.12%	2.92%
5 or More Failures	48	33	28	7	25
	5%	3.63%	3.13%	0.79%	2.92%

13. Unexcused Absences

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
0 Unexcused Absences	632	475	450	813	788
	65%	52%	47%	91.24%	93.90%
1 to 5 Unexcused Absences	197	284	264	71	49
	20.30%	31%	26%	7.96%	5.84%
6 to 10 Unexcused Absences	63	94	108	6	2
	6.50%	10.30%	11.25%	0.67%	0.23%
11 to 15 Unexcused Absences	34	26	46	1	0
	3.50%	2.90%	44.77%	0.11%	
16 to 20 Unexcused Absences	29	15	15	0	0
	2.90%	1.70%	1.41%		
21 or More Unexcused Absences	17	15	8	0	0
	2.10%	1.70%	0.83%		

14. Suspensions

(End of Year) Out-of-School	1996-97	1997-98	0998-99	1999-00	2000-01
1/2 day	0	0	1	0	2
1 day	55	64	56	32	110
2 days	17	33	16	22	30
3 days	32	22	21	16	28
4 days	0	0	0	0	1
5 days	13	2	3	9	6
10 days	0	0			0
In-School	268	276	248	176	237

15. Bus Suspensions

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	15	12	3	10	0

16. Alternative School Setting

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	39	13	26	19	18

17. Detention

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
N/A	N/A	4651	2835	2928

18. Physical Assaults/Fighting

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
43	29	10	48	48

19. Weapons

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
1	0	3	1	0

20. Tobacco

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
3	1	1	1	2

21. Alcohol

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	1	2	0	0

22. Other Drug Use

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	3	2

23. Vandalism - major

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

24. Co and Extra Curricular Activities

(End of Year)

	1996-97		1997-98		1998-99		1999-00		2000-01	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Basketball	137	97	153	117	136	86	138	71	95	80
Cross Country	12	1	0	0	0	0	0	0	10	13
Football	137	0	124	0	90	0	120	0	114	0
Golf	54	7	79	7	82	16	94	20	47	25
Gymnastics	0	22	0	18	0	22	0	22	0	19
Tennis	17	35	3	42	10	51	17	71	11	52
Track	47	66	55	56	70	77	69	62	53	69
Volleyball	0	207	0	171	0	196	0	192	0	234
Wrestling	29	0	27	0	20	0	24	0	24	0

25. Achievement

Grade 7	1996-97	1997-98	1998-99	1999-00	2000-01
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	38%	38%	28%	34%	
Percent at or above National 50%ile	63%	63%	59%	60%	
Percent at or above National 25%ile	86%	85%	84%	83%	
Grade 8					
Gates MacGinitie Reading Test					
Percent at or above National 75%ile	38%	N/A	N/A	N/A	
Percent at or above National 50%ile	64%	N/A	N/A	N/A	
Percent at or above National 25%ile	83%	N/A	N/A	N/A	
Grade 7					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	43%	41%	42%	39%	
Percent at or above National 50%ile	69%	72%	68%	68%	
Percent at or above National 25%ile	91%	85%	84%	90%	

Grade 7	Spring 1995	Comparative
MN Educational Assessment in Music	Moorhead	MN Schools
Elements of Music	63.50%	62.90%
Representative Music	77.20%	74.20%
Music Affect	63.70%	68.60%

Grade Distribution by Ethnicity (End of Year)		1996-97	1997-98	1998-99	1999-00	2000-01
American Indian	A	13	19	9	21	6
		18%	14.70%	12.00%	12.65%	8.33%
	B	15	19	8	44	18
		21%	14.70%	10.67%	26.50%	25.00%
	C	7	26	12	41	21
		10%	20.20%	16.00%	24.69%	29.00%
	D	16	21	14	27	13
		22%	16.30%	18.67%	16.26%	18.00%
	F	20	37	31	33	13
		28%	28.70%	41.33%	19.87%	18.00%
	S	1	7	1	0	1
		0.01%	5.40%	1.33%		1.38%
Asian	A	30	74	43	56	17
		30%	41.60%	43.00%	32.90%	47.20%
	B	54	55	24	37	14
		55%	30.90%	24.00%	21.70%	38.80%
	C	13	30	16	47	4

		13%	16.80%	16.00%	27.64%	11.00%
	D	1	10	4	16	0
		0.01%	5.60%	4.00%	9.41%	
	F	0	5	7	11	0
		0%	2.80%	7.00%	6.47%	
	S	1	4	6	3	1
		0.01%	2.20%	#REF!	1.76%	2.70%
Hispanic	A	46	71	23	53	32
		11%	12.80%	11.06%	13.91%	14.74%
	B	67	101	45	100	64
		17%	18.30%	21.63%	26.24%	29.49%
	C	87	113	44	101	60
		22%	20.50%	21.15%	26.50%	27.64%
	D	76	100	35	55	14
		19%	18.10%	16.83%	14.43%	6.40%
	F	114	127	40	52	24
		29%	23%	19.23%	13.64%	11.05%
	S	9	40	21	20	23
		2.30%	7.20%	10.10%	5.24%	10.59%
Black	A	21	17	37	23	0
		41%	25%	56.06%	41.07%	
	B	12	30	10	17	1
		24%	44%	15.15%	30.35%	9.00%
	C	7	11	10	10	1
		14%	16.20%	15.15%	17.85%	9.00%
	D	5	7	2	2	0
		10%	10.30%	3.03%	3.57%	
	F	6	0	6	4	0
		12%	0%	9.09%	7.14%	
	S	0	3	1	0	9
		0%	4.40%	1.52%		81.00%
White	A	2447	2684	1827	3417	1161
		51%	38.20%	48.71%	50.62%	43.14%
	B	1413	2279	1114	1813	877
		29%	32.50%	29.70%	26.86%	32.59%
	C	538	1243	442	920	372
		11%	17.70%	11.78%	13.63%	13.82%
	D	247	452	164	262	131
		5%	6.40%	4.37%	3.88%	4.86%
	F	84	214	83	130	70

25. Achievement cont'd

		1.70%	3%	2.21%	1.92%	2.60%

S	74	148	121	207	80
	1.30%	2%	3.23%	3.06%	2.97%

26. Student to Computer Ratio

1996-97	1997-98	1998-99	1999-00	2000-01
5 to 1	4 to 1	4 to 1	4 to 1	4 to 1

27. Teaching Staff

(End of Year)

	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	15	11	16	16	10
BA+15	2	5	3	2	2
BA+30	9	3	2	0	0
BA+45	9	9	11	8	7
BA+60	1	1	1	2	2
BA+75	2	2	1	1	1
BA+90	1	1	0	0	0
BA+105	5	5	0	4	4
MA	8	6	7	6	6
MA+15	5	6	5	6	4
MA+30	5	6	4	4	4
MA+45	9	10	10	11	11
0 to 5 years			29	19	
6 to 10 years	15	14	14	23	
11 to 20 years	7	7	5	12	
More than 20 years	16	28	12	11	
Average Years Experience	12 years	10.73 years	10 years	9.95 years	

Comparisons in dollars and cents per square foot

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Square Foot				111005	111005
Cost for Electricity	$34,600.10	$33,900	$40,128.85	$44240.06	44808.56
Cost per square foot	$0.32	$0.31	$0.37	$0.40	40%
Square Foot				111005	11105
Cost for Heat	$20,075.84	$16,055	$13,488.33	$21953.30	31406.41
Cost per square foot	$0.18	$0.14	$0.12	$0.20	29%

MOORHEAD SENIOR HIGH SCHOOL

1. Average Daily Membership
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
1728	1757	1696	1721	1698

2. Average Daily Attendance
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
1651	1691	1614	1656	1591

3. Attendance Rate
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
95.54%	96.24%	95.17%	96.22%	93.69%

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
Grade 9	439	518	449	450	435
Grade 10	490	433	470	443	436
Grade 11	414	454	413	445	419
Grade 12	382	340	413	379	411
Self Contained Special Ed.	80	94	88	25	27
Total	1805	1839	1833	1742	1728

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
American Indian	30	43	39	18	20
	1.70%	2.40%	2.12%	1%	1.20%
Asian	43	36	37	41	31
	2.40%	2%	2.01%	2.40%	1.80%
Hispanic	110	112	99	82	69
	6.10%	6.20%	5.37%	4.70%	4.00%
Black	8	10	11	18	26
	0.40%	0.50%	0.60%	1.00%	1.50%
White	1614	1617	1657	1583	1566
	89.40%	88.90%	89.91%	90.90%	91.50%
Percent Minority	10.60%	11.10%	10.09%	9.10%	8.50%

6. Mobility

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Transfers Into District	140	214	123	55	23
Transfers Out of District	212	201	73	124	112

7. Limited English Proficiency

Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct.00
102	86	95	68	79

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Free	276	246	205	236	238
Reduced	66	71	92	96	119
% of Free & Reduced	21%	18%	17%	17%	19%

9. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec. 99	Dec. 00
Speech/Language	9	5	3	5	4
Mild-Moderate Mentally	14	10	7	10	9
Moderate-Severe Mentally	0	13	17	16	18
Physically	3	5	6	10	10
Hearing	4	5	6	6	5
Visually	0	0	1	1	1
Specific Learning	102	63	90	117	110
Emotional Disorders	69	43	58	58	42
Deaf-Blind	0	0	0	0	0
Other Health	17	15	21	38	31
Autistic	0	1	3	8	10
Early Childhood Special Ed.	0	0	0	0	0
Traumatic Brain Injury		1	2	1	2
Total Disabilities Served	218	161	214	270	242

10. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Afrikaans	1	1	0	0	0
Cheyenne	0	0	0	0	0
Chinese	2	0	2	0	0
English	1530	1541	1712	1606	1563
Persian	2	5	4	0	0
French	0	0	1	0	1
Japanese	2	3	1	1	0
Lao	0	1	1	2	2
Norwegian	1	0	2	0	1
Ojibwe	0	0	0	0	0
Spanish	65	46	86	64	51
Vietnamese	18	18	10	11	10
Kurdish	9	10	15	19	17
Swedish	1	1	1	3	4
German	1	5	5	0	4
Cambodian	0	1	0	0	0
Cantonese	0	1	0	0	0
Hawaiian			4	0	0
Lithuanian			1	0	0
Portuguese			1	1	5
Somali			3	2	8
Turkish			1	0	0
Polish			1	2	2
Russian				2	1

11. Failure Rate (# of semester courses failed)

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
No Failures	1514	1332	1202	1492	1452
	84%	81.60%	81.99%	86.00%	84.00%
1 Failure	109	144	89	115	118
	6%	8.80%	6.07%	7.00%	7.00%
2 Failures	71	63	64	43	59
	4%	3.90%	4.36%	3.00%	3.41%
3 Failures	47	40	48	38	38
	3%	2.50%	3.27%	3.00%	2.19%
4 Failures	30	24	27	19	25
	2%	1.50%	1.84%	1.00%	1.44%
5 or More Failures	34	29	36	35	36
	2%	1.80%	2.45%	2.00%	2.08%

12. Dropout Rate (grades 7 - 12)

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	66	67	69	44	21
	2.50%	2.38%	2.47%	1.67%	1.21%

13. Unexcused Absences

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
0 Unexcused Absences	448	162	730	503	810
	24.80%	9.92%	39.82%	28.87%	46.87%
1 to 5 UnexcusedAbsences	848	710	607	728	779
	47%	43.50%	33.11%	41.79%	45.08%
6 to 10 Unexcused Absences	166	222	161	178	62
	9.20%	13.60%	8.78%	10.21%	35.87%
11 to 15 Unexcused Absences	88	136	85	93	11
	4.90%	8.30%	4.63%	5.33%	6.36%
16 to 20 Unexcused Absences	42	74	46	61	9
	2.30%	4.50%	2.50%	3.50%	5.20%
21 or More Unexcused Absences	213	328	204	179	8
	11.80%	20%	11.12%	10.27%	4.62%

14. Suspensions	1996-97	1997-98	1998-99	1999-00	2000-01
(End of Year)	865	954	442	470	586

MHS 2000-01

15. Bus Suspensions
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
2	3	1	0	0

16. Alternative School Setting
(End of Year)

Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
56	22	82	26	16

17. Detention
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
2636	6110	0	0	0

18. Physical Assaults/Fighting
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
14	23	20	11	27

19. Weapons
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
1	0	1	3	1

20. Tobacco
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
9	10	3	15	7

21. Alcohol
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
1	3	1	2	3

22. Other Drug Use
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
2	3	0	8	11

23. Vandalism/Fire
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
2	4	1	1	3

24. Co and Extra Curricular Activities
(End of Year)

	1996-97		1997-98		1998-99		1999-00		2000-01	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Baseball	72	0	79	0	79	0	69	0	68	0
Basketball	72	47	75	46	78	50	77	64	82	46
Cheerleading	0	37	0	37	0	0	02	29	0	18
Cross Country	15	18	13	14	17	15	14	14	19	13
Danceline	0	27	0	30	0	0	00	20	0	22
Football	122	0	123	0	140	0	147	00	152	0
Golf	44	20	37	15	23	16	31	15	40	22
Gymnastics	0	13	0	11	0	16	00	09	0	12
Hockey	48	22	49	20	47	17	45	19	46	20

24. Co and Extra Curricular Activities, Cont'd.

	1996-97		1997-98		1998-99		1999-00		2000-01	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Soccer	62	64	59	56	69	60	66	51	64	49
Softball	0	37	0	38	0	35	00	39	0	36
Swimming	29	55	32	46	28	56	18	52	24	47
Tennis	26	26	19	29	20	34	23	34	25	29
Track	58	56	62	48	57	67	66	57	91	50
Volleyball	0	64	0	51	0	64	00	60	0	56
Wrestling	27	0	27	0	37	0	31	0	25	0
Activities Leadership Council	15	34	N/A		N/A		N/A		N/A	
Apollo Strings	9	16	7	18	7	16	04	18	5	22
Chamber Ensemble	12	16	14	14	11	8	14	15	19	21
Cho Kio	2	22	6	38	0	7	00	08	0	7
Debate	4	6	9	9	12	7	09	07	8	8
Drill/Flag Team	N/A		5	17	6	16	06	21	0	18
Key Club	6	45	4	34	7	26	09	38	15	45
Knowledge Bowl	15	3	21	5	24	14	22	04	23	1
Math League	10	8	11	5	9	8	10	07	15	7
Mock Trial	3	12	4	9	3	4	03	03	3	8
Musical	30	48	13	15	18	25	28	48	18	30
Odyssey of the Mind	11	8	3	4	4	3	00	00	00	00
Pep Band	21	40	23	54	29	48	18	28	15	24
Play	17	22	20	20	18	16	19	18	14	24
Science Challenge	6	7	6	6	8	7	09	07	12	2
Speech	18	38	15	36	21	53	24	60	22	45
Spud Paper	12	7	8	9	14	20	12	21	8	14
Student Council	22	39	7	22	5	29	06	26	7	31
Teenage Health Consultants	N/A		N/A		N/A		N/A		N/A	

25. Achievement

Grade 9	1996-97	1997-98	1998-99	1999-00	2000-01
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	47%	50%	36%	37%	
Percent at or above National 50%ile	78%	76%	66%	66%	
Percent at or above National 25%ile	90%	87%	84%	66%	
Grade 10					
Gates MacGinitie Reading Test					
Percent at or above National 75%ile	N/A	N/A	N/A	N/A	
Percent at or above National 50%ile	N/A	N/A	N/A	N/A	
Percent at or above National 25%ile	N/A	N/A	N/A	N/A	
Grade 9					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	57%	53%	50%	53%	
Percent at or above National 50%ile	75%	72%	72%	72%	
Percent at or above National 25%ile	92%	86%	89%	87%	

25. Achievement Cont'd.

ACT Scores - Core Curriculum		1996-97	1997-98	1998-99	1999-00	2000-01
English	Moorhead	22.2	22	22.2	22.2	21.9
	State	21.9	21.9	22.1	21.9	22
	National	21.5	21.5	21.8	21.5	21.5
Math	Moorhead	23.6	23.4	22.9	23.7	23.4
	State	22.6	23	22.8	22.8	22.8
	National	21.8	22	21.8	21.8	21.7
Reading	Moorhead	23.4	22.9	23.2	23.1	23.2
	State	23.2	22.9	23.1	23	23.1
	National	22.5	22.4	22.4	22.4	22.2
Science	Moorhead	23.2	23.1	23.3	23.5	23.3
	State	23.1	23	22.9	22.8	22.9
	National	22.1	22	21.9	21.8	21.8
Composite	Moorhead	23.2	23	23	23.3	23.1
	State	22.8	22.8	22.9	22.8	22.8
	National	22.1	22.1	22	22	21.9

ACT Scores - All Graduates		1996-97	1997-98	1998-99	1999-00	2000-01
English	Moorhead	21.7	21.3	21.3	21.4	21.6
	State	21.2	21.2	21.4	21.2	21.3
	National	20.3	20.4	20.5	20.5	20.5
Math	Moorhead	23.1	22.9	22.3	22.9	22.9
	State	21.8	22.2	22	21.9	21.9
	National	20.6	20.8	20.7	20.7	20.7
Reading	Moorhead	23	22.3	22.3	22.6	22.8
	State	22.5	22.3	22.4	22.3	22.4
	National	21.3	21.4	21.4	21.4	21.3
Science	Moorhead	22.9	22.6	22.5	23	22.9
	State	22.5	22.5	22.3	22.2	22.3
	National	21.1	21.1	21	21	21
Composite	Moorhead	22.8	22.4	22.3	22.6	22.7
	State	22.1	22.2	22.1	22	22.1
	National	21	21	21	21	21

***Note: This information includes Alternative Education students, Special Education students, and all transfer students who entered the district prior to the end of school in June of each year.**

25. Achievement Cont'd.

GRADUATION STANDARDS
Class of 2001 (end of year)

Reading	1996-97	1997-98	1998-99	1999-00	2000-01
Passed	337	418	366	369	428
Percent Passed	73.90%	83.10%	84%	92%	94%
Not Passed	101	68	55	25	19
Percent Not Passed	22.10%	13.50%	13%	6%	5%
Not Yet Tested	18	17	14	7	4
Percent Not Yet Tested	4%	3.40%	3%	1%	1%
Exempt			0	1	1
Pass Individual				1	2

Mathematics	1996-97	1997-98	1998-99	1999-00	2000-01
Passed	358	425	362	367	419
Percent Passed	78.50%	84.50%	91%	91%	92%
Not Passed	86	61	24	27	26
Percent Not Passed	18.90%	12.10%	6%	7%	6%
Not Yet Tested	12	17	13	7	2
Percent Not Yet Tested	2.60%	3.40%	3%	1%	1%
Exempt			0	1	1
Pass Individual				1	6

Writing			1998-99	1999-00	2000-01
Passed			348	365	416
Percent Passed			86%	90%	92%
Not Passed			41	20	23
Percent Not Passed			10%	5%	5%
Not Yet Tested			18	14	9
Percent Not Yet Tested			4%	3%	2%
Exempt			0	1	1
Pass Individual			0	2	5

GRADUATION STANDARDS
Class of 2002 (end of year)

Reading	1996-97	1997-98	1998-99	1999-00	2000-01
Passed		320	340	370	375
Percent Passed		70.30%	80%	84%	88%
Not Passed		124	75	51	28
Percent Not Passed		27.30%	18%	12%	6%
Not Yet Tested		11	9	21	18
Percent Not Yet Tested		2.40%	2%	4%	4%
Exempt					4

Mathematics	1996-97	1997-98	1998-99	1999-00	2000-01
Passed		359	356	361	368
Percent Passed		79%	81%	83%	87%
Not Passed		88	70	51	36

Percent Not Passed	19%	16%	12%	8%
Not Yet Tested	8	12	21	17
Percent Not Yet Tested	2%	3%	5%	4%
Exempt				4

Writing	2000-01
Passed	386
Percent Passed	90%
Not Passed	15
Percent Not Passed	4%
Not Yet Tested	18
Percent Not Yet Tested	4%
Exempt	6
Pass Individual	0

GRADUATION STANDARDS

Class of 2003 (end of year)

Reading	1996-97	1997-98	1998-99	1999-00	2000-01
Passed			324	366	374
Percent Passed			77%	80%	80%
Not Passed			90	70	41
Percent Not Passed			21%	15%	9%
Not Yet Tested			6	23	42
Percent Not Yet Tested			1%	5%	9%
Exempt					7

Mathematics	1996-97	1997-98	1998-99	1999-00	2000-01
Passed			327	363	371
Percent Passed			78%	79%	80%
Not Passed			86	72	44
Percent Not Passed			21%	16%	9%
Not Yet Tested			6	24	42
Percent Not Yet Tested			1%	5%	9%
Exempt					7

Writing	2000-01
Passed	391
Percent Passed	84%
Not Passed	8
Percent Not Passed	2%
Not Yet Tested	58
Percent Not Yet Tested	12%
Exempt	7
Pass Individual	0

Class of 2004 (end of year)

Reading	1999-00	2000-01
Passed	362	374
Percent Passed	78%	82%
Not Passed	83	54
Percent Not Passed	17%	12%
Not Yet Tested	18	26
Percent Not Yet Tested	4%	6%
Exempt	1	3
Pass Individual	0	0

Mathematics	1999-00	2000-01
Passed	349	357
Percent Passed	75%	18%
Not Passed	94	72
Percent Not Passed	20%	16%
Not Yet Tested	20	25
Percent Not Yet Tested	4%	5%
Exempt	1	3
Pass Individual	0	0

Class of 2005 (end of year)

Reading	2000-01
Passed	355
Percent Passed	76%
Not Passed	72
Percent Not Passed	15%
Not Yet Tested	36
Percent Not Yet Tested	7%
Exempt	2
Pass Individual	0

Mathematics	
Passed	338
Percent Passed	73%
Not Passed	90
Percent Not Passed	19%
Not Yet Tested	35
Percent Not Yet Tested	8%
Exempt	2
Pass Individual	0

25. Achievement Cont'd.

Grade Distribution by Ethnicity
(End of Year)

		1996-97	1997-98	1998-99	1999-00	2000-01
American Indian	A	30	28	18	18	20
		14%	12.70%	13.23%	14.63%	19.41%
	B	47	65	24	31	31
		22%	29.50%	17.64%	25.20%	30.00%
	C	48	53	18	37	18
		23%	24%	13.23%	30.08%	17.00%
	D	39	34	15	19	15
		19%	15.50%	11.02%	15.44%	14.56%
	F	38	35	23	18	18
		18%	16%	16.91%	14.63%	17.47%
	S	3	5	2	0	1
		0.01%	2.20%	1.47%		0.90%
Asian	A	89	131	83	79	78
		37%	37%	26.68%	40.93%	50.64%
	B	69	95	79	55	53
		28%	26.70%	25.40%	28.49%	34.41%
	C	36	73	36	30	12
		15%	20.50%	11.57%	15.54%	77.90%
	D	23	38	16	16	8
		0.09%	10.70%	5.14%	8.29%	51.90%
	F	7	9	20	9	3
		0.02%	2.50%	6.43%	3.10%	1.94%
	S	15	9	19	4	0
		6%	2.50%	6.10%	2.07%	
Hispanic	A	78	80	42	50	47
		14%	13.30%	8.69%	13.19%	11.80%
	B	98	156	85	77	106
		18%	26%	17.59%	20.31%	26.70%
	C	104	137	85	116	107
		19%	22.80%	17.59%	30.60%	26.95%
	D	87	118	52	65	65
		16%	19.60%	10.76%	17.15%	16.37%
	F	150	95	98	61	60
		28%	15.80%	20.28%	16.09%	15.11%
	S	16	14	23	10	12
		3.00%	2.30%	47.60%	2.63%	3.02%
	U			6	0	
				1.24%		
Black	A	19	32	21	35	38
		30%	28%	16.15%	37.23%	31.66%
25.	B	20	41	33	23	28
		31%	36%	25.38%	24.46%	23.33%

	C	14	24	18	15	17
		22%	21%	13.84%	15.95%	14.16%
	D	8	15	9	14	14
		12%	13%	6.92%	14.89%	11.66%
	F	2	2	4	5	9
		3%	1.70%	3.07%	5.30%	7.50%
	S	0	0	1	2	14
		0%	0	0.76%	2.12%	11.66%
White	A	4951	6519	4010	4179	3891
		42%	39.70%	36.37%	41.85%	40.30%
	B	3555	5055	3139	3282	3105
		30%	30.80%	28.47%	32.86%	32.16%
	C	1826	2967	1629	1546	1588
		15%	18%	14.77%	15.48%	16.45%
	D	777	1238	661	584	656
		6.00%	7.50%	5.99%	5.84%	6.79%
	F	341	514	342	287	337
		3%	3.10%	3.10%	2.87%	3.49%
	S	97	124	105	107	76
		0.01%	0.75%	0.95%	1.07%	7.80%

	1996-97	1997-98	1998-99	1999-00	2000-01
26. Student to Computer Ratio	5 to 1	4 to 1	3 to 1	3 to 1	3 to 1

27. Teaching Staff (End of Year)	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	20	20	29	28	10
BA+15	6	7	5	2	2
BA+30	4	3	3	1	0
BA+45	19	14	12	7	7
BA+60	4	3	2	2	2
BA+75	4	2	1	1	1
BA+90	2	2	0	0	0
BA+105	5	5	0	3	4
MA	13	9	11	12	6
MA+15	6	6	6	9	4
MA+30	4	3	5	5	4
MA+45	26	33	27	24	11
0 to 5 years	35	22	39	35	
6 to 10 years	30	31	26	28	
11 to 20 years	16	19	18	28	
More than 20 years	27	35	17	15	
28. Average Years Experience	14 years	11 years	10 years	10.5 years	

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Number of Students Participating	77	123	142/117	118/106	112/85
Number of Classes Taken	272	399	469	378	302
Art	4	7	3	2	0
Business	23	5	6	11	3
Communications	24	18	14	5	5
Computer Science	13	16	5	10	6
English	40	121	123	104	125
Health	6	3	5	3	1
Industrial Technology	33	3	0	3	5
Education		1	0	2	7
Mathematics	20	37	51	104	57
Music	7	5	5	4	0
Personal & Family Life	2	1	1	2	0
Physical Education	1	3	4	5	1
Science	25	49	55	20	11
Social Science	55	105	116	65	64
World Language	19	25	60	33	16
Criminal Justice				1	1
Grade Received A	111	176	174	144	122
	41%	44.14%	37.00%	38.10%	39.10%
B	86	147	131	105	130
	32%	36.90%	28.00%	28.00%	41.66%
C	47	39	80	48	37
	17%	9.80%	17.00%	13.00%	11.85%
D	2	9	11	22	8
	1%	2.30%	2.30%	6.00%	25.60%
F	14	12	19	16	5
	5%	3.05%	4.00%	5.00%	1.60%
I	3	1	0	2	0
	1%	0.15%	0	1.00%	
W	9	15	21	41	0
	3%	3.66%	4.47%	11.00%	

	1996-97	1997-98	1998-99	1999-00	2000-01
Square Foot				259002	259002
Cost for Electricity	$114,484.43	$107,745.00	$123,842.01	$145,511.72	$173202.05
Cost per square foot	$0.40	$0.38	$0.43	$0.56	$0.67
Square Foot				259002	259002
Cost for Heat	$125,671.18	$89,918.00	$77,237.80	$90,864.33	$156840.60
Cost per square foot	$0.44	$0.37	$0.27	$0.35	$0.61

DISTRICT PROFILES

1. Average Daily Membership
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
5898	5839	5795	5612	5440

2. Average Daily Attendance
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
5641	5584	5534	5350	5203

3. Attendance Rate
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
95.64%	95.63%	95.50%	95.33%	95.64%

3a. Percentage of Students Transported
(End of Year)

1998-99	1999-00	2000-01
64%	68.60%	

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
Grade K	423	445	423	383	414
Grade 1	490	416	448	419	363
Grade 2	475	480	411	452	415
Grade 3	419	460	471	395	435
Grade 4	475	416	471	459	391
Grade 5	462	471	422	452	460
Grade 6	479	461	472	417	447
Grade 7	474	489	478	455	424
Grade 8	456	449	488	433	431
Grade 9	439	518	467	450	435
Grade 10	490	443	509	443	436
Grade 11	414	454	433	445	419
Grade 12	382	340	418	379	411
Self Contained Special Education	156	158	included	201	143
Total	6034	5990	5911	5783	5624

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct.00
American Indian	182	187	164	155	177
	3.00%	3.10%	2.77%	2.80%	3.10%
Asian	123	125	136	117	100
	2.00%	2.00%	2.30%	2.10%	1.80%
Hispanic	566	533	510	443	454
	9.40%	9.00%	8.63%	7.90%	8.10%
Black	42	41	43	54	78
	0.70%	0.70%	0.73%	1.00%	1.40%

5. Ethnicity Cont'd.

White	5118	5052	5058	4852	4814
	84.90%	85.10%	85.57%	86.30%	85.60%
Percent Minority	15.10%	14.90%	14.43%	13.70%	14.40%

6. Mobility

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Transfers Into District	487	588	363	186	184
Transfers Out of District	602	607	562	452	361

7. Limited English Proficiency

Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
510	381	442	370	416

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Free	1269	1289	1269	1469	1274
Reduced	342	368	334	38	451
% of Free & Reduced	34%	31%	27%	33%	30%

9. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec. 99	Dec. 00
Speech/Language	164	123	113	120	138
Mild-Moderate Mentally	52	41	38	37	31
Moderate-Severe Mentally	15	29	32	26	26
Physically	26	26	27	26	26
Hearing	17	16	19	20	16
Visually	1	1	2	3	3
Specific Learning	396	326	326	307	281
Emotional Disorders	250	180	175	160	166
Deaf-Blind	0	0	1	0	0
Other Health	99	123	136	178	162
Autistic	7	11	17	25	25
Early Childhood Sp. Ed	9	10	10	36	65
Traumatic Brain Injury	1	2	3	4	5
Total Disabilities Served	1037	888	899	942	944

10. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Afghan				0	0
African Languages				0	0
Afrikaans	3	3	2	2	0
Arabic					2
Bengali					1
Cambodian	1	1	1	0	0
Cantonese		1		2	0

10. Home Language Cont'd.

Cheyenne				0	0
Chinese	4		4	1	0
Croatin					5
Dakotah	3	2	4	1	2
East Indian Lang	2		1	0	0
English	5246	5119	5532	4974	4726
Farsi	7	6		6	4
French			1	1	0
German	1	5	5	3	10
Hawaiian			4	0	0
Hindustani					1
Irani		2		0	0
Japanese	4	5	3	0	3
Khmer		1		0	0
Kurdish	46	59	71	112	111
Laotian	5	5	2	5	4
Lithuanian			1	0	0
Norwegian	1		2	1	1
Ojibwe				0	0
Persian		5	6	0	0
Polish	2	2	2	2	2
Portuguese		1	1	0	1
Russian		4	2	2	4
Somali			3	0	11
Spanish	431	354	296	374	333
Swahili					5
Swedish	6	5	4	5	3
Tongan					2
Turkish			1	0	4
Vietnamese	35	39	28	20	23
Yorba	1			0	0
TOTAL	5798	5619	5976	5511	5258

11. Achievement

*Probstfield & Riverside did not test

	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 3					
Reading Iowa Test of Basic Skill		*			
Percent at or above National 75%i	26%	26%	32%	32%	
Percent at or above National 50%i	54%	58%	58%	60%	
Percent at or above National 25%i	81%	77%	79%	80%	
Grade 4					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%i	29%	30%	27%	37%	
Percent at or above National 50%i	56%	60%	56%	62%	
Percent at or above National 25%i	87%	82%	85%	83%	
Grade 5					

Reading Iowa Test of Basic Skills				
Percent at or above National 75%i	20%	24%	25%	33%
Percent at or above National 50%i	56%	51%	60%	65%
Percent at or above National 25%i	78%	84%	81%	84%
Grade 6				
Reading Iowa Test of Basic Skills				
11. Achievement Cont'd.				
Percent at or above National 75%i	30%	26%	23%	33%
Percent at or above National 50%i	61%	56%	56%	62%
Percent at or above National 25%i	80%	84%	81%	84%
Grade 7				
Reading Iowa Test of Basic Skills				
Percent at or above National 75%	38%	38%	28%	34%
Percent at or above National 50%	63%	63%	59%	60%
Percent at or above National 25%	86%	85%	84%	83%
Grade 9				
Reading Iowa Test of Basic Skills				
Percent at or above National 75%i	47%	50%	36%	37%
Percent at or above National 50%i	78%	76%	66%	66%
Percent at or above National 25%i	90%	87%	84%	83%
Grade 3				
Mathematics Iowa Test of Basic Skills		*		
Percent at or above National 75%i	21%	22%	25%	48%
Percent at or above National 50%i	51%	58%	57%	66%
Percent at or above National 25%i	75%	81%	79%	84%
Grade 4				
Mathematics Iowa Test of Basic Skills				
Percent at or above National 75%i	24%	26%	30%	43%
Percent at or above National 50%i	55%	57%	60%	70%
Percent at or above National 25%i	80%	79%	84%	87%
Grade 5				
Mathematics Iowa Test of Basic Skills				
Percent at or above National 75%i	30%	35%	27%	49%
Percent at or above National 50%i	56%	65%	60%	73%
Percent at or above National 25%i	79%	84%	80%	86%
Grade 6				
Mathematics Iowa Test of Basic Skills				
Percent at or above National 75%i	37%	36%	41%	42%
Percent at or above National 50%i	61%	64%	70%	72%
Percent at or above National 25%i	79%	83%	88%	87%
Grade 7				
Mathematics Iowa Test of Basic Skills				
Percent at or above National 75%	43%	41%	42%	39%
Percent at or above National 50%	69%	72%	68%	68%
Percent at or above National 25%	91%	85%	84%	90%
Grade 9				
Mathematics Iowa Test of Basic Skills				
Percent at or above National 75%i	57%	53%	50%	53%

District 2000-01

Percent at or above National 50%i	75%	72%	72%	72%
Percent at or above National 25%i	92%	86%	89%	87%

11. Achievement Cont'd.

Minnesota Comprehensive Assessments (MCA)
Level IV - Student demonstrates advanced performance
Level III - Student demonstrates solid academic performance
Level II - Student demonstrates partial knowledge
Level I - Student demonstrates limited knowledge

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	7%	10%	14%	16%
Percent at or above Level III	33%	34%	30%	33%
Percent at or above Level II	44%	36%	36%	34%
Percent at or above Level I	16%	20%	20%	17%

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	3%	11%	18%	23%
Percent at or above Level III	32%	31%	35%	41%
Percent at or above Level II	40%	37%	35%	27%
Percent at or above Level I	25%	21%	12%	10%

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	10%	12%	10%
Percent at or above Level III	32%	40%	32%	36%
Percent at or above Level II	47%	38%	43%	43%
Percent at or above Level I	13%	11%	13%	11%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	4%	14%	13%
Percent at or above Level III	22%	27%	42%	40%
Percent at or above Level II	50%	46%	34%	37%
Percent at or above Level I	22%	22%	10%	10%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	14%	5%	3%	3%
Percent at or above Level III	35%	27%	38%	44%
Percent at or above Level II	36%	55%	52%	48%
Percent at or above Level I	15%	13%	7%	5%

State Comparisons

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	5%	8%	11%	16%
Percent at or above Level III	30%	32%	33%	33%

Percent at or above Level II	42%	39%	38%	35%
Percent at or above Level I	23%	21%	18%	16%

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	12%	16%	24%
Percent at or above Level III	30%	33%	36%	39%
Percent at or above Level II	41%	37%	34%	26%
Percent at or above Level I	21%	18%	14%	11%

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	9%	10%	14%
Percent at or above Level III	29%	33%	37%	39%
Percent at or above Level II	47%	46%	43%	38%
Percent at or above Level I	18%	12%	10%	1000%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	6%	12%	13%
Percent at or above Level III	26%	31%	33%	37%
Percent at or above Level II	48%	45%	41%	38%
Percent at or above Level I	20%	18%	14%	11%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	3%	4%	3%
Percent at or above Level III	34%	42%	38%	52%
Percent at or above Level II	38%	50%	50%	41%
Percent at or above Level I	20%	5%	8%	4%

12. Student to Computer Ratio

1996-97	1997-98	1998-99	1999-00	2000-01
4 to 1	4 to 1	4 to 1	4 to 1	4 to 1

13. Teaching Staff

	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	71	59	109	81	64
BA+15	28	24	30	21	20
BA+30	33	25	33	15	15
BA+45	57	53	50	38	35
BA+60	7	6	4	5	5
BA+75	11	8	6	6	6
BA+90	11	7	1	1	1
BA+105	45	46	0	35	31
MA	50	44	36	33	33
MA+15	32	34	33	40	36
MA+30	21	20	32	26	26
MA+45	64	77	70	73	70

0 to 5 years	133	78	125	110	
6 to 10 years	111	116	111	132	
11 to 20 years	69	76	68	109	
More than 20 years	106	148	77	70	
Average Years Experience	14	12	12	10	

13a. Teacher Attendance

	1998-99	1999-00	2000-01
Total Teaching Staff	513	434	424
Days of Sick Leave	1928	2693.5	
Days of Personal Leave	417	314	
Days of Emergency Leave	664	213	
Days of Athletic Leave	169	148.5	
Days of Deduct	100	90.64	
Days of Civic Leave	1	3	
Days of Association Leave	32	60	
TOTAL	3311	3956.64	5636
Average Days Absent	6.45	9.12	13.29

14. Home Schooled Students

	1996-97	1997-98	1998-99	1999-00	2000-01
(End of Year)	61	78	72	71	79

15 Open Enrolled Students

	1999-00	2000-01
Into Moorhead	83	117
Out of Moorhead	138	165

16 Enrolled in Private Schools

Nov. 99	Nov. 00
447	438

S - MG - BOS
October 22, 2001

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Board Room - Townsite Centre
810 Fourth Avenue South

October 22, 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 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) Approval of Grant Application - Pages 6-16
   (2) Acceptance of Grant - Pages 17-18
   (2) Acceptance of Gift - Page 19
   (3) Acceptance of Funding - Page 20

B. BUSINESS SERVICE MATTERS - Weston

C. HUMAN RESOURCE MATTERS- Nielsen
   (1) Approval of New Employees - Page 21
   (2) Acceptance of Resignations - Page 22
   (3) Approval of Family/Medical Leave - Page 23
   (4) Approval of Change in Employment Contract - Page 24

D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____
Comments _____

3. COMMITTEE REPORTS

4. **STRUCTURAL BALANCE**: Weston
Pages 25-35

Suggested Resolution: Move to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the Master Agreement for Bus Drivers and Bus Assistants.

Moved by _____ Seconded by _____
Comments _____

5. **BUS DRIVER/BUS ASSISTANT EMPLOYMENT AGREEMENT 2001-2003**: Kovash
Pages 36-39

Suggested Resolution: Move to approve the Bus Driver/Bus Assistant Agreement for two years beginning July 1, 2001 as presented for an approximate total cost of $18,787.70.

Moved by _____ Seconded by _____
Comments _____

6. **FIRST READING OF POLICIES**: Nybladh
Pages 40-61

Conduct a first reading of the following policies: Employee Copyright/Royalties (GCQC), Protection and Privacy of Pupil Records (JO) and Medication Policy (JHCD).

7. **BUILDING AND DISTRICT PROFILES**: Kovash
Pages 62-124

Suggested Resolution: Move to accept the Building and District Profiles for 1996-97 through 2000-2001 as presented and direct administration to share them with staff and public as appropriate.

Moved by _____ Seconded by _____
Comments _____

8. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

9. **CLOSE PUBLIC MEETING**: Cummings

Suggested Resolution: Move to close the public meeting at ____ p.m., pursuant to M.S. 471.705 for the purpose of discussing negotiations strategies.

Moved by _____ Seconded by _____
Comments _____

10. **OPEN PUBLIC MEETING**: Cummings

Suggested Resolution: Move to reopen the public meeting at ____ p.m.

Moved by _____ Seconded by _____
Comments _____

11. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Schl Board Candidate Forum	October 23	7 pm	NW Tech - Auditor
Facility and Grade Level Config. Model Task Force	October 23	6:30 pm	Board Room
Instr and Curr Adv Com	October 25	7 am	Board Room
Mayor/City Council Candidate Forum	October 25	6:30 pm	Hjemkomst
End of First Quarter	November 2		
ITBS Testing (Elem)	November 5-9		
General Election	November 6	7 am-8 pm	
District Care Team	November 12	3 pm	Board Room
School Board	November 12	7 pm	Board Room
Instr and Curr Adv Com	November 15	7-8:30 am	Board Room
Supt's Advisory Council	November 15	7 pm	Board Room
Kindergarten P/T Conf (day)	November 16, 19		
K-12 P/T Conferences	November 19-20		
Com Ed Adv Council	November 20	7 pm	Board Room
School Board	November 26	7 pm	Board Room
School Board	December 10	7 pm	Board Room
District Care Team	December 17	3 pm	Board Room
Policy Review Com	December 17	7 pm	Board Room
Instr and Curr Adv Com	December 20	7-8:30 am	Board Room
Supt's Advisory Council	December 20	7 pm	Board Room
Winter Break Begins	December 24		

* Please check the web site (www.moorhead.k12.mn.us) for updates related to Community Task Force meetings.

MEMO #: I-02-074

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

SUBJECT: Grant Application

DATE: October 17, 2001

Attached is a grant application to Clay County Joint Powers Collaborative LCTS for The Children and Family Early Intervention Pilot in the amount of $126,010

The project would be to pilot a 3-year intervention program at the Probstfield Elementary School in Moorhead for families with children who have been identified as "at risk" for mental health issues in the elementary school population K-2, but are not currently in the mental health system.

SUGGESTED RESOLUTION: Move to approve the grant application with Clay County Joint Powers Collaborative for The Children and Family Early Intervention Pilot in the amount of $126,010.

LAK/smw
Attachment

CLAY COUNTY JOINT POWERS COLLABORATIVE
LCTS GRANT APPLICATION COVER PAGE

Project/Program Title The Children & Family Early Intervention Pilot

Geographic Area that will be served by the Project/Program (i.e. Clay County, specific school district boundaries, etc.)
Probstfield Elementary School, Moorhead, Mn

Name of Agency/Organization applying Moorhead Public Schools

Address District Offices, 810 4th Avenue South, Moorhead, Mn, 56560

Phone # (218)284-3729 **Fax #** (218)284-3733 **E-mail** dhellekson@moorhead.k12.mn.us

Contact person Anne Moyano/ Deb Hellekson **Phone #** (218) 284-3729

State I.D. # 8033594 **Federal I.D. #** 41-6008721

Project/Program Title The Children & Family Early Intervention Pilot

Grant period 1/1/02 **To** 12/31/02 **Dollars requested** $128,895.00

Number of Clay County residents to be served by Project/Program 12 Families

Overview of Project/Program (100 words, or less). (Please count each word, but count hyphenated words as one word.)

The project would pilot an early intervention project at Moorhead's Probstfield Elementary School. Children will be referred who have exhibited at risk behaviors in K-2, but are not yet involved with mental health services. Using a team approach with staff from the school system and New Directions, intervention would be provided for the child and the family, with the understanding that many of the at risk issues originate from family stress and dysfunction. The goal would be to prevent serious behavior and mental health problems from developing which would hamper the child's learning process and to strengthen family functioning.

The application has been approved by the appropriate Board and the Board agrees to accept and fiscally manage the grant if the application is approved. X
Yes

Signature of Superintendent, or Director, of Agency/Organization

_____ **Date** _____

_____
Name (please print)

_____
Title (please print)

Check the category/categories, as well as any program type(s) underneath the category name, that applies to the attached grant application.

- ☒ **FAMILY FUNCTIONING (CATEGORY)**
- ☒ Programs for Coping with Divorce
- ☐ ECFE Programs
- ☒ Parenting Programs/Parent Support Groups
- ☐ Domestic Violence Programs
- ☐ Maltreatment Prevention
- ☒ In Home Services/Home Based Services
- ☒ Family Crisis Intervention
- ☐ Runaways
- ☐ Respite Services
- ☐ Adult/Child Literacy Enhancement
- ☐ Transportation Assistance
- ☒ Family Support Services
- ☐ Emergency Housing to Prevent Homelessness

- ☒ **ORGANIZATION, COMMUNITY AND SYSTEMS CHANGE (CATEGORY)**
- ☒ Wraparound Services/Reduction of duplication of efforts
- ☒ Community/School Partnership Services and Activities - formal and informal
- ☒ Language/Interpreter Services
- ☒ Cultural Diversity
- ☐ Community Education
- ☒ Single Point of Entry
- ☒ Parent Involvement in Schools/Community

- ☐ **CHILD DEVELOPMENT AND SCHOOL PERFORMANCE (CATEGORY)**
- ☐ Expansion of Early Childhood, Child Care Programs and Home Visiting
- ☐ Truancy/Dropout Prevention Programs
- ☒ Self-Esteem/Social Skills Building Services/Cognitive Re-Structuring
- ☒ Conflict/Anger Management
- ☐ Non-Traditional Educational/Extra Curricular Activities
- ☒ Asset Building Activities
- ☐ Community/School Related Restorative Justice Programs
- ☐ Service Learning Classes and Programs
- ☐ Intergenerational Programs
- ☐ Summer Programs for At Risk Children
- ☐ Tobacco Abuse Prevention/Education
- ☐ Chemical Abuse Prevention/Education
- ☒ Child/Family Mentoring
- ☐ Teen Health Education
- ☐ Gender Equity Program
- ☐ School Violence

- ☒ **CHILD AND/OR FAMILY HEALTH (CATEGORY)**
- ☒ Transitional Services
- ☐ Independent Living Services
- ☐ Physical, Mental and Health Education/Services
- ☐ Dual Diagnosis of Mental Health/Chemical Health
- ☒ Sexual Abuse Prevention/Intervention

I certify that the grant dollars requested will not be used to supplant current funds, "out of home" placement, or capital expenditures.

_____

Signature of School District Superintendent, or Agency/Organization Director

CLAY COUNTY JOINT POWERS COLLABORATIVE
LCTS GRANT APPLICATION COVER PAGE

Project/Program Title The Children & Family EarlyIntervention Pilot

Geographic Area that will be served by the Project/Program (i.e. Clay County, specific school district boundaries, etc.)
Probstfield Elementary School in Moorhead

Name of Agency/Organization applying New Directions

Address P.O. Box L, New York Mills, MN 56567

Phone # 218/385-2900 **Fax #** 218/385-4544 **E-mail** pfredley@wcta.net

Contact person Pat Fredley **Phone #** 218/385-2900

State I.D. # 9400846 **Federal I.D. #** 41-0887373

Project/Program Title The Children & Family Early Intervention Pilot

Grant period 1/1/02 **To** 12/31/02 **Dollars requested** $128,895

Number of Clay County residents to be served by Project/Program 12 families

Overview of Project/Program (100 words, or less). (Please count each word, but count hyphenated words as one word.)

The project would pilot an early intervention project at Moorhead's Probstfield Elementary School. Children will be referred who have exhibited at risk behaviors in K-2, but are not yet involved with mental health services. Using a team approach with staff from the school system and New Directions, intervention would be provided for the child and the family, with the understanding that many of the at risk issues originate from family stress and dysfunction. The goal would be to prevent serious behavior and mental health problems from developing which would hamper the child's learning process and to strengthen family functioning.

The application has been approved by the appropriate Board and the Board agrees to accept and fiscally manage the grant if the application is approved. x
Yes

Signature of Superintendent, or Director, of Agency/Organization

Davis Leino-Mills **Date** 10/17/01

Davis Leino-Mills
Name (please print)

Executive Director
Title (please print)

Check the category/categories, as well as any program type(s) underneath the category name, that applies to the attached grant application.

- [x] **FAMILY FUNCTIONING (CATEGORY)**
- [x] Programs for Coping with Divorce
- [ ] ECFE Programs
- [x] Parenting Programs/Parent Support Groups
- [ ] Domestic Violence Programs
- [ ] Maltreatment Prevention
- [x] In Home Services/Home Based Services
- [x] Family Crisis Intervention
- [ ] Runaways
- [ ] Respite Services
- [ ] Adult/Child Literacy Enhancement
- [ ] Transportation Assistance
- [x] Family Support Services
- [ ] Emergency Housing to Prevent Homelessness

- [x] **ORGANIZATION, COMMUNITY AND SYSTEMS CHANGE (CATEGORY)**
- [x] Wraparound Services/Reduction of duplication of efforts
- [x] Community/School Partnership Services and Activities - formal and informal
- [x] Language/Interpreter Services
- [x] Cultural Diversity
- [ ] Community Education
- [x] Single Point of Entry
- [x] Parent Involvement in Schools/Community

- [ ] **CHILD DEVELOPMENT AND SCHOOL PERFORMANCE (CATEGORY)**
- [ ] Expansion of Early Childhood, Child Care Programs and Home Visiting
- [ ] Truancy/Dropout Prevention Programs
- [x] Self-Esteem/Social Skills Building Services/Cognitive Re-Structuring
- [x] Conflict/Anger Management
- [ ] Non-Traditional Educational/Extra Curricular Activities
- [x] Asset Building Activities
- [ ] Community/School Related Restorative Justice Programs
- [ ] Service Learning Classes and Programs
- [ ] Intergenerational Programs
- [ ] Summer Programs for At Risk Children
- [ ] Tobacco Abuse Prevention/Education
- [ ] Chemical Abuse Prevention/Education
- [x] Child/Family Mentoring
- [ ] Teen Health Education
- [ ] Gender Equity Program
- [ ] School Violence

- [x] **CHILD AND/OR FAMILY HEALTH (CATEGORY)**
- [x] Transitional Services
- [ ] Independent Living Services
- [ ] Physical, Mental and Health Education/Services
- [ ] Dual Diagnosis of Mental Health/Chemical Health
- [x] Sexual Abuse Prevention/Intervention

I certify that the grant dollars requested will not be used to supplant current funds, "out of home" placement, or capital expenditures.

Doris Jean Nelles

Signature of School District Superintendent, or Agency/Organization Director

DRAFT

CLAY COUNTY JOINT POWERS COLLABORATIVE LCTS APPLICATION

The Children & Family Early Intervention Pilot

NARRATIVE OUTLINE

1. Assessment of Need/Problem Statement

New Directions' Background Information: New Directions is one of 12-state-supported programs in Minnesota whose specific purpose is to provide transitional services to "displaced homemakers." The program has been in existence for 17+ years and has helped over a thousand individuals stabilize their lives through personal counseling, life skills development, career and educational planning, and supportive services. The strength of the program lies in the ability of staff to collaborate with other service agencies to meet the individual needs of individuals in crisis.

Moorhead Public Schools Background Information: The Moorhead Public Schools currently employ social workers, counselors, and psychologists who work with community agencies to help children with identified serious mental health issues. There still exists a gap in services for children who exhibit at risk behaviors and could benefit from intervention services. Discussions with school psychologists, counselors, and a principal support the contention that early intervention is needed for children, especially K-2, in order to prevent future school, learning, and family problems. One of the unique features of this pilot will be the total involvement of the family in the intervention process with their children.

Need Assessment: Data from "The Status of Equal Opportunity for Minorities in Moorhead, MN" indicates that 36% of the residents feel that there is discrimination in education and 19% feel that there is discrimination in health care. An additional finding indicated a significant difference exists between the views of white and those of minorities regarding equal educational opportunity. Reinforcing this perception is the fact that minorities are disproportionately represented in the Alternative School Programs, have significantly higher dropout rates, and are much more likely to be disciplined. These facts point out the priority for early intervention with minority school children.

The Moorhead School Districts organizational analysis study by Dr. Warner indicated the need for additional support for pupil support services. Our project would provide an alternate means of expanding support services related to mental health issues for at-risk children using community resources.

2. Project Overview (Be creative and innovative!)

1. *Project Description.* The project would be to pilot a 3-year intervention program at the Probstfield Elementary School in Moorhead for families with children who have been identified as "at risk" for mental health issues in the elementary school population K-2. Identification and referral would be made from teachers, counselors, school psychologists, and school social workers to the school principal who would make the actual referral to

the Intervention Team. The Pilot Intervention Team would consist of a school psychologist, counselor, social worker, and a New Directions' family counselor. The team could take any one of the following actions: provide family support, provide family therapy, and/or refer to existing school or community services. In-home assessment would be provided to identify factors contributing to the child's "at risk" behaviors (relating to mental health issues) in the school setting. "At risk" behaviors that could trigger a referral to the pilot could include acting out, aggression, crying, withdrawal, anger, anxiety, depression, and attention-seeking behaviors. Once assigned to the team, an intervention plan will be developed and carried out by the appropriate member(s) of the team. The time needed to resolve the problem(s) will be taken into account with each child/family. This could involve up to 3 years of intervention. Because of the intensity of the intervention services, enrollment in the pilot will be limited to no more than 12 children/families at any given time.

Participants for the project will be referred from the School Principal at Probstfield Elementary School in Moorhead. Pre- and post-assessments will be done on the children involved through the school system. The project can be replicated in the school system by expanding services within the pilot school and eventually to other elementary schools. The project is intended as a wholistic approach to resolving children's mental health issues by using school and community resources to provide early intervention to the child and his/her family to correct at risk behaviors.

2. *Planning Process.* The project idea grew out of a meeting between New Directions' staff and representatives from the Moorhead school system to discuss potential partnerships. An identified area of need was providing intervention at an early age to children being identified as "at risk" within the school system before behaviors become a serious problem. A consideration is the fact that most "at risk" children come from stressed or dysfunctional families and that part of any intervention process that will have a long-term impact needs to include direct support and assistance to the families themselves. Further meetings were held with other school personnel to determine support for the pilot and further define the parameters of the project. Approval for the pilot was given by both the Otter Tail-Wadena Community Council Board (for New Directions) and the Board for Moorhead Independent School District 152.

3. Program Goal

The Project Goal is to target 12 families of children at risk in K-3 at Probstfield Elementary School and provide them with family assessments, intervention services and referrals as needed, parenting skills training, and coordination of family services to support actions taken with the children in the school setting.

See check list for relationship to Clay County Joint Powers Collaborative goals.

4. Measurable Objectives

Increase teacher skills and use of classroom tools and activities to effectively work with at-risk children and their families.
Identify problems manifested by children which need intervention
Obtain additional Staff Training for the Intervention Team
Develop and implement data collection, needs assessment, and tracking tools

Enroll 12 families in pilot
Weekly meetings with families
Weekly meetings with Intervention Team
Quarterly assessment of family/ child progress indicating changes in "at risk" behaviors.
Decrease in targeted behaviors reported, and documented, by teachers.
None of children placed out of home.
Determine whether this is functional model for school systems to duplicate.
Provide parent training and/or support systems as needed.

5. Specific Methods

A. *Strategies for meeting project/program goals:* The first quarter would be spent putting together the Intervention Team from New Directions and the school system, defining roles, and establishing team meeting times. Any additional training needed by staff would be done during this period. Protocols would be firmly established for referrals and feedback to the team. Assessment tools, initial and quarterly, would be determined. Data collection, record keeping, and evaluation procedures would be put in place. Resource material would be identified and made available. Initial referrals would also start after the first two weeks.

B. *Timelines for strategies.* First quarter would be setting up the ground work for the program and beginning initial intakes. Second, third, and fourth quarter would be active implementation of the pilot with regularly scheduled team meetings, and quarterly assessments of progress.

C. Expected *outcomes*:

- Incidences of behavioral problems in classroom would show significant decrease over a period of time.
- Stress or dysfunction in family would show decrease.
- Parents would show more involvement with children's issues at school.
- Parents would demonstrate better parenting skills.

6. Evaluation

Original assessment demonstrating "at risk" behavior of child/ren.
Quarterly assessments of child's behavior in the school setting, using incidence reports from school counselors, teacher.
Initial assessment of family structure/behavior issues.
Documentation of intervention strategies provided to assist families.
Quarterly assessment of changes in family structure/behaviors.
Monitor child custody and placement arrangements.

7. Demonstration of Expansion of Services

This is a new service for New Directions and the Moorhead Public School systems and one not available as a free service in Clay County. It is intended as an intervention/prevention pilot that will prevent "out of home" placement; diminish need for future special services to the child within and without the public school system; contribute to healthier families by

providing coordinated early intervention services and skills development in the areas of parenting and family life.

8. Demonstration of Collaboration

The pilot has been developed with input and collaboration of New Directions and Moorhead Public School system staff. Services provided to the family and child will be provided by both agencies, with New Directions providing staff to work specifically with the parents and family and school staff addressing the specific needs of the child within the school system. Team meetings will be held which will assess and coordinate the services to be provided. Grant dollars will be used to support the time for individuals involved in the Intervention Team.

9. Other

The pilot is based upon a three-year concept to assess whether early intervention can make a significant difference upon the child's school progress. The school systems are in the process of developing teams for pre-referral services mandated by the State of Minnesota. This pilot can serve as a model for collaborative efforts in developing these teams.

LCTS GRANT APPLICATION
BUDGET SUMMARY

NOTE: Funds cannot be utilized to supplant (take the place of, and serve as, a substitute for) other funding, except in the case of a "time limited" grant; for "out of home" placement; or for capital expenditures.

CATEGORY	AMOUNT OF LCTS FUNDS REQUESTED	OTHER SOURCES OF FUNDING	IN-KIND CONTRIBUTIONS	TOTAL BUDGET
1. Salaries	$ 60,526			
2. Fringe benefits	19,368			
3. Contracted services	20,000			
4. Equipment	5,000		2,000	
5. Copying/ printing	600			
6. Telephone/ postage	1,500			
7. Travel - limited to $.27 per mile	2,500 1,700			
8. Supplies & materials	3,000			
9. Other	15,500		4,600 (space)	
TOTAL	$ 128,895			

NOTE: Computers and software are allowable as supplies if the cost of any one item does not exceed $5,000. Any equipment or supply item that exceeds $5,000 will be considered a capital expenditure.

BUDGET JUSTIFICATION

All grant dollars should be for the purpose of providing direct service to children/families including staff, materials, etc. Planning, research and staff not working directly with children/families are not considered direct service purposes.

1. Salaries	
New Directions Family Counselor, 26 hours/week at $35/hr.	$ 47,320
Probstfield Elementary School Intervention Team	
School Counselor, 2 hr/week @ $35/hr for 36 wks	2,520
School Social Worker, 2 hr/week @ $35/hr for 36 wks	2,520
School Psychologist, 2 hr/week @ $43/hr for 36 wks	3,096
Teacher Substitutes, 41 days at $75/day	3,075
Teacher Training after School meetings	1,995
2. Fringe benefits for salaries	19,368
Salary total $60,526 x 32% fringe rate	
3. Contracted Services/Consultants	20,000
Assessments, family therapy @ $100/hr., 200 hrs allowed	
4. Equipment	5,000
Lap top computer for in-home assessments @ $2,000	
Video equipment for use with ESL families @ $3,000	
5. Copying/printing	600
Average 400 copies per family per year @.07/copy = $336	
Miscellaneous printing at $264	
6. Telephone/postage	1,500
Telephone at $80/mo. x 12 = $960	
Postage @ $540	
7. Travel at .27/mi.	2,500
Staff travel @ 2,600 miles per year @ .27 = $702	
Client/family travel @ 2,600 miles per hear @ .27 = $702	
Mileage for training (staff & clients), 1,100 mi @ .27 = 297	
8. Supplies & materials	3,000
Paper, books, learning materials	
10. Other	
Support services for family expenses	6,000
(clothes, school supplies, materials, average $500/family)	
Parent Training/three conferences per year	5,000
($1,000 per conference, $200 per person)	
Interpreter services	4,500
TOTAL	$ 128,895

MEMO #: I-02-075

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

SUBJECT: Grant Acceptance LK

DATE: October 17, 2001

Moorhead School District has received a grant of $15,000.00 from the Alex Stern Family Foundation for the sound system at Moorhead Senior High School.

SUGGESTED RESOLUTION: Move to approve the grant of $15,000.00 from the Alex Stern Family Foundation for the sound system at Moorhead Senior High School.

LAK/smw

Alex Stern Family Foundation
Agreement of Donee

As a condition of a total grant of $15,000.00 from the Alex Stern Family Foundation to Moorhead High School for Partial funding of purchase new sound system the grantee agrees:

1. To use the funds only for the designated purpose and not to use the funds to directly or indirectly promote or in any way influence legislation at the local, state, or national level where prohibited by law.

2. That the total amount of this grant or any payment thereof, may be discontinued, modified, or withheld at any time when, in the sole judgment of the Alex Stern Family Foundation, such action is necessary to comply with requirements of the law or if the original conditions of the grant are not being fulfilled by the recipient.

3. To repay any portion of the grant which is not used for the designated purpose.

4. To comply with the evaluation requirements of the Alex Stern Family Foundation by responding to the requests for progress reports made by the Foundation at various intervals during the grant year.

5. To submit within 30 days of the end of the grant year a detailed report describing the activities carried on under the grant. This should include a complete financial report concerning the use of the grant funds.

6. To permit the Alex Stern Family Foundation, at its request, to have complete access to the grantee's files and records for the purpose of making such financial audits, verifications, and investigations as it deems necessary concerning the grant.

7. No goods or services were provided to the donor in return for this contribution.

The signature below indicates acceptance of the conditions stipulated above and acknowledgment of the receipt of the enclosed check.

Moorhead High School
(Name of Grantee)

By: Kristofer E. Gulsvig

Title: Committee Chair MHS Sound System

Date: 10/5/01

MEMO #: I-02-072

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

SUBJECT: Gift Acceptance

DATE: October 15, 2001

Washington Elementary received donations of $1,311.78 and $50.00 from the Washington PTAC. The $1,311.78 will be used for Library renovations and the $50.00 will be used in the Health office to purchase lice shampoo, socks, underwear and other miscellaneous items.

SUGGESTED RESOLUTION: Move to approve the donation of $1,311.78 and $50.00 from Washington PTAC. The $1,311.78 will be used for Library renovations and the $50.00 will be used in the Health office to purchase miscellaneous items.

LAK/smw

MEMO #: I-02-071

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

SUBJECT: Carl Perkins Funding

DATE: October 15, 2001

The following have been approved for Carl Perkins funding through Lakes Country Service Cooperative. The instructional equipment will be used by students in the Automotive program at Moorhead Senior High.

One Tirechanger, Rim-Clamp-Tulip Design with Side Shovel and Standard Accessories.

SUGGESTED RESOLUTION: Move to accept $3,555.00 from Carl Perkins funding thru Lakes Country Service Cooperative for instructional equipment.

LAK/smw

MEMORANDUM P 02.049

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: October 16, 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:

Craig Berg	Night Custodian, Robert Asp, A12 (0-2) $10.10 per hour, 8 hours per day, effective October 15, 2001. (Replace Michael Engelke)
Lindsey Gunderson	Special Education Paraprofessional, Riverside, B21 (0-2) $10.71 per hour, 6.5 hours daily, effective October 5, 2001. (Replace Shari Eggiman)
Marian Kadrie	Special Education Paraprofessional, Riverside, B21 (0-2) $10.71 per hour, 6.5 hours daily, effective October 5, 2001. (Replace Rhonda Granzow)
Michael Herbst	Food Service, Senior High, $7.20 per hour, 2.25 hours daily, effective October 12, 2001. (Replace Joann Sturman)

Suggested Resolution: Move to approve the employment of Craig Berg, Lindsey Gunderson, Marian Kadrie and Michael Herbst as presented.

RN:sh

21

MEMORANDUM P 02.050

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: October 15, 2001

SUBJECT: Resignation

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

Patricia Alvear AOM Paraprofessional, Probstfield, effective immediately.

Suggested Resolution: Move to accept the resignation of Patricia Alvear as presented.

RN:sh

MEMORANDUM P 02.051

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: October 16, 2001

SUBJECT: Family/Medical Leave

The administration requests an extension of Family/Medical leave for the following person:

Sharon Rein Fixed Assets/Building Tech, Senior High, to extend to 12 weeks.

Suggested Resolution: Move to approve the extension Family/Medical leave for Sharon Rein pursuant to Article IX, Section 3, of the Secretarial 2000-2002 Master Agreement.

RN:sh

MEMORANDUM P 02.052

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: October 16, 2001

SUBJECT: Change in Employment Contract

The administration requests approval of the change in employment contract of the following person:

During the 2000-2001 school year, Faye Smiley-Aakre held a .79 FTE teacher's contract with part of her pay coming from the Title IX grant and part coming from a CFL grant through Dr. Olivia Melroe, MSUM professor. Dr. Melroe has again been awarded a grant for the 2001-2002 school year for work on a Phonological Awareness Project for American Indian students. Of the total grant award, $22,000 will be available for Faye's salary. Between the Title IX funds and CFL grant, it is proposed that Faye's contract be increased from .79 FTE to 1.0 FTE for the 2001-2002 school year.

Suggested Resolution: Move to accept the increase of Faye Smiley-Aakre's teacher contract from .79 FTE to 1.0 FTE effective immediately and to be paid retroactively through dollars received from the Phonological Awareness Project.

RN:sh

OCT 1 2 2001

BUSINESS SERVICES MEMO#: B.02.039

To: Dr. Larry P. Nybladh

From: Mark Weston MW

Date: October 12, 2001

RE: Structural Balance

The Omnibus K-12 Education Act of 2001 requires a school board to pass a resolution verifying that any collective bargaining agreement approved after July 1, 2001, does not cause structural imbalance in the school district's budget during the period of the agreement. At this time I am recommending the following resolution, which is supported with the attached information. If you have further questions regarding this matter please contact me at your convenience.

Suggested Resolution: Move to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the Master Agreement for Bus Drivers and Bus Assistants.

MLW/krm

Individual Settlement-Balanced Budget Projection Summary

(M.S.§ 179.A.20, Subd.2b. Structurally Balanced School District Budget)

District Name Moorhead District Number 0152

Date of Submission 10-23-01

General Fund (01)	(2001)	(2002)	(2003)	(2004)	(2005)	(2006)
Revenues (ALL General)						
01-Current Revenue		42,627,321	42,720,240	43,004,197		
Anticipated Revenue[1]						
Expenditures						
Settlement Salary/Benefits[2]		257,215	265,669	274,967		
All Other 01 Costs		41,523,191	42,541,841	44,141,687		
Total General Fund (01) balance[3]	XXXX	3,000,768	2,913,498	1,776,008		
Food Service Fund (02)						
Revenues (ALL Food)						
02-Current Revenue						
Anticipated Revenue[1]						
Expenditures						
Settlement Salary/Benefits[2]						
All Other 02 Costs						
Total Food Service Fund (02) balance[3]	XXXX					
Community Service (04)						
Revenues (ALL Community)						
04-Current Revenue						
Anticipated Revenue[1]						
Expenditures						
Settlement Salary/Benefits[2]						
All Other 04 Costs						
Total Community Service Fund (04) balance[3]	XXXX					
Staff changes[4] affected by settlement		0	0	0		
Actual staff count in the unit[5] affected by the settlement		24	24	24		
Anticipated Cuts[6]		0	0	0		

Did this settlement cause structural imbalance in the budget? Yes (No)

Is this settlement the result of interest arbitration? Yes (No)

Narrative:

State Aid Formula	$3,964	$4,068	$4,601	$4,693
AMCPU's	6,461	6,294	6,187	6,020

Balanced Budget Summary Form

(M.S.179.A.20, Subd.2b. Structurally Balanced School District Budget)

District Name Moorhead District Number 0152

Date of Last Submission 10-23-01

General Fund (01)	(2001)	(2002)	(2003)	(2004)	(2005)	(2006)
Revenues (ALL General)						
01-Current Revenue		42,627,321	42,720,240	43,004,197		
Anticipated Revenue[1]						
Expenditures						
All Salary/Benefits[2]		31,603,390	32,551,500	33,528,050		
All Other 01 Costs		10,177,016	10,256,010	10,888,604		
Total General Fund (01) balance[3]	XXXX	3,000,768	2,913,498	1,776,008		
Food Service Fund (02)						
Revenues (ALL Food)						
02-Current Revenue		1,378,039	1,405,610	1,433,710		
Anticipated Revenue[1]						
Expenditures						
All Salary/Benefits[2]		512,413	527,790	543,630		
All Other 02 Costs		927,110	939,180	967,050		
Total Food Service Fund (02) balance[3]	XXXX	152,587	91,227	14,257		
Community Service (04)						
Revenues (ALL Community)						
04-Current Revenue		1,132,341	1,141,020	1,147,358		
Anticipated Revenue[1]						
Expenditures						
All Salary/Benefits[2]						
All Other 04 Costs		1,252,311	1,212,358	1,213,010		
Total Community Service Fund (04) balance[3]	XXXX	13,085	(58,253)	(123,905)		
Staff changes[4] affected by all settlements		0	0	0		
Anticipated Cuts[5]		0	0	0		

Did any settlement cause structural imbalance in the budget? Yes (No)

Narrative:

District Characteristics:

State Aid Formula	$3,964	$4,068	$4,601	$4,643
AMCPU's	6,461	6,294	6,157	6,020

BUS DRIVERS 2001-2002								
Base Year 2000-01								
DRIVERS			0.20		0.0765	0.0518	$6.50	
LAST NAME	FIRST NAME	YRLY HRS	HRLY RATE	YRLY SALARY	FICA	PERA	LIFE	TOTAL
AAGENES	DARLA	938.00	10.84	10,167.92	777.85	526.70	0.00	11,472.46
BOWSER	KEVIN	553.87	10.52	5,826.71	445.74	301.82	0.00	6,574.28
ENSRUD	JEFFREY	1,212.75	10.52	12,758.13	976.00	660.87	78.00	14,473.00
HILLSTROM	KEITH	1,739.38	10.52	18,298.28	1,399.82	947.85	78.00	20,723.95
HUCK	GARY	1,819.63	10.52	19,142.51	1,464.40	991.58	78.00	21,676.49
HUSEL	MIKE	428.00	10.52	4,502.56	344.45	233.23	0.00	5,080.24
JACOBSON	BRADLEY	1,112.00	10.52	11,698.24	894.92	605.97	78.00	13,277.12
JOHNSON	EILEEN	1,656.55	10.52	17,426.91	1,333.16	902.71	78.00	19,740.78
MUELLER	LYNN	1,437.75	10.84	15,585.21	1,192.27	807.31	78.00	17,662.79
PAVOLA	KEVIN	901.50	10.52	9,483.78	725.51	491.26	0.00	10,700.55
SCHERMERHORN	LESLIE	1,556.75	10.52	16,377.01	1,252.84	848.33	78.00	18,556.18
SUMSTAD	MICHELL	321.00	10.52	3,376.92	258.33	174.92	0.00	3,810.18
		13,677.18		144,644.17	11,065.28	7,492.57	546.00	163,748.02
ASSIST			0.20					
LAST NAME	FIRST NAME	YRLY HRS	HRLY RATE	YRLY SALARY	FICA	PERA	LIFE	TOTAL
GERLACH	BARBARA	1,184.75	9.92	11,752.72	899.08	608.79	78.00	13,338.59
GERLACH	LISA	347.75	9.92	3,449.68	263.90	178.69	0.00	3,892.27
MELANDER	SHIRLEY	446.00	9.92	4,424.32	338.46	229.18	0.00	4,991.96
PARR	KARI	334.00	9.92	3,313.28	253.47	171.63	0.00	3,738.37
PITZEL	ROSE	1,149.25	10.71	12,308.47	941.60	637.58	78.00	13,965.64
PRUDHOMME	DALE	473.50	9.92	4,697.12	359.33	243.31	0.00	5,299.76
PRUDHOMME	THELMA	423.00	9.92	4,196.16	321.01	217.36	0.00	4,734.53
SELLENT	CAROL	144.50	9.92	1,433.44	109.66	74.25	0.00	1,617.35
TEIKEN	JUDITH	674.95	10.24	6,911.49	528.73	358.02	0.00	7,798.23
TRUSCINSKI	MELISSA	528.00	9.92	5,237.76	400.69	271.32	0.00	5,909.76
UMLAUF	GWEN	990.02	10.55	10,444.71	799.02	541.04	0.00	11,784.77
ZEBLEY	FRANK	1,036.00	9.92	10,277.12	786.20	532.35	0.00	11,595.67
		7,731.72		78,446.27	6,001.14	4,063.52	156.00	88,666.92
SICK DAYS $200.00 AN EMPLOYEE								4,800.00
TOTAL OF ALL		21,408.90		223,090.44	17,066.42	11,556.08	702.00	257,214.94
Life based on working 1080 hours								
Starting wage for drivers $10.32 and para's $9.72								
Total for 00-01	246,881.73							
Total for 01-02	257,214.94							
Total Increase	4.19%							

BUS DRIVERS 2002-2003								
Base Year 2000-01								
DRIVERS			0.35		0.0765	0.0518	$6.50	
LAST NAME	FIRST NAME	YRLY HRS	HRLY RATE	YRLY SALARY	FICA	PERA	LIFE	TOTAL
AAGENES	DARLA	938.00	11.19	10,496.22	802.96	543.70	0.00	11,842.89
BOWSER	KEVIN	553.87	10.87	6,020.57	460.57	311.87	0.00	6,793.01
ENSRUD	JEFFREY	1,212.75	10.87	13,182.59	1,008.47	682.86	78.00	14,951.92
HILLSTROM	KEITH	1,739.38	10.87	18,907.06	1,446.39	979.39	78.00	21,410.84
HUCK	GARY	1,819.63	10.87	19,779.38	1,513.12	1,024.57	78.00	22,395.07
HUSEL	MIKE	428.00	10.87	4,652.36	355.91	240.99	0.00	5,249.26
JACOBSON	BRADLEY	1,112.00	10.87	12,087.44	924.69	626.13	78.00	13,716.26
JOHNSON	EILEEN	1,656.55	10.87	18,006.70	1,377.51	932.75	78.00	20,394.96
MUELLER	LYNN	1,437.75	11.19	16,088.42	1,230.76	833.38	78.00	18,230.57
PAVOLA	KEVIN	901.50	10.87	9,799.31	749.65	507.60	0.00	11,056.56
SCHERMERHORN	LESLIE	1,556.75	10.87	16,921.87	1,294.52	876.55	78.00	19,170.95
SUMSTAD	MICHELL	321.00	10.87	3,489.27	266.93	180.74	0.00	3,936.94
		13,677.18		149,431.19	11,431.49	7,740.54	546.00	169,149.21
ASSIST			0.35					
LAST NAME	FIRST NAME	YRLY HRS	HRLY RATE	YRLY SALARY	FICA	PERA	LIFE	TOTAL
GERLACH	BARBARA	1,184.75	10.27	12,167.38	930.80	630.27	78.00	13,806.46
GERLACH	LISA	347.75	10.27	3,571.39	273.21	185.00	0.00	4,029.60
MELANDER	SHIRLEY	446.00	10.27	4,580.42	350.40	237.27	0.00	5,168.09
PARR	KARI	334.00	10.27	3,430.18	262.41	177.68	0.00	3,870.27
PITZEL	ROSE	1,149.25	11.06	12,710.71	972.37	658.41	78.00	14,419.49
PRUDHOMME	DALE	473.50	10.27	4,862.85	372.01	251.90	0.00	5,486.75
PRUDHOMME	THELMA	423.00	10.27	4,344.21	332.33	225.03	0.00	4,901.57
SELLENT	CAROL	144.50	10.27	1,484.02	113.53	76.87	0.00	1,674.41
TEIKEN	JUDITH	674.95	10.59	7,147.72	546.80	370.25	0.00	8,064.77
TRUSCINSKI	MELISSA	528.00	10.27	5,422.56	414.83	280.89	0.00	6,118.27
UMLAUF	GWEN	990.02	10.90	10,791.22	825.53	558.99	0.00	12,175.73
ZEBLEY	FRANK	1,036.00	10.27	10,639.72	813.94	551.14	0.00	12,004.80
		7,731.72		81,152.37	6,208.16	4,203.69	156.00	91,720.22
SICK DAYS $200 AN EMPLOYEE								4,800.00
TOTAL OF ALL		21,408.90		230,583.56	17,639.64	11,944.23	702.00	265,669.43
Life based on working 1080 hours								
Starting wage for drivers $10.32 and para's $9.72								
Total for 01-02	257,214.94							
Total for 02-03	265,669.43							
Increase	3.29%							

MOORHEAD PUBLIC SCHOOLS COHORT PROJECTIONS

November, 2000

	Actual enrollments						Projected enrollments					1999 projected for November 2000	VARIANCE
	~~95/96~~	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06		
Kindergarten	500	433	442	425	380	414	360	420	400	450	420	400	14
Grade 1	492	492	420	457	421	364	404	352	410	391	440	378	-14
Grade 2	459	481	483	401	457	407	356	396	344	401	382	414	-7
Grade 3	489	432	461	473	399	438	397	347	386	335	391	445	-7
Grades 1-3	1440	1405	1364	1325	1277	1209	1157	1095	1140	1128	1213	1237	-28
Grade 4	483	478	419	471	465	392	433	393	343	382	332	395	-3
Grade 5	498	462	477	414	456	458	386	427	386	338	376	455	3
Grade 6	491	479	461	457	418	437	449	378	418	379	331	449	-12
Grades 4-6	1472	1419	1357	1342	1339	1287	1268	1197	1148	1099	1039	1299	-12
Grades 5-6	989	941	938	871	874	895	835	805	805	717	707	904	-9
Grade 7	504	488	503	469	479	441	450	463	390	431	390	429	12
Grade 8	488	484	464	480	458	453	424	433	445	375	415	460	-7
Grades 7-8	992	972	969	949	937	894	875	896	835	806	805	889	5
Grade 9	520	464	528	468	492	474	466	436	445	458	386	466	8
Grade 10	452	521	460	476	475	482	470	462	433	442	454	484	-2
Grade 11	406	430	486	432	474	451	466	455	447	419	428	456	-5
Grade 12	382	390	364	428	407	433	412	426	416	408	383	430	3
Grades 9-12	1760	1805	1839	1804	1848	1840	1814	1780	1741	1727	1650	1836	4
Grades K-4	2423	2316	2225	2221	2122	2015	1951	1907	1884	1959	1965	2033	-18
Grades K-6	3412	3257	3163	3092	2996	2910	2786	2712	2688	2676	2672	2937	-27
Grades 7 -12	2736	2777	2808	2753	2785	2734	2689	2675	2576	2533	2455	2725	9
Grades K-12	6151	6034	5971	5845	5781	5644	5475	5387	5264	5209	5127	5662	-18
		-117	-63	-126	-64	-137	-169	-88	-123	-55	-82		

Pupil Units											
Kindergarten	265	229.49	234.26	225.25	211.66	230.598	200.52	233.94	222.8	250.65	233.94
Grades 1-3	1526.40	1489.30	1445.84	1404.50	1423.86	1348.04	1290.41	1220.42	1271.27	1257.33	1352.82
Grades 4-6	1560.32	1504.14	1438.42	1422.52	1419.34	1364.22	1344.31	1269.26	1216.94	1164.44	1101.32
Grades 7-12	3560.70	3610.10	3650.40	3578.90	3620.50	3554.20	3495.74	3478.15	3349.11	3292.83	3191.47
Adjustments					-12.00	-12.00	-12.00	-12.00	-12.00	-12.00	-12.00
Total					6663.36	6485.05	6318.99	6189.77	6048.13	5953.26	5867.54
Budgeted units in AOP at 99% of November projections					6596.72	6420.20	6255.80	6127.87	5987.64	5893.73	5808.86

Adjustments include estimates of 13 pupil units for Early Childhood Special Education, 90 units for YES and a reduction of 100 units for PSEO as well as a reduction of 7 pupil units for students older than 21 who recieve .65 FTE weighting and 8 units for part time students. Weighting Changes were made in legislation effective July 1 1999. Kindergarten from .53 to .557; Grades 1-3 from 1.06 to 1.115 with grades 4-6 remaining at 1.06 and grades 7-12 remaining at 1.30.

INDEPENDENT SCHOOL DISTRICT #152
GENERAL FUND (01)

LINE #		1999-00 ACTUAL	2000-01 BUDGET	2001-02 PRELIM. BUDGET	2002-03	2003-04	2004-05
					PROJECTED		
	Formula Allowance per Pupil Unit	3,740	3,964	4,068	4,601	4,693	4,787
	Enrollment (Nov. 2000 Projections)	5,781	5,644	5,475	5,387	5,264	5,209
	REVENUES:						
1	Property Taxes	$3,835,163	$3,000,000	$0	$0	$0	$0
2	Interest	212,943	200,000	200,000	195,000	190,000	185,000
3	Tuition & fees	382,297	465,700	475,010	484,510	494,200	504,080
4	Other local sources	437,857	325,420	331,930	338,570	345,340	352,250
5	General ed aid	20,339,738	21,550,000	27,883,010	27,785,010	27,780,650	27,913,880
6	Tax credits	3,005,426	3,267,500	0	0	0	0
7	Special ed aid	4,769,806	4,900,000	4,941,900	5,040,740	5,141,550	5,244,380
8	Other state sources	217,263	141,760	144,600	147,490	150,440	153,450
9	Federal aids	1,906,833	2,253,020	2,253,020	2,298,080	2,344,040	2,390,920
10	TOTAL REVENUES	35,107,326	36,103,400	36,229,470	36,289,400	36,446,220	36,743,960
11	% CHANGE	3.72%	2.84%	0.35%	0.17%	0.43%	0.82%
12	$ CHANGE	1,257,657	996,074	126,070	59,930	156,820	297,740
	EXPENDITURES:						
13	Admin salaries	2,173,048	2,313,330	2,359,530	2,430,320	2,503,230	2,578,330
14	Admin fringe benefits	337,516	369,510	372,280	383,450	394,950	406,800
15	Admin supplies	11,696	16,160	16,640	17,140	17,650	18,180
16	Admin other	305,895	246,790	247,590	255,020	262,670	270,550
17	Instruct salaries (reg & voc)	13,260,362	12,483,940	12,484,890	12,859,440	13,245,220	13,642,580
18	Instruct fringe benefits	2,782,091	2,694,400	2,710,050	2,791,350	2,875,090	2,961,340
19	Instruct supplies	485,571	483,030	449,520	463,010	476,900	491,210
20	Instruct other	935,203	1,195,180	1,193,540	1,229,350	1,266,230	1,304,220
21	Spec ed salaries	6,733,953	6,851,410	6,932,950	7,140,940	7,355,170	7,575,830
22	Spec ed fringe benefits	1,373,127	1,421,290	1,436,930	1,480,040	1,524,440	1,570,170
23	Spec ed supplies	93,171	113,400	116,800	120,300	123,910	127,630
24	Spec ed other	1,203,071	1,194,070	1,229,890	1,266,790	1,304,790	1,343,930
25	Instruct support salaries	1,297,355	1,469,580	1,513,670	1,559,080	1,605,850	1,654,030
26	Instruct support fringe benefits	211,036	253,210	260,810	268,630	276,690	284,990
27	Instruct support supplies	175,635	123,620	124,730	128,470	132,320	136,290
28	Instruct support other	356,342	350,610	361,130	371,960	383,120	394,610
29	Pupil support salaries	738,680	734,190	756,220	778,910	802,280	826,350
30	Pupil support fringe benefits	142,803	146,800	151,200	155,740	160,410	165,220
31	Pupil support supplies	8,316	10,030	10,330	10,640	10,960	11,290
32	Pupil support other	95,108	94,710	97,550	100,480	103,490	106,590
33	Bldgs & grounds salaries	906,718	866,640	909,970	937,270	965,390	994,350
34	Bldgs & grounds fringe benefits	155,067	178,490	187,410	193,030	198,820	204,780
35	Bldgs & grounds energy exp	542,595	604,900	623,050	641,740	660,990	680,820
36	Bldgs & grounds supplies	169,115	141,470	145,710	150,080	154,580	159,220
37	Bldgs & grounds other	271,818	266,030	274,010	282,230	290,700	299,420
38	Early retirement pay	625,965	525,100	450,000	463,500	477,410	491,730
39	Fringe benefits	387,927	485,820	607,280	625,500	644,270	663,600
40	Other fixed costs	168,356	246,600	254,000	261,620	269,470	277,550
41	TOTAL EXPENDITURES	35,947,540	35,880,310	36,277,680	37,366,030	38,487,000	39,641,610
42	% CHANGE	5.05%	-0.19%	1.11%	3.00%	3.00%	3.00%
43	$ CHANGE	1,727,556	(67,230)	397,370	1,088,350	1,120,970	1,154,610
44	REV OVER EXP (EXP OVER REV)	(840,214)	223,090	(48,210)	(1,076,630)	(2,040,780)	(2,897,650)
45	BEGINNING FUND BALANCE	5,209,141	4,368,927	4,592,017	4,543,807	3,467,177	1,426,397
46	ENDING FUND BALANCE	$4,368,927	$4,592,017	$4,543,807	$3,467,177	$1,426,397	($1,471,253)
47	As a % of Expenditures	12.15%	12.80%	12.53%	9.28%	3.71%	-3.71%

INDEPENDENT SCHOOL DISTRICT #152
FOOD SERVICE FUND (02)

Line #		1999-2000 ACTUAL	2000-01 BUDGET	2001-02 PRELIM. BUDGET	2002-03 PROJECTED	2003-04 PROJECTED	2004-05 PROJECTED
	REVENUES:			1.02	1.02	1.02	1.02
	Other local and county sources:						
1	Interest	$4,316	$8,000	$4,000	4,080	4,160	4,240
2	Miscellaneous local revenues	6,141	4,200	0	0	0	0
3	Subtotal other sources	10,457	12,200	4,000	4,080	4,160	4,240
	State sources:						
4	Lunch program aid	95,014	72,900	80,137	81,740	83,370	85,040
	Federal sources:						
5	Lunch program aid	520,128	524,620	495,527	505,440	515,550	525,860
6	Food distribution program	90,070	86,770	79,075	80,660	82,270	83,920
7	Subtotal federal sources	610,198	611,390	574,602	586,100	597,820	609,780
8	Sale of food	622,741	591,970	719,300	733,690	748,360	763,330
10	TOTAL REVENUES	1,338,410	1,288,460	1,378,039	1,405,610	1,433,710	1,462,390
11	% CHANGE	3.97%	(-3.73%)	6.95%	2.00%	2.00%	2.00%
12	$ CHANGE	51,112	(49,950)	89,579	27,571	28,100	28,680
	EXPENDITURES:				1.030	1.030	1.030
	Pupil support services:						
12	Salaries and wages	365,702	396,300	442,592	455,870	469,550	483,640
13	Employee benefits	55,130	67,730	69,821	71,920	74,080	76,300
14	Purchased services	79,264	83,300	57,277	59,000	60,770	62,590
15	Food costs-USDA commodities	90,070	89,550	79,075	81,450	83,890	86,410
16	Food costs, milk and supplies	658,257	654,000	733,758	755,770	778,440	801,790
17	Equipment/Construction	170,389	30,000	25,000	10,000	10,000	10,000
18	Other expenditures	22,553	28,560	32,000	32,960	33,950	34,970
19	TOTAL EXPENDITURES	1,441,365	1,349,440	1,439,523	1,466,970	1,510,680	1,555,700
20	% CHANGE	14.40%	(-6.38%)	6.68%	1.91%	2.98%	2.98%
21	$ CHANGE	181,474	(91,925)	90,083	27,447	43,710	45,020
22	REV OVER EXP (EXP OVER REV)	(102,955)	(60,980)	(61,484)	(61,360)	(76,970)	(93,310)
23	BEGINNING FUND BALANCE	378,009	275,051	214,071	152,587	91,227	14,257
24	ENDING FUND BALANCE	$275,054	$214,071	$152,587	$91,227	$14,257	($79,053)
25	Fund Balance as a % of Expenditures	19.08%	15.86%	10.60%	6.22%	0.94%	-5.08%

INDEPENDENT SCHOOL DISTRICT #152
TRANSPORTATION FUND (03)

Line #		1999-00 ACTUAL	2000-01 BUDGET	2001-02 PRELIM. BUDGET	2002-03	2003-04 PROJECTED	2004-05
	REVENUES						
	Local and county sources:						
1	Transportation levy						
2	Interest	$3,534	$4,000	$4,000	$4,000	$4,000	$0
3	Bus depreciation	71,914	60,000	70,000	70,000	70,000	70,000
4	Special Needs Chargeback	529,144	549,060	596,410	608,338	620,505	632,915
		604,592	613,060	670,410	682,338	694,505	702,915
	State Sources:						
5	Transportation aid	1,522,630	1,546,800	1,554,730	1,585,825	1,617,541	1,649,892
6	Other appropriations	40,788	143,500	115,050	117,351	119,698	122,092
		1,563,418	1,690,300	1,669,780	1,703,176	1,737,239	1,771,984
7	Total revenues	2,168,010	2,303,360	2,340,190	2,385,514	2,431,744	2,474,899
	EXPENDITURES:			103.00%			
	Pupil support services:						
8	Salaries and wages	364,283	386,480	398,070	410,010	422,310	434,980
9	Employee benefits	60,041	70,030	72,130	74,290	76,520	78,820
10	Contracted bus services	1,445,224	1,545,330	1,515,190	1,560,650	1,500,000	1,545,000
11	Other purchased services	69,515	72,480	74,650	76,890	79,200	81,580
12	Supplies and materials	211,149	257,170	264,890	272,840	281,030	289,460
13	Equipment	48,695	130,000	20,000	120,000	0	60,000
14	Other expenditures	18,123	26,970	27,780	28,610	29,470	30,350
15	Chargebacks	58,236	67,880	69,920	72,020	74,180	76,410
16	Total expenses	2,275,266	2,556,340	2,442,630	2,615,310	2,462,710	2,596,600
17	Revenues over (under) expenditures:	(107,256)	(252,980)	(102,440)	(229,796)	(30,966)	(121,701)
18	Operating transfer from the General Fund						
19	FUND BALANCE, BEGINNING OF YEAR	419,025	311,769	58,789	(43,651)	(273,447)	(304,413)
20	FUND BALANCE, END OF YEAR	$311,769	$58,789	($43,651)	($273,447)	($304,413)	($426,114)
21	Fund Balance reserved for bus purchase	98,310	28,310	78,310	28,310	98,310	108,310
22	Operating Fund Balance	213,459	30,479	(121,961)	(301,757)	(402,723)	(534,424)

* The recommended reductions are as follows
Transportation for Immersion Program $65,000
Late activity routes $11,500
Both expenses are in the contracted bus services

INDEPENDENT SCHOOL DISTRICT #152
COMMUNITY EDUCATION (04)

LINE #		1999-00 ACTUAL	2000-01 BUDGET	2001-02 PRELIM. BUDGET	2002-03	2003-04	2004-05
					PROJECTED		
	REVENUES:						
1	Gen Com Ed	$268,554	$257,100	$257,796	$260,374	$260,374	$260,374
2	Fees	172,943	163,700	168,700	173,699	178,879	184,246
3	All Day Kindergarten	12,563	0	0	0	0	0
4	Choices	27,532	28,000	29,000	29,000	29,000	29,000
5	ABE	280,277	503,950	359,581	359,581	359,581	359,581
6	Interest	4,947	2,500	0	0	0	0
7	ECFE	197,000	209,380	204,993	204,993	204,993	204,993
8	Kindergarten Readiness	44,888	44,890	57,800	57,800	57,800	57,800
9	Lincoln	20,000	20,000	22,050	23,152	24,310	25,525
10	Other	198,225	214,930	32,421	32,421	32,421	32,421
11	TOTAL REVENUES	1,226,929	1,444,450	1,132,341	1,141,020	1,147,358	1,153,940
12	% CHANGE	2.35%	17.73%	-21.61%	0.77%	0.56%	0.57%
13	$ CHANGE	28,168	217,521	(312,109)	8,679	6,338	6,582
	EXPENDITURES:						
14	General Com Ed	502,465	533,420	509,600	509,600	509,600	509,600
15	Choices	29,405	35,220	29,000	29,000	29,000	29,000
16	All Day Kindergarten	15,113	0	0	0	0	0
17	ABE	264,699	455,540	400,000	359,581	359,581	359,581
18	ECFE	224,491	232,650	200,000	200,000	200,000	200,000
19	Kindergarten Readiness	70,076	65,600	60,000	60,000	60,000	60,000
20	Lincoln	18,833	21,290	21,290	21,756	22,408	22,408
21	Other	230,271	281,760	32,421	32,421	32,421	32,421
22	TOTAL EXPENDITURES	1,355,353	1,625,480	1,252,311	1,212,358	1,213,010	1,213,010
23	% CHANGE	-0.32%	19.93%	-22.96%	-3.19%	0.05%	0.00%
24	$ CHANGE	(4,351)	270,127	(373,169)	(39,953)	652	0
25	REV OVER EXP (EXP OVER REV)	(128,424)	(181,030)	(119,970)	(71,338)	(65,652)	(59,070)
26	BEGINNING FUND BALANCE	442,509	314,085	133,055	13,085	(58,253)	(123,905)
27	ENDING FUND BALANCE	$314,085	$133,055	$13,085	($58,253)	($123,905)	($182,975)
28	As a % of Expenditures	23.17%	8.19%	1.04%	-4.80%	-10.21%	-15.08%

Independent School District #152
Capital Outlay Fund (Fund 05)

Line #		1999-2000 ACTUAL	2000-01 BUDGET	2001-02 PRELIM. BUDGET	2002-03 PROJECTED	2003-04 PROJECTED	2004-05 PROJECTED
	REVENUES:						
1	Operating Capital	1,364,953	1,330,970	1,299,190	1,325,174	1,351,677	1,378,711
1.1	Deferred Maintenance Aid		210,000	0	0	0	0
1.2	Telecommunications Access		164,680	31,660	32,293	32,939	33,598
1.3	E-Rate Reimbursement			65,000			
2	Excess Levy Referendum (Local)	561,300	584,260	564,190	575,474	586,983	598,723
3	Excess Levy Referendum (State)	1,309,700	1,300,440	1,301,680	1,327,714	1,354,268	1,381,353
4	Lease Levy		264,870	347,430	354,379	361,466	368,695
5	Interest Income	41,037	40,000	39,000	38,000	38,760	39,535
6	Interactive Television	89,257	44,260	24,910	0	0	0
7	Miscellaneous	77,512	440,000	0			
8	Sale of Property	2,290	3,200	0			
	Total Operating Capital	3,446,049	4,382,680	3,673,060	3,653,033	3,726,094	3,800,616
9	Total Health & Safety	221,253	377,060	384,601	392,293	400,139	408,142
10	Disabled Accessibility						
	Total Revenues	3,667,302	4,759,740	4,057,661	4,045,326	4,126,233	4,208,757
	EXPENDITURES:						
	Operating:						
11	Food Service	0	0	0	0	0	0
12	Special Assessments	8,596	8,800	9,064	9,336	9,616	9,904
13	Leases	318,113	347,500	347,430	357,853	368,588	379,646
14	Telephone/Telecommunications	55,790	96,900	99,807	102,801	105,885	109,062
15	Interest	27,189	136,130	140,214	144,420	148,753	153,216
16	Building Discretionary Allocation	201,242	70,150	68,000	68,000	68,000	68,000
17	Athletics	8,775	9,000	9,000	9,000	9,000	9,000
18	Textbook/Curriculum Adoption	155,043	185,000	170,800	175,924	181,202	186,638
19	Music	11,959	12,000	12,000	12,000	12,000	12,000
20	Media	53,211	53,000	54,590	56,228	57,915	59,652
21	Maintenance Equipment	28,066	24,000	10,000	10,300	10,609	10,927
22	Vehicles	0	35,000	15,000	15,450	15,914	16,391
23	Equipment Contingency Fund	14,372	25,000	217,750	67,283	69,301	71,380
24	Technology Staffing	148,146	76,030	78,311	80,660	83,080	85,572
25	Technology Plan	126,382	729,810	586,520	535,911	892,594	1,056,980
26	Building Construction & Maintenanc	3,497,980	954,000	819,000	911,804	1,225,288	1,262,047
27	Miscellaneous	50,720	452,150	99,810			
	Total Operating Expenditures	4,705,584	3,214,470	2,737,296	2,556,970	3,257,744	3,490,415
	Health and Safety:						
28	Physical Hazard Control	124,816	247,000	40,000	15,000	15,000	15,000
29	Hazardous Substance	23,966	15,000	15,000	15,000	15,000	15,000
30	Environmental Health & Safety Mgm	340,527	45,000	50,000	42,000	42,000	42,000
31	Asbestos	82,482	151,600	91,600	91,600	91,600	91,600
32	Fire Safety	23,643	80,000	80,000	75,000	15,000	15,000
32	Indoor Air Quality			30,600	30,600	30,600	30,600
33	Other	1,416	30,000	15,600	0	0	0
	Total Health and Safety Expenditure	596,850	568,600	322,800	269,200	209,200	209,200
34	Disabled Accessibility	75,200	0	0	0	0	0
	Total Expenditures	5,377,634	3,783,070	3,060,096	2,826,170	3,466,944	3,699,615
	Total Revenue Over Expenditures	(1,710,332)	976,670	997,565	1,219,156	659,288	509,143
	(Total Expenditures Over Revenue) Beginning Fund Balance	(1,763,291)	(3,473,623)	(2,496,953)	(1,499,388)	(280,231)	379,057
35	Total Ending Fund Balance	(3,473,623)	(2,496,953)	(1,499,388)	(280,231)	379,057	888,200
36	Disabled Accessibility	0	0	0	0	0	0
37	Operating Capital	(3,021,028)	(1,852,818)	(917,054)	179,009	647,358	957,559
38	Health and Safety	(452,595)	(644,135)	(582,334)	(459,241)	(268,301)	(69,360)

MEMORANDUM P 02.047

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: October 15, 2001

SUBJECT: Bus Driver/Bus Assistant Employment Agreement 2001-2003

The Bus Drivers/Bus Assistants, represented by the Minnesota School Employees Association, and District Administration have bargained in good faith and have reached agreement on a two year contract for FY 2001-2002 and FY 2002-2003, beginning on July 1, 2001 and ending on June 30, 2003. The salary increase for FY 01-02 is 2.19% and for FY 02-03 is 3.29% for a two year total salary of 5.48%. The remainder of the package is for initial benefits for a new bargaining unit, including social security, P.E.R.A. and sick leave. The increases for the total package for FY 2001-2002 is 4.19% and for FY 2002-2003 is 3.29% for a two year total of 7.48%. The cost of the two year package is $18,787.70.

Suggested Resolution: Move to approve the Bus Driver/Bus Assistant agreement for two years beginning July 1, 2001 as presented for an approximate total cost of $18,787.70

RN:sh

Attachment

BUS DRIVERS 2001-2002								
Base Year 2000-01								
DRIVERS			0.20		0.0765	0.0518	$6.50	
LAST NAME	FIRST NAME	YRLY HRS	HRLY RATE	YRLY SALARY	FICA	PERA	LIFE	TOTAL
AAGENES	DARLA	938.00	10.84	10,167.92	777.85	526.70	0.00	11,472.46
BOWSER	KEVIN	553.87	10.52	5,826.71	445.74	301.82	0.00	6,574.28
ENSRUD	JEFFREY	1,212.75	10.52	12,758.13	976.00	660.87	78.00	14,473.00
HILLSTROM	KEITH	1,739.38	10.52	18,298.28	1,399.82	947.85	78.00	20,723.95
HUCK	GARY	1,819.63	10.52	19,142.51	1,464.40	991.58	78.00	21,676.49
HUSEL	MIKE	428.00	10.52	4,502.56	344.45	233.23	0.00	5,080.24
JACOBSON	BRADLEY	1,112.00	10.52	11,698.24	894.92	605.97	78.00	13,277.12
JOHNSON	EILEEN	1,656.55	10.52	17,426.91	1,333.16	902.71	78.00	19,740.78
MUELLER	LYNN	1,437.75	10.84	15,585.21	1,192.27	807.31	78.00	17,662.79
PAVOLA	KEVIN	901.50	10.52	9,483.78	725.51	491.26	0.00	10,700.55
SCHERMERHORN	LESLIE	1,556.75	10.52	16,377.01	1,252.84	848.33	78.00	18,556.18
SUMSTAD	MICHELL	321.00	10.52	3,376.92	258.33	174.92	0.00	3,810.18
		13,677.18		144,644.17	11,065.28	7,492.57	546.00	163,748.02
ASSIST			0.20					
LAST NAME	FIRST NAME	YRLY HRS	HRLY RATE	YRLY SALARY	FICA	PERA	LIFE	TOTAL
GERLACH	BARBARA	1,184.75	9.92	11,752.72	899.08	608.79	78.00	13,338.59
GERLACH	LISA	347.75	9.92	3,449.68	263.90	178.69	0.00	3,892.27
MELANDER	SHIRLEY	446.00	9.92	4,424.32	338.46	229.18	0.00	4,991.96
PARR	KARI	334.00	9.92	3,313.28	253.47	171.63	0.00	3,738.37
PITZEL	ROSE	1,149.25	10.71	12,308.47	941.60	637.58	78.00	13,965.64
PRUDHOMME	DALE	473.50	9.92	4,697.12	359.33	243.31	0.00	5,299.76
PRUDHOMME	THELMA	423.00	9.92	4,196.16	321.01	217.36	0.00	4,734.53
SELLENT	CAROL	144.50	9.92	1,433.44	109.66	74.25	0.00	1,617.35
TEIKEN	JUDITH	674.95	10.24	6,911.49	528.73	358.02	0.00	7,798.23
TRUSCINSKI	MELISSA	528.00	9.92	5,237.76	400.69	271.32	0.00	5,909.76
UMLAUF	GWEN	990.02	10.55	10,444.71	799.02	541.04	0.00	11,784.77
ZEBLEY	FRANK	1,036.00	9.92	10,277.12	786.20	532.35	0.00	11,595.67
		7,731.72		78,446.27	6,001.14	4,063.52	156.00	88,666.92
SICK DAYS $200.00 AN EMPLOYEE								4,800.00
TOTAL OF ALL		21,408.90		223,090.44	17,066.42	11,556.08	702.00	257,214.94
Life based on working 1080 hours								
Starting wage for drivers $10.32 and para's $9.72								
Total for 00-01	246,881.73							
Total for 01-02	257,214.94							
Total Increase	4.19%							

BUS DRIVERS 2002-2003								
Base Year 2000-01								
DRIVERS			0.35		0.0765	0.0518	$6.50	
LAST NAME	FIRST NAME	YRLY HRS	HRLY RATE	YRLY SALARY	FICA	PERA	LIFE	TOTAL
AAGENES	DARLA	938.00	11.19	10,496.22	802.96	543.70	0.00	11,842.89
BOWSER	KEVIN	553.87	10.87	6,020.57	460.57	311.87	0.00	6,793.01
ENSRUD	JEFFREY	1,212.75	10.87	13,182.59	1,008.47	682.86	78.00	14,951.92
HILLSTROM	KEITH	1,739.38	10.87	18,907.06	1,446.39	979.39	78.00	21,410.84
HUCK	GARY	1,819.63	10.87	19,779.38	1,513.12	1,024.57	78.00	22,395.07
HUSEL	MIKE	428.00	10.87	4,652.36	355.91	240.99	0.00	5,249.26
JACOBSON	BRADLEY	1,112.00	10.87	12,087.44	924.69	626.13	78.00	13,716.26
JOHNSON	EILEEN	1,656.55	10.87	18,006.70	1,377.51	932.75	78.00	20,394.96
MUELLER	LYNN	1,437.75	11.19	16,088.42	1,230.76	833.38	78.00	18,230.57
PAVOLA	KEVIN	901.50	10.87	9,799.31	749.65	507.60	0.00	11,056.56
SCHERMERHORN	LESLIE	1,556.75	10.87	16,921.87	1,294.52	876.55	78.00	19,170.95
SUMSTAD	MICHELL	321.00	10.87	3,489.27	266.93	180.74	0.00	3,936.94
		13,677.18		149,431.19	11,431.49	7,740.54	546.00	169,149.21
ASSIST			0.35					
LAST NAME	FIRST NAME	YRLY HRS	HRLY RATE	YRLY SALARY	FICA	PERA	LIFE	TOTAL
GERLACH	BARBARA	1,184.75	10.27	12,167.38	930.80	630.27	78.00	13,806.46
GERLACH	LISA	347.75	10.27	3,571.39	273.21	185.00	0.00	4,029.60
MELANDER	SHIRLEY	446.00	10.27	4,580.42	350.40	237.27	0.00	5,168.09
PARR	KARI	334.00	10.27	3,430.18	262.41	177.68	0.00	3,870.27
PITZEL	ROSE	1,149.25	11.06	12,710.71	972.37	658.41	78.00	14,419.49
PRUDHOMME	DALE	473.50	10.27	4,862.85	372.01	251.90	0.00	5,486.75
PRUDHOMME	THELMA	423.00	10.27	4,344.21	332.33	225.03	0.00	4,901.57
SELLENT	CAROL	144.50	10.27	1,484.02	113.53	76.87	0.00	1,674.41
TEIKEN	JUDITH	674.95	10.59	7,147.72	546.80	370.25	0.00	8,064.77
TRUSCINSKI	MELISSA	528.00	10.27	5,422.56	414.83	280.89	0.00	6,118.27
UMLAUF	GWEN	990.02	10.90	10,791.22	825.53	558.99	0.00	12,175.73
ZEBLEY	FRANK	1,036.00	10.27	10,639.72	813.94	551.14	0.00	12,004.80
		7,731.72		81,152.37	6,208.16	4,203.69	156.00	91,720.22
SICK DAYS $200 AN EMPLOYEE								4,800.00
TOTAL OF ALL		21,408.90		230,583.56	17,639.64	11,944.23	702.00	265,669.43
Life based on working 1080 hours								
Starting wage for drivers $10.32 and para's $9.72								
Total for 01-02	257,214.94							
Total for 02-03	265,669.43							
Increase	3.29%							

Bus Driver/Bus Assistant
2001-2003 Agreement

This is the complete agreement between the two parties for the period covering July 1, 2001 through June 30, 2003.

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-02-040

TO: School Board

DATE: October 17, 2001

RE: First Reading of Policies LPN

FROM: Dr. Larry P. Nybladh, Superintendent

Attached please find the policies: Employee Copyright/Royalties (GCQC); Protection and Privacy of Pupil Records (JO) and Medication Policy (JHCD).

The Policy Review Committee recommends approval of each policy.

LPN:mde
Attachments

❖ Policies and Procedures ❖

Code: GCQC

Category: Policy of the School Board / Moorhead, MN

Section: Personnel

Name: Employee Copyrights/Royalties

Adopted: 9/26/1994

Revised: 12/14/1998

Reviewed: 12/14/1998

Policy: PURPOSE

The purpose of this policy is to identify and reserve the proprietary rights of the school district to certain publications, instructional materials, inventions, and creations which employees may develop or create, or assist in developing or creating, while employed by the school district.

GENERAL STATEMENT OF POLICY

The Moorhead School Board supports and encourages staff members to publish or develop materials related to the educational profession and wishes to establish the principle of rewarding creativity by the staff. The School Board does not wish to become an entrepreneur in either publishing or manufacturing enterprises, yet if there is a commercial return on the investment of District funds, the Board wishes to receive a return on that investment.

It is suggested that staff members who desire to develop products make such action known to the Superintendent, or designee, prior to the time such work is started so that proper procedures can be established to assure that District interests and the interests of staff members are protected. Any educationally related idea or product which can be copyrighted or patented (developed by an employee) will be the sole property of ISD #152 unless there is a prior written agreement which clearly defines ownership in a different matter.

REGULATIONS

Materials developed by staff on their own time on their own equipment:

Rights to copyrights or patents of books, materials, computer software or templates, materials posted on web sites, devices, etc. developed by staff members of ISD 152 on their own time will be vested in the employee and be copyrighted or patented and/or marketed, if at all, in their name.

Materials developed by staff on their own time on school district-owned resources:

The ownership of materials developed by an employee on their own time, using district resources, shall be with the employee. The institution shall be reimbursed out of the royalties for an amount agreed upon by the institution and the employee. Fair market value is used for any facilities, personnel or resources, except those considered part of the normal academic environment including library facilities.

If the employee is developing materials on their own time, but using district resources, the following should occur:

41

a. notify the Superintendent or designee of their plans

b. keep a log which includes dates and hours worked on the project, activities engaged in and school district resources involved.

Materials developed by staff on school time:

Rights to copyrights or patents of books, materials, computer software or templates, materials posted on web sites, devices, etc. developed or produced solely for the district and at district expense will be vested in the district and will be copyrighted or patented and/or marketed, if at all, in its name.

In the event that any of these products have commercial appeal, the Superintendent, or designee, is authorized to secure copyrights, patents, etc. to ensure the ownership of the product by the District. The Superintendent, or designee, is authorized to negotiate with appropriate agencies for the production and distribution of products with commercial appeal.

In an effort to stimulate the innovative and creative development of specific materials and/or programs, 30% of the proceeds will be distributed to the creator(s) of the material(s) or program(s). The remaining 70% will be retained by the Board. A portion of the royalties will be used to provide any necessary user support of the marketed product and/or continuation of product development.

The district shall have six months in which to assess the commercial viability and patentability of the product. If the District judges the discovery not to be copyrightable and/or marketable, or decides not to pursue a copyright or market the product, all rights will revert to the employee.

Noncopyrighted Materials:

Software programs or templates, materials or web sites, etc. that have been developed by an individual on their own time using either their own or district equipment, may have value for use throughout the district in a curricular area or as a teacher productivity tool. In order to stimulate the innovative and creative development of such materials, a fund will be established by the Superintendent which will compensate employees for products that have a district-wide appeal.

The appropriateness of the software for district wide use will be determined by a committee made up of representatives from the appropriate curriculum committee, the Asst. Superintendent - Teaching/Learning, and other appropriate representatives as determined by the Asst. Superintendent - Teaching/Learning. If the software or web sites ~~is~~are determined to have merit for district wide use, the District will pay the developer for their work. The amount paid is based on the complexity of the program as well as the extent of district application. Payment will be made using a tiered system ranging from simple to complex programs based on established criteria.

If the district decides to copyright and/or market the product, the District would receive 70% and the developer(s) 30% of any royalties generated by sales of the product as outlined under the above area.

Legal Reference: 17 U.S.C. 101 et seq.

Search Again

❖ Policies and Procedures ❖

Code: JO

Category: Policy of the School Board / Moorhead, MN

Section: Students

Name: Protection and Privacy of Pupil Records

Adopted: 4/27/1982

Revised: 10/27/1997

Reviewed:

Policy: I. Purpose

The school district recognizes its responsibility in regard to the collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. General Statement of Policy

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 U.S.C. 1232g, et seq., (Family Educational Rights and Privacy Act) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

III. Definitions

A. Dates of Attendance

Date of attendance, as referred to in Directory Information, means the period of time during which a student attends or attended a school or schools in the school district. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

B. Dependent Student

A "dependent student" is an individual who during each of five (5) calendar months during the calendar year in which the taxable year of the parent begins:

1. is a full-time student at an educational institution; or

2. is pursuing a full-time course of instructional on-farm training under the supervision of an accredited agent of an educational institution or of a state or political subdivision of the state.

~~A~~C. Directory information.

Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student's name, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended. Directory information does not include personally identifiable data which references religion, race, color, social position or nationality.

~~B~~D. Education records.

1. What constitutes "education records." Education records means those records which: (1) are directly related to a student; and (2) are maintained by the school district or by a party acting for the school district.

2. What does not constitute an education record. The term "education records" does not include:

a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary thereto which:
(1) are in the sole possession of the maker thereof; and

(2) are not accessible or revealed to any other individual except a temporary substitute for the maker of the record; and (3) are destroyed at the end of the school year.

b. Records of a law enforcement unit of the school district, provided educational records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
(1) maintained separately from education records;
(2) maintained solely for law enforcement purposes; and
(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which:
(1) are made and maintained in the normal course of business;
(2) relate exclusively to the individual in that individual's capacity as an employee; and
(3) are not available for use for any other purpose.

However, these provisions shall not apply to records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, which are:

(1) made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
(2) made, maintained, or used only in connection with the provision of treatment to the student; and
(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records that only contain information about an individual after he or she is no longer a student at the school district.

~~C~~E. Eligible student.

Eligible student means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

~~D~~F. Legitimate educational interest.

Legitimate educational interest includes interest directly related to classroom instruction, teaching student achievement and progress, discipline of a student and student health and welfare. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education; or

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.

~~E~~G. Parent.

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

~~F~~H. Personally identifiable.

Personally identifiable means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number; (e) a list of personal characteristics that would make the student's identity easily traceable; or (f) other information that would make the student's identity easily traceable.

~~G~~I. Record.

Record means any information or data recorded in any way including, but not limited to, handwriting, print, tape, film, microfilm and microfiche.

~~H~~J. Responsibility authority.

Responsibility authority means the Superintendent, and/or other administrators such as an assistant superintendent, a principal, or other administrative supervisor.

~~I~~K. Student.

Student includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district, and individuals who receive shared time educational services from the school district.

~~J~~L. School official.

School official includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performances as a substitute; and (d) a person employed by, or under a contract to, the school board to perform a special task such as a secretary, a clerk, an attorney or an auditor for the period of his or her performances as an employee or contractor.

~~K~~M. Summary data.

Summary data means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristics that could uniquely identify the individual is ascertainable.

~~L~~N. Other terms and phrases.

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. General Classification

State law provides that all data collected, created, received or maintained by a school district is public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which related to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of 20 U.S.C. 1232g and the regulations promulgated thereunder.

V. Statement of Rights

A. Rights of parents and eligible students.

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of 11th and 12th grade students' names, addresses, and home telephone numbers to military recruiting officers.
45. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
56. The right to be informed about rights under the federal law; and
67. The right to obtain a copy of this policy at the location set forth in the COPIES OF POLICY section of this policy.

B. Eligible students.

All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student."

VI. Disclosure of education records

A. Consent required for disclosure.

1. The school district shall obtain a signed and dated written consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
a. a specification of the records to be disclosed;
b. the purpose or purposes of the disclosure;
c. the party or class of parties to whom the disclosure may be made; and
d. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:
a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
b. if the parent of a student who is not an eligible student so requests, the school district shall

provide the student with a copy of the records disclosed.

4. If the responsibility authority seeks an individual's informed consent to the release of private data to an insurer, informed consent shall not be deemed to have been given unless the statement is:
a. in plain language;
b. dated;
c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
d. specific as to the nature of the information the subject is authorizing to be disclosed;
e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
f. specific as to the purpose or purposes for which the information may be used by any of the parties named in clause e, both at the time of the disclosure and at any time in the future; and
g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for life insurance or noncancelable or guaranteed renewable health insurance and identified as such, two years after the date of the policy.

5. Eligible student consent. Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student.

B. Prior consent for disclosure not required.

The school district may disclose personally identifiable information from the education records of a student without written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To officials of other schools or school districts in which the student seeks or intends to enroll. This provision shall serve as notice that the school district forwards education records on request to a school in which a student seeks or intends to enroll, and that the district will not further notify parents or eligible students prior to such a transfer. Upon request, the school district will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with the REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA section of this policy.

3. To authorized representatives of the Comptroller General of the United States, the Secretary of the U.S. Department of Education, or an official or employee of the Department of Education acting for the Secretary under a delegation of authority, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

4. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
a. determine eligibility for the aid;
b. determine the amount of the aid;
c. determine conditions for the aid; or
d. enforce the terms and conditions of the aid.
"Financial aid" for purposes of this provision means of payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution.

5. To state and local officials or authorities to whom such information is specifically required to be reported or disclosed by state statute enacted prior to November 19, 1974;

6. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization and the information is destroyed when on longer needed for the purposes for which the study was conducted. For purposes of this provision, the term "organizations" includes, but is not limited to, federal, state and local agencies and independent organizations.

7. To accrediting organizations in order to carry out their accrediting functions;

8. To parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

9. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith; and

10. To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

11. Information the school district has designated as "directory information" pursuant to the RELEASE OF DIRECTORY INFORMATION section of this policy.

12. To military recruiting officers pursuant to the MILITARY RECRUITMENT section of this policy.

123. To the parent of a student who is not an eligible student or to the student himself or herself.

134. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent diseases or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. Release of directory information

A. Classification.

Directory information is public except as provided herein.

B. Former students.

The school district may disclose directory information from the education records generated by it regarding an individual who is no longer in attendance within the school district without meeting the requirements of Paragraph C of this Section.

C. Present students.

The school district may disclose directory information from the education records of a student without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure the school district shall:

1. Annually, give public notice by any means that are reasonably likely to inform the parents and eligible students of:
a. the types of personally identifiable information that the school district has designated as directory information;
b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student as directory information; and
c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the

student designated as directory information.

2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district, in writing, that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy.

D. Procedure for obtaining nondisclosure of directory information.

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration.

The designation of any information as directory information about a student will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private records.

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy, without the prior written consent of the parent or the eligible student.

B. Private records not accessible to parent.

In certain cases state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:
a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
e. whether the data concerns medical, dental or other health services provided pursuant to Minn. 144.341 to 144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private records not accessible to student.

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or an eligible student.

B. Reports under the Maltreatment of Minors Reporting Act.

Pursuant to Minn. Stat. 626.556, reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The data subject, however, may obtain a copy of the report from either the local welfare agency, county sheriff or the local police department subject to the provisions of Minn. Stat. 626.556, Subd. 11.

C. Investigative data.

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected nonpublic or confidential pursuant to this subdivision accessible to any person, agency or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement provided by the complainant to the school district.

3. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

4. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative or arbitration proceedings.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing the student, the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minn.

Stat. 127.26 et.seq.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITMENT OFFICERS

A. The School District must release, without parent or student consent, the names, addresses, and home telephone numbers of students enrolled in grades 11 and 12 to military recruiting officers within 60 days after the date of the request.

B. Data released to military recruiting officers under this provision:

(1) may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
(2) cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

C. A parent or eligible student has the right to refuse the release of the above information to military recruiting officers. To refuse the release of the above information to military recruiting officers, a parent or eligible student must notify the responsible authority (building principal) in writing by September 1 each year. The written request must include the following information:

1. Name of student and parent, as appropriate;
2. Home address;
3. Student's grade level;
4. School presently attended by student;
5. Parent's legal relationship to student, if applicable; and
6. Specific category or categories of information which are to be released to military recruiters;
7. Specific category or categories of directory information which are not to be released to the public, including military recruiters.

D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of the parent's or eligible student's right to refuse to release the names, addresses, and home phone numbers of students enrolled in the 11th and 12th grades.

E. A parent or eligible student's refusal to release the above information to military recruiting officers does not affect the school district's release of directory information to the public, which includes military recruiting officers. In order to make any directory information about a student private, the procedures contained in the RELEASE OF DIRECTORY INFORMATION section of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, phone number and grade level of student as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to military recruiting officers as well as other members of the public.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure.

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees and agents of any party receiving personally identifiable information under this Section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure not prohibited.

Subdivision A of this Section does not preclude the school district from disclosing

personally identifiable information under the DISCLOSURE OF EDUCATION RECORDS section of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

1. The disclosures meet the requirements of the DISCLOSURE OF EDUCATION RECORDS section of this policy; and

2. The school district has complied with the recordkeeping requirements of the RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING section of this policy.

C. Classification of disclosed data.

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification.

The school district shall, except for the disclosure of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, or except for disclosures to a parent or student, inform the party to whom a disclosure is made of the requirements set forth in this Section.

XII. RESPONSIBLE AUTHORITY, RECORD SECURITY; AND RECORD KEEPING

A. Responsibility authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record security.

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for securing student records.

The building principal shall submit to the responsible authority a written plan for securing student records by September 1 of each school year. The written plan shall contain the following information:
1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

D. Review of written plan for securing student records.

The responsible authority shall review the plans submitted pursuant to Paragraph C of this Section for compliance with the law, this policy and the various administrative policies of the school district. The responsible

authority shall then promulgate a chart incorporating the provisions of Paragraph C which shall be attached to and become a part of this policy.

E. Recordkeeping.

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education

records of the student which indicates:

a. the parties who have requested or received personally identifiable information from the education records of the student; and
b. the legitimate interests these parties had in requesting or obtaining the information;

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Paragraph B of the LIMITS ON DISCLOSURE section of this policy, the record of disclosure required under this Section shall also include:
a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district; and
b. the legitimate interests under the DISCLOSURE OF EDUCATION RECORDS section of this policy which each of the additional parties has in requesting or obtaining the information.

3. Paragraph (1) of Recordkeeping does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Paragraph B1(a) of the DISCLOSURE OF EDUCATION RECORDS section of this policy, or to requests for disclosures of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy.

4. The record of requests of disclosures may be inspected by:
a. the parent of the student or eligible student;
b. the school official or his or her assistants who are responsible for the custody of the records; and
c. the parties authorized by law to audit the recordkeeping procedures of the school district.

5. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

Search Again

❖ Policies and Procedures ❖

Code: JO

Category: Policy of the School Board / Moorhead, MN

Section: Students

Name: Protection and Privacy of Pupil Records -- Continued

Adopted: 4/27/1982

Revised: 10/27/1997

Reviewed:

Policy: XIII. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a student or an eligible student.

The school district shall permit the parent of a student or an eligible student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in the DISCLOSURE OF PRIVATE RECORDS section of this policy.

B. Response to request for access.

The school district shall respond to any request pursuant to Subdivision A of this Section immediately, if possible, or within five (5) days of the date of the request, excluding Saturdays, Sundays and legal holidays. In the event the school district cannot comply with the request within the initial five (5) day period, the responsible authority shall so notify the requesting individual and the responsible authority may have an additional five (5) days within which to comply, excluding Saturdays, Sundays and legal holidays.

C. Rights to inspect and review.

The right to inspect and review education records under Subdivision A of this Section includes:
1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. The right to obtain copies of the records from the school district where failure of the school district to provide copies would effectively prevent the parent or eligible student from exercising the right to inspect and review the education records.

D. Form of request.

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of student records.

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records containing information on more than one student.

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to inspect or review.

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation or custody which provides to the contrary.

H. Fees for copies of records.

1. The school district shall charge a reasonable fee for providing copies of records. In determining the amount of the reasonable fee, the school district shall consider the following:
a. the cost of materials, including paper, used to provide the copies;
b. the cost of the labor required to prepare the copies;
c. any schedule of standard copying charges established by the school district in its normal course of operations;
d. any special costs necessary to produce such copies from machine based recordkeeping systems, including but not limited to computers and microfilm systems; and
e. mailing costs.
2. The cost of providing copies shall be borne by the parent or eligible student.
3. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent the parent or eligible student from exercising their right to inspect or review the student's education records.
4. The school district reserves the right to make a charge for copies such as transcripts it forwards to potential employers or post-secondary institutions for employment or admissions purposes. The fee for such copies and other copies forwarded to third parties with prior consent as a convenience will be the actual search/retrieval and copying costs, plus postage, if that is involved.

XIV. REQUESTS TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Requests to amend education records.
The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading or violates the privacy or other rights of the student may request that the school district amend those records.
1. The request shall be in writing, shall identify the item the requester believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requester wishes the school district to make. The request shall be signed and dated by the requester.
2. The school district shall decide whether to amend the education records of the student in accordance with the request within a reasonable period of time of receipt of the request.
3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall so inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B of this Section.
B. Right to a hearing.
If the school district refuses to amend the education records of a student, the school district shall, on request, provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C of this Section.
1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall

amend the education records of the student accordingly, so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.
3. Any statement placed in the education records of the student under Subdivision B of this Section shall:
a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and
b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.
C. Conduct of hearing.
1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the data, place and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A and B of this Section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.
D. Appeal.
The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of the Minn. Stat. Chapter 14 relating to contested cases.

XV. COMPLAINTS FOR NONCOMPLIANCE
A. Where to file complaints.

Complaints regarding alleged violations of rights accorded parents and eligible students by 20 U.S.C. 1232g, and the rules promulgated thereunder, shall be submitted in writing to the Family Policy and Regulations Office, U.S. Department of Education, Washington, D.C. 20202.
B.Content of complaint.
A complaint filed pursuant to this Section must contain specific allegations of fact giving reasonable cause to believe that a violation of 20 U.S.C. 1232g and the rules promulgated thereunder has occurred.

XVI. WAIVER
A parent or eligible student may waive any of his or her rights provided herein pursuant to 20 U.S.C. 1232g. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XVII. ANNUAL NOTIFICATION OF RIGHTS

A. Content of notice.

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:
1. That the parent or eligible student has a right to inspect and review the student's education records;
2. That the parent or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate misleading, or otherwise in violation of the student's privacy or other rights;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C. 1232g, and the rules promulgated thereunder;
5. That the parent or eligible student has a right to obtain a copy of the school district's policy regarding protection and privacy of pupil records; and
6. That copies of the school district's policy regarding the protecting and privacy of school records are located in the Superintendent's Office.

B. Notification to parents of students having a primary home language other than English.

The school district shall provide for the need to effectively notify parents of students identified as having a primary home language other than English.

XVIII. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XIX. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the office of the Superintendent.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. 120A.22 (Compulsory Instruction)
Minn. Stat. 121A.75 (Sharing Juvenile Disposition Order)
~~Minn. Stat. 127.26 to 127.39 (Pupil Fair Dismissal Act)~~
Minn. Stat. 121A.40 to 121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. 260B.171, subd. 3 (Delinquent Juvenile Records)
Minn. Stat. 626.556 (Reporting of Maltreatment of Minors)
Minn. Rules Pts. 1205.0100-1205.2000
20 U.S.C. Sec 1232g et. seq. (Family Educational Rights and Privacy Act)
26 U.S.C. Sec. 1052 (Internal Revenue Code)
34 C.F.R. Secs. 99.1-99.67

PUBLIC NOTICE

Independent School District No.152 gives notice to parents of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding pupil records.

1. Parents and eligible students are hereby informed that they have the following rights:
a. That parent or eligible student has a right to inspect and review the student's education records. A parent or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent or eligible student will be notified of the time and place where the records may be inspected.
b.That the parent or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. Such a request must be in writing, shall identify the item the parent or eligible student believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the parent or eligible student wishes the school district to make. The request shall be signed and dated by the parent or eligible student. If the school district decides not to amend the record as requested by the

parent or eligible student, the school district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school district as an administrator, supervisor, instructor, or support staff members (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility, and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare.
d. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C 1232g, and the rules promulgated thereunder. Said complaint should be directed to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.
e. That the parent or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of pupil records.
f. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's Office.
2. Independent School District No.152 has adopted a school board policy in order to comply with state and federal laws regarding education records. The policy does the following:
a. It classifies records as public, private or confidential.
b. It establishes procedures and regulations to permit parents or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
c. It establishes procedures and regulations to allow parents or students to request the amendment of student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
d. It establishes procedures and regulations for access to and disclosure of education records.
e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent or student when required prior to disclosure.
3. Copies of the school board policy and accompanying procedures and regulations are available to parents and students upon request to the Superintendent.
4. Pursuant to applicable law, Independent School District No.152 gives notice to parents of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."

"Directory information" includes the following information relating to a student: the student's name; date of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

a. The information listed above shall be public information which the school district may disclose from the education records of a student.
b.Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.
c. In order to make any or all of the directory information listed above "private" (i.e. subject

to consent prior to disclosure), the parent or eligible student must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:
(1) Name of student and parent, as appropriate;
(2) Home address;
(3) School presently attended by student;
(4) Parents legal relationship to student, if applicable;
(5) Specific category or categories of directory information which is not to be made public without the parent's or eligible students prior written consent.

5. Pursuant to applicable law, Independent School District No. 152 hereby gives notice to parents of students enrolled in the 11th and 12h grades and eligible students enrolled in the 11th and 12th grades of their rights regarding release of information to military recruiting officers. The school district must release, without parent or student consent, the names, addresses, and home telephone numbers of students enrolled in the 11th and 12th grades to military recruiting officers within 60 days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

SHOULD A PARENT OF A STUDENT OR THE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED TO MILITARY RECRUITING OFFICERS.

IN ORDER TO REFUSE THE RELEASE OF THIS INFORMATION, THE PARENT OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE RESPONSIBLE AUTHORITY (BUILDING PRINCIPAL) BY SEPTEMBER 1 EACH YEAR. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:
(1) NAME OF STUDENT AND PARENT, AS APPROPRIATE;
(2) HOME ADDRESS;
(3) STUDENT'S GRADE LEVEL;
(4) SCHOOL PRESENTLY ATTENDED BY STUDENT;
(5) PARENT'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;
(6) SPECIFIC CATEGORY OR CATEGORIES OF INFORMATION WHICH IS NOT TO BE RELEASED TO MILITARY RECRUITERS.
(7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITERS.

NOTICE: Refusal to release the above information to military recruiting officers alone does not affect the School District's release of directory information to the public, including military recruiting officers. In order to make any directory information about a student private, the procedures contained in the Protection and Privacy of Pupil Records Policy also must be followed. If you do not want your child's directory information released to military recruiting officers, you also must notify the School District that you do not want this directory information released to any member of the public, including military recruiting officers.

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA

Dated:
Signed:
Chair:

Search Again

❖ Policies and Procedures ❖

Code: JHCD

Category: Policy of the School Board / Moorhead, MN

Section: Students

Name: Medication Policy

Adopted: 10/24/1989

Revised: 1/12/1998

Reviewed: 11/23/1993 1/12/1998

Policy: PURPOSE

The purpose of administering medications in school is to assist students who require medication be taken during school hours to maintain an optimal state of health and therefore, enhance their educational program.

GENERAL STATEMENT OF POLICY

The intent of this procedure is to assure safe administration of medications in school for those students who require them. This procedure applies to both prescription medication or medicine that may be purchased without a prescription.

1. No prescription medication or medicine that may be purchased without a prescription will be administered during the school day by school personnel unless prescribed by a licensed prescriber and an authorization is signed by the student's parent or guardian. (Refer to Administrative Policy JHCD-A.)

2. Administration of medication by school personnel must be done according to the written order of a licensed prescriber and the written authorization of a parent or guardian. Authorization forms for administration of medication are available at the Principals' Office or Health Office of each school. New request forms must be submitted on an annual basis or whenever there is a change in medication, dosage, or frequency of medication.

3. Prescription medication must be brought to school in a container with a label prepared by a pharmacist. Medication that may be purchased without a prescription must be brought to school in the original container labeled with the student's name and dosage.

4. The principal in each building shall direct the licensed school nurse to ensure that the procedural safeguards and records contained in this policy and required by law are followed prior to administration of any drugs or medicine. Unless the licensed prescriber authorizes otherwise, injected medications will be given by the licensed school nurse. The exception would be an emergency such as severe allergic reaction (e.g. bee sting) during which other trained school personnel may give the medication.

5. When the student can demonstrate proper administration of the medication and if the student, his/her parent/guardian, physician and licensed school nurse, agree it is appropriate for the student to self-administer the medication, the student will be allowed to carry and self-administer the medication. Prior to any self-medication program, the student needs to be knowledgeable about his/her specific health condition and the medications used to manage his/her condition. Questions regarding any student observed by school personnel self-administering medication should be referred to the school nurse.

6. The administration of medication to pupils on field trips, and during extracurricular activities shall be done as follows:

- If the student is to self-administer medication, the same

procedure shall be in effect as for the regular school day.
- Any medication to be administered to a pupil while on a field trip or during extracurricular activities will be kept in the possession of an adult assigned to administer the medication and accompanying a student on the trip.
- All medication must be clearly marked with the student's name, the medication name, and directions as to the dosage, time and method of administration.

7. For each student whose health condition requires a prescribed emergency medication, a written Individualized Health Plan will be formulated by the parent, student, teacher and licensed school nurse. The plan shall include the written order of the student's physician and should identify which trained school personnel can give emergency medication to the student.

8. Special health treatments such as catheterization, tracheotomy suctioning, and gastrostomy feeding do not constitute administration of drugs or medicine. Such treatments are delegated medical functions. The treatments require a physician's written order, written parent permission and should be included in the student's Individualized Health Plan.

Legal References:
Minn. Stat. 13.02, subd. 8 (Students Records Regarding Health)
Minn. Stat. 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. 121A.21 (Hiring of Health Personnel)
Minn. Stat. 151.212 (Label of Prescription Drug Containers)
20.U.S.C. 1401, et seq. (IDEA)

Search Again

MEMO #: I-02-073

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

SUBJECT: Building Profiles Acceptance

DATE: October 16, 2001

Enclosed with the agenda are final copies of the Building and District Profiles for the five-year period from 1996-1997 through 2000-2001.

SUGGESTED RESOLUTION: Move to accept the Building and District Profiles for 1996-1997 through 2000-2001 as presented and direct administration to share them with staff and public as appropriate.

LAK/smw
Enclosure

Moorhead Area Schools

School Profiles

1996-97 through 2000-01

Final Copy

Prepared by the Office of Teaching & Learning

October 17, 2001

Table of Contents

Moorhead Public Schools School Profiles Explanation of Profile Elements..... 1 - 4

Thomas Edison Elementary School..... E1 - E7

Probstfield Elementary School..... P1 - P5

Riverside/Lincoln Elementary School..... R1 - R6

George Washington Elementary School..... W1 - W5

Robert Asp Elementary School.....A1 - A6

Moorhead Junior High School.....J1 - J8

Moorhead Senior High School.....S1 - S12

Moorhead District Profiles.....D1 - D7

MOORHEAD PUBLIC SCHOOLS
SCHOOL PROFILES

Listed below is an explanation of data elements which are included in the building profiles.

Average Daily Membership

Average Daily Membership will be the total membership in pupil units for each building.

Average Daily Attendance

Official Average Daily Attendance from the Minnesota Automated Reporting Student System data.

Attendance

This figure will reflect the proportion of days that students were in attendance throughout the year. It is calculated by dividing the Average Daily Attendance by the Average Daily Membership.

Enrollment

Enrollment by grade as of October 1.

Ethnicity

The number of students and percentage of students will be given by ethnic group as of October 1.

Mobility

Student population for each building will be given as it relates to those students who transferred from the building during the school year and number of students who entered the building during the school year. This data will include transfers within the district, those within the state and transfers from another state. The mobility will not reflect changes occurring from one school year to the next year based on natural progression from one building to the next.

Limited English Proficiency

The report will include students with Limited Proficiency in English.

Free and Reduced Lunches

The report will include the number of students who are receiving free and reduced lunches. The proportion of students approved for free and reduced lunches will be reflected in these figures.

Retention in Grade

This data will reflect students who did not meet promotion standards at the end of the school year or after completion of summer school. At the high school level, students retained will be students who do not acquire the number of credits for promotion to the next grade level.

Special Education Status

The number of students receiving special services by primary disability.

Home Language

The language reported as the language primarily used at home will be listed. Data will include number of students and home language.

Failure Rate

This data will indicate the percentage of secondary students who failed no semester courses, one semester course, and 2 or more semester courses during one school year.

Dropout Rate

The district dropout rate will reflect students in grades 7-12 who dropped out during the year or did not re-enroll as expected in September and did not have a request of transfer of records from another school.

Absences/Unexcused Absences

Elementary school profiles report the number of students who received no absences, 1 to 5, 6 to 10, 11-15, 16-20, and 20 or more.

Secondary school profiles report the number of students who received no unexcused absences, 1 to 5, 6 to 10, 11-15, 16-20, and 20 or more.

Suspension

The number of students suspended from school will be reported. This will include the number of students in in-school suspension and those with out-of-school suspension.

Bus Suspension

This report will include the number of students suspended from bus transportation for one or more days during the school year.

Alternative School Setting

The report will include the number of students served through Outreach, MCAP, P.M. School and/or other alternative settings.

Detention

The report will include the number of detentions served.

Physical Assaults/Fighting

The report will list the number of reported assaults committed by students.

Weapons

This report will include the number of students who were charged with weapon offenses.

Tobacco

This report will include the number of students disciplined due to tobacco usage.

Alcohol

This report will include the number of students disciplined due to alcohol usage.

Other Drug Use

This report will include the number of students disciplined based on other drug usage.

Vandalism

This report will include the number of students disciplined due to vandalism.

Co and Extra Curricular Activities

This report will include the number of boys and girls enrolled in each activity.

Achievement:

This section will be converted to an annual district testing report (Oct. 01)

1. Reading - Profile will include the Iowa Test of Basic Skills. Reports by number of students in each national quartile at all grades tested above grade 3.

2. Results of the Gates-MacGinitie reading test at grades 6, 8 and 10 will be profiled.

3. Math - Profile will include the Iowa Test of Basic Skills. Reports by number of students in each national quartile at all grades tested above grade 3.

4. ACT scores - The ACT profile will be given including those students who take core curriculum courses and those who do not. The score will also indicate percent of students tested as compared to state and national results. Individual areas of English, mathematics, reading, and science reasoning will be reported as well as a composite score.

5. State Basic Standards test results for classes beginning with the class of 2000 at level tested (ie: Grade 8 for 1995-96).

6. Minnesota Assessment testing results will be included in the years that those specific assessments are utilized.

7. Grade distribution by ethnicity is given for secondary school buildings.

Student to computer ratio

This report will include the number of students per computer.

Teaching Staff

Full-time equivalence will be reported including percentage with bachelor, master, and doctor degrees, average years of experience and number of teachers who experience is 0 to 5, 6 to 10, 11-20, and more than 20 years.

Postsecondary Options

This report will list the number of high school only students attending postsecondary options, areas of study and grade distribution data.

Electricity and Heat Cost

Electricity and heat cost is given in dollars and cents per square foot.

THOMAS EDISON ELEMENTARY SCHOOL

1. Average Daily Membership
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
575	615	592	581	533

2. Average Daily Attendance
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
548	589	565	555	509

3. Attendance Rate
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
95.30%	95.77%	95.44%	95.52%	95.49%

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Kindergarten (includes MSU)	101	111	117	103	102
Grade 1	125	88	105	101	86
Grade 2	111	122	90	101	100
Grade 3	106	108	128	89	104
Grade 4	120	106	107	120	90
Grade 5		56	44	51	57
Self-Contained Special Ed.	19	21	15	13	0
Total	582	612	606	578	539

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
American Indian	39	38	31	40	36
	6.70%	6.20%	5.10%	7.0%	6.6%
Asian	17	16	13	10	10
	2.90%	2.60%	2.10%	1.7%	1.8%
Hispanic	81	68	74	76	71
	13.90%	11.10%	12.20%	13.3%	13.1%
Black	5	4	7	14	14
	0.90%	0.60%	1.10%	2.4%	2.6%
White	440	489	484	432	410
	75.60%	79.50%	79.50%	75.5%	75.8%
Percent Minority	24.40%	20.50%	20.50%	24.5%	24.2%

6. Mobility

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Transfers Into District	75	79	44	29	10
Transfers Out of District	69	60	88	59	45

Edison 2000-01

7. Limited English Proficiency

Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
65	54	66	48	57

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
Free	163	167	156	190	171
Reduced	22	30	28	27	32
% of Free & Reduced Grades 1-5	38%	32%	30%	37.5%	37.6%

9. Retention in Grade

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Kindergarten	4	2	3	2	1
Grade 1	2	3	2	1	2
Grade 2	0	0	1	2	1
Grade 3	0	1	0	0	0
Grade 4	0	0	0	0	0
Grade 5				0	0
Total	6	6	6	5	4

10. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec. 99	Dec. 00
Speech/Language	24	18	13	13	14
Mild-Moderate Mentally	4	3	2	3	2
Moderate-Severe Mentally	1	0	0	1	1
Physically	1	1	1	1	1
Hearing	4	6	5	6	5
Visually	0	0	0	0	0
Specific Learning	30	35	29	16	17
Emotional Disorders	25	21	20	12	11
Deaf-Blind	0	0	0	0	0
Other Health	6	11	14	22	18
Autistic	1	2	2	3	2
Early Childhood Special Ed.	0	4	4	6	5
Total Disabilities Served	96	101	90	83	76

11. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Cheyenne	0	0	0	0	0
Chinese	2	0	2	0	0
Dakotah	0	1	1	0	0
East Indian Languages	0	0	0	0	0
English	503	526	572	489	453
French	0	0	0	0	0
Spanish	62	52	84	50	58
Vietnamese	2	3	2	0	5
Lao	0	0	0	0	0
Afrikaans	2	1	1	1	0
Kurdish	11	16	8	3	8

Edison 2000-01

Home Language cont'd					
Cantonese	0	2	0	1	2
Afghan	0	1	0	0	0
Swedish	2	2	1	1	0
Cambodian			1	0	0
Russian			2	1	0
Farsi				1	0
Japanese					1
Yugoslvian					1
Swahili					1

12. Absences

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
0 Absences	30	39	27	64	32
	5.20%	5.89%	4.10%	11.7%	6.8%
1 to 5 Absences	277	321	287	233	222
	48.20%	48.50%	43.62%	40.3%	47.4%
6 to 10 Absences	142	162	165	147	113
	24.70%	24.47%	25.08%	25.43%	24.1%
11 to 15 Absences	68	69	99	68	54
	11.80%	10.42%	15.05%	11.8%	11.5%
16 to 20 Absences	23	37	45	28	21
	4.00%	5.59%	6.84%	4.84%	4.40%
21 or More Absences	35	34	35	38	26
	6.10%	5.13%	5.32%	6.57%	5.55%

13. Suspensions

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	2	1	1	2	2

14. Bus Suspensions

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	3	8	6	3	7

15. Alternative School Setting

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	2	1	2	1	0

16. Detention

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

17. Physical Assaults/Fighting

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	1	1	3

18. Weapons

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	1	1	0

Edison 2000-01

19. Tobacco

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

20. Alcohol

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

21. Other Drug Use

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

22. Vandalism

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

23. Achievement

	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 3					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	24%	21%	29%	31%	25%
Percent at or above National 50%ile	57%	58%	59%	56%	63%
Percent at or above National 25%ile	80%	79%	85%	84%	85%
Grade 4					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	28%	38%	24%	32%	34%
Percent at or above National 50%ile	51%	63%	54%	61%	58%
Percent at or above National 25%ile	88%	83%	87%	86%	78%
Grade 5					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile		23%	24%	30%	23%
Percent at or above National 50%ile		26%	54%	57%	52%
Percent at or above National 25%ile		81%	78%	81%	71%
Grade 3					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	23%	24%	26%	52%	40%
Percent at or above National 50%ile	51%	56%	59%	67%	67%
Percent at or above National 25%ile	69%	79%	79%	85%	83%
Grade 4					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	21%	35%	30%	37%	40%
Percent at or above National 50%ile	47%	55%	65%	68%	61%
Percent at or above National 25%ile	71%	77%	82%	82%	78%
Grade 5					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile		35%	20%	34%	34%
Percent at or above National 50%ile		66%	52%	55%	48%
Percent at or above National 25%ile		85%	74%	66%	67%

Edison 2000-01

Minnesota Comprehensive Assessments (MCA)
Level IV - Student demonstrates advanced performance
Level III - Student demonstrates solid academic performance
Level II - Student demonstrates partial knowledge
Level I - Student demonstrates limited knowledge

Edison Figures

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	4%	10%	7%	12%
Percent at or above Level III	30%	33%	31%	34%
Percent at or above Level II	48%	34%	36%	37%
Percent at or above Level I	18%	23%	26%	17%

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	0%	6%	19%	9%
Percent at or above Level III	25%	24%	31%	40%
Percent at or above Level II	40%	35%	35%	28%
Percent at or above Level I	35%	35%	15%	23%

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	4%	2%	9%	10%
Percent at or above Level III	28%	41%	34%	32%
Percent at or above Level II	47%	41%	41%	45%
Percent at or above Level I	21%	16%	16%	13%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	3%	0%	12%	8%
Percent at or above Level III	13%	14%	33%	36%
Percent at or above Level II	55%	45%	42%	36%
Percent at or above Level I	29%	41%	13%	20%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	0%	9%	4%
Percent at or above Level III	32%	28%	36%	41%
Percent at or above Level II	39%	53%	38%	41%
Percent at or above Level I	21%	19%	17%	14%

State Comparisons

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	5%	8%	11%	16%
Percent at or above Level III	30%	32%	33%	33%
Percent at or above Level II	42%	39%	38%	35%
Percent at or above Level I	23%	21%	18%	16%

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	12%	16%	24%
Percent at or above Level III	30%	33%	36%	39%
Percent at or above Level II	41%	37%	34%	26%
Percent at or above Level I	21%	18%	14%	11%

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	9%	10%	14%
Percent at or above Level III	29%	33%	37%	39%
Percent at or above Level II	47%	46%	43%	38%
Percent at or above Level I	18%	12%	10%	10%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	6%	12%	13%
Percent at or above Level III	26%	31%	33%	37%
Percent at or above Level II	48%	45%	41%	38%
Percent at or above Level I	20%	18%	14%	10%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	3%	4%	3%
Percent at or above Level III	34%	42%	38%	52%
Percent at or above Level II	38%	50%	5%	41%
Percent at or above Level I	20%	5%	8%	4%

24. Student to Computer Ratio (End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	6 to 1	5 to 1	5 to 1	5 to 1	5 to 1

25. Teaching Staff (End of Year)	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	4	4	10	7	5.7
BA+15	5	2	3	4	3
BA+30	6	5	4	5	4.5
BA+45	4	5	7	5	5
BA+60	1	1	0	0	0
BA+75	3	3	3	3	3
BA+90	3	2	1	1	1
BA+105	6	7	0	4	5
MA	4	4	6	1	0
MA+15	3	4	2	6	6

MA+30	0	2	3	3	3
MA+45	3	1	2	2	3
0 to 5 years	8	2	10	7	13
6 to 10 years	7	11	11	11	11
11 to 20 years	9	12	12	11	12
More than 20 years	16	16	9	9	9
Average Years Experience	17 years	16 years	12 years	9.5 years	11.25 years

26 **Comparisons in dollars and cents per square foot**

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Square foot				52479	52479
Cost for Electricity	$19,396.32	$15,904.00	$16,692.97	$18,639.19	$18,216.75
Cost per square foot	$0.38	$0.31	$0.32	$0.36	$0.35
Square foot				52479	52479
Cost for Heat	$13,500.00	$9,869.00	$14,449.51	$16,182.31	$26,696.22
Cost per square foot	$0.26	$0.19	$0.28	$0.31	$0.51

PROBSTFIELD ELEMENTARY SCHOOL

1. Average Daily Membership
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
712	665	675	652	634

2. Average Daily Attendance
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
687	638	650	629	613

3. Attendance Rate
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
96.49%	95.87%	96.30%	96.47%	96.68%

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
Kindergarten	125	136	138	122	128
Grade 1	148	121	145	151	125
Grade 2	148	145	115	142	150
Grade 3	131	148	136	106	125
Grade 4	167	127	146	131	114
Self-Contained Special Ed.	0	0	3		
Total	719	677	683	652	642

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
American Indian	25	20	14	17	19
	3.50%	2.90%	2.05%	2.06%	3.00%
Asian	15	23	33	11	13
	2.10%	3.40%	4.84%	1.70%	2.00%
Hispanic	49	53	52	40	29
	6.80%	7.80%	7.62%	6.20%	4.50%
Black	4	3	1	2	13
	0.60%	0.40%	0.15%	0.30%	2.00%
White	626	579	582	577	564
	87%	85.40%	85.34%	89.20%	88.40%
Percent Minority	13%	14.60%	14.66%	10.80%	11.60%

6. Mobility

	1996-97	1997-98	1998-99	1999-00	2000-01
(End of Year)	49	63	32	21	7
Transfers Into District	66	71	46	67	30
Transfers Out of District					

7. Limited English Proficiency

Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
49	40	55	34	47

Probstfield 2000-01

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Free	133	152	131	157	113
Reduced	40	37	25	29	41
% of Free & Reduced Grades 1-4	29%	28%	23%	29%	24%

9. Retention in Grade

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Kindergarten	2	3	2	3	2
Grade 1	1	4	0	1	3
Grade 2	1	0	0	0	3
Grade 3	0	0	0	1	0
Grade 4	0	0	0	0	0
Total	4	7	2	5	8

10. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec. 99	Dec. 00
Speech/Language	32	35	32	35	33
Mild-Moderate Mentally	9	7	5	2	3
Moderate-Severe Mentally	4	3	3	0	0
Physically	6	4	6	3	4
Hearing	1	1	2	1	1
Visually	0	0	1	1	1
Specific Learning	43	39	24	15	14
Emotional Disorders	29	24	18	16	14
Deaf-Blind	0	0	1	0	0
Other Health	10	16	18	13	11
Autistic	1	4	7	8	8
Early Childhood Special Ed.	4	2	3	17	11
Total Disabilities Served	139	135	120	111	100

11. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Chinese	0	0	0	0	0
East Indian Languages	2	0	0	0	0
English	656	602	636	568	574
Farsi	0	0	0	0	0
Japanese	1	1	1	0	0
Kurdish	11	18	31	33	32
Spanish	38	33	52	26	21
Afrikaans	0	0	1	0	0
Vietnamese	1	3	2	3	2
Dakotah	2	1	3	0	0
Cambodian	1	0	0	0	0
Khmer	0	1	0	0	0

12. Absences

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
0 Absences	59	49	43	70	154
	8.20%	6.88%	6.02%	10.73%	23.83%
1 to 5 Absences	398	344	355	285	288
	55.90%	48.30%	49.72%	43.71%	44.50%

Probstfield 2000-01

12. Absences cont'd.

6 to 10 Absences	164	183	193	187	140
	23%	25.70%	27.03%	28.68%	21.67%
11 to 15 Absences	49	74	75	70	38
	6.90%	10.39%	10.50%	10.73%	5.88%
16 to 20 Absences	24	31	27	27	14
	3.40%	4.35%	3.78%	4.14%	2.16%
21 or More Absences	18	31	21	13	12
	2.50%	4.55%	2.94%	1.99%	1.85%

13. Suspensions
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
3	5	5.5	2	4

14. Bus Suspensions
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
2	2	4	2	10

15. Alternative School Setting
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

16. Detention
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

17.Physical Assaults/Fighting
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
2	2		0	3

18. Weapons
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

19. Tobacco
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

20. Alcohol
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

21. Other Drug Use
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

22. Vandalism
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

Probstfield 2000-01

23. Achievement

	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 3 Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	29%	N/A	31%	46%	38%
Percent at or above National 50%ile	62%	N/A	63%	71%	65%
Percent at or above National 25%ile	85%	N/A	80%	87%	84%
Grade 4 Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	30%	34%	31%	41%	50%
Percent at or above National 50%ile	63%	62%	64%	66%	67%
Percent at or above National 25%ile	93%	88%	88%	86%	85%
Grade 3 Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	24%	N/A	33%	56%	50%
Percent at or above National 50%ile	60%	N/A	69%	77%	77%
Percent at or above National 25%ile	83%	N/A	88%	87%	87%
Grade 4 Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	22%	26%	39%	55%	45%
Percent at or above National 50%ile	65%	59%	72%	78%	69%
Percent at or above National 25%ile	86%	83%	88%	94%	82%

Minnesota Comprehensive Assessments (MCA)
Level IV - Student demonstrates advanced performance
Level III - Student demonstrates solid academic performance
Level II - Student demonstrates partial knowledge
Level I - Student demonstrates limited knowledge

(Probstfield Figures)

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	10%	10%	28%	19%
Percent at or above Level III	35%	35%	28%	35%
Percent at or above Level II	43%	39%	34%	31%
Percent at or above Level I	12%	16%	10%	14%

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	12%	16%	18%	16%
Percent at or above Level III	38%	42%	35%	34%
Percent at or above Level II	42%	35%	44%	39%
Percent at or above Level I	8%	7%	7%	11%

(State Comparisons)

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	5%	8%	11%	16%
Percent at or above Level III	30%	32%	33%	33%
Percent at or above Level II	42%	39%	38%	35%
Percent at or above Level I	23%	21%	18%	16%

23. Achievement cont'd.

(State Comparisons cont'd.)

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	9%	12%	14%
Percent at or above Level III	29%	33%	33%	39%
Percent at or above Level II	47%	46%	41%	39%
Percent at or above Level I	18%	12%	14%	10%

24. Student to Computer Ratio	1996-97	1997-98	1998-99	1999-00	2000-01
	5 to 1	4 to 1	4 to 1	4 to 1	4 to 1

25. Teaching Staff

(End of Year)	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	10	9	16	8	5
BA+15	4	2	0	25	2
BA+30	8	8	8	4	4
BA+45	6	7	5	6	6
BA+60	0	0	0	0	0
BA+75	1	1	1	1	1
BA+90	2	1	0	0	0
BA+105	4	6	0	4	4
MA	6	6	4	6	6
MA+15	4	4	5	5	5
MA+30	1	1	2	2	2
MA+45	6	5	4	5	4
0 to 5 years	13	8	10	15	18
6 to 10 years	18	16	16	13	13
11 to 20 years	9	11	9	14	10
More than 20 years	10	16	10	7	7
Average Years Experience	12 years	12 years	12 years	13 years	12 years

26. Electricity and Heat Cost

Comparisons in dollars and cents per square foot

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Square Foot				70130	70130
Cost for Electricity	$24,858.26	$27,820.00	$28,551.53	$31,636.10	$32,936.25
Cost per square foot	$0.36	$0.40	$0.41	$0.45	$0.47
Square Foot				70130	70130
Cost for Heat	$17,139.68	$16,472.00	$17,892.70	$17,215.75	$30,008.68
Cost per square foot	$0.24	$0.23	$0.26	$0.25	$0.43

RIVERSIDE ELEMENTARY SCHOOL

1. Average Daily Membership

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	336	407	362	407	373

2. Average Daily Attendance

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	321	388	347	386	358

3. Attendance Rate

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	95.54%	95.15%	95.86%	94.84%	95.97%

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Kindergarten	73	69	46	74	62
Grade 1	74	77	64	53	63
Grade 2	73	73	68	74	52
Grade 3	47	65	68	61	69
Grade 4	69	48	72	75	56
Grade 5		85	46	57	59
Self Contained Special Ed.	0	0	0	5	13
Total	336	417	364	399	374

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
American Indian	12	21	9	19	11
	3.60%	5.10%	2.50%	4.70%	3.00%
Asian	4	7	5	5	5
	1.20%	1.70%	1.39%	1.20%	1.30%
Hispanic	34	45	37	39	19
	10.10%	10.80%	10.28%	9.70%	5.10%
Black	8	8	7	9	5
	2.40%	1.90%	1.94%	2.20%	1.30%
White	278	334	302	329	331
	82.70%	80.50%	83.89%	82.00%	89.20%
Percent Minority	17.30%	19.50%	16.11%	18.00%	10.80%

6. Mobility

(End of Yer)	1996-97	1997-98	1998-99	1999-00	2000-01
Transfers Into District	39	36	28	15	13
Transfers Out of District	46	49	28	46	26

7. Limited English Proficiency

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
	46	30	31	25	27

Riverside 2000-01

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Free	101	110	96	120	83
Reduced	21	41	26	34	40
% of Free & Reduced Grades 1-5	36%	36%	34%	47%	32.80%

9. Retention in Grade

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Kindergarten	0	0	0	1	0
Grade 1	0	0	0	0	0
Grade 2	0	0	1	0	0
Grade 3	0	0	0	0	0
Grade 4	0	0	0	0	0
Grade 5		1	0	0	0
Total	0	1	1	1	0

10. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec.99	Dec. 00
Speech/Language	27	23	18	24	21
Mild-Moderate Mentally	0	0	0	1	0
Moderate-Severe Mentally	0	0	0	0	1
Physically	1	2	1	0	0
Hearing	0	0	0	1	0
Visually	0	0	0	0	1
Specific Learning	7	11	7	10	10
Emotional Disorders	7	9	5	7	7
Deaf-Blind	0	0	0	0	0
Other Health	9	15	10	12	11
Autistic	0	0	0	1	0
Early Childhood Special Ed.	0	1	0	4	7
Total Disabilities Served	51	61	41	60	58

11. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Afrikaans	0	0	0	0	0
English	297	364	360	359	354
Farsi	2	0	0	1	1
Spanish	32	26	35	23	10
Chinese	0	0	0	0	0
Vietnamese	1	2	2	1	2
East Indian Languages	0	0	0	0	0
Kurdish	1	4	1	2	4
Yoruba	1	0	0	0	0
Persian	0	2	2	0	0
Russian	0	3	0	0	0

12. Absences

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
0 Absences	18	26	15	43	54
	5.40%	5.70%	3.92%	10.77%	15.56%
1 to 5 Absences	164	195	190	154	143
	48.80%	43%	49.61%	38.59%	41.20%

Riverside 2000-01

12. Absences cont'd

6 to 10 Absences	77	120	102	104	94
	22.90%	26.43%	26.63%	26.06%	27.08%
11 to 15 Absences	40	56	31	52	35
	11.90%	12.33%	8.09%	13.03%	10.08%
16 to 20 Absences	19	30	28	19	15
	5.70%	6.60%	7.31%	4.76%	4.32%
21 or More Absences	18	27	17	27	6
	5.40%	5.90%	4.44%	6.76%	1.72%

13. Suspensions
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	4	1	2	1

14. Bus Suspensions
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	3	0	0

15. Alternative School Setting
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	1	1	0	0

16. Detention
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	35	7

17. Physical Assaults/Fighting
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	5	7

18. Weapons
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	1

19. Tobacco
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

20. Alcohol
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

21. Other Drug Use
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

22. Vandalism
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

Riverside 2000-01

23. Achievement

Grade 3	1996-97	1997-98	1998-99	1999-00	2000-01
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	33%	N/A	45%	37%	42%
Percent at or above National 50%ile	53%	N/A	67%	65%	72%
Percent at or above National 25%ile	78%	N/A	81%	77%	81%
Grade 4					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	35%	33%	29%	44%	47%
Percent at or above National 50%ile	62%	67%	59%	72%	74%
Percent at or above National 25%ile	90%	80%	80%	85%	83%
Grade 5					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile		24%	28%	36%	49%
Percent at or above National 50%ile		66%	65%	64%	78%
Percent at or above National 25%ile		89%	86%	89%	94%
Grade 3					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	20%	N/A	24%	52%	45%
Percent at or above National 50%ile	49%	N/A	57%	70%	65%
Percent at or above National 25%ile	76%	N/A	81%	82%	86%
Grade 4					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	35%	27%	27%	50%	50%
Percent at or above National 50%ile	63%	65%	51%	76%	72%
Percent at or above National 25%ile	90%	78%	80%	92%	83%
Grade 5					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile		35%	26%	54%	47%
Percent at or above National 50%ile		66%	65%	77%	75%
Percent at or above National 25%ile		85%	84%	91%	94%

Minnesota Comprehensive Assessments (MCA)
Level IV - Student demonstrates advanced performance
Level III - Student demonstrates solid academic performance
Level II - Student demonstrates partial knowledge
Level I - Student demonstrates limited knowledge

(Riverside Figures)

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	10%	15%	21%	27%
Percent at or above Level III	33%	39%	30%	28%
Percent at or above Level II	38%	30%	34%	26%
Percent at or above Level I	19%	16%	15%	19%

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	1%	14%	15%	39%
Percent at or above Level III	42%	32%	46%	47%
Percent at or above Level II	41%	44%	27%	11%
Percent at or above Level I	16%	10%	12%	4%

23. Achievement cont'd.

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	9%	17%	21%	10%
Percent at or above Level III	35%	48%	36%	40%
Percent at or above Level II	38%	32%	34%	34%
Percent at or above Level I	18%	3%	9%	16%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	4%	11%	13%
Percent at or above Level III	28%	35%	50%	50%
Percent at or above Level II	51%	53%	27%	33%
Percent at or above Level I	15%	8%	12%	4%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	23%	10%	4%	10%
Percent at or above Level III	38%	24%	43%	64%
Percent at or above Level II	28%	59%	45%	24%
Percent at or above Level I	11%	7%	8%	2%

(State Comparisons)

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	5%	8%	11%	16%
Percent at or above Level III	30%	32%	33%	33%
Percent at or above Level II	42%	39%	38%	35%
Percent at or above Level I	23%	21%	18%	16%

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	12%	16%	24%
Percent at or above Level III	30%	33%	36%	39%
Percent at or above Level II	41%	37%	34%	26%
Percent at or above Level I	21%	18%	14%	11%

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	9%	10%	14%
Percent at or above Level III	29%	33%	37%	39%
Percent at or above Level II	47%	46%	43%	38%
Percent at or above Level I	18%	12%	10%	10%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	6%	12%	13%
Percent at or above Level III	26%	31%	33%	37%
Percent at or above Level II	48%	45%	41%	38%
Percent at or above Level I	20%	18%	14%	11%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	3%	4%	3%
Percent at or above Level III	34%	42%	38%	52%
Percent at or above Level II	38%	50%	50%	41%
Percent at or above Level I	20%	5%	8%	4%

24. Student to Computer Ratio

1996-97	1997-98	1998-99	1999-00	2000-01
3 to 1	3 to 1	3 to 1	3 to 1	3 to 1

25. Teaching Staff

(End of Year)	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	4	4	10	7	6
BA+15	3	3	2	1	2
BA+30	0	0	3	3	2
BA+45	3	2	2	3	2
BA+60	0	0	0	0	0
BA+75	0	0	0	0	0
BA+90	0	0	0	0	0
BA+105	5	6	0	4	2
MA	1	3	0	0	0
MA+15	2	2	2	0	0
MA+30	4	0	1	3	3
MA+45	3	8	8	7	7
0 to 5 years	5	2	6	3	8
6 to 10 years	9	9	10	12	10
11 to 20 years	6	6	5	8	4
More than 20 years	5	12	6	5	5
Average Years Experience	13 years	11.10 years	15 years	14 years	6.75 years

26. Electricity and Heat Cost
Comparisons in dollars and cents per square foot

(End of Year)	1995-96	1997-98	1998-99	1999-00	2000-01
Square Foot				40425	40425
Cost for Electricity	$10,556.53	$7,885.00	$8,779.78	$9,906.00	$9,892.62
Cost per square foot	$0.26	$0.20	$0.21	$0.25	$0.24
Square Foot				40425	40425
Cost for Heat	$20,677.08	$9,421.00	$9,198.11	$9,404.97	$21,292.85
Cents per square foot	$0.31	$0.23	$0.23	$0.23	$0.53

WASHINGTON ELEMENTARY SCHOOL

1. Average Daily Membership
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
684	667	664	603	586

2. Average Daily Attendance
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
660	634	630	576	555

3. Attendance Rate
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
96.49%	95.09%	94.88%	95.52	94.70%

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Kindergarten	124	129	122	84	122
Grade 1	143	130	133	114	89
Grade 2	143	140	136	135	113
Grade 3	135	139	136	139	137
Grade 4	119	135	143	133	131
Self Contained Special Ed.	12	7	6	5	0
Total	676	680	676	610	592

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct.00
American Indian	15	11	19	11	16
	2.20%	1.70%	2.84%	1.80%	2.70%
Asian	11	8	5	11	6
	1.60%	1.20%	0.75%	1.80%	1.00%
Hispanic	125	105	105	88	97
	18.50%	16%	15.70%	14.60%	16.50%
Black	2	1	1	2	1
	0.30%	0.10%	0.15%	0.03%	0.02%
White	523	532	539	491	467
	77.40%	81%	80.57%	81.40%	79.60%
Percent Minority	22.60%	19%	19.43%	18.60%	20.40%

6. Mobility

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Transfers Into District	89	66	42	23	21
Transfers Out of District	76	76	17	56	64

7. Limited English Proficiency

Oct. 96	Oct. 97	Oct. 98	1999-00	2000-01
109	62	91	77	115

Washington 2000-01

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Free	216	226	226	245	213
Reduced	65	66	53	53	64
% of Free & Reduced Grades 1-4	51%	44%	42%	49%	47%

9. Retention in Grade

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Kindergarten	2	0	0	2	4
Grade 1	2	1	1	1	3
Grade 2	1	2	1	2	0
Grade 3	0	0	1	1	0
Grade 4	0	0	0	0	0
Total	5	3	3	6	7

10. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec.99	Dec. 00
Speech/Language	44	25	24	13	19
Mild-Moderate Mentally	11	9	7	7	7
Moderate-Severe Mentally	3	4	4	2	2
Physically	4	5	3	6	5
Hearing	1	1	1	0	0
Visually	0	0	0	0	0
Specific Learning	39	45	33	17	16
Emotional Disorders	19	12	6	9	8
Deaf-Blind	0	0	0	0	0
Other Health	18	20	23	19	15
Autistic	0	0	0	1	1
Early Childhood Special Ed.	5	3	3	9	7
Traumatic Brain Injury	1	1	1	2	2
Total Disabilities Served	145	125	105	85	82

11. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
English	564	557	657	460	478
Dakotah	0	0	0	0	0
Lao	3	1	1	0	0
Polish	0	0	0	0	0
Spanish	116	95	139	83	83
Vietnamese	3	3	3	1	0
French	0	0	0	0	2
Kurdish	3	4	13	19	18
Somali			1	0	0

12. Absences

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
0 Absences	32	24	25	55	54
	4.70%	3.31%	3.58%	9.01%	15.56%
1 to 5 Absences	341	324	291	238	143
	50.10%	44.80%	41.69%	39.01%	41.21%
6 to 10 Absences	220	177	177	159	94
	32.40%	24.50%	25.36%	26.06%	27.08%

Washington 2000-01

12. Absences cont'd.

11 to 15 Absences	36	113	104	78	35
	5.30%	15.60%	14.90%	12.78%	10.08%
16 to 20 Absences	27	42	58	40	15
	4%	5.80%	8.31%	6.55%	4.32%
21 or More Absences	24	43	43	40	6
	3.50%	5.90%	6.16%	6.55%	1.72%

13. Suspensions

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
In-school	5	5	1	2	1

14. Bus Suspensions

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	3	3	2	0	0

15. Alternative School Setting

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	2	0	1	0	0

16. Detention

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	86	105	100	0	0

17. Physical Assaults/Fighting

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

18. Weapons

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	1	0

19. Tobacco

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

20. Alcohol

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

21. Other Drug Use

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

22. Vandalism

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	2	0	0	0

23. Achievement

Grade 3	1996-97	1997-98	1998-99	1999-00	2000-01
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	16%	30%	24%	18%	19%
Percent at or above National 50%ile	43%	58%	44%	52%	53%
Percent at or above National 25%ile	80%	75%	69%	75%	77%
Grade 4					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	21%	16%	24%	34%	24%
Percent at or above National 50%ile	47%	49%	48%	54%	52%
Percent at or above National 25%ile	78%	77%	84%	76%	74%
Grade 3					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	16%	19%	17%	36%	28%
Percent at or above National 50%ile	42%	59%	45%	53%	59%
Percent at or above National 25%ile	70%	82%	69%	78%	73%
Grade 4					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	19%	17%	23%	38%	29%
Percent at or above National 50%ile	43%	49%	51%	60%	46%
Percent at or above National 25%ile	73%	78%	87%	82%	76%

Minnesota Comprehensive Assessment (MCA)
Level IV - Student demonstrates advanced performance
Level III - Student demonstrates solid academic performance
Level II - Student demonstrates partial knowledge
Level I - Student demonstrates limited knowledge

(Washington Figures)

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	2%	5%	6%	9%
Percent at or above Level III	33%	28%	30%	32%
Percent at or above Level II	47%	43%	39%	41%
Percent at or above Level I	18%	24%	25%	18%

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	3%	6%	7%	4%
Percent at or above Level III	26%	30%	26%	38%
Percent at or above Level II	57%	46%	50%	50%
Percent at or above Level I	14%	18%	17%	8%

(State Comparisons)

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	5%	8%	11%	16%
Percent at or above Level III	30%	32%	33%	33%
Percent at or above Level II	42%	39%	38%	35%
Percent at or above Level I	23%	21%	18%	16%

23. Achievement cont'd.

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	9%	10%	14%
Percent at or above Level III	29%	33%	37%	39%
Percent at or above Level II	47%	46%	43%	38%
Percent at or above Level I	18%	12%	10%	10%

24. Student to Computer Ratio

1996-97	1997-98	1998-99	1999-00	2000-01
4 to 1	3 to 1	4 to 1	4 to 1	4 to 1

25. Teaching Staff

(End of Year)	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	6	6	17	10	9
BA+15	4	1	1	4	3
BA+30	3	5	3	2	2
BA+45	9	8	7	3	4
BA+60	0	0	0	0	0
BA+75	1	0	0	0	0
BA+90	1	1	0	0	0
BA+105	10	10	0	9	8
MA	5	6	2	3	2
MA+15	3	4	6	10	8
MA+30	2	3	5	2	2
MA+45	6	5	5	4.5	5
0 to 5 years	16	8	18	13	16
6 to 10 years	9	10	11	16	12
11 to 20 years	9	8	6	5	8
More than 20 years	16	23	12	10	8
Average Years Experience	15 years	12.3 years	13 years	11 years	11 years

26. Electricity and Heat Cost
Comparisons in dollars and cents per square foot

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Square Foot				68965	68965
Cost for Electricity	$10,350.98	$11,375.00	$14,774.31	$21,226.52	$22,011.16
Cost per square foot	$0.16	$0.17	$0.22	$0.31	$0.32
Square Foot				68965	68965
Cost for Heat	$18,433.67	$14,090.00	$15,704.80	$17,180.78	$35,401.89
Cost per square foot	$0.28	$0.21	$0.24	$0.25	$0.51

ROBERT ASP ELEMENTARY SCHOOL

1. Average Daily Membership
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
743	787	771	763	773

2. Average Daily Attendance
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
713	749	737	733	773

3. Attendance Rate
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
95.96%	95.13%	95.59%	96.06%	100%

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
Grade 5	367	330	320	344	344
Grade 6	371	461	469	417	444
Self Contained Special Ed.	included	included	included	included	included
Total	738	791	789	761	788

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
American Indian	24	24	28	25	22
	3.30%	3.00%	3.54%	3.30%	2.80%
Asian	17	17	23	18	14
	2.30%	2.10%	2.91%	2.40%	1.80%
Hispanic	64	70	67	68	71
	8.70%	8.70%	8.48%	8.90%	9.10%
Black	5	7	6	3	6
	0.70%	0.90%	0.76%	0.40%	0.80%
White	628	683	666	649	663
	85%	85.30%	84.30%	85.10%	85.40%
Percent Minority	15%	14.70%	15.70%	14.90%	14.60%

6. Mobility

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Transfers Into District	49	53	15	17	8
Transfers Out of District	55	63	46	47	45

7. Limited English Proficiency

Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
63	54	42	33	48

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Free	174	184	178	201	186
Reduced	60	53	46	51	65
% of Free & Reduced	32%	30%	28%	33%	32%

Robert Asp 2000-01

9. Retention in Grade

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 5	0	0	0	1	0
Grade 6	0	0	0	1	0
Total	0	0	0	2	0

10. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec. 99	Dec. 00
Speech/Language	15	11	16	18	19
Mild-Moderate Mentally	8	5	10	4	4
Moderate-Severe Mentally	6	4	4	3	3
Physically	4	4	4	3	3
Hearing	2	1	3	4	4
Visually	0	0	0	1	0
Specific Learning	78	64	73	57	58
Emotional Disorders	40	42	35	26	30
Deaf-Blind	0	0	0	0	0
Other Health	22	22	23	38	39
Autistic	3	0	2	2	2
Early Childhood Special Ed.	0	0	0	0	0
Total Disabilities Served	178	153	170	156	162

11. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Afrikaans	0	0	1	0	0
Chinese	0	0	0	1	0
East Indian Languages	0	0	0	0	0
English	674	705	716	637	672
Farsi	0	0	0	1	2
Kurdish	6	6	16	13	13
Lao	1	2	2	1	1
Polish	1	1	0	0	0
Spanish	48	53	66	62	63
Vietnamese	5	4	2	2	2
Japanese	1	0	0	2	1
Swedish	2	2	0	0	1
Dakotah	1	0	0	1	2
Russian	0	1	2	1	2
Cantonese					1
Hindustanu					1
Turkish					2
Swahili					1

12. Absences

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
0 Absences	43	14	18	64	347
	5.80%	1.48%	2.31%	8.40%	50.30%
1 to 5 Absences	362	399	328	337	177
	48.70%	42.30%	42.16%	44.28%	25.60%
6 to 10 Absences	167	230	235	187	83
	22.50%	24.40%	30.21%	24.57%	12.00%

11 to 15 Absences	71	129	100	93	43
	9.60%	13.70%	12.85%	12.22%	6.24%
16 to 20 Absences	17	68	48	40	26
	2.30%	7.20%	6.17%	5.25%	3.77%

12. Absences cont'd.

21 or More Absences	24	103	49	40	13
	3.20%	10.90%	6.30%	5.25%	1.88%

13. Suspensions

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
In-School	108	127	88	96	50
Out-of-School	5	5	7	14	1

14. Bus Suspensions

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	11	9	13	39	8

15. Alternative School Setting

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	3	6	5	3	4

16. Detention

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	149	160	150	344	321

17. Physical Assaults/Fighting

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	49	87	42	19	11

18. Weapons

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	0

19. Tobacco

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	2	2	0	0	0

20. Alcohol

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-001
	0	0	0	0	0

21. Other Drug Use

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	0	0	0	0	1

22. Vandalism

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	2	3	3	7	0

23. Achievement

Robert Asp 2000-01

Grade 5	1996-97	1997-98	1998-99	1999-00	2000-01
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	21%	25%	24%	33%	33%
Percent at or above National 50%ile	61%	62%	60%	66%	61%
Percent at or above National 25%ile	80%	82%	79%	84%	84%
Grade 6					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	29%	26%	23%	33%	37%
Percent at or above National 50%ile	64%	56%	56%	62%	66%
Percent at or above National 25%ile	85%	84%	81%	84%	87%
Grade 5					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	32%	35%	36%	50%	38%
Percent at or above National 50%ile	58%	64%	64%	74%	64%
Percent at or above National 25%ile	78%	81%	81%	88%	81%
Grade 6					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	40%	36%	41%	42%	46%
Percent at or above National 50%ile	64%	64%	70%	72%	70%
Percent at or above National 25%ile	84%	83%	88%	87%	84%
Grade 6					
Gates MacGinitie Reading Test	*				
Percent at or above National 75%ile	36%	N/A	N/A	N/A	N/A
Percent at or above National 50%ile	64%	N/A	N/A	N/A	N/A
Percent at or above National 25%ile	81%	N/A	N/A	N/A	N/A

*1996-97 results include all 6th grade students at Voyager and Asp.

Minnesota Comprehensive Assessment (MCA)
Level IV - Student demonstrates advanced performance
Level III - Student demonstrates solid academic performance
Level II - Student demonstrates partial knowledge
Level I - Student demonstrates limited knowledge

(Robert Asp Figures)

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	9%	14%	18%	22%
Percent at or above Level III	29%	38%	34%	40%
Percent at or above Level II	39%	31%	37%	30%
Percent at or above Level I	23%	17%	11%	9%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	8%	15%	14%
Percent at or above Level III	25%	33%	42%	40%
Percent at or above Level II	44%	41%	34%	37%
Percent at or above Level I	23%	18%	9%	9%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	10%	5%	2%	1%
Percent at or above Level III	36%	29%	38%	41%

Percent at or above Level II	42%	54%	55%	54%
Percent at or above Level I	12%	12%	5%	4%

23. Achievement cont'd.

(State Comparisons)

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	12%	16%	24%
Percent at or above Level III	30%	33%	36%	39%
Percent at or above Level II	41%	37%	34%	26%
Percent at or above Level I	21%	18%	14%	11%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	6%	12%	13%
Percent at or above Level III	26%	31%	33%	37%
Percent at or above Level II	48%	45%	41%	38%
Percent at or above Level I	20%	18%	14%	11%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	3%	4%	3%
Percent at or above Level III	34%	42%	38%	52%
Percent at or above Level II	38%	50%	50%	41%
Percent at or above Level I	20%	5%	8%	4%

24. Student to Computer Ratio

1996-97	1997-98	1998-99	1999-00	2000-01
4 to 1	4 to 1	3 to 1	3 to 1	3 to 1

25. Teaching Staff

(End of Year)	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	11	4	10	5	3
BA+15	1	3	4	6	5
BA+30	2	1	1	0	0
BA+45	6	8	6	4	4
BA+60	0	1	1	1	1
BA+75	0	0	0	0	0
BA+90	2	0	0	0	0
BA+105	8	7	0	7	5
MA	10	9	4	5	5
MA+15	9	8	6	6	5
MA+30	4	5	12	7	7
MA+45	10	15	15	18	17
0 to 5 years	23	6	13	12	15
6 to 10 years	19	25	23	18	15
11 to 20 years	11	13	13	23	18
More than 20 years	10	17	10	11	8
Average Years Experience	12 years	11.74 years	12 years	16 years	14 years

26. Electricity and Heat Cost

Comparisons in dollars and cents per square foot

(End of Year)

	1996-97	1997-98	1998-99	1999-00	2000-01
Square Foot				98510	98510
Cost for Electricity	$27,407.93	$27,522.00	$31,652.46	$36,419.92	$36,163.36
Cost per square foot	$0.30	$0.29	$0.34	$0.37	$0.37
Square Foot				98510	98510
Cost for Heat	$21,978.79	$14,487.00	$17,203.01	$13,682.11	$27,433.95
Cost per square foot	$0.24	$0.15	$0.19	$0.14	$0.28

MOORHEAD JUNIOR HIGH SCHOOL

1. Average Daily Membership

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
916	941	913	889	843

2. Average Daily Attendance

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
866	895	870	852	804

3. Attendance Rate

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
94.54%	95.11%	95.29%	95.83%	95.37%

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Grade 7	474	489	473	455	424
Grade 8	456	449	483	433	431
Self Contained Special Ed.	42	31	30	3	1
Total	972	974	960	891	856

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
American Indian	32	30	24	25	18
	3.30%	3.10%	2.51%	2.89%	2.10%
Asian	15	18	20	21	20
	1.50%	1.90%	2.09%	2.40%	2.40%
Hispanic	85	80	76	50	59
	8.70%	8.40%	7.93%	5.60%	6.90%
Black	8	8	10	6	8
	0.80%	0.80%	1.04%	0.70%	0.90%
White	832	818	828	791	746
	85.60%	85.70%	86.43%	88.60%	87.70%
Percent Minority	14.40%	14.30%	13.57%	11.40%	12.30%

6. Mobility

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Transfers Into District	46	77	33	26	17
Transfers Out of District	78	87	58	53	45

7. Limited English Proficiency

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
	76	55	62	38	54

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Free	206	204	195	199	183
Reduced	68	70	61	79	79
% of Free & Reduced	29%	29%	28%	31%	30%

9. Retention in Grade

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 7	0	0	0	0	0
Grade 8	0	0	0	0	1
Total	0	0	0	0	1

10. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec.99	Dec. 00
Speech/Language	7	6	7	12	12
Mild-Moderate Mentally	6	7	7	10	9
Moderate-Severe Mentally	1	5	7	4	1
Physically	5	5	6	3	3
Hearing	5	2	2	2	2
Visually	1	1	0	0	0
Specific Learning	83	69	70	75	70
Emotional Disorders	52	29	33	40	33
Deaf-Blind	0	0	0	0	0
Other Health	11	24	27	36	34
Autistic	2	4	3	2	2
Early Childhood Special Ed.	0	0	0	0	1
Total Disabilities Served	173	152	162	184	167

11. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Afrikaans	0	0	0	1	1
Cheyenne	0	0	0	0	0
Chinese	0	0	0	0	0
Dakotah	0	0	0	0	0

11. Home Language Cont'd.

English	833	824	879	776	769
Farsi	2	1	0	0	0
Kurdish	5	6	8	17	20
Lao	1	1	1	2	2
Polish	1	1	1	0	0
Spanish	54	49	74	54	44
Vietnamese	5	6	7	0	0
Yoruba	0	0	0	0	0
Swedish	1	0	2	0	0
Japanese	0	1	1	0	0
Portuguese	0	1	0	0	0
Somali			2	0	0
Persian			1	0	0
Russian				1	1
Serbian					1
Swahili					1

12. Failure Rate (# of semester courses failed)

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
No Failures	852	702	811	819	684
	87.60%	77.22%	90.80%	91.90%	79.90%
1 Failure	29	64	32	31	53
	3%	7.04%	3.58%	3.47%	6.19%
2 Failures	20	47	10	12	35
	2%	5.17%	1.11%	1.34%	4.08%
3 Failures	13	33	5	12	34
	1.33%	3.63%	0.55%	1.34%	3.97%
4 Failures	10	30	7	10	25
	1%	3.30%	0.78%	1.12%	2.92%
5 or More Failures	48	33	28	7	25
	5%	3.63%	3.13%	0.79%	2.92%

13. Unexcused Absences

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
0 Unexcused Absences	632	475	450	813	788
	65%	52%	47%	91.24%	93.90%
1 to 5 Unexcused Absences	197	284	264	71	49
	20.30%	31%	26%	7.96%	5.84%
6 to 10 Unexcused Absences	63	94	108	6	2
	6.50%	10.30%	11.25%	0.67%	0.23%
11 to 15 Unexcused Absences	34	26	46	1	0
	3.50%	2.90%	44.77%	0.11%	
16 to 20 Unexcused Absences	29	15	15	0	0
	2.90%	1.70%	1.41%		
21 or More Unexcused Absences	17	15	8	0	0
	2.10%	1.70%	0.83%		

14. Suspensions

(End of Year) Out-of-School	1996-97	1997-98	0998-99	1999-00	2000-01
1/2 day	0	0	1	0	2
1 day	55	64	56	32	110
2 days	17	33	16	22	30
3 days	32	22	21	16	28
4 days	0	0	0	0	1
5 days	13	2	3	9	6
10 days	0	0			0
In-School	268	276	248	176	237

15. Bus Suspensions

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	15	12	3	10	0

16. Alternative School Setting

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	39	13	26	19	18

17. Detention

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
N/A	N/A	4651	2835	2928

18. Physical Assaults/Fighting

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
43	29	10	48	48

19. Weapons

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
1	0	3	1	0

20. Tobacco

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
3	1	1	1	2

21. Alcohol

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	1	2	0	0

22. Other Drug Use

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	3	2

23. Vandalism - major

(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
0	0	0	0	0

24. Co and Extra Curricular Activities

(End of Year)

	1996-97		1997-98		1998-99		1999-00		2000-01	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Basketball	137	97	153	117	136	86	138	71	95	80
Cross Country	12	1	0	0	0	0	0	0	10	13
Football	137	0	124	0	90	0	120	0	114	00
Golf	54	7	79	7	82	16	94	20	47	25
Gymnastics	0	22	0	18	0	22	0	22	00	19
Tennis	17	35	3	42	10	51	17	71	11	52
Track	47	66	55	56	70	77	69	62	53	69
Volleyball	0	207	0	171	0	196	0	192	00	234
Wrestling	29	0	27	0	20	0	24	0	24	00

25. Achievement

Grade 7	1996-97	1997-98	1998-99	1999-00	2000-01
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	38%	38%	28%	34%	40%
Percent at or above National 50%ile	63%	63%	59%	60%	65%
Percent at or above National 25%ile	86%	85%	84%	83%	84%
Grade 8					
Gates MacGinitie Reading Test					
Percent at or above National 75%ile	38%	N/A	N/A	N/A	N/A
Percent at or above National 50%ile	64%	N/A	N/A	N/A	N/A
Percent at or above National 25%ile	83%	N/A	N/A	N/A	N/A
Grade 7					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	43%	41%	42%	39%	45%
Percent at or above National 50%ile	69%	72%	68%	68%	67%
Percent at or above National 25%ile	91%	85%	84%	90%	83%

Grade 7	Spring 1995	Comparative
MN Educational Assessment in Music	Moorhead	MN Schools
Elements of Music	63.50%	62.90%
Representative Music	77.20%	74.20%
Music Affect	63.70%	68.60%

Grade Distribution by Ethnicity (End of Year)		1996-97	1997-98	1998-99	1999-00	2000-01
American Indian	A	13	19	9	21	6
		18%	14.70%	12.00%	12.65%	8.33%
	B	15	19	8	44	18
		21%	14.70%	10.67%	26.50%	25.00%
	C	7	26	12	41	21
		10%	20.20%	16.00%	24.69%	29.00%
	D	16	21	14	27	13
		22%	16.30%	18.67%	16.26%	18.00%
	F	20	37	31	33	13
		28%	28.70%	41.33%	19.87%	18.00%
	S	1	7	1	0	1
		0.01%	5.40%	1.33%		1.38%
Asian	A	30	74	43	56	17
		30%	41.60%	43.00%	32.90%	47.20%
	B	54	55	24	37	14
		55%	30.90%	24.00%	21.70%	38.80%
	C	13	30	16	47	4

		13%	16.80%	16.00%	27.64%	11.00%
	D	1	10	4	16	0
		0.01%	5.60%	4.00%	9.41%	
	F	0	5	7	11	0
		0%	2.80%	7.00%	6.47%	
	S	1	4	6	3	1
		0.01%	2.20%	#REF!	1.76%	2.70%
Hispanic	A	46	71	23	53	32
		11%	12.80%	11.06%	13.91%	14.74%
	B	67	101	45	100	64
		17%	18.30%	21.63%	26.24%	29.49%
	C	87	113	44	101	60
		22%	20.50%	21.15%	26.50%	27.64%
	D	76	100	35	55	14
		19%	18.10%	16.83%	14.43%	6.40%
	F	114	127	40	52	24
		29%	23%	19.23%	13.64%	11.05%
	S	9	40	21	20	23
		2.30%	7.20%	10.10%	5.24%	10.59%
Black	A	21	17	37	23	0
		41%	25%	56.06%	41.07%	
	B	12	30	10	17	1
		24%	44%	15.15%	30.35%	9.00%
	C	7	11	10	10	1
		14%	16.20%	15.15%	17.85%	9.00%
	D	5	7	2	2	0
		10%	10.30%	3.03%	3.57%	
	F	6	0	6	4	0
		12%	0%	9.09%	7.14%	
	S	0	3	1	0	9
		0%	4.40%	1.52%		81.00%
White	A	2447	2684	1827	3417	1161
		51%	38.20%	48.71%	50.62%	43.14%
	B	1413	2279	1114	1813	877
		29%	32.50%	29.70%	26.86%	32.59%
	C	538	1243	442	920	372
		11%	17.70%	11.78%	13.63%	13.82%
	D	247	452	164	262	131
		5%	6.40%	4.37%	3.88%	4.86%
	F	84	214	83	130	70
25. Achievement cont'd						
		1.70%	3%	2.21%	1.92%	2.60%

S	74	148	121	207	80
	1.30%	2%	3.23%	3.06%	2.97%

26. Student to Computer Ratio	1996-97	1997-98	1998-99	1999-00	2000-01
	5 to 1	4 to 1	4 to 1	4 to 1	4 to 1

27. Teaching Staff

(End of Year)	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	15	11	16	16	10
BA+15	2	5	3	2	2
BA+30	9	3	2	0	0
BA+45	9	9	11	8	7
BA+60	1	1	1	2	2
BA+75	2	2	1	1	1
BA+90	1	1	0	0	0
BA+105	5	5	0	4	4
MA	8	6	7	6	6
MA+15	5	6	5	6	4
MA+30	5	6	4	4	4
MA+45	9	10	10	11	11
0 to 5 years			29	19	29
6 to 10 years	15	14	14	23	12
11 to 20 years	7	7	5	12	8
More than 20 years	16	28	12	11	11
Average Years Experience	12 years	10.73 years	10 years	9.95 years	15 years

Comparisons in dollars and cents per square foot

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Square Foot				111005	111005
Cost for Electricity	$34,600.10	$33,900	$40,128.85	$44,240.06	$44,808.56
Cost per square foot	$0.32	$0.31	$0.37	$0.40	$0.40
Square Foot				111005	111005
Cost for Heat	$20,075.84	$16,055	$13,488.33	$21,953.30	$31,406.41
Cost per square foot	$0.18	$0.14	$0.12	$0.20	$0.28

MOORHEAD SENIOR HIGH SCHOOL

1. Average Daily Membership
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
1728	1757	1696	1721	1698

2. Average Daily Attendance
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
1651	1691	1614	1656	1591

3. Attendance Rate
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
95.54%	96.24%	95.17%	96.22%	93.69%

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
Grade 9	439	518	449	450	435
Grade 10	490	433	470	443	436
Grade 11	414	454	413	445	419
Grade 12	382	340	413	379	411
Self Contained Special Ed.	80	94	88	25	27
Total	1805	1839	1833	1742	1728

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
American Indian	30	43	39	18	20
	1.70%	2.40%	2.12%	1%	1.20%
Asian	43	36	37	41	31
	2.40%	2%	2.01%	2.40%	1.80%
Hispanic	110	112	99	82	69
	6.10%	6.20%	5.37%	4.70%	4.00%
Black	8	10	11	18	26
	0.40%	0.50%	0.60%	1.00%	1.50%
White	1614	1617	1657	1583	1566
	89.40%	88.90%	89.91%	90.90%	91.50%
Percent Minority	10.60%	11.10%	10.09%	9.10%	8.50%

6. Mobility

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Transfers Into District	140	214	123	55	23
Transfers Out of District	212	201	73	124	112

7. Limited English Proficiency

Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct.00
102	86	95	68	79

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Free	276	246	205	236	238
Reduced	66	71	92	96	119
% of Free & Reduced	21%	18%	17%	17%	19%

9. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec. 99	Dec. 00
Speech/Language	9	5	3	5	4
Mild-Moderate Mentally	14	10	7	10	9
Moderate-Severe Mentally	0	13	17	16	18
Physically	3	5	6	10	10
Hearing	4	5	6	6	5
Visually	0	0	1	1	1
Specific Learning	102	63	90	117	110
Emotional Disorders	69	43	58	58	42
Deaf-Blind	0	0	0	0	0
Other Health	17	15	21	38	31
Autistic	0	1	3	8	10
Early Childhood Special Ed.	0	0	0	0	0
Traumatic Brain Injury		1	2	1	2
Total Disabilities Served	218	161	214	270	242

10. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Afrikaans	1	1	0	0	0
Cheyenne	0	0	0	0	0
Chinese	2	0	2	0	0
English	1530	1541	1712	1606	1563
Persian	2	5	4	0	0
French	0	0	1	0	1
Japanese	2	3	1	1	0
Lao	0	1	1	2	2
Norwegian	1	0	2	0	1
Ojibwe	0	0	0	0	0
Spanish	65	46	86	64	51
Vietnamese	18	18	10	11	10
Kurdish	9	10	15	19	17
Swedish	1	1	1	3	4
German	1	5	5	0	4
Cambodian	0	1	0	0	0
Cantonese	0	1	0	0	0
Hawaiian			4	0	0
Lithuanian			1	0	0
Portuguese			1	1	5
Somali			3	2	8
Turkish			1	0	0
Polish			1	2	2
Russian				2	1

11. Failure Rate (# of semester courses failed)

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
No Failures	1514	1332	1202	1492	1452
	84%	81.60%	81.99%	86.00%	84.00%
1 Failure	109	144	89	115	118
	6%	8.80%	6.07%	7.00%	7.00%
2 Failures	71	63	64	43	59
	4%	3.90%	4.36%	3.00%	3.41%
3 Failures	47	40	48	38	38
	3%	2.50%	3.27%	3.00%	2.19%
4 Failures	30	24	27	19	25
	2%	1.50%	1.84%	1.00%	1.44%
5 or More Failures	34	29	36	35	36
	2%	1.80%	2.45%	2.00%	2.08%

12. Dropout Rate (grades 7 - 12)

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	66	67	69	44	21
	2.50%	2.38%	2.47%	1.67%	1.21%

13. Unexcused Absences

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
0 Unexcused Absences	448	162	730	503	810
	24.80%	9.92%	39.82%	28.87%	48.20%
1 to 5 UnexcusedAbsences	848	710	607	728	779
	47%	43.50%	33.11%	41.79%	46.30%
6 to 10 Unexcused Absences	166	222	161	178	62
	9.20%	13.60%	8.78%	10.21%	3.60%
11 to 15 Unexcused Absences	88	136	85	93	11
	4.90%	8.30%	4.63%	5.33%	0.60%
16 to 20 Unexcused Absences	42	74	46	61	9
	2.30%	4.50%	2.50%	3.50%	0.50%
21 or More Unexcused Absences	213	328	204	179	8
	11.80%	20%	11.12%	10.27%	0.40%

14. Suspensions (End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	865	954	442	470	586

15. Bus Suspensions

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	2	3	1	0	0

16. Alternative School Setting

(End of Year)	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
	56	22	82	26	16

17. Detention

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	2636	6110	0	0	0

18. Physical Assaults/Fighting

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	14	23	20	11	27

19. Weapons

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	1	0	1	3	1

20. Tobacco

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	9	10	3	15	7

21. Alcohol

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	1	3	1	2	3

22. Other Drug Use

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	2	3	0	8	11

23. Vandalism/Fire

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
	2	4	1	1	3

24. Co and Extra Curricular Activities

(End of Year)	1996-97		1997-98		1998-99		1999-00		2000-01	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Baseball	72	0	79	0	79	0	69	0	68	0
Basketball	72	47	75	46	78	50	77	64	82	46
Cheerleading	0	37	0	37	0	0	02	29	0	18
Cross Country	15	18	13	14	17	15	14	14	19	13
Danceline	0	27	0	30	0	0	00	20	0	22
Football	122	0	123	0	140	0	147	00	152	0
Golf	44	20	37	15	23	16	31	15	40	22
Gymnastics	0	13	0	11	0	16	00	09	0	12
Hockey	48	22	49	20	47	17	45	19	46	20

24. Co and Extra Curricular Activities, Cont'd.

	1996-97		1997-98		1998-99		1999-00		2000-01	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Soccer	62	64	59	56	69	60	66	51	64	49
Softball	0	37	0	38	0	35	00	39	00	36
Swimming	29	55	32	46	28	56	18	52	24	47
Tennis	26	26	19	29	20	34	23	34	25	29
Track	58	56	62	48	57	67	66	57	91	50
Volleyball	0	64	0	51	0	64	00	60	00	56
Wrestling	27	0	27	0	37	0	31	0	25	00
Activities Leadership Council	15	34	N/A		N/A		N/A		N/A	
Apollo Strings	9	16	7	18	7	16	04	18	05	22
Chamber Ensemble	12	16	14	14	11	8	14	15	19	21
Cho Kio	2	22	6	38	0	7	00	08	00	07
Debate	4	6	9	9	12	7	09	07	08	08
Drill/Flag Team	N/A		5	17	6	16	06	21	00	18
Key Club	6	45	4	34	7	26	09	38	15	45
Knowledge Bowl	15	3	21	5	24	14	22	04	23	01
Math League	10	8	11	5	9	8	10	07	15	07
Mock Trial	3	12	4	9	3	4	03	03	03	08
Musical	30	48	13	15	18	25	28	48	18	30
Odyssey of the Mind	11	8	3	4	4	3	00	00	00	00
Pep Band	21	40	23	54	29	48	18	28	15	24
Play	17	22	20	20	18	16	19	18	14	24
Science Challenge	6	7	6	6	8	7	09	07	12	02
Speech	18	38	15	36	21	53	24	60	22	45
Spud Paper	12	7	8	9	14	20	12	21	08	14
Student Council	22	39	7	22	5	29	06	26	07	31
Teenage Health Consultants	N/A		N/A		N/A		N/A		N/A	

25. Achievement

Grade 9	1996-97	1997-98	1998-99	1999-00	2000-01
Reading Iowa Test of Basic Skills					
Percent at or above National 75%ile	47%	50%	36%	37%	36%
Percent at or above National 50%ile	78%	76%	66%	66%	65%
Percent at or above National 25%ile	90%	87%	84%	66%	83%
Grade 10					
Gates MacGinitie Reading Test					
Percent at or above National 75%ile	N/A	N/A	N/A	N/A	N/A
Percent at or above National 50%ile	N/A	N/A	N/A	N/A	N/A
Percent at or above National 25%ile	N/A	N/A	N/A	N/A	N/A
Grade 9					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%ile	57%	53%	50%	53%	55%
Percent at or above National 50%ile	75%	72%	72%	72%	75%
Percent at or above National 25%ile	92%	86%	89%	87%	90%

25. Achievement Cont'd.

ACT Scores - Core Curriculum		1996-97	1997-98	1998-99	1999-00	2000-01
English	Moorhead	22.2	22	22.2	22.2	21.9
	State	21.9	21.9	22.1	21.9	22
	National	21.5	21.5	21.8	21.5	21.5
Math	Moorhead	23.6	23.4	22.9	23.7	23.4
	State	22.6	23	22.8	22.8	22.8
	National	21.8	22	21.8	21.8	21.7
Reading	Moorhead	23.4	22.9	23.2	23.1	23.2
	State	23.2	22.9	23.1	23	23.1
	National	22.5	22.4	22.4	22.4	22.2
Science	Moorhead	23.2	23.1	23.3	23.5	23.3
	State	23.1	23	22.9	22.8	22.9
	National	22.1	22	21.9	21.8	21.8
Composite	Moorhead	23.2	23	23	23.3	23.1
	State	22.8	22.8	22.9	22.8	22.8
	National	22.1	22.1	22	22	21.9

ACT Scores - All Graduates		1996-97	1997-98	1998-99	1999-00	2000-01
English	Moorhead	21.7	21.3	21.3	21.4	21.6
	State	21.2	21.2	21.4	21.2	21.3
	National	20.3	20.4	20.5	20.5	20.5
Math	Moorhead	23.1	22.9	22.3	22.9	22.9
	State	21.8	22.2	22	21.9	21.9
	National	20.6	20.8	20.7	20.7	20.7
Reading	Moorhead	23	22.3	22.3	22.6	22.8
	State	22.5	22.3	22.4	22.3	22.4
	National	21.3	21.4	21.4	21.4	21.3
Science	Moorhead	22.9	22.6	22.5	23	22.9
	State	22.5	22.5	22.3	22.2	22.3
	National	21.1	21.1	21	21	21
Composite	Moorhead	22.8	22.4	22.3	22.6	22.7
	State	22.1	22.2	22.1	22	22.1
	National	21	21	21	21	21

***Note: This information includes Alternative Education students, Special Education students, and all transfer students who entered the district prior to the end of school in June of each year.**

25. Achievement Cont'd.

GRADUATION STANDARDS
Class of 2001 (end of year)

Reading	1996-97	1997-98	1998-99	1999-00	2000-01
Passed	337	418	366	369	428
Percent Passed	73.90%	83.10%	84%	92%	94%
Not Passed	101	68	55	25	19
Percent Not Passed	22.10%	13.50%	13%	6%	5%
Not Yet Tested	18	17	14	7	4
Percent Not Yet Tested	4%	3.40%	3%	1%	1%
Exempt			0	1	1
Pass Individual				1	2

Mathematics	1996-97	1997-98	1998-99	1999-00	2000-01
Passed	358	425	362	367	419
Percent Passed	78.50%	84.50%	91%	91%	92%
Not Passed	86	61	24	27	26
Percent Not Passed	18.90%	12.10%	6%	7%	6%
Not Yet Tested	12	17	13	7	2
Percent Not Yet Tested	2.60%	3.40%	3%	1%	1%
Exempt			0	1	1
Pass Individual				1	6

Writing	1998-99	1999-00	2000-01
Passed	348	365	416
Percent Passed	86%	90%	92%
Not Passed	41	20	23
Percent Not Passed	10%	5%	5%
Not Yet Tested	18	14	9
Percent Not Yet Tested	4%	3%	2%
Exempt	0	1	1
Pass Individual	0	2	5

GRADUATION STANDARDS
Class of 2002 (end of year)

Reading	1996-97	1997-98	1998-99	1999-00	2000-01
Passed		320	340	370	375
Percent Passed		70.30%	80%	84%	88%
Not Passed		124	75	51	28
Percent Not Passed		27.30%	18%	12%	6%
Not Yet Tested		11	9	21	18
Percent Not Yet Tested		2.40%	2%	4%	4%
Exempt					4

Mathematics	1996-97	1997-98	1998-99	1999-00	2000-01
Passed		359	356	361	368
Percent Passed		79%	81%	83%	87%
Not Passed		88	70	51	36

Percent Not Passed	19%	16%	12%	8%
Not Yet Tested	8	12	21	17
Percent Not Yet Tested	2%	3%	5%	4%
Exempt				4

Writing	2000-01
Passed	386
Percent Passed	90%
Not Passed	15
Percent Not Passed	4%
Not Yet Tested	18
Percent Not Yet Tested	4%
Exempt	6
Pass Individual	0

GRADUATION STANDARDS

Class of 2003 (end of year)

Reading	1996-97	1997-98	1998-99	1999-00	2000-01
Passed			324	366	374
Percent Passed			77%	80%	80%
Not Passed			90	70	41
Percent Not Passed			21%	15%	9%
Not Yet Tested			6	23	42
Percent Not Yet Tested			1%	5%	9%
Exempt					7

Mathematics	1996-97	1997-98	1998-99	1999-00	2000-01
Passed			327	363	371
Percent Passed			78%	79%	80%
Not Passed			86	72	44
Percent Not Passed			21%	16%	9%
Not Yet Tested			6	24	42
Percent Not Yet Tested			1%	5%	9%
Exempt					7

Writing	2000-01
Passed	391
Percent Passed	84%
Not Passed	8
Percent Not Passed	2%
Not Yet Tested	58
Percent Not Yet Tested	12%
Exempt	7
Pass Individual	0

Class of 2004 (end of year)

Reading	1999-00	2000-01
Passed	362	374
Percent Passed	78%	82%
Not Passed	83	54
Percent Not Passed	17%	12%
Not Yet Tested	18	26
Percent Not Yet Tested	4%	6%
Exempt	1	3
Pass Individual	0	0

Mathematics	1999-00	2000-01
Passed	349	357
Percent Passed	75%	18%
Not Passed	94	72
Percent Not Passed	20%	16%
Not Yet Tested	20	25
Percent Not Yet Tested	4%	5%
Exempt	1	3
Pass Individual	0	0

Class of 2005 (end of year)

Reading	2000-01
Passed	355
Percent Passed	76%
Not Passed	72
Percent Not Passed	15%
Not Yet Tested	36
Percent Not Yet Tested	7%
Exempt	2
Pass Individual	0

Mathematics	
Passed	338
Percent Passed	73%
Not Passed	90
Percent Not Passed	19%
Not Yet Tested	35
Percent Not Yet Tested	8%
Exempt	2
Pass Individual	0

25. Achievement Cont'd.

Grade Distribution by Ethnicity (End of Year)		1996-97	1997-98	1998-99	1999-00	2000-01
American Indian	A	30	28	18	18	20
		14%	12.70%	13.23%	14.63%	19.41%
	B	47	65	24	31	31
		22%	29.50%	17.64%	25.20%	30.00%
	C	48	53	18	37	18
		23%	24%	13.23%	30.08%	17.00%
	D	39	34	15	19	15
		19%	15.50%	11.02%	15.44%	14.56%
	F	38	35	23	18	18
		18%	16%	16.91%	14.63%	17.47%
	S	3	5	2	0	1
		0.01%	2.20%	1.47%		0.90%
Asian	A	89	131	83	79	78
		37%	37%	26.68%	40.93%	50.64%
	B	69	95	79	55	53
		28%	26.70%	25.40%	28.49%	34.41%
	C	36	73	36	30	12
		15%	20.50%	11.57%	15.54%	77.90%
	D	23	38	16	16	8
		0.09%	10.70%	5.14%	8.29%	51.90%
	F	7	9	20	9	3
		0.02%	2.50%	6.43%	3.10%	1.94%
	S	15	9	19	4	0
		6%	2.50%	6.10%	2.07%	
Hispanic	A	78	80	42	50	47
		14%	13.30%	8.69%	13.19%	11.80%
	B	98	156	85	77	106
		18%	26%	17.59%	20.31%	26.70%
	C	104	137	85	116	107
		19%	22.80%	17.59%	30.60%	26.95%
	D	87	118	52	65	65
		16%	19.60%	10.76%	17.15%	16.37%
	F	150	95	98	61	60
		28%	15.80%	20.28%	16.09%	15.11%
	S	16	14	23	10	12
		3.00%	2.30%	47.60%	2.63%	3.02%
	U			6	0	
				1.24%		
Black	A	19	32	21	35	38
		30%	28%	16.15%	37.23%	31.66%
25.	B	20	41	33	23	28
		31%	36%	25.38%	24.46%	23.33%

	C	14	24	18	15	17
		22%	21%	13.84%	15.95%	14.16%
	D	8	15	9	14	14
		12%	13%	6.92%	14.89%	11.66%
	F	2	2	4	5	9
		3%	1.70%	3.07%	5.30%	7.50%
	S	0	0	1	2	14
		0%	0	0.76%	2.12%	11.66%
White	A	4951	6519	4010	4179	3891
		42%	39.70%	36.37%	41.85%	40.30%
	B	3555	5055	3139	3282	3105
		30%	30.80%	28.47%	32.86%	32.16%
	C	1826	2967	1629	1546	1588
		15%	18%	14.77%	15.48%	16.45%
	D	777	1238	661	584	656
		6.00%	7.50%	5.99%	5.84%	6.79%
	F	341	514	342	287	337
		3%	3.10%	3.10%	2.87%	3.49%
	S	97	124	105	107	76
		0.01%	0.75%	0.95%	1.07%	7.80%

	1996-97	1997-98	1998-99	1999-00	2000-01
26. Student to Computer Ratio	5 to 1	4 to 1	3 to 1	3 to 1	3 to 1

27. Teaching Staff (End of Year)	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	20	20	29	28	10
BA+15	6	7	5	2	2
BA+30	4	3	3	1	0
BA+45	19	14	12	7	7
BA+60	4	3	2	2	2
BA+75	4	2	1	1	1
BA+90	2	2	0	0	0
BA+105	5	5	0	3	4
MA	13	9	11	12	6
MA+15	6	6	6	9	4
MA+30	4	3	5	5	4
MA+45	26	33	27	24	11
0 to 5 years	35	22	39	35	34
6 to 10 years	30	31	26	28	26
11 to 20 years	16	19	18	28	22
More than 20 years	27	35	17	15	14
28. Average Years Experience	14 years	11 years	10 years	10.5 years	16 years

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Number of Students Participating	77	123	142/117	118/106	112/85
Number of Classes Taken	272	399	469	378	302
Art	4	7	3	2	0
Business	23	5	6	11	3
Communications	24	18	14	5	5
Computer Science	13	16	5	10	6
English	40	121	123	104	125
Health	6	3	5	3	1
Industrial Technology	33	3	0	3	5
Education		1	0	2	7
Mathematics	20	37	51	104	57
Music	7	5	5	4	0
Personal & Family Life	2	1	1	2	0
Physical Education	1	3	4	5	1
Science	25	49	55	20	11
Social Science	55	105	116	65	64
World Language	19	25	60	33	16
Criminal Justice				1	1
Grade Received A	111	176	174	144	122
	41%	44.14%	37.00%	38.10%	39.10%
B	86	147	131	105	130
	32%	36.90%	28.00%	28.00%	41.66%
C	47	39	80	48	37
	17%	9.80%	17.00%	13.00%	11.85%
D	2	9	11	22	8
	1%	2.30%	2.30%	6.00%	25.60%
F	14	12	19	16	5
	5%	3.05%	4.00%	5.00%	1.60%
I	3	1	0	2	0
	1%	0.15%	0	1.00%	
W	9	15	21	41	0
	3%	3.66%	4.47%	11.00%	

	1996-97	1997-98	1998-99	1999-00	2000-01
Square Foot				259002	259002
Cost for Electricity	$114,484.43	$107,745.00	$123,842.01	$145,511.72	$173,202.05
Cost per square foot	$0.40	$0.38	$0.43	$0.56	$0.67
Square Foot				259002	259002
Cost for Heat	$125,671.18	$89,918.00	$77,237.80	$90,864.33	$156,840.60
Cost per square foot	$0.44	$0.37	$0.27	$0.35	$0.61

DISTRICT PROFILES

1. Average Daily Membership
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
5898	5839	5795	5612	5440

2. Average Daily Attendance
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
5641	5584	5534	5350	5203

3. Attendance Rate
(End of Year)

1996-97	1997-98	1998-99	1999-00	2000-01
95.64%	95.63%	95.50%	95.33%	95.64%

3a. Percentage of Students Transported
(End of Year)

1998-99	1999-00	2000-01
64%	68.60%	66.40%

4. Enrollment as of October 1

	Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
Grade K	423	445	423	383	414
Grade 1	490	416	448	419	363
Grade 2	475	480	411	452	415
Grade 3	419	460	471	395	435
Grade 4	475	416	471	459	391
Grade 5	462	471	422	452	460
Grade 6	479	461	472	417	447
Grade 7	474	489	478	455	424
Grade 8	456	449	488	433	431
Grade 9	439	518	467	450	435
Grade 10	490	443	509	443	436
Grade 11	414	454	433	445	419
Grade 12	382	340	418	379	411
Self Contained Special Education	156	158	included	201	143
Total	6034	5990	5911	5783	5624

5. Ethnicity

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct.00
American Indian	182	187	164	155	177
	3.00%	3.10%	2.77%	2.80%	3.10%
Asian	123	125	136	117	100
	2.00%	2.00%	2.30%	2.10%	1.80%
Hispanic	566	533	510	443	454
	9.40%	9.00%	8.63%	7.90%	8.10%
Black	42	41	43	54	78
	0.70%	0.70%	0.73%	1.00%	1.40%

5. Ethnicity Cont'd.

White	5118	5052	5058	4852	4814
	84.90%	85.10%	85.57%	86.30%	85.60%
Percent Minority	15.10%	14.90%	14.43%	13.70%	14.40%

6. Mobility

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Transfers Into District	487	588	363	186	184
Transfers Out of District	602	607	562	452	361

7. Limited English Proficiency

Oct. 96	Oct. 97	Oct. 98	Oct. 99	Oct. 00
510	381	442	370	416

8. Free and Reduced Lunch Count

	Oct. 96	Oct. 97	Oct. 98	Oct.99	Oct. 00
Free	1269	1289	1269	1469	1274
Reduced	342	368	334	38	451
% of Free & Reduced	34%	31%	27%	33%	30%

9. Special Education Status

	Dec. 96	Dec. 97	Dec. 98	Dec. 99	Dec. 00
Speech/Language	164	123	113	120	138
Mild-Moderate Mentally	52	41	38	37	31
Moderate-Severe Mentally	15	29	32	26	26
Physically	26	26	27	26	26
Hearing	17	16	19	20	16
Visually	1	1	2	3	3
Specific Learning	396	326	326	307	281
Emotional Disorders	250	180	175	160	166
Deaf-Blind	0	0	1	0	0
Other Health	99	123	136	178	162
Autistic	7	11	17	25	25
Early Childhood Sp. Ed	9	10	10	36	65
Traumatic Brain Injury	1	2	3	4	5
Total Disabilities Served	1037	888	899	942	944

10. Home Language

(End of Year)	1996-97	1997-98	1998-99	1999-00	2000-01
Afghan				0	0
African Languages				0	0
Afrikaans	3	3	2	2	0
Arabic					2
Bengali					1
Cambodian	1	1	1	0	0
Cantonese		1		2	0

10. Home Language Cont'd.

Cheyenne				0	0
Chinese	4		4	1	0
Croatin					5
Dakotah	3	2	4	1	2
East Indian Lang	2		1	0	0
English	5246	5119	5532	4974	4726
Farsi	7	6		6	4
French			1	1	0
German	1	5	5	3	10
Hawaiian			4	0	0
Hindustani					1
Irani		2		0	0
Japanese	4	5	3	0	3
Khmer		1		0	0
Kurdish	46	59	71	112	111
Laotian	5	5	2	5	4
Lithuanian			1	0	0
Norwegian	1		2	1	1
Ojibwe				0	0
Persian		5	6	0	0
Polish	2	2	2	2	2
Portuguese		1	1	0	1
Russian		4	2	2	4
Somali			3	0	11
Spanish	431	354	296	374	333
Swahili					5
Swedish	6	5	4	5	3
Tongan					2
Turkish			1	0	4
Vietnamese	35	39	28	20	23
Yorba	1			0	0
TOTAL	5798	5619	5976	5511	5258

11. Achievement

*Probstfield & Riverside did not test

	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 3					
Reading Iowa Test of Basic Skill		*			
Percent at or above National 75%i	26%	26%	32%	32%	31%
Percent at or above National 50%i	54%	58%	58%	60%	63%
Percent at or above National 25%i	81%	77%	79%	80%	81%
Grade 4					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%i	29%	30%	27%	37%	39%
Percent at or above National 50%i	56%	60%	56%	62%	63%
Percent at or above National 25%i	87%	82%	85%	83%	83%
Grade 5					

Reading Iowa Test of Basic Skills					
Percent at or above National 75%i	20%	24%	25%	33%	35%
Percent at or above National 50%i	56%	51%	60%	65%	64%
Percent at or above National 25%i	78%	84%	81%	84%	83%
Grade 6					
Reading Iowa Test of Basic Skills					

11. Achievement Cont'd.

Percent at or above National 75%i	30%	26%	23%	33%	37%
Percent at or above National 50%i	61%	56%	56%	62%	66%
Percent at or above National 25%i	80%	84%	81%	84%	87%
Grade 7					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%	38%	38%	28%	34%	40%
Percent at or above National 50%	63%	63%	59%	60%	65%
Percent at or above National 25%	86%	85%	84%	83%	84%
Grade 9					
Reading Iowa Test of Basic Skills					
Percent at or above National 75%i	47%	50%	36%	37%	36%
Percent at or above National 50%i	78%	76%	66%	66%	65%
Percent at or above National 25%i	90%	87%	84%	83%	83%
Grade 3					
Mathematics Iowa Test of Basic Skills		*			
Percent at or above National 75%i	21%	22%	25%	48%	41%
Percent at or above National 50%i	51%	58%	57%	66%	67%
Percent at or above National 25%i	75%	81%	79%	84%	82%
Grade 4					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%i	24%	26%	30%	43%	41%
Percent at or above National 50%i	55%	57%	60%	70%	62%
Percent at or above National 25%i	80%	79%	84%	87%	80%
Grade 5					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%i	30%	35%	27%	49%	40%
Percent at or above National 50%i	56%	65%	60%	73%	62%
Percent at or above National 25%i	79%	84%	80%	86%	80%
Grade 6					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%i	37%	36%	41%	42%	46%
Percent at or above National 50%i	61%	64%	70%	72%	70%
Percent at or above National 25%i	79%	83%	88%	87%	84%
Grade 7					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%	43%	41%	42%	39%	54%
Percent at or above National 50%	69%	72%	68%	68%	49%
Percent at or above National 25%	91%	85%	84%	90%	69%
Grade 9					
Mathematics Iowa Test of Basic Skills					
Percent at or above National 75%i	57%	53%	50%	53%	55%

Percent at or above National 50%i	75%	72%	72%	72%	75%
Percent at or above National 25%i	92%	86%	89%	87%	90%

11. Achievement Cont'd.

Minnesota Comprehensive Assessments (MCA)
Level IV - Student demonstrates advanced performance
Level III - Student demonstrates solid academic performance
Level II - Student demonstrates partial knowledge
Level I - Student demonstrates limited knowledge

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	7%	10%	14%	16%
Percent at or above Level III	33%	34%	30%	33%
Percent at or above Level II	44%	36%	36%	34%
Percent at or above Level I	16%	20%	20%	17%

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	3%	11%	18%	23%
Percent at or above Level III	32%	31%	35%	41%
Percent at or above Level II	40%	37%	35%	27%
Percent at or above Level I	25%	21%	12%	10%

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	10%	12%	10%
Percent at or above Level III	32%	40%	32%	36%
Percent at or above Level II	47%	38%	43%	43%
Percent at or above Level I	13%	11%	13%	11%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	4%	14%	13%
Percent at or above Level III	22%	27%	42%	40%
Percent at or above Level II	50%	46%	34%	37%
Percent at or above Level I	22%	22%	10%	10%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	14%	5%	3%	3%
Percent at or above Level III	35%	27%	38%	44%
Percent at or above Level II	36%	55%	52%	48%
Percent at or above Level I	15%	13%	7%	5%

State Comparisons

Grade 3 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	5%	8%	11%	16%
Percent at or above Level III	30%	32%	33%	33%

Percent at or above Level II	42%	39%	38%	35%
Percent at or above Level I	23%	21%	18%	16%

Grade 5 – Reading MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	12%	16%	24%
Percent at or above Level III	30%	33%	36%	39%
Percent at or above Level II	41%	37%	34%	26%
Percent at or above Level I	21%	18%	14%	11%

Grade 3 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	9%	10%	14%
Percent at or above Level III	29%	33%	37%	39%
Percent at or above Level II	47%	46%	43%	38%
Percent at or above Level I	18%	12%	10%	1000%

Grade 5 – Mathematics MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	6%	6%	12%	13%
Percent at or above Level III	26%	31%	33%	37%
Percent at or above Level II	48%	45%	41%	38%
Percent at or above Level I	20%	18%	14%	11%

Grade 5 – Writing MCA	1997-98	1998-99	1999-00	2000-01
Percent at or above Level IV	8%	3%	4%	3%
Percent at or above Level III	34%	42%	38%	52%
Percent at or above Level II	38%	50%	50%	41%
Percent at or above Level I	20%	5%	8%	4%

12. Student to Computer Ratio

1996-97	1997-98	1998-99	1999-00	2000-01
4 to 1	4 to 1	4 to 1	4 to 1	4 to 1

13. Teaching Staff

	FTE 1996-97	FTE 1997-98	FTE 1998-99	FTE 1999-00	FTE 2000-01
BA	71	59	109	81	64
BA+15	28	24	30	21	20
BA+30	33	25	33	15	15
BA+45	57	53	50	38	35
BA+60	7	6	4	5	5
BA+75	11	8	6	6	6
BA+90	11	7	1	1	1
BA+105	45	46	0	35	31
MA	50	44	36	33	33
MA+15	32	34	33	40	36
MA+30	21	20	32	26	26
MA+45	64	77	70	73	70

0 to 5 years	133	78	125	110	133
6 to 10 years	111	116	111	132	99
11 to 20 years	69	76	68	109	82
More than 20 years	106	148	77	70	62
Average Years Experience	14	12	12	10	13

13a. Teacher Attendance

	1998-99	1999-00	2000-01
Total Teaching Staff	513	434	424
Days of Sick Leave	1928	2693.5	2388.5
Days of Personal Leave	417	314	635
Days of Emergency Leave	664	213	256
Days of Athletic Leave	169	148.5	183
Days of Deduct	100	90.64	148
Days of Civic Leave	1	3	7.07
Days of Association Leave	32	60	22.5
Days of Conference Leave			733.5
Days of Workers Comp Leave			16.49
Days of ILDA Leave			3.5
Days of Misc Leave			171
TOTAL	3311	3956.64	4564.56
Average Days Absent	6.45	9.12	10.77

14. Home Schooled Students	1996-97	1997-98	1998-99	1999-00	2000-01
(End of Year)	61	78	72	71	79

15 Open Enrolled Students	1999-00	2000-01
Into Moorhead	83	117
Out of Moorhead	138	165

16 Enrolled in Private Schools	Nov. 99	Nov. 00
	447	438