



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

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S-m 9-065  
5-5-03

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

May 5, 2003  
5:00 p.m.

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

**ATTENDANCE:**

Jim Cummings \_\_\_\_\_ Carol A. Ladwig \_\_\_\_\_  
Lisa Erickson \_\_\_\_\_ Kristine Thompson \_\_\_\_\_  
Anton B. Hastad \_\_\_\_\_ Bill Tomhave \_\_\_\_\_  
Sonia Hohnadel \_\_\_\_\_ 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. **APPROVAL OF BID PACKAGE TWO - ROBERT ASP AND JUNIOR HIGH CONVERSIONS: Weston**

Page 4

Suggested Resolution: Move to approve Bid Package Two - Bid Division 12-J for Robert Asp and Junior High Conversions' contents as received and recommended by Kraus-Anderson.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

**SCHOOL BOARD AGENDA - May 5, 2003**

**PAGE 2**

3. **APPROVAL OF BID PACKAGE TWO - ROBERT ASP AND JUNIOR HIGH CONVERSIONS:** Weston

Page 5

Suggested Resolution: Move to approve the release of Skalicky Plumbing from Bid Package Two - Bid Division 25-J for the Robert Asp and Junior High Conversions and recommend Grant's Mechanical be approved for said division in the amount (to be determined).

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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

5. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - May 5, 2003****PAGE 3****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Continuing Ed Com	May 6	6:45 am	T and T Cafe
Robert Asp PTAC	May 6	7 pm	Library
Educ Mhd Recog Dinner	May 8	6 pm	Concordia Centrum
Indian Educ Parent Com	May 8	5 pm	TBD
ECFE Adv Council	May 8	7 pm	Lincoln
School Board	May 12	7 pm	Board Room
Youth Advisory	May 14	7 am	Law Enfor Center
Safety Com	May 15	9:30 am	TBD
Instr and Curr Adv Council	May 15	7 am	Board Room
Supt's Adv Council	May 15	7 pm	Board Room
Honor's Banquet	May 18	6 pm	Concordia
Staff Dev Com	May 19	3:45 pm	TBD
Policy Review Com	May 19	7 pm	Board Room
Probstfield PTAC	May 19	7 pm	Library
Senior High PTAC	May 19	6:30 pm	Library
Riverside PTAC	May 20	7 pm	Library
High Schl Retirement Tea	May 21	3 pm	Library
Clay County Jt Powers	May 21	3:30 pm	Courthouse
Interagency Early Interv	May 21	12 pm	Family Service Center
Probstfield Retirement Tea	May 22	3:30 pm	Library
Spec Ed Parent Adv Council	May 22	12 pm	TC Rm 266
Memorial Day Holiday	May 26	No School	
Technology Com	May 27	3:45 pm	TBD
School Board Retirement Tea	May 27	5:30 pm	Board Room
School Board	May 27	7 pm	Board Room
Baccalaureate Ceremony	May 28	7 pm	HS Auditorium
Activities Council	May 28	7 am	Board Room
Academic Awards Ceremony	May 29	7 pm	HS Auditorium
Last Day for Seniors	May 30		
Graduation June 1			
Last Day for Students (K-11)	June 4		
Last Day for K-12 Staff	June 5		

BUSINESS SERVICES MEMO#: B03.069



To: Dr. Larry P. Nybladh

From: Mark Weston *MLW*

Date: May 1, 2003

RE: Bid Package 2 - Robert Asp and JR High Conversion

On Monday, May 5, 2003 at 2:00 p.m. the school district will open bids for Bid Division 12-J Bid Package 2 for the Robert Asp and Junior High Conversion. Because of the short time period between the bid opening and the school board meeting, bid tabulation sheets will not be available until the May 5 school board meeting.

Suggested Resolution: Move to approve the bid package for the Robert Asp and JR High Conversion contents as received and recommended by Kraus-Anderson.

MLW/dmh

BUSINESS SERVICES MEMO#: B03.070



To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: May 1, 2003

RE: Bid Package 2 - Robert Asp and JR High Conversion

Due to an irregularity with Bid Division 25-J Bid Package 2 - Robert Asp and JR High Conversion. I am requesting that Skalicky Plumbing be released from their low bid. I am recommending the second low bid received from Grant's Mechanical be approved. Kraus-Anderson will provide the recommendation at the meeting.

Suggested Resolution: Move to approve the release of Skalicky Plumbing from Bid Division 25-J Bid Package 2 – Robert Asp and JR High and recommend that Grant's Mechanical be approved for said division in the amount of (to be provided).

MLW/dmh

INDEPENDENT SCHOOL DISTRICT #152

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

May 12, 2003

7:00 p.m.

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

ATTENDANCE:

Jim Cummings _____	Carol A. Ladwig _____
Lisa Erickson _____	Kristine Thompson _____
Anton B. Hastad _____	Bill Tomhave _____
Sonia Hohnadel _____	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 the Moorhead Junior High Knowledge Master Team for placing second in Minnesota out of 39 teams and 31st out of 931 teams worldwide in the middle school division of the Spring Knowledge Master Open. A total of 27,103 students from 48 states and 11 foreign countries participated in the competition.

5-m 9-BOS.  
5-12-03

**SCHOOL BOARD AGENDA - May 12, 2003**

**PAGE 2**

Team members are Mia Bonitto, Andrew Chen, Loghman Fattahi, Peter Flom, James Foley, Jeremy Holm, Nick Holschuh, Jacob Lundborg, Jayce Schmidt, Harrison Suits Baer and Sebastian Wai. The team is coached by Lois Brown.

**\*\*\* We Are Proud** of Moorhead Junior High students who had outstanding achievement in the 2003 Midwest Talent Search. A Recognition Ceremony was held April 29 for the 52 students from Moorhead Junior High School who participated in this year's Midwest Talent Search sponsored by the Center for Talent Development at Northwestern University.

Erik Hanson earned the highest score on the ACT with a score of 26. Matt Cerar, Jeff Foss and Jeremy Holm tied for the second highest score on the ACT with scores of 24.

On the SAT, Andrew Chen earned the highest score with a score of 1430. Paul Lillehaugen earned the second highest score of 1350, and Sebastian Wai had the third highest score of 1290. Andrew Chen achieved the highest score ever from Moorhead Junior High School and has been invited to attend the special award ceremony at Northwestern University in June.

Twelve students participated in the Talent Search for the second year. Recognition for the highest gains went to Matt Cerar for gaining 6 points on the ACT and Jessamy Alto for gaining 130 points on the SAT. Lois Brown is the Talent Search coordinator.

- 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.



**SCHOOL BOARD AGENDA - May 12, 2003**  
**PAGE 3**

- A. TEACHING/LEARNING MATTERS - Kovash
  - (1) Approval of Grant Application - Pages 7-10
  
- B. BUSINESS SERVICE MATTERS - Weston
  - (1) Approval of Request to Advertise Milk and Bread Bids - Page 11
  
- C. HUMAN RESOURCE MATTERS- Nielsen
  - (1) Approval New Employees - Page 12
  - (2) Approval of Family/Medical Leave - Page 13
  - (3) Acceptance of Resignations - Page 14
  - (4) Acceptance of Early Retirement - Page 15
  
- D. SUPERINTENDENT MATTERS - Nybladh
  - (1) Approval of April 14 and 28, 2003 Minutes - Pages 16-26
  - (2) Approval of May 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.)

Summer Programs - Kovash  
Pages 27-36

5. **SCHOOL NAMING TASK FORCE REPORT:** Nybladh  
Pages 37-78

**SCHOOL BOARD AGENDA - May 12, 2003**  
**PAGE 4**

6. **APPROVAL OF BID FOR DEMOLITION OF VOYAGER COMPLEX:** Weston  
Pages 79-80

Suggested Resolution: Move to approve the bid from Northern Improvement in the amount of \$145,985 for the demolition work at the Voyager Complex.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

7. **APPROVAL OF CONSTRUCTION ALTERNATES:** Weston  
Pages 81-83

Suggested Resolution: Move to approve the alternates as presented in the amount of \$986,087.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

8. **APPROVAL OF BID PACKAGE THREE FOR NEW ELEMENTARY SCHOOL:**  
Weston  
Pages 84-86

Suggested Resolution: Move to approve the remainder of Bid Package Three for the New Elementary School as recommended by Kraus-Anderson in the amount of \$1,503,111.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

9. **APPROVAL OF 2003-2004 PRINCIPAL ASSIGNMENT PLAN:** Nybladh  
Pages 87-88

Suggested Resolution: Move to approve the 2003-2004 Principal Assignment Plan as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

SCHOOL BOARD AGENDA - May 12, 2003  
PAGE 5

10. **FIRST READING OF POLICY:** Nybladh  
Pages 89-90

Conduct a first reading on policy, "We Are Proud" Guidelines (215).

11. **MOORHEAD HIGH SCHOOL HALL OF FAME:** Nybladh  
Pages 91-95

Suggested Resolution: Move to authorize the creation of the Moorhead High School Hall of Honor Committee and approve the proposed Bylaws as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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

13. **CLOSE PUBLIC MEETING:** Thompson

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 \_\_\_\_\_

14. **OPEN PUBLIC MEETING:** Thompson

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

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

15. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - May 12, 2003****PAGE 6****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Youth Advisory	May 14	7 am	Law Enfor Center
Safety Com	May 15	9:30 am	TBD
Instr and Curr Adv Council	May 15	7 am	Board Room
Supt's Adv Council	May 15	7 pm	Board Room
Honor's Banquet	May 18	6 pm	Concordia
Staff Dev Com	May 19	3:45 pm	TBD
Policy Review Com	May 19	7 pm	Board Room
Probstfield PTAC	May 19	7 pm	Library
Senior High PTAC	May 19	6:30 pm	Library
Riverside PTAC	May 20	7 pm	Library
High School Retirement Tea	May 21	3 pm	Library
Clay County Jt Powers	May 21	3:30 pm	Courthouse
Interagency Early Interv	May 21	12 pm	Family Service Center
Probstfield Retirement Tea	May 22	3:30 pm	Library
Spec Ed Parent Adv Council	May 22	12 pm	TC Rm 266
Memorial Day Holiday	May 26	No School	
Technology Com	May 27	3:45 pm	TBD
School Board Retirement Tea	May 27	5:30 pm	Board Room
School Board	May 27	7 pm	Board Room
Baccalaureate Ceremony	May 28	7 pm	HS Auditorium
Activities Council	May 28	7 am	Board Room
Academic Awards Ceremony	May 29	7 pm	HS Auditorium
Last Day for Seniors	May 30		
Graduation	June 1	2 pm	Concordia
Last Day for Students (K-11)	June 4		
Last Day for K-12 Staff	June 5		

MAY 7 2003

OFFICE OF TEACHING & LEARNING MEMO #: 1.03.186



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: McKinney-Vento Education for Homeless Children & Youth Grant Application Approval  
DATE: May 6, 2003

The district is requesting \$54,074.00 in funding as part of education for homeless children and youth for 2003-2004. Funding will be used to further a districtwide effort to develop consistent and comprehensive educational programming for homeless children and youth across educational settings.

**SUGGESTED RESOLUTION:** Move to approve the request of \$54,074 as a part of the McKinney-Vento Education for Homeless Children and Youth Grant Application.

LAK/smw  
Attachment

## PROJECT DESCRIPTION

The 2003-04 Education For Homeless Children and Youth Project Grant, for which Moorhead School District is applying, will assist in providing services to homeless children and their families. The Project will follow the recommendations of the McKinney-Vento Homeless Assistance Act with a concentration on enrollment, transportation, attendance and academic achievement. The Project workers will complete all required data collection and report writing requested by the Children Family and Learning. The Moorhead Public School District will be utilizing the Education for Homeless Children and Youth Grant to fund a School Social Worker, transportation and collaborative services to provide a liaison worker, and promote academic data collection and academic intervention services. The duties of the school social worker and the outreach liaison worker is to meet The Project's goal of assisting homeless children and youth with school enrollment, attendance, transportation and academic success. The LEA Liaison's responsibility is to ensure that the key legal requirements are understood and integrated into the Projects' goal. The staff involved in the Project will advocate for children and youth that are homeless with the knowledge of District's policy aligned with the McKinney-Vento Homeless Assistance Act.

Moorhead Public School District will incorporate a Continuous Improvement Plan with the collaboration of an academic team, district resources and community networking. The Project's staff will join other agencies and resources in identifying children and families experiencing homelessness and in coordinating an academic focused wrap around process in an effort to reduce educational barriers. The LEA Liaison and Project staff will link with other districts and community initiatives to promote an awareness of homeless children and youth and their needs among Fargo-Moorhead constituency. The Project will assist families, children and youth in receiving education services for which they are eligible, including Head Start. The LEA Liaison and Project staff will continue posting educational rights of students and will continue giving parents or guardians an opportunity to participate in their student's education. When appropriate action is needed, the Moorhead District's LEA Liaison will facilitate enrollment disputes in accordance with the McKinney-Vento Enrollment Disputes section. The LEA Liaison with the collaboration of neighboring districts will provide transportation, at the request of parents/guardian, to and from school of origin.

As a significant number of homeless youth are enrolled at the Red River Area Learning Center (RRALC), staff's office will continue at the site. The Projects staff will help to support the services of registrar for students who experience multiple moves and placements. The LEA Liaison and Project staff will also work with the RRALC and Compensatory Education programs to provide after school and summer programming to homeless children and youth in area shelter and other

key locations.

Primary services for the grant will be to promote educational activities that ensure homeless students the opportunity to meet the same challenging State performance standards that all students are required to meet. These primary services for this Project are to expedite enrollment, assure school attendance, assist transportation and to promote academic success with scientific based data.

The Moorhead School District has provided services to over 1255 homeless students and their families through the Education for Homeless Children and Youth Grant since 1995. The Project has been a critical resource for homeless learners and their families. It as been a resource for the development of other services throughout the community. Many families have experienced multiple episodes of homelessness, and have received services intermittently throughout the Project. The Project is a critical component of support resources for homeless students and their families in the Moorhead School District and in the Fargo-Moorhead community.

The Education for Homeless Children and Youth Project Grant, for which Moorhead School District is applying, will continue a District-Wide effort to develop consistent and comprehensive educational programming for homeless children and youth across educational settings. Enfranchisement of homeless learners is consistent with the District's mission of "developing the maximum potential of every learning to thrive in a changing world." The Project's activities help to ensure that students who are homeless in the Moorhead Schools have the same opportunity to become lifelong learners, believe in themselves and learn how set goals for themselves and monitor their own success.

The Project promotes and addresses the needs of homeless children and youth and strives to increase protective factors as it addresses barriers impacting their education progress. The LEA Liaison, School Social Worker, Outreach Worker and Academic Consultant Team, provided by the Project, will link with other services providers to provide an academic wrap around process to reduce educational barriers (i.e.: YWCA Shelter, Churches United for the homeless, School Building CARE Teams, School Support Staff, etc.). The team will work with homeless students and their families to engage students in the learning process, prepare them for meeting the proficiencies of the State performance standards. The team will ensure that homeless students participate in Statewide testing through providing identification and transportation for the students. The Project will provide them with a solid background for meeting vocational and education goals beyond high school.

BUDGET

PERSONNEL:

Licensed Support:

School Social Worker (.25)	Salary -	\$12,511.00
	Health -	\$ 805.00
	FICA -	\$ 958.00
	Life -	\$ 25.00
	TRA -	\$ 626.00
	LTD -	\$ 27.00
	TOTAL -	\$14,952.00
	Less Homeless Set Aside -	\$10,000.00
		\$04,952.00

Nonlicensed Support:

Paraprofessional - Tutor 420 hours	\$ 8,892.60
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**Total Salary and Benefits \$13,844.00**

PURCHASED SERVICES:

Homeless Outreach Worker & Expenses	\$23,690.00
Transportation	\$ 7,000.00
Consultation/Research - MSUM	\$ 1,500.00
Related Social Worker/Liaison Expenses	\$ 2,440.00
Interpretation	\$ 150.00
Student Records - Fees -Photos - ID's	\$ 50.00
	<b>\$34,830.00</b>

SUPPLIES AND MATERIALS:

Wright Company - Reading Materials	\$03,500.00
Assessment Supplies and Related Materials	\$01,500.00
School Supplies	\$ 250.00
Office Supplies	\$ 150.00
	<b>\$05,400.00</b>

**TOTAL BUDGET - HOMELESS GRANT \$54,074.00**



**BUSINESS SERVICES MEMO#: B03071**



To: Dr. Larry P. Nybladh

From: Mark Weston *mlw*

Date: May 1, 2003

RE: Authorization Request to Advertise for Bids for Milk and Bread

It has been past practice of the Moorhead School District to secure bids for the purchase of milk and bread products. Food Services is requesting authorization to advertise for bids for milk and bread products for the 2003-2004 school term.

Suggested Resolution: Move to authorize the advertisement for bids for milk and bread products for the 2003-2004 school term.

MLW/dmh

MEMORANDUM

P 03.058

TO: Dr. Larry Nybladh  
FROM: Ron Nelsen  
DATE: May 6, 2003  
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:

Angela Schneibel Science Teacher, Senior High, BA (1) \$27,860.00, effective for the 2003-2004 school year. (Replace Molly Schenck)

James Honek Custodian, Thomas Edison, A12 (3) \$10.72 per hour, effective May 2, 2003. (Replace Richard Kruzel)

Suggested Resolution: Move to approve the employment of Angela Schneibel and James Honek as presented.

RN:sh

MEMORANDUM P 03.059

TO: Dr. Larry Nybladh  
FROM: Ron Nielsen  
DATE: May 6, 2003  
SUBJECT: Family/Medical Leave

The administration requests a Family/Medical Leave for the following person:

Christine George Family Consumer Science Teacher, Junior High, to begin on  
May 16, 2003 for the rest of the 2002-2003 school year.

Suggested Resolution: Move to approve the Family/Medical Leave for  
Christine George pursuant to Section I, Article 39, of the Teachers' Master Contract .

RN:sh

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

Date: May 6, 2003

SUBJECT: Resignation

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

Megan Iverson Second Grade Teacher, Washington, effective June 5, 2003.

Richard Kruzel Custodian, Thomas Edison, effective April 30, 2003.

Suggested Resolution: Move to accept the resignation of Megan Iverson and Richard Kruzel as presented.

RN:sh

MEMORANDUM P 03.061

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: May 6, 2003

SUBJECT: Early Retirement

The administration requests approval of the Early Retirement of the following person:

Arnold Grossman Special Needs Work Experience Teacher, Senior High, to be effective December 19, 2003.

Suggested Resolution: Move to accept the Early Retirement for Arnold Grossman as presented.

RN:sh

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
APRIL 14, 2003  
PAGE 1**

**MEMBERS PRESENT:** Jim Cummings, Lisa Erickson, Sonia Hohnadel, Carol A. Ladwig, Kristine Thompson, Bill Tomhave, and Dr. Larry P. Nybladh.

**MEMBERS ABSENT:** Anton B. Hastad.

**CALL TO ORDER:** Chairwoman Thompson 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:** Hohnadel moved, seconded by Erickson, to approve the agenda as presented. Motion carried 6-0.

**WE ARE PROUD:**

**\*\*\* We Are Proud** of Moorhead Junior High School Mathcounts team members Andrew Chen, Paul Lillehaugen, Nick Holschuh, and Sebastian Wai for capturing first place at the 2003 Minnesota State Mathcounts Competition held in Plymouth on March 15. The Minnesota State Team will be comprised of the top four individual winners including Andrew Chen who placed second. The state team will represent Minnesota at the national competition in Chicago on May 9. Moorhead team coach Ken Welken will coach the Minnesota team at the national competition.

**\*\*\* We Are Proud** of Moorhead Junior High students for placing first and third in the team competition at the Tri-College Math Contest held on March 19 at NDSU. Individual winners were Andrew Chen capturing first place with a perfect score, Stephen Zitzow third, and top ten finishers Sebastian Wai, Nick Holschuh, and Moriah Thielges. First place team members were ninth graders Adam Morlock, Nick Peterson, Stephen Zitzow, eighth graders Andrew Chen, Nick Holschuh, Paul Lillehaugen, Sebastian Wai, and seventh grader Jayce Schmidt. Third place team members were ninth graders Andrew Bakken, Devin Zelaya, Dorian Zelaya, eighth graders Andrew Burns, Kevin Hayes, Kelsey Keimig, Tom Sederquist, and seventh grader Sabrina Sam.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
APRIL 14, 2003  
PAGE 2**

**\*\*\* We Are Proud** of the Moorhead High School math team for placing first at the annual Tri-College Math Contest at NDSU March 19. Team members are Brad Holschuh, Dan Stone, Matt Bresee, Matt Duval, Zach Kenz, Matt Fuxa, Matt Schneider and Nate Miller. In addition, Brad Holschuh was the top individual performer, and Dan Stone also placed in the top 10. The team is advised by Jim Duncan and Karin Schumacher.

**MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS:** None.

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

Gifts - Accept the Sharp Carousel microwave, valued at \$50, from Kristi Nokken for use in the Probstfield staff lounge and a \$10,000 gift from Brad Sather, Gateway Chevrolet, for the Moorhead High School Automotive Program. The donation will be disbursed over a four-year period and the first \$2,500 donation will be used to fund a \$1,000 scholarship to MSUM for staff professional development and \$1,500 will be used to purchase a LCD projector for the automotive program.

Grants - Accept the Carl D. Perkins funding, not to exceed \$500, for one advisor and up to nine students to attend the State Business Professional Association (BPA) Competition scheduled March 13-15, 2003. Funds may be used for registration, lodging, mileage, food, substitute, and parking. Accept a mini-grant, in the amount of \$2,139.87, from the Clay County Joint Powers Collaborative to fund a Parent Night at the Red River Area Learning Center.

NSF Collection - Approve the collection of NSF checks as listed.

Sabbatical Leaves - Approve the full-year sabbatical leaves for Lisa Staiger and Mary Jo Schmid as presented.

Resignations

Christine George - Family and Consumer Science Teacher, Junior High, effective June 5, 2003.

Molly Schneck - Science Teacher, Senior High, effective June 7, 2003.

Terra Hellerud - Special Education Secretary, Townsite Centre, effective May 30, 2003.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
APRIL 14, 2003  
PAGE 3**

New Employees

Dana Cossette - Nurse Secretary, Washington Elementary, B21 (3)\$11.37 per hour, 8 hours per day, effective April 7, 2003. (Replace Deb Peterson)

Steven Sopko - Night Custodian, Senior High, A12 (3) \$10.72 per hour, 8 hours daily, effective April 7, 2003. (Replace Jeremy Grant)

Family/Medical Leave

Jennifer Beyer - Reading Teacher, Washington Elementary, to begin around May 14, 2003 for the remainder of the 2002-2003 school year.

Extended Leave of Absence

Keith Jones - Social Studies Teacher, Senior High, to begin the 2003-2004 school year for five years.

Health Insurance Rate Increase - Accept the Medica proposal to increase health insurance rates by 6.6 percent for the year beginning July 1, 2003. Erickson thanked Mr. Nielsen, District Health Insurance Committee and school district staff for helping to keep health insurance rates down.

Minutes - Approve the March 10 and 24, 2003 meeting minutes as presented.

Claims - Approve the April Claims, subject to audit, in the amount of \$1,380,049.98.

General Fund:	\$973,093.80
Food Service:	65,970.14
Community Service:	34,390.38
Building Construction:	293,164.19
Townsite Fund:	13,431.47
TOTAL	\$1,380,049.98

Motion carried 6-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Hall of Fame Ad Hoc Committee, School Naming Task Force and Joint Powers Committee meetings.



**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
APRIL 14, 2003  
PAGE 4**

**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.)

Early Childhood Special Education - Jilll Skarvold, Director of Learner Support Services, and Jennifer Butze, Early Intervention Services, provided a thorough presentation on the service coordination and delivery of services to children from birth to age three.

**FIRST READING OF POLICIES:** The Board conducted a first reading on the following policies: Student Withdrawal/Drop Out (517), Student Activity Eligibility (541), Crisis Intervention and Student Support (553), Student Support (554), Sale, Disposal and Recycling of Books, Equipment and Supplies (School Properties Disposal Procedure) (833), and Community Use of School Facilities (904).

**APPROVAL OF VOYAGER DEMOLITION:** Ladwig moved, seconded by Tomhave, to approve the advertising of bids for the demolition of six buildings at the Voyager Complex. Motion carried 6-0.

**RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACT OF PROBATIONARY TEACHERS:** Cummings moved, seconded by Hohnadel, to approve the resolution pursuant to Minnesota Statute 125.12, Subd. 3 directing administration to effect termination or reduction and non-renewal of probationary teacher contracts as follows:

**Termination and Non-Renewal of Contracts**

Louanne Strom - Elementary - 1.0  
Stephenie Herbranson - Elementary - 1.0  
Amy Hansen - Elementary - .50  
Claudia Araujo - Elementary - 1.0  
Jennifer Beyer - Title 1/AOM - .50  
Carrie Lawrence - Title 1/AOM - 1.0  
Rebecca Fisher - Title 1/AOM - .7  
Dawn Barrera - Title 1/AOM - .65

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Tamara Gunwall - Title 1/AOM - .50  
Melissa Barber - Title 1/AOM - .286  
Brent Aasby - Math-Secondary - 1.0  
Lisa Pemelton - Math-Secondary - 1.0  
Dave Fortin - English-Secondary - 1.0  
April Schurman - Art-Secondary - .357  
Angela Schneibel - Science-Secondary - .50  
Chad Olson - Social Studies-Secondary - 1.0  
Stacy Keeping - Special Education - 1.0  
Kim Melander - Alternative Education - .393

Termination and Non-Renewal of Contracts (with offer of partial reemployment)

Diane Wicklund - Business-Secondary - from 1.00 to .93  
Justin McKenzie - English-Secondary - from 1.00 to .643

Motion carried 6-0.

High school student Krister Anderson asked a question regarding the process.

**RESOLUTION RELATING TO THE OFFERING OF PART-TIME TEACHING**

**CONTRACTS TO PROBATIONARY TEACHERS:** Tomhave moved, seconded by Cummings, to approve the full-time probationary teachers whose contracts were terminated effective at the end of the 2002-2003 school year and non-renewed for the 2003-2004 school year, as provided in the School Board resolution adopted earlier at this meeting, shall be offered part-time teaching contracts for the 2003-04 school year as follows:

Diane Wicklund - .93  
Justin McKenzie - .643

Motion carried 6-0.

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**PROPOSAL FOR 2004-2005 PRINCIPAL REALIGNMENT PLAN:** Nybladh reviewed the proposal with the Board. The development and announcement of the plan at this time is for the purposes of planning and preparing for the various transitions which will take place in the coming year as the district approaches full implementation of the Master Facility Plan and the Educational Enhancement Plan in the Fall of 2004. The tentative placement of building level administration will be critical in providing leadership to the transitional efforts. A consensus building process was used which allowed for significant input by the principals. The proposal reflects goals Nybladh had for the process using attrition to downsize the level of administrative staffing, prioritizing the needs of the district, and seeking the most appropriate job fit for principals and positions. The consensus process has resulted in support for this proposal by all principals. The School Board will be asked formally to consider action on this proposal at the April 28, 2003 meeting.

**APPROVAL OF BID PACKAGE TWO FOR ROBERT ASP AND JUNIOR HIGH SCHOOL K-5 CONVERSIONS:** Ladwig moved, seconded by Cummings, to approve Bid Package Two recommended by Kraus-Anderson in the amount of \$7,026,814 for the Robert Asp Elementary School and Moorhead Junior High School. Motion carried 6-0.

**NATIONAL SCHOOL BOARDS ASSOCIATION ANNUAL CONFERENCE:** School Board Clerk Carol Ladwig and Board Director Sonia Hohnadel presented information related to the NSBA Annual Conference they attended April 5-8 in San Francisco, California.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Hohnadel reported she had attended a Minnesota School Boards Association 2003 Phase IV Training entitled Our Community, Our Schools on April 12 in St. Cloud.

Dr. Nybladh suggested a special school board meeting may need to be scheduled May 5 due to a possible rebid of bid packages. Thompson then called for a special board meeting to be scheduled Monday, May 5, 2003 at 5 p.m. in the Board Room of Townsite Centre.

**CLOSE PUBLIC MEETING:** Cummings moved, seconded by Ladwig, to close the public meeting at 8:50 p.m., pursuant to M.S. 471.705 for the purpose of discussing negotiations strategies. Motion carried 6-0.

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The meeting recessed at 8:51 p.m.; the Chair reconvened the meeting at 9:07 p.m.

**OPEN PUBLIC MEETING:** Thompson moved, seconded by Cummings, to reopen the public meeting at 9:48 p.m. Motion carried 6-0.

**ADJOURNMENT:** Hearing no objections, the meeting adjourned at 9:49 p.m.

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Carol Ladwig, Clerk

**REGULAR MEETING  
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**MEMBERS PRESENT:** Jim Cummings, Lisa Erickson, Sonia Hohnadel, Carol A. Ladwig, Kristine Thompson, and Dr. Larry P. Nybladh.

**MEMBERS ABSENT:** Anton B. Hastad and Bill Tomhave.

**CALL TO ORDER:** Chairwoman Thompson 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 Erickson, to approve the agenda as presented. Motion carried 5-0.

**WE ARE PROUD:**

“We Are Proud” of Moorhead teams that placed first at the Moorhead Regional Destination ImagiNation Tournament held March 22 at Moorhead High School. Moorhead's Regional Tournament is one of nine Destination ImagiNation Regional Tournaments in Minnesota. First-place and second-place winners from Moorhead's Regional Tournament qualified to represent the region at the Destination ImagiNation State Tournament on April 12, 2003, in Eden Prairie, Minnesota. Moorhead teams that placed first or second at the regional tournament are:

**A Change in DIrection - Elementary Level**

**1st place: Moorhead Elementary STEP Program**

**Team Members: Grace Clark, Kristie Cossette, Allison Mead, Adam Stein, Joni Klovstad and Adam Morgan. Team Manager: Susan Clark**

**Once Improv a Time - Elementary Level**

**2nd place: Moorhead Elementary STEP Program**

**Team Members: Megan Lilja, Elise Sperling, Brooke Starkweather, Rachel Phelps, and Abigail Phelps. Team Manager: Carolyn Phelps**

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**Theater SmARTS - Middle Level**

1st place: Moorhead Junior High STEP Program, Moorhead

Team Members: Sarah Kenz, Kelsey Keimig, Jennifer Astrup, Tom Bergland, Jessamy Alto, Caroline Moos and Matt Cerar. Team Manager: Sandy Kenz

The Theater SmARTS team tied for fifth at the state competition April 12.

**MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.**

**CONSENT AGENDA:** Hohnaded moved, seconded by Cummings, to approve the following items on the Consent Agenda:

Funding - Approve the Lakes Country Carl D. Perkins and Tech Prep Consortia funding of \$123 for Nicole Odegard to attend the April 16 Electronic Portfolio Training in Fergus Falls.

Gifts - Accept the following gifts: full-size French violin (\$1,125 value) in honor of Lorence P. Swaggert from John R. Dobbs for use in the elementary orchestra program; 76 Boyd's Bears (\$1,500 value) from the Knights of Columbus organizations around the state. The stuffed toy bears will be given to children through the Early Childhood Program; and, \$2,500 gift from the American Legion Charitable Gambling and \$300 from the Probstfield PTAC to fund student transportation to the Excel Program.

**Change in Employment Contract**

Sue Winter - Secretary to Teaching & Learning, B24 (15) to Confidential Secretary, Human Resources, B24 (12) \$17.03 per hour, effective August 4, 2003. (Replace Sharol Hegna)

**Early Retirements**

Gene Eidem - Custodian, Senior High, effective May 9, 2003.

Marv Thompson - Custodian, Thomas Edison, effective July 31, 2003.

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Family/Medical Leave

Melanie Fierstine - Social Worker, Senior High/Riverside, to begin around May 22, 2003 until June 5, 2003.

Peyman Kadir - Paraprofessional, ABE, to begin around June 29, 2003 for two months.

New Employees

Matthew Omgig - Custodian, Senior High, A12 (3), \$10.72 per hour, effective April 23, 2003. (Replace Wade Harles)

Morgan Espeland - Physical Science Teacher, Senior High, BA+15 (0) \$28,047.00, effective for the 2003-2004 school year. (Replace John Schultz)

Resignations

Kevin Johnson - Custodian, Senior High, effective May 8, 2003.

Melissa Langston - COTA, District Wide, effective June 5, 2003

**COMMITTEE REPORTS:** Brief reports were heard regarding the Activities Council, Interagency Early Intervention Committee, Clay County Joint Powers Collaborative, Riverside PTAC, School Naming Task Force meetings and the High School Play "To Kill a Mockingbird."

**APPROVAL OF BID PACKAGE FOUR FOR NEW MIDDLE SCHOOL:** Ladwig moved, seconded by Cummings, to approve Bid Package Four recommended by Kraus-Anderson in the amount of \$15,670,322 for the New Middle School. Motion carried 5-0.

**APPROVAL OF BID PACKAGE THREE FOR NEW ELEMENTARY SCHOOL:** Cummings moved, seconded by Erickson, to approve Bid Package Three recommended by Kraus-Anderson in the amount of \$5,317,554 for the New Elementary School. Motion carried 5-0.

**APPROVAL OF CONSTRUCTION ALTERNATES:** Hohnadel moved, seconded by Ladwig, to approve the alternates as presented in the amount of \$911,516. Motion carried 5-0.

**APPROVAL OF POLICY:** Ladwig moved, seconded by Cummings, to approve policy, Student Withdrawal/Drop Out (517), as presented. Motion carried 5-0.

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**APPROVAL OF POLICY:** Erickson moved, seconded by Hohnadel, to approve policy, Student Activity Eligibility (541), as presented. Motion carried 5-0.

**APPROVAL OF POLICY:** Ladwig moved, seconded by Erickson, to approve policy, Crisis Intervention and Student Support (553), as presented. Motion carried 5-0.

**APPROVAL TO DELETE POLICY:** Cummings moved, seconded by Thompson, to approve deletion of policy, Student Support (554), as presented. Motion carried 5-0.

**APPROVAL OF LITERACY AND LANGUAGE ARTS CURRICULUM:** Hohnadel moved, seconded by Ladwig, to adopt the Elementary Literacy Plan and Literacy Belief Statement for Moorhead Area Public Schools as attached. Motion carried 5-0.

**APPROVAL OF 2004-2005 PRINCIPAL REALIGNMENT PLAN:** Erickson moved, seconded by Hohnadel, to approve the 2004-2005 Principal Realignment Plan as presented. Motion carried 5-0. Appreciation was expressed to the principals and staff for their deliberate collaborative work.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Thompson reported the annual School Board Retirement Tea is scheduled for Tuesday, May 27 at 5:30 pm in the Townsite Centre Board Room and reminded Board members of the Special School Board meeting scheduled for Monday, May 5 at 5 p.m. in the Townsite Centre Board Room. Hohnadel thanked administration for their assistance in helping to get the three-year COPS grant award. Board members were asked to let Michelle know their summer vacation plans to assist in planning and scheduling the School Board Retreat.

**ADJOURNMENT:** Hearing no objections, the meeting adjourned at 8:17 p.m.

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Carol Ladwig, Clerk



MAY 7 2003

OFFICE OF TEACHING & LEARNING MEMO #: I.03.184



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Board Dialog  
DATE: May 6, 2003

Deb Pender, Scott Matheson, Sarah King and Jackie Migler will provide information to the board regarding summer programming for Moorhead Area Public School students. The programs are being held in various buildings through out the district. The recommendations for summer school programs will be at the May 27th meeting for board action.

LAK/smw  
Attachment

## Extended School Year

- To ensure FAPE, the IEP team must consider whether ESY services are needed for each child regardless of the child's disability (ies).
- The intent of ESY is not to introduce new skills, nor should it be considered exclusively for provision of related services.
- Determination is made annually

## Extended School Year

- ESY must be provided only if the IEP team determines, ON AN INDIVIDUAL BASIS, that services are necessary for the provision of FAPE
- This is based on an individual's goals/objectives
- ESY is special education services needed outside the regular school year to help students reach their IEP goals.

## ESY Definition

- Demonstrated need for continuing service (when.....)
- School is not in session for all students (if.....)
- Necessary for FAPE (but.....)
- Not summer school (which is voluntary)

## Consider...

- Regression: Significant decline in the performance of a skill or required knowledge specified that occurs in a break in instruction.
- Recoupment: A pupil's ability to regain the performance of a skill or acquired knowledge to approximately the same level of performance just prior to the break.

## Self-Sufficiency

- Applies when IEP goals address any of the 8 skill areas:
  - ! Basic self-help toileting, eating, feeding & dressing
  - ! Muscular control
  - ! Physical control
  - ! Impulse control
  - ! Personal hygiene
  - ! Development of stable relations w/ peers & adults
  - ! Basic communication, or
  - ! Functional academics

## ESY 2003

- Riverside: 3 classrooms
- Probstfield: 7 classrooms
- Senior High: 6 classrooms
- Number of students served: approx. 107
- Number of certified staff: approx. 27
- Number of paraprofessionals: approx. 45

## Summer Programming - Grades 7-12

The Summer Academy for secondary students will run from June 16 - July 24. The program will be sponsored by the Red River Area Learning Center. All students who are involved in summer programming must meet eligibility criteria under the High School Graduation Incentives Act. A copy of the eligibility criteria is attached. The information below is an overview of Summer Academy 2003 for grades 7-12.

Grades 7 & 8: The focus of summer programming for middle level students will move from a remedial - course make up approach to one of accelerated skill development in the core areas of reading, writing and math. The program will run from 7:40 - 11:50, M - Th, at Riverside Elementary. The schedule includes three 80 minute blocks which allow students to take up to three courses. Students who have failed one or more semester courses in the areas of English, Math, Science or Social Studies will be encouraged to attend. Students who passed semester courses but have significant skill deficiencies will also be eligible for the program. Bus tokens are available for the MAT bus. District transportation is not provided.

Basic Standards Preparation: The Basic Skills Refresher course will be replaced with accelerated skill courses which will run the duration of the Summer Academy. The program will run from 7:40 - 11:50, M - Th, at Riverside Elementary. The schedule includes three 80 minute blocks which allow students to take up to three courses. Students in grades 8-12 who have not passed one or more of the Basic Skills Tests will be eligible to enroll. Bus tokens are available for the MAT bus. District transportation is not provided.

Basic Skills Testing: Students completing grades 8-12 are eligible to participate in the Basic Standards Testing in July. Testing dates include the following: Writing - July 22; Reading - July 23; Math - July 24. The tests will be administered in the gymnasium at Riverside Elementary School. Test administration is scheduled from 9:00 a.m. - noon. Students do not have to participate in the basic standards preparation courses to take the tests.

Grades 9-12: Programming for high school students will include both seat based and independent study options. Courses will be offered in a variety of curricular areas with very flexible learning labs to accommodate individual student schedules. All senior high programming will be offered at the Red River Area Learning Center site at 1100 32nd Avenue South. Environmental Science at the Buffalo Science Center will be offered on Tuesdays and Thursdays from 8:30 - 3:30. Students who are working are encouraged to participate in the work study component. The work seminars will be offered on Monday - June 16, June 30, and July 21, from 9:00 - 3:30. Students will be referred by their high school counselor and should come to registration on June 11 or 12 between the hours of 8:00 a.m. and 6:00 p.m. Students should attend an orientation between 12-5 on the 16th to develop an individual schedule with their teacher (s).

# EXCEL 2003

## A K-6 Summer Adventure

The Moorhead School District is offering summer classes for K-6 students identified through Title I/AOM or Targeted Services who would benefit from extended learning opportunities.

Select a class from the following course selections. Classes are offered on Tuesday, Wednesday and Thursday of each week for one six-week session.

Busing will be provided at pick-up points near your home designated by the transportation department. **This is a change from the previous two years where pick-up and delivery points were neighborhood parks. This year's busing will be provided to and from a designated spot near your home.**

### One Session: June 17-July 24, 2003

The session will include the following options:

#### Schedule

7:30-8:30 a.m.

Early Bird Club (Optional)

*Parent(s) drop off student(s) at EXCEL Program site any time between 7:30-8:30 a.m.*

8:30-9 a.m.

Breakfast Program (Optional, No Charge)

9 a.m.-12 p.m.

Classes will be held on Tuesdays, Wednesdays and Thursdays of each week from June 17-July 24.

12-12:10 p.m.

Parent(s) pick up student(s) who are not riding the bus and not eating lunch.

12-12:20 p.m.

Lunch Program (Optional, No Charge)

12:20 p.m.

Parent pick up for children eating lunch.

12:25 p.m.

Bus departure.

Please complete the registration page in this packet and register your child by **May 23**. Class sizes are limited. Registrations will be taken through Community Education. See page 4 for three easy ways to register.

Classes, grade levels, teachers and class descriptions are included on the following pages.

## Reading and Math Summer Adventures Kindergarten-Grade 1

Course No. YXL10A

*Diana Johnson and Jan Klungtvedt*

During Summer Adventures, students finishing kindergarten and grade 1 will participate in a balanced literacy program including guided reading, writing, and Everyday Math activities. Over the six weeks we will explore and learn as we travel to the mountains, deserts, jungle, beach, forest, and South Pole! Start packing now!



## Camp Cowabunga: "On the Mooove"

Grades 1-2

Course No. YXL13A

*Emily Nerland, Stacy Swanson, Lori Woods*

Campers will be moovin' on the trails of Lewis and Clark, early settlers of the Wild West, and dogsledders on the Iditarod. Round up your gear for a trail ride filled with readin', writin' and 'rithmetic! Join the expedition as Camp Cowabunga is "on the moove" with another enthusiastic year of exploration and adventure!

## Let's Go On A Reading Tripl Kindergarten-Grade 2 ESL Students

Course No. YXL11A

*Sally Doran and Nancy Oster*

This will be a language driven listening, reading and writing class with an emphasis on skills. Each student has a passport to travel through five to six stations of fun reading and writing activities per day!



## Marvin Who? Redpost!!

Grades 1-2

Course No. YXL14A

*Becky Wolford and Linda Landgraf*

This class will focus on reading instruction at individual reading levels and developing fluency in the student's reading. The reading instruction will incorporate writing skills as well.



## Al Sur en Español / Heading South in Spanish

Grades K-4 Spanish Immersion Students

Course No. YXL12A

*Christen Rich, Monica Olivares and Carrie Lawrence*

Let's visit five countries in five weeks: Guatemala, Panamá, Colombia, Perú and Ecuador! Vamos a visitar 5 paises en 5 semanas: Guatemala, Panamá, Colombia, Perú y Ecuador. This class will have a literacy focus on reading, writing and social studies en Español (K-4) and art, music and other cultural aspects of each country.



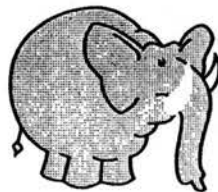
## Chicka Chicka Boom Boom Welcome to Our Jungle Room

Grades 1-2

Course No. YXL15A

*Amy Luck and Lannette Christmann*

Join us for an 18-day Jungle Safari as we ride the READING elephant, swing with the MATHEMATICAL monkey and wrestle the WRITING reptiles!! Throughout this journey, we will be also working on social skills by our own King-of-the Jungle "Leo the Lion."



## The Animal Planet

Grades 3-4

Course No. YXL16A

*Chad Durand and Diane Johnson*

Join us as we set out to invade the animal kingdom. We will venture across the seven continents in search of the most exciting animals alive. The two focal areas of this course are reading and writing, but in the process of enhancing these skills we will be using technology, studying science and learning about different geographic regions.

## Unlock the Mysteries...

Grades 3-4

Course No. YXL19A

*Cheri Puetz and Jamie York*

Everybody loves a mystery! This class offers fun, hands-on experiences in Math, Reading, Science, and Writing that will help you wrap up the mystery of word problems, reading comprehension and more! You will also help solve a mystery and create your own game of Clue.



## Become a Better Reader in 18 Days

Grades 3-4

Course No. YXL17A

*Shannon Dahlberg and Mike Dahlberg*

Join us for 18 fun-filled mornings. We will target the use of different reading strategies, incorporating comprehension and decoding skills. Students will read a variety of text and have opportunities to respond in many ways.

## Math and Science Fun

Grades 5-6

Course No. YXL20A

*Rick Eidsness*

We will strengthen some basic concepts of math and science through one-on-one review, group projects, individual projects and experiments.

## Deal With It!

### Using Theater to Deal with Conflict

Grades 3-4

Course No. YXL18A

*Paul Larson and Beth Ustanko*

Bullies and budgers and cheats, oh my! Life can be tough for a kid. In this class students will read stories about problems kids face every day. Students will learn ways to solve conflict and then teach other classes how to deal with conflict through original skits, songs, puppet shows and role plays. Students will become comfortable performers through the use of dramatic games.



## Lewis and Clark Adventureland

Grade 5-6

Course No. YXL21A

*Tiffani Erickson and Janelle Halverson*

Bring to life the remarkable story of Lewis and Clark as they travel along the Oregon Trail, through a musical performance complete with costumes and scenery. Explore the times through reading realistic fiction and computer games.

## Summer Skills Speedway

Grades 5-6

Course No. YXL22A

*Michelle Sailer and Palma Wright*

Rev up your engines for a race down the Summer Skills Speedway. Have a fun time and get on the fast track in this summer course. Learn how to win the educational race. Enjoyable pit stops will help you improve your fluency and comprehension in the key areas of reading and math.



## 3 Easy Ways to Register

This year registration for the EXCEL 2003 summer program is being taken through Community Education, a program of the Moorhead School District.

Please complete the registration form and register by mail, in person, or by fax. Class sizes are limited. Please register by **May 23**.

### Mail

Send registration form to  
Community Education at:  
**Community Education**  
810 4th Avenue S.  
Moorhead, MN 56560

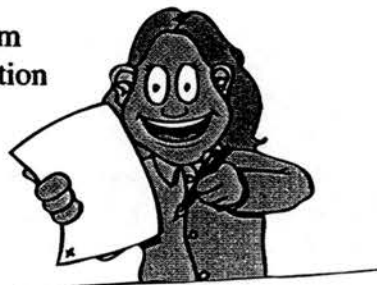
*Allow three days for mail delivery.*



### In Person

Bring the registration form to the Community Education Office, Room 160, 810 4th Avenue S., Moorhead.

*South door on east side*



### Fax

Fax the registration form to Community Education at 284-3433 to register.



# EXCEL 2003

## EXCEL Class Registration Form

Complete the registration form and use one of the three easy ways to register — either by mail, in person or by fax (see previous page). Class sizes are limited. Please register by **May 23**.

Child's Name \_\_\_\_\_ Grade just completed \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

Address \_\_\_\_\_

Phone (home) \_\_\_\_\_ (work) \_\_\_\_\_

1. Please indicate your first three choices for class. Put a **1** by your first choice, a **2** by your second choice and a **3** by your third choice. Children will be assigned to classes based on preferences, student needs and availability of class. Classes with low registration may be cancelled. Students enrolled in those classes will then be placed in their second or third choice. Please consult your child's classroom teacher for suggestions if you are unsure of appropriate class.

\_\_\_\_\_ Reading & Math Summer Adventures (K-1) **YXL10A**

\_\_\_\_\_ Let's go on a Reading Trip (K-2 ESL Students Only)  
**YXL11A**

\_\_\_\_\_ Heading South in Spanish (K-4 Spanish Immersion  
Students Only) **YXL12A**

\_\_\_\_\_ Camp Cowabunga "On the Moove" (1-2) **YXL13A**

\_\_\_\_\_ Marvin Who? Redpost! (1-2) **YXL14A**

\_\_\_\_\_ Chicka Chicka Boom Boom Welcome to our  
Jungle Room (1-2) **YXL15A**

\_\_\_\_\_ The Animal Planet (3-4) **YXL16A**

\_\_\_\_\_ Become a Better Reader in 18 Days (3-4) **YXL17A**

\_\_\_\_\_ Deal With It! Using Theater to Deal With  
Conflict (3-4) **YXL18A**

\_\_\_\_\_ Unlock the Mysteries (3-4) **YXL19A**

\_\_\_\_\_ Math and Science Fun (5-6) **YXL20A**

\_\_\_\_\_ Lewis and Clark Adventureland (5-6) **YXL21A**

\_\_\_\_\_ Summer Skills Speedway (5-6) **YXL22A**

### Optional Programs:

1. I would like my child to attend the following **FREE** optional programs:

\_\_\_\_\_ Early Bird Club (Parents drop off students between 7:30 a.m. and 8:30 a.m.)

\_\_\_\_\_ Breakfast Program (8:30-9 a.m.)

\_\_\_\_\_ Lunch Program (12-12:20 p.m.)

**Transportation:** Please let us know what your anticipated transportation needs will be.

1. My son/daughter **will NOT need** school bus transportation:

\_\_\_\_\_ to school

\_\_\_\_\_ home from school

2. My son/daughter **will need** bus transportation to Probstfield from:

\_\_\_\_\_ the home address listed above

\_\_\_\_\_ the following child care address \_\_\_\_\_

3. My son/daughter **will need** bus transportation after class from Probstfield to:

\_\_\_\_\_ the home address listed above

\_\_\_\_\_ the following child care address \_\_\_\_\_

If your address or child care arrangements change prior to the start of the EXCEL session, please contact Pam Hancock at 284-3341 as soon as possible.



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Independent School District #152  
810 - 4th Avenue South  
Moorhead, MN 56560



# EXCEL 2003

## Moorhead Migrant School Program

Thank you for the opportunity to update the board on the summer Migrant School program. Listed below are bullets of information pertaining to the 2003 summer program.

**Funding for the Program:** Migrant school is funded through a Minnesota state grant under the auspices of Title One Migrant Education. Each Migrant site director submits a grant application to the state, who in turn, distribute moneys according to need based on the previous two years of student attendance in the area. Because of budget cutbacks, Migrant School has been cut from 6 weeks to 5 weeks this summer.

**Location and Times:** Migrant school is housed at Probstfield along with the Excell and ESY programs, enabling us to share costs related to food service, custodial, instructional supplies and transportation. Our program runs from June 16th through July 18th. Students attend school from 8:00 a.m. to 4:00 p.m.

**Eligibility for the Program:** Students may attend our K-12 Migrant program if their parents or guardians have made a qualifying move within the last 36 months in order to obtain temporary seasonal work in agriculture or the fishing industry. Most of the families in our area work in crop related production and processing activities (sugar beets) which include planting, harvesting, post-harvest and processing of harvested crops.

**Purpose of the Program:** Typically, because of the transient nature of their parents work, migrant students show a significant lag in their learning ability when compared to grade equivalent expectancies. Our program places a heavy emphasis on reading and math and hopes to achieve the following objective.

\*Students attending for at least 20 days will show measurable grade equivalent improvement in their reading and math post test evaluations.

**Evaluation and Assessment:** Upon entering the program, students are given a computerized pre-assessment using the STAR program. Upon completion, a posttest assessment is given, accompanied by each teacher filling out a Minnesota State Withdrawal form which documents attendance, curriculum used and completed, STAR results and teacher comments. These forms are then forwarded to the state and to the student's home school district.

**Trends/Outlook for the Program:** Over the past 5 years, our student numbers have declined significantly. Ten years ago, a typical summer enrollment consisted of close to 300 students. This summer, we anticipate about 120. In the Red River Valley, 4 sites have closed in the last couple of years, leaving only Moorhead and Breckenridge in this part of the state. With a herbicide-resistant sugar beet and improved yields, the need for hoeing has greatly diminished. Most of the families migrating to our state each summer have been with the same farmer for years and are involved in farm labor, post harvest and processing of sugar beets. The shift is to the southern part of the state, where food processing, canning and poultry supply the greatest need for seasonal migrant labor.

**Personal Viewpoint:** It has been a privilege over the years to be part of the program. Each and every summer, the parents whose children attend are so appreciative that Moorhead provides a safe place for their children to learn while they work. And each parent, to a person, expresses the same sentiment...they want a better way of life for their kids and they know education is the key to their future.

Scott Matheson, Migrant School Director

**MEMO #:** S-03-113

**TO:** School Board

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

**DATE:** May 7, 2003

**RE:** School Naming Task Force Report

On April 24, fourteen members of the School Naming Task Force worked to finalize their recommendations regarding the names of the school district's facilities. The task force members have worked for three months gathering community input into the names, researching possible school names, and reaching a consensus for school name recommendations.

As you are aware, our district progresses toward full implementation of its master facilities plan in the fall of 2004, many changes will occur to the current building use. Some buildings will be closed and sold, others will be repurposed and remodeled, and others will be constructed. Each of these buildings currently has a name or will need a name.

As a result of these anticipated changes, the School Naming Task Force was formed. The group is comprised of student, parent, staff, administrative, School Board, alumni and citizen representatives. The task force was charged with researching and examining options for naming, including retiring names, reusing names or designating new names for each school facility.

Members of the School Naming Task Force are Jeanne Aske, Lyn Dwyer, Roger Erickson, Bryce Haugen, Brad Holschuh, Carol Ladwig, Mark Meister, Matthew Naugle, Jeff Offutt, Denise Paulson, Sandee Rasmussen, Margaret Rousseau, Steve Scheel and Lauri Winterfeldt-Shanks.

These individuals volunteered their time to conduct a thorough, consensus-building decision-making process, and their efforts on behalf of the school district are truly appreciated.

The task force will present the attached recommendation report to the School Board at the May 12th meeting. The May 27th School Board meeting agenda will include an action item for the School Naming Task Force's recommendation.

LPN:mde  
Attachment

# School Naming Task Force Recommendation Report

Moorhead Area Public Schools • May 12, 2003

## Executive Summary

In March 2002, voters in the Moorhead School District supported a bond referendum that will provide for improvements to all district facilities. The district's master facilities plan includes the construction of a new K-5 elementary school and a new 6-8 middle school, the remodeling of Robert Asp and Moorhead Junior High into K-5 elementary schools, additions and renovations at Moorhead High School, and the conversion of Probstfield Elementary School into a district education center for Early Childhood Family Education, Early Intervention Services, Head Start, Adult Basic Education, Community Education and district offices. This proposal is designed to enhance educational effectiveness, create economic efficiency, provide equity, and modernize the district's infrastructure.

As the Moorhead Area Public Schools progresses toward full implementation of the master facilities plan in the fall of 2004, many changes will occur to the current building use. Some buildings will be closed and sold, others will be repurposed and remodeled, and others will be constructed. Each of these buildings currently has a name or will need a name.

As a result of these changes, Superintendent of Schools Dr. Larry P. Nybladh recommended the formation of a School Naming Task Force comprised of student, parent, staff, administrative, School Board, alumni

and community representatives. Members of the School Naming Task Force are Jeanne Aske (co-chair), Lyn Dwyer, Roger Erickson, Bryce Haugen (co-chair), Brad Holschuh, Carol Ladwig, Mark Meister, Matthew Naugle, Jeff Offutt, Denise Paulson, Sandee Rasmussen, Margaret Rousseau, Steve Scheel and Lauri Winterfeldt-Shanks.

The purpose of the School Naming Task Force was to determine and execute a public, participatory process to provide a recommendation to the School Board for school building names. The task force was charged with researching and examining options for naming, including retiring names, reusing names or designating new names for each school facility.

The School Naming Task Force makes the following recommendations:

### **A. Elementary School in Current Robert Asp Facility**

The School Naming Task Force recommends that the renovated K-5 elementary school in the current Robert Asp facility at 910 11th St. N.

### **Summary of Name Recommendations**

**Elementary School in Current Robert Asp Facility:**  
Robert Asp Elementary School

**Elementary School in Current Junior High Facility:**  
Ellen Hopkins Elementary School

**New Elementary School:**  
S.G. Reinertsen Elementary School

**New Middle School:**  
Horizon Middle School

**High School:**  
Moorhead High School

**Area Learning Center:**  
Red River Area Learning Center

**District Education Center in Current Probstfield Facility:**  
Probstfield Center for Education

be named *Robert Asp Elementary School*.

In 1953 Robert Asp began working as a math and science teacher for Moorhead Public Schools. Eventually he became a school counselor. He continued to teach until his death from cancer in 1980. Asp is also known for building the replica Viking ship, Hjemkomst. Robert Asp exemplified qualities of character such as creativity, determination and commitment. He inspired people to dream with imagination and to act with boldness and courage.

**EXECUTIVE SUMMARY  
continued on back**



# School Naming Task Force Recommendation Report

Moorhead Area Public Schools • May 12, 2003

## EXECUTIVE SUMMARY continued from front

### B. Elementary School in Current Junior High Facility

The School Naming Task Force recommends that the renovated K-5 elementary school in the current Junior High facility at 2020 11th St. S. be named *Ellen Hopkins Elementary School*.

Ellen "Nellie" Hopkins graduated from Moorhead High School in 1896. She began her teaching career in Moorhead in 1908. She served as first grade teacher and principal at the First Ward School from 1910 to 1938.

Accounts indicate Hopkins was a wonderful teacher who made sure her students and their families were provided with food, shoes, clothes, and even candy and toys. Hopkins would also transport her students to performances at the high school in her personal vehicle to make sure the students didn't miss any performances.

### C. New Elementary School

The School Naming Task Force recommends that the new K-5 elementary school at 14th Street and 40th Avenue South be named *S.G. Reinertsen Elementary School*.

S.G. "Steve" Reinertsen served as superintendent of the Moorhead schools from 1926 to 1955. During his tenure as superintendent, six school facilities were built. Reinertsen also helped establish the school lunch program by hauling vegetables from garden plots to schools and carrying food debris from the school kitchens to the dump in the

country. Reinertsen is regarded as a pioneer in the field of teacher benefits, leading the development of group insurance for teachers, and working to improve the Minnesota teachers' retirement fund. He was a visionary leader who consistently demonstrated the value of service above self. His leadership helped create the solid foundations for excellence upon which the Moorhead School District has grown.

### D. New Middle School

The School Naming Task Force recommends that the grades 6-8 middle school at 3601 12th Ave. S. be named *Horizon Middle School*.

The metaphor, horizon, represents the dawn with the sun rising on the horizon just as the middle school students will be at the dawn or beginning of the next stage in their education and their lives. The dawn with the sun rising on the horizon illustrates the bright future and all that is ahead of these young students. Horizon Middle School will be the place where students of all backgrounds from three elementary schools will come together to expand their knowledge — or their horizons — by learning and studying a variety of subjects and participating in new activities.

### E. High School

The School Naming Task Force recommends that the grades 9-12 high school at 2300 4th Ave. S. be named *Moorhead High School*.

Moorhead High School reflects the community in which the school is located and is how the school is commonly known among most

present and past students. The word "senior" can be omitted from the name of the high school since the school district is implementing the middle school model and will no longer have a junior high school.

### F. Area Learning Center

The School Naming Task Force recommends that the district's alternative program remain *Red River Area Learning Center*. Red River Area Learning Center reflects the regional nature of the program and the program's Area Learning Center status.

### G. District Education Center in Current Probstfield Facility

The School Naming Task Force recommends that the district education center in the current Probstfield facility at 2410 14th St. S. be named the *Probstfield Center for Education*.

Randolph Probstfield valued lifelong education, and the Probstfield Center for Education will be home to educational programs ranging from those for infants and young children to those who are adults. Probstfield was one of Moorhead's earliest settlers and in 1881 was instrumental in building the first school for District 23.

### H. Disposition of Current School Names

The School Naming Task Force recommends that a commemorative display of historical artifacts be located at the Probstfield Center for Education to honor and recognize the history of the school district, its facilities, and the many students, staff members and community members connected to the schools.

**School Naming Task Force  
Recommendation Report**

**Moorhead Area Public Schools**

**May 12, 2003**

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## I. Background

In March 2002, voters in the Moorhead School District supported a bond referendum that will provide for improvements to all district facilities. The district's master facilities plan includes the construction of a new K-5 elementary school and a new 6-8 middle school, the remodeling of Robert Asp and Moorhead Junior High to K-5 elementary schools, additions and renovations at Moorhead High School, and the conversion of Probstfield Elementary School into a district education center for Early Childhood Family Education, Early Intervention Services, Head Start, Adult Basic Education, Community Education and district offices. This proposal is designed to enhance educational effectiveness, create economic efficiency, provide equity, and modernize the district's infrastructure.

As the Moorhead Area Public Schools progresses toward full implementation of the master facilities plan in the fall of 2004, many changes will occur to the current building use. Some buildings will be closed and sold, others will be repurposed and remodeled, and others will be constructed. Each of these buildings currently has a name or will need a name.

As a result of these changes, Superintendent of Schools Dr. Larry P. Nybladh recommended the formation of a School Naming Task Force comprised of student, staff, administrative, School Board, parent, alumni and citizen representatives (Appendix A). The Community Task Force approach, which involves community collaboration and consensus building for its decision-making process, would be used. Representatives interested in being selected for the task force would submit the Member Selection Form (Appendix B). The School Board Chair, Superintendent and Superintendent's Advisory Council, comprised of representatives from the schools' Parent Teacher Advisory Councils, were authorized to select the members of the task force.

Members of the School Naming Task Force are:

Jeanne Aske, co-chair	Carol Ladwig	Sandee Rasmussen
Lyn Dwyer	Mark Meister	Margaret Rousseau
Roger Erickson	Matthew Naugle	Steve Scheel
Bryce Haugen, co-chair	Jeff Offutt	Lauri Winterfeldt-Shanks
Brad Holschuh	Denise Paulson	

The purpose of the School Naming Task Force was to determine and execute a public, participatory process to provide a recommendation to the School Board for school building names. The task force was charged with researching and examining options for naming, including retiring names, reusing names or designating new names for each school facility.



## II. Introduction

The 14 members of the school district's School Naming Task Force began meeting Feb. 6, 2003, to determine a public process for gathering community input into the names of the district's facilities. The task force named Jeanne Aske and Bryce Haugen as co-chairs.

To complete its charge, the task force met approximately every other week in February and March and weekly in April. Presentations at the February and March meetings provided background information for task force members to consider during their discussions. The presentations covered the early history of Moorhead, information about local historical figures, the design of the two new schools, decision making and consensus building, and the district education center. Presentations on historical figures provided the task force with information on Ada Comstock, Randolph Probstfield, Robert Asp, Ellen "Nellie" Hopkins, Loren Douglas Hagen, James Sharp, Eleanor Rushfeldt and S.G. Reinertsen. Task force members also conducted additional research about individuals in the community.

At the beginning of the process, the School Naming Task Force determined guidelines for the consideration of school names (Appendix C). Guidelines that the School Naming Task Force considered during the naming process were to name the schools after a person, a place, a symbolic metaphor, or a combination of the above.

Possibilities included naming the schools for famous Americans or individuals who made significant local contribution to public education. Place names include geographic names, the street, road or other geographic feature where the school is located, or the community or neighborhood in which the school is located. A symbolic name could reflect the positive values of the school, the district, the community, the region or the country.

Once the guidelines were determined, the School Naming Task Force developed School Name Suggestion Forms to seek input from the community regarding names for the district's buildings (Appendix D). Suggestions could also be submitted through the school district's Web site. Suggestions were taken beginning February 24 through March 10, 2003.

During the submission period, 228 suggestions were received. Suggestions were divided into the categories "All Buildings/Any School," "District Education Center in Current Probstfield Building," "Moorhead High School," "New Middle School," "All Elementary Schools/Any Elementary School," "Remodeled Elementary School in Current Robert Asp Building," "Remodeled Elementary School in Current Junior High Building," and "New Elementary School" (Appendix E).

After the suggestions were gathered from the community, the task force began determining the criteria to use for naming each school. To select the criteria (person, place, symbolic metaphor or a combination), the task force members used a consensus decision-making process. Each member chose the criteria for a name that he or she thought was best and then paired up with one other person to discuss each person's selection and reach consensus between the two. Next, the group of two met with another group of two and consensus was reached between the four. Finally, the small group picked a representative to present their selection and reasoning to the entire task force and the task force came to consensus.

This method was used to determine the criteria to use in selecting a name for the elementary schools, middle school, high school and district education center. Criteria selected were:

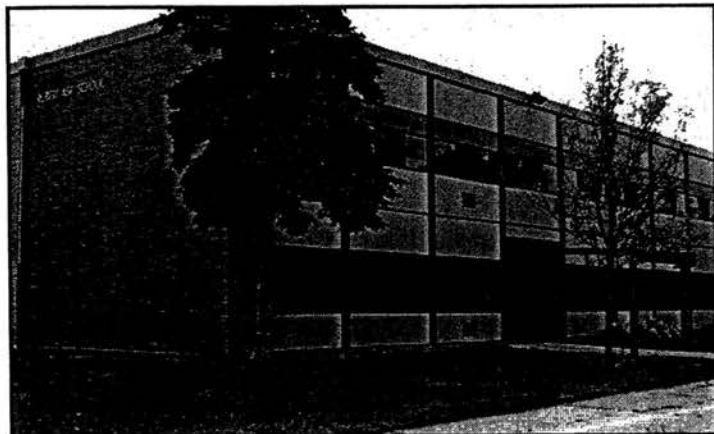
Elementary Schools	Name of person with local historical significance
Middle School	Symbolic metaphor
High School	Location
District Education Center	Name of person with a description of the building function

After determining the criteria for the names of the buildings, the task force members began discussion of the names for each facility. Following additional research and discussion, the task force completed its charge.

The School Naming Task Force provides the following findings and recommendations regarding the names of the district's school facilities.

### III. Recommendations for Facility Names

#### A. Elementary School in Current Robert Asp Facility



**Robert Asp School**  
**910 11th St. N.**

- Original construction: 1958
- Latest addition: 1999

**Current Use:** Serves students in grades 5-6. Originally was North Junior High.

**Future Use:** School will be remodeled and renovated as a K-5 elementary school.

**Recommendation:**

The School Naming Task Force recommends that the renovated K-5 elementary school in the current Robert Asp facility at 910 11th St. N. be named Robert Asp Elementary School.

**Rationale:**

- The School Naming Task Force established the criteria that the three elementary schools would be named for local historical figures.
- In 1953 Robert Asp began working as a math and science teacher for Moorhead Public Schools. Eventually he became a school counselor. He continued to teach until his death from cancer in 1980. His colleagues and former students report that Robert Asp was an outstanding teacher and counselor who had a heart for his students.
- Asp is known for building the replica Viking ship, Hjemkomst. The ship was sailed to Norway in 1982 after Asp's death. Asp accomplished the project against great odds and in the face of terminal illness. His achievements extended beyond the community and region to the nation and the world. The dream that inspired Asp became a dream shared around the world.
- Robert Asp exemplified qualities of character such as creativity, determination and commitment. Asp inspired people to dream with imagination and to act with boldness and courage. Asp built the ship to honor his forefathers who dreamed of a new land. By building the Hjemkomst, Asp revived their legacy of dreaming big dreams and living them out with boldness and courage.
- The School Naming Task Force recommends that a curriculum about the history of Robert Asp be developed for K-5 students attending the school to learn about the school's namesake. The task force also suggests that the development of a motto using a metaphor be considered for the school.



**Robert Asp**

## B. Elementary School in Current Junior High Facility



**Moorhead Junior High School**  
2020 11th St. S.

- Original construction: 1958
- Latest addition: 1993

**Current Use:** Serves students in grades 7-8.

**Future Use:** School will be remodeled and renovated as a K-5 elementary school.

### **Recommendation:**

The School Naming Task Force recommends that the renovated K-5 elementary school in the current Junior High facility at 2020 11th St. S. be named Ellen Hopkins Elementary School.

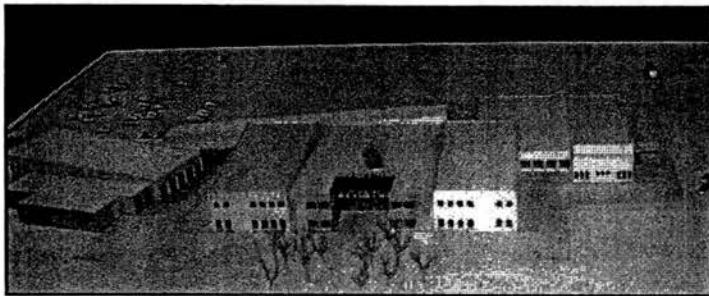


Ellen Hopkins

### **Rationale:**

- The School Naming Task Force established the criteria that the three elementary schools would be named for local historical figures.
- Ellen “Nellie” Hopkins graduated from Moorhead High School in 1896 and from Moorhead Normal School in 1898.
- Hopkins began her teaching career in Moorhead in 1908. She served as first grade teacher and principal at the First Ward School from 1910 to 1938. By all accounts Hopkins was a wonderful teacher who regularly demonstrated her caring and concern for her students.
- Hopkins made sure her students and their families were provided with food, shoes, clothes and even candy and toys. To make sure her students wouldn’t miss any performances at the high school, Hopkins would load her students into her own vehicle and transport them herself.
- Hopkins died in 1950.
- The School Naming Task Force recommends that a curriculum about the history of Ellen Hopkins be developed for K-5 students attending the school to learn about the school’s namesake. The task force also suggests that the development of a motto using a metaphor be considered for the school.

## C. New Elementary School



**New Elementary School**  
**14th Street and 40th Avenue S.**  
• Opening fall of 2004

**Future Use:** School will serve students in grades K-5.

### **Recommendation:**

The School Naming Task Force recommends that the new K-5 elementary school at 14th Street and 40th Avenue South be named S.G. Reinertsen Elementary School.

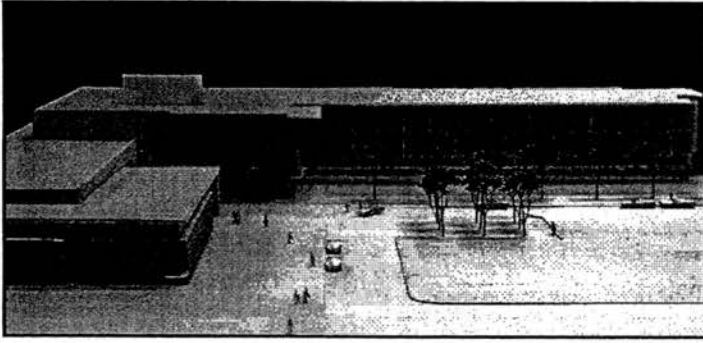


**S.G. Reinertsen**

### **Rationale:**

- The School Naming Task Force established the criteria that the three elementary schools would be named for local historical figures.
- S.G. “Steve” Reinertsen served as superintendent of the Moorhead schools from 1926 to 1955, the longest period a superintendent had held the office. During his tenure as superintendent, Reinertsen played a key role in the construction of six school facilities — four elementary schools, Central Junior High and a music addition to the high school.
- Reinertsen was also instrumental in helping establish the school lunch program by hauling vegetables from garden plots to schools and carrying food debris from the school kitchens to the dump in the country.
- Reinertsen is regarded as a pioneer in the field of teacher benefits leading the development of group insurance for teachers and working to improve the Minnesota teachers’ retirement fund.
- Reinertsen was a visionary leader who consistently demonstrated service above self. His leadership helped create the solid foundations for excellence upon which the Moorhead School District has grown.
- Reinertsen died in 1965.
- The School Naming Task Force recommends that a curriculum about the history of S.G. Reinertsen be developed for K-5 students attending the school to learn about the school’s namesake. The task force also suggests that the development of a motto using a metaphor be considered for the school.

## D. New Middle School



### New Middle School

3601 12th Ave. S.

- Opening fall of 2004

**Future Use:** School will serve students in grades 6-8.

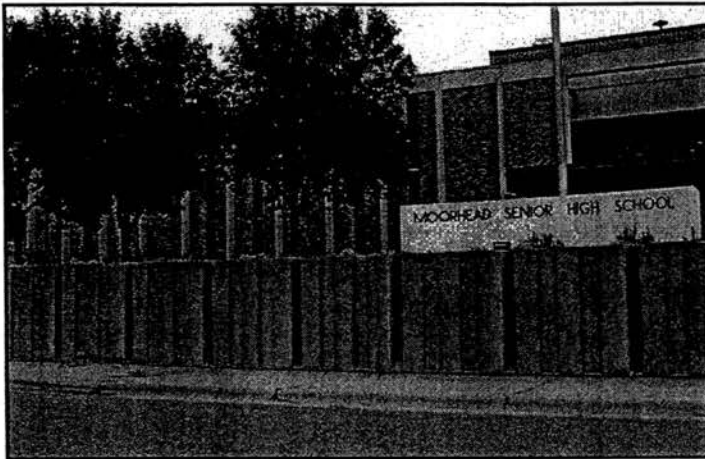
### **Recommendation:**

The School Naming Task Force recommends that the grades 6-8 middle school at 3601 12th Ave. S. be named Horizon Middle School.

### **Rationale:**

- The School Naming Task Force determined the criteria that the middle school would be named using a metaphor.
- The metaphor, horizon, represents the dawn with the sun rising on the horizon just as the middle school students will be at the dawn or beginning of the next stage in their education and their lives. The dawn with the sun rising on the horizon illustrates the bright future and all that is ahead of these young students.
- Horizon also represents the place where students of all backgrounds from three elementary schools will come together.
- Middle school is a time when students are expanding their knowledge — or their horizons — by learning and studying a variety of subjects and participating in new activities. Horizon represents the new knowledge and world view to be gained by the students.
- The horizon of Moorhead was a key consideration as the architects designed the school. This newly constructed school is set on the east edge of current Moorhead. Its location is symbolic in that the morning rising sun will first rise over this school. The symbolism also represents the dawning of a new day in Moorhead School District history.
- The City of Moorhead logo reflects the concept of horizon, with the bottom portion of the logo a shade of green to represent the area's rich farm fields and the top half a vibrant blue to represent the area's wide open skies. Horizon Middle School represents the relationship of the schools to the community.

## E. High School



**Moorhead Senior High School**  
2300 4th Ave. S.

- Original construction: 1966
- Latest addition: 1999

**Current Use:** Serves students in grades 9-12.

**Future Use:** School will be remodeled and renovated with the addition of a ninth grade center, student commons and fieldhouse.

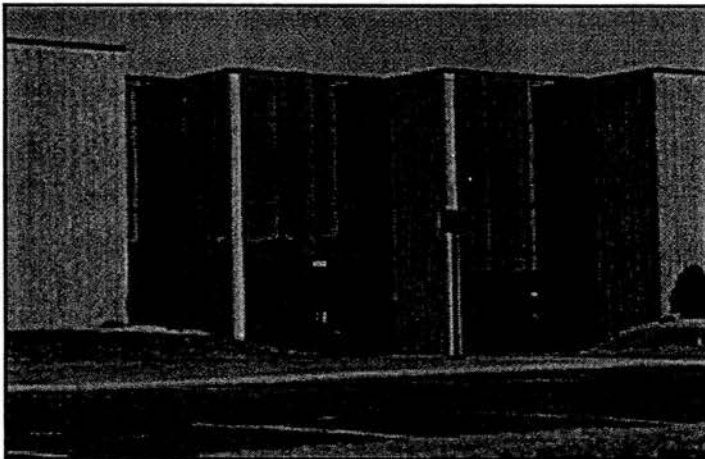
### **Recommendation:**

The School Naming Task Force recommends that the grades 9-12 high school at 2300 4th Ave. S. be named Moorhead High School.

### **Rationale:**

- The School Naming Task Force selected location as the criteria for naming the high school.
- Moorhead High School reflects the community in which the school is located.
- The word "senior" can be omitted from the name of the high school since the school district is implementing the middle school model and will no longer have a junior high.
- In the common conversation of most present and past students, the high school is referred to as Moorhead High School.

## F. Area Learning Center



### **Red River Area Learning Center** 1100 32nd Ave. S.

- The school district leases space in this privately owned building for this alternative learning program.

**Current Use:** Serves students in grades 5-12 in alternative education settings and through independent study options.

**Future Use:** This separate site program will remain. Middle school level students will be served in classroom areas at the new middle school.

### **Recommendation:**

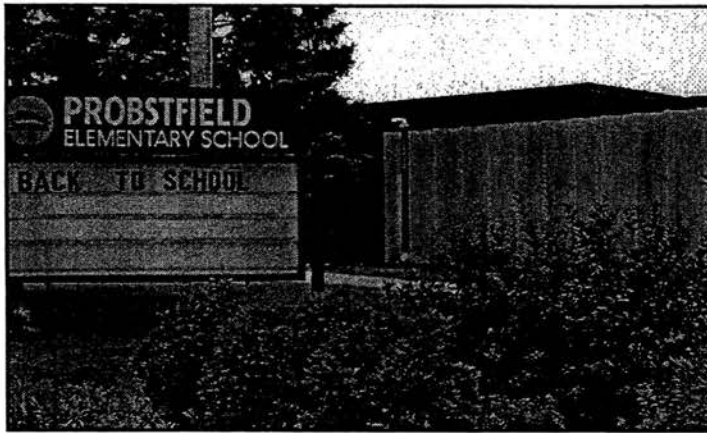
The School Naming Task Force recommends that the district's alternative program remain Red River Area Learning Center.

### **Rationale:**

- Red River Area Learning Center reflects the regional nature of the program and the students from around the region who are served through the program.
- Red River Area Learning Center identifies the program's Area Learning Center status.



## G. District Education Center in Current Probstfield Facility



**Probstfield Elementary School**  
2410 14th St. S.

- Original construction: 1965
- Latest addition: 1993

**Current Use:** Serves students in grades K-4.

**Future Use:** School will be converted to a district education center for Early Childhood Family Education, Head Start, Early Intervention Services, Adult Basic Education, and offices for Community Education, district programs and district administration.

### **Recommendation:**

The School Naming Task Force recommends that the district education center in the current Probstfield facility at 2410 14th St. S. be named the Probstfield Center for Education.

### **Rationale:**

- The School Naming Task Force determined the criteria that the district education center would be the name of a person with a description of the function of the building.
- Probstfield Center for Education reflects the variety of programs that will be provided at the facility. The center will contain Early Childhood Family Education, Head Start, Early Intervention Services, Adult Basic Education and offices for Community Education, district programs and district administration.
- Randolph Probstfield was one of Moorhead's earliest settlers. Probstfield received his formal education in Germany and could read, write and speak five languages. One of Probstfield's aspirations was to teach his own children to pursue knowledge. With no school in the area, Probstfield held classes for his five oldest children. Probstfield did succeed in giving his children a love of lifelong learning. Four of the girls were teachers, and several of the boys attended an academy for business.
- In 1881, Probstfield was instrumental in building the first school for District 23. Probstfield valued education, and the Probstfield Center for Education, with learners of all ages, will honor this early Moorhead resident.
- The School Naming Task Force recommends that a curriculum about Randolph Probstfield be developed for all K-5 students in the district so students can learn about this important early settler and participate in learning opportunities in connection with the Probstfield Living History Farm.



**Randolph  
Probstfield**

#### **IV. Disposition of Current School Names**

**Recommendation:**

The School Naming Task Force recommends that a commemorative display of historical artifacts be located at the Probstfield Center for Education.

**Rationale:**

- A commemorative display of artifacts (i.e., building photographs, narrative history, other icons) will honor and recognize the history of the school district, its facilities, and the many students, staff members and community members connected to the schools.
- By locating the display at Probstfield Center for Education, the items will be at a centralized location. The display would be accessible to the community for visitors and alumni to learn about and remember the important and significant past of the Moorhead Area Public Schools.

## V. Summary

In March 2002, voters in the Moorhead School District supported a bond referendum that will provide for improvements to all district facilities. The district's master facilities plan includes the construction of a new K-5 elementary school and a new 6-8 middle school, the remodeling of Robert Asp School and Moorhead Junior High to K-5 elementary schools, an addition and renovation at Moorhead High School, and the conversion of Probstfield Elementary School into a district education center for Early Childhood Family Education, Head Start, Early Intervention Services, Adult Basic Education, Community Education and district offices.

These facilities are designed to span the needs of preschool, school-aged and adult learners and are central to the district's goals of enhancing educational effectiveness, creating economic efficiency, providing equity in programs and services, and modernizing the district's facilities.

As the school district begins implementing the master facilities plan, changes will occur to the current building use. Some buildings will be closed and sold, others will be repurposed and remodeled, and others will be constructed. To determine names for each of the district's facilities, a School Naming Task Force with student, parent, staff, administrative, School Board, alumni and citizen representatives was formed.

On Feb. 6, 2003, the fourteen members of the School Naming Task Force convened to begin a decision-making process to gather community input into the school names, research possible school names, and reach a consensus for school name recommendations. The recommendations presented in this report by the School Naming Task Force recognize the significant changes occurring to the school district's facilities and reflect the Moorhead Area Public Schools' efforts to create a more positive future.

The School Naming Task Force worked to determine facility names that will serve the school district into the future.

The School Naming Task Force acknowledges the connection to and the support of the community by naming Moorhead High School after the community. The task force recommends maintaining the name Red River Area Learning Center to reflect the regional nature and area learning center status of the district's alternative program.

In its name suggestion for the middle school, the task force emphasizes the district's positive future as it works to implement a plan to create educational effectiveness. Horizon Middle School not only represents the dawn or new beginning for students entering middle school, but it also represents the bright future of the school district as the master facilities plan and educational enhancements are implemented.

The names suggested for the three elementary schools recognize and honor local figures who have contributed significantly to education in the school district. A former teacher and counselor who worked for the district from 1953 until his death in 1980, Robert Asp's contributions to the community and his qualities of character make him an inspiration to young students. Robert Asp Elementary

School will continue to recognize Asp's ability to dream and his commitment and dedication.

A former teacher and principal at the First Ward School, Ellen "Nellie" Hopkins worked for the district from 1908 until 1938. Upon her retirement, the First Ward School was named in her honor. Hopkins is known not only for the care and concern she had for her students, but also the care she had for their families. Hopkins would host parties and picnics for her students and their families and gather donations of food, shoes and clothes as well as candy and toys for them.

A long-time superintendent of the school district, S.G. "Steve" Reinertsen played a key role envisioning growth in the community and the need for new schools. Six school facilities were built between 1926 and 1955 when Reinertsen served as superintendent. His leadership helped create the solid foundations for excellence upon which the Moorhead School District has grown.

The district education center will be named in honor of an early settler of the community who valued lifelong learning for himself and his children. Randolph Probstfield aspired to give his own children the love of knowledge, and he was instrumental in building the first school for District 23 in 1881. Probstfield Center for Education will be home to programs serving the community's youngest residents as well as programs for adult learners. Probstfield's contributions to the community will be recognized at a site where education and learning for all ages will be the focus.

The School Naming Task Force wishes to thank the Moorhead School Board for giving us the opportunity to be a part of this historic process. Thank you to the many community members who took the time to contribute their school name suggestions. Special thanks goes to the following presenters: Mark Peihl, Sandee Rasmussen, Bob Loeffler, Dr. Paul Dovre, Ted Rozeboom, Lauri Winterfeldt-Shanks, Bryce Haugen, Jeanne Aske and Roger Erickson. The task force also wishes to thank Dr. Larry P. Nybladh, Superintendent, and Pam Gibb, Communications Coordinator, for their work in facilitating the process.

It is our hope that the names we have submitted will provide symbolism and honor to the namesakes, places, and metaphors upon which they are based. It is our desire that generations of students will find knowledge, values and inspiration within these schools.

### **Summary of Name Recommendations**

**Elementary School in Current Robert Asp Facility:**  
Robert Asp Elementary School

**Elementary School in Current Junior High Facility:**  
Ellen Hopkins Elementary School

**New Elementary School:**  
S.G. Reinertsen Elementary School

**New Middle School:**  
Horizon Middle School

**High School:**  
Moorhead High School

**Area Learning Center:**  
Red River Area Learning Center

**District Education Center in Current Probstfield Facility:**  
Probstfield Center for Education



## School Naming Task Force

### Purpose:

The purpose of the School Naming Task Force will be to determine and execute a public, participatory process to provide a recommendation to the School Board for school building names.

### Specific Responsibilities:

- Understand the present and future use of school buildings as per the Moorhead School District Master Facilities Plan.
- Understand the symbolism and significance of existing and future school names.
- Research, determine, and execute a public, participatory process for soliciting community-wide input for possible school names.
- Consider and select school name options as per the following guidelines:
  - a) A person
    - deceased unless unique circumstances warrant an exception.
    - a famous American or world figure.
    - a significant local contribution to public education by a local resident.
    - a significant historical contribution by a person or family.
    - persons who have attained significant prominence in their professional field, public service or leadership in the betterment of the human race.
  - b) A place
    - geographic names, landmarks or characteristics relevant to the school.
    - the street, road, major thoroughfare or other geographic feature where the school is located.

- the community or neighborhood in which the school is located.
- c) A symbolic metaphor
  - a symbolic name that reflects the positive values of the school, the school district, the community, the region, or the country.
- d) Some combination of the above.

- Develop a comprehensive report for the recommendation for school names.
- Submit the recommendation report to the Superintendent of Schools for submission to the School Board.

### Time Frame:

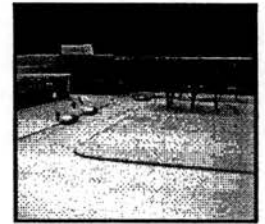
- The School Naming Task Force shall meet regularly as needed commencing approximately February 1, 2003.
- Preferably, the recommendation report shall be submitted to the Superintendent of Schools on or before May 1, 2003.

### Task Force Membership:

The School Naming Task Force membership will be comprised of student, staff, administrative, School Board, parent and citizen representatives. Prospective members may volunteer or be nominated for consideration. The School Board chair, Superintendent, and the Superintendent's Advisory Council shall select the members for the School Naming Task Force. Membership shall include approximately 10-12 members.



Concrete is poured for the foundation walls of the three-story academic wing of the new middle school.



The model shows what the south-facing side of the new middle school's three-story academic wing will look like.

*"The names of our buildings are symbolic and connote the values of the institution. When we have the opportunity to name our school buildings, we have to take it very seriously."*

*— Dr. Larry P. Nybladh  
Superintendent*



# School Naming Task Force Member Selection Form

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: (Home) \_\_\_\_\_ (Work) \_\_\_\_\_

E-mail: \_\_\_\_\_

I am interested in being named to the School Naming Task Force.

I will bring the following perspective(s) to this process:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I believe I have the following experience or expertise which will facilitate this process: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please mark all that apply to you:**

- Student
- Alumni
- Parent
  - Edison
  - Probstfield
  - Riverside
  - Robert Asp
  - Washington
  - Junior High
  - Senior High
  - RRALC
- Grandparent
- Administrator
- Teacher
- Support Staff
- School Board
- College Faculty
- Senior Citizen
- Community Leader
- Business Leader
- Government Leader
- Other \_\_\_\_\_
- Other \_\_\_\_\_

Return form by January 27, 2003 to:  
Superintendent's Office, Townsite Centre, 810 4th Ave. S., Moorhead, MN 56560 or call (218) 284-3330.  
This form can be completed and submitted online on the district's Web site at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us).



## Guidelines for Consideration of the School Names

**a) A person**

- deceased unless unique circumstances warrant an exception
- a famous American or world figure
- a significant local contribution to public education by a local resident
- a significant historical contribution by a person or family
- persons who have attained significant prominence in their professional field, public service or leadership in the betterment of the human race

**b) A place**

- geographic names, landmarks or characteristics relevant to the school
- the street, road, major thoroughfare or other geographic feature where the school is located
- the community or neighborhood in which the school is located

**c) A symbolic metaphor**

- a symbolic name that reflects the positive values of the school, the school district, the community, the region, or the country

**d) Some combination of the above**



# School Name Suggestion Form

Moorhead Area Public Schools is making history and we need your help. The School Naming Task Force will be recommending names for the district buildings. It is vital for us to find out what community members would like to see reflected in the names of the schools. **Deadline for suggestions is March 10, 2003.**

Several options are being considered.

1. We can reuse names previously used for buildings.
2. We can develop a theme such as presidents, trees, other historical figures, etc.
3. We can name the buildings based on other considerations.

### Guidelines for consideration of the school names:

#### a) A person

- deceased unless unique circumstances warrant an exception
- a famous American or world figure
- a significant local contribution to public education by a local resident
- a significant historical contribution by a person or family
- persons who have attained significant prominence in

their professional field, public service or leadership in the betterment of the human race

#### b) A place

- geographic names, landmarks or characteristics relevant to the school
- the street, road, major thoroughfare or other geographic feature where the school is located
- the community or neighborhood in which the school is located

#### c) A symbolic metaphor

- a symbolic name that reflects the positive values of the school, the school district, the community, the region, or the country

#### d) Some combination of the above.

We are asking for your assistance. Please submit your ideas for consideration by the task force. Complete the following survey and return it to any Moorhead School office or the district office. The form may also be completed online. Please include your name, address and phone number so we may contact you if we need further clarification.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

I would like to make the following recommendation(s):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I'm making this/these recommendation(s) because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<p><b>Specify which building(s) your suggestion is for:</b></p> <p><input type="checkbox"/> Any school</p> <p><input type="checkbox"/> All buildings</p> <p><input type="checkbox"/> New elementary school at 14th Street and 40th Avenue South</p> <p><input type="checkbox"/> Remodeled elementary school in current Junior High building</p> <p><input type="checkbox"/> Remodeled elementary school in current Robert Asp building</p> <p><input type="checkbox"/> Any elementary school</p> <p><input type="checkbox"/> All elementary schools</p> <p><input type="checkbox"/> New middle school at 3601 12th Ave. S.</p> <p><input type="checkbox"/> District education center in current Probstfield building</p> <p><input type="checkbox"/> Moorhead High School</p>
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Return form by March 10, 2003 to:

Superintendent's Office, Townsite Centre, 810 4th Ave. S., Moorhead, MN 56560 or any Moorhead Public Schools' office.

This form can be completed and submitted online on the district's Web site at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us).



# School Name Suggestions Received by March 10, 2003

## Suggestions For: *All Buildings or Any School*

Suggestion	Rationale
<p>Names of the new schools should reflect important things/people in our community's past. I think that it would be especially appropriate to name at least one building after an influential woman in our community, if buildings are to be named after important people.</p> <p>Named after important people in Moorhead's history.</p> <p>All our schools follow a common theme: historical figures of Moorhead (or Minnesota).</p>	<p>Finding people from our community's history will allow for students as well as community members to learn more about the people who were influential in Moorhead's growth and development.</p> <p>It is imperative that children learn about the history of their community and how important people in Moorhead's past contributed to the growth and development of their community.</p> <p>I think people become interested in learning more about historical figures when they work, live by, or go to places that are named after these people. And when you know more about the place you live, work or play, I think you feel more connected to the community as well as that building. For those reasons, I would like to see the Probstfield name kept as part of the theme, although it does not need to stay with an elementary building.</p>
<p>Names should refer to our area. Examples: Prairie, Aggassi, Red River, Pioneer, Probstfield, Comstock, Hjemkomst.</p> <p>Pioneer, Highland Acres, Lowland Acres, North, East, South, West, Lewis and Clark, Millenia, Fields</p>	<p>I think we need to honor our local heritage.</p> <p>These names have at least a little significant meaning in relevance to our area.</p>
<p>Stay away from President's names.</p>	
<p>Local people who have contributed to the Moorhead community (Robert Asp, Probstfield,)</p>	<p>To keep Moorhead's legacy/history alive.</p>
<p>New names for all buildings.</p>	<p>Let's start fresh. If we bring the old names with us, some of the old feelings – good and bad – will come with the names. An appropriate site could be designated to display the old buildings and honor their names. We need a fresh start.</p>
<p>Name a school for person in history who has done something for society, and belongs to a minority group.</p>	<p>Because it is time for Moorhead to show its openness toward other cultures and diversity.</p>
<p>Use the same names as the old schools.</p>	<p>To keep a connection with the past, especially for those community members that grew up in Moorhead, attended these schools and now have children attending.</p>

Suggestion	Rationale
Hjemkomst (elementary, middle school)	Reflects the heritage as well as the values of our area. A good cultural tie-in with Robert Asp.
Red River Hogs	I was at the San Diego Zoo and there were some pigs there called the Red River Hogs. They are about the size of an average dog and come from Africa. I believe this would be a great mascot for one of the new schools.
Jace Lahlum Elementary	Mr. Lahlum is a great teacher and he should be recognized.
ISD 152	It is our independent school district number.
Harry Houdini Elementary	
Paul Wellstone or Paul and Sheila Wellstone or Paul and Sheila Wellstone Memorial School	<p>His support for public education.</p> <p>Mr. Wellstone was a great leader for our state and lost his life in service. He is an inspiration to all. He was a teacher and educator first and is very deserving of this honor. Thank you.</p> <p>The Wellstones were great supporters of education, and their legacy deserves to be honored this way.</p> <p>Paul and Sheila Wellstone were dedicated heart and soul to the education of our children. They represent the best of Minnesota; people who loved and worked for children, not only in our state, but throughout the country and the world. I don't care which school you honor with their name, but it is unthinkable that these two incredible Minnesotans not be acknowledged in this way. Paul and Sheila can never be replaced, and it is absolutely vital that their work never be forgotten.</p>
Colores Unidos (United Colors)	This is an area with peace, unlike some parts of the world where there is so much conflict.
Freedom	Freedom is so important to us in the USA and education is part of that right.
Zebulon Pike	He is an explorer that rarely receives the recognition that Lewis and Clark do, yet paved the way for westward exploration and expansion. Not to mention elementary-aged kids would enjoy attending a school called "Zebulon."
Ronald Reagan	Ronald Reagan was our oldest elected president and as of now, our longest living president. He also put an end to the Cold War, and many other accomplishments.
Columbia	In respect for the astronauts who perished in the disaster as they served our country as explorers of space, our final frontier.

Suggestion	Rationale
Nikola Tesla	Because of Tesla's contribution to modern technology and the lack of attention and recognition he has received for his inventions like AC power, AC motor, wireless communication, X-ray, neon and fluorescent lighting, hydro-electric power and more. Without Tesla's contributions to science, modern commerce and standards of living would cease.
Central	
Probstfield	Retain the name Probstfield for one of the buildings in the district, either for the new admin building or for one of the new elementary schools. Randolph Probstfield was a key figure in the early history of the Red River Valley during the late 19th century. Historical memory is important to community. Maintain connections between the district and Probstfield farm.
Kenneth M. Tangen	I spent time in two different universities on my journey toward my degree, but not one instructor had as much influence on my life as Ken Tangen at Moorhead High School. Through literature, he opened my eyes to possibility, justice, and self-worth. Whenever I meet a new instructor, I set the bar at Ken Tangen, and then challenge the instructor to reach as high.
George Bush	An elementary school should be named after George Bush. He has been a great leader in our time of crisis and he should be remembered for that. New President, new school. George Bush, for both George Bushes. The only father and son to both be president of the United States.
George Washington School	He did a lot for this country and he was a father of our country. It's an honor to keep his name going.
Cesar E. Chavez Middle School	Cesar E. Chavez brought hope and inspiration to tens of thousands of farmworkers. He taught us that injustice anywhere affects all of us everywhere. Cesar was a symbol of hope to the farmworkers. He provided a voice for the voiceless and leadership for those who had the will but were unsure of the way.  He helped created the United Farm Workers Union. Let's honor a man who dedicated his life to improving the lives of the people who pick the food that we eat.
Kalpana Chawla (Columbia Mission Specialist)	In reading an article about Kalpana, it was highlighted that she "set her sights on an American education – an education that would send her into space."
Ada Comstock or Comstock Elementary School	A family with roots and history in Moorhead. A female role model. We have easy access to info on the family and historical landmarks in town for the students to see. Family who pioneered the area and have left several historical contributions.

Suggestion	Rationale
<p>If not a school, at least the High School Auditorium or Theater Wing should be named for Edmund and Kathryn Gasper.</p>	<p>Our community has been extremely lucky for the last two decades to have these marvelous performers and teachers in Moorhead. There are literally hundreds of former students that have found success in many different disciplines, not only in the performing arts but in medicine, law, public service, and business, as a result of the life lessons taught by this extraordinary couple.</p> <p>Eddie and Kathy are the very definition of excellence. They set high standards of conduct in their expectations for their students, and further, they show each sincere student how to achieve those high standards. The performing arts community of Moorhead-Fargo would have nowhere near its reputation for excellence without the influence of the Gaspers. From the Trollwood Performing Arts School to Gooseberry Park Players to the Community Theater to the Opera ... , all have a huge debt to Kathy and Eddie. We need to recognize that Moorhead High School's award winning performances of "Grease" and "Working," leading to the invitation to attend the Edinburgh Fringe Festival, would not have been possible without the training that began at Carousel Dance Theatre.</p> <p>But the importance of the Gaspers to Moorhead isn't just what happens on the stage, as wonderful as that is. Eddie and Kathy teach kids, day by day, the importance of preparation, of training, of prioritizing. The Gaspers' students tend to have higher grades – they need be more careful in scheduling homework, so homework tends to get done. Needless to say, students at Carousel also get an extensive education in Music Appreciation, learning to distinguish all genres from Classical to Classical Jazz to Modern to Broadway. It is said that training in music helps learning in math. Another factor that helps dancers achieve in math is that they learn to keep at a problem until it is solved, in the same way they keep working to improve technique. They learn that persistence is a component to acquiring skills, in school as well as in dance. Moorhead Healthy Community Initiative has recognized that participation in the performing arts is one of the key indicators of a child's self-esteem, and further a key factor in keeping our kids away from self-destructive behaviors.</p> <p>Since the late '70s, the Gaspers have had innumerable offers from all over the country, if not the world. They have chosen to remain here. Further, they chose to live in Moorhead, they sent their three children through the Moorhead Public School system. It would be a wonderful gesture to return their loyalty by recognizing their contributions to Moorhead and Fargo. It would be a wonderful way to reinforce to our community that excellence in itself is a worthy goal. Please consider Edmund and Kathryn Gasper.</p>
Moorhead Eagles	It's patriotic and it's nice to be patriotic.
All Nations	All nations welcome here at these schools.
Abraham Lincoln High	

Suggestion	Rationale
Imagination or Explore Elementary	It sounds like something that would be a great school and for our community.
Norm Felde Elementary	
La Paz (means The Peace)	This is an area with peace, unlike some parts of the world where there is so much conflict.
Moorhead Stars	Moorhead Stars: all Moorhead Students are stars.
Shining Star	
Martin Luther King Jr.	Because of the vast importance this historical figure had in America in the 20th century. He taught that all people deserve respect and to be treated fairly. The Birmingham Address is something everyone in the community should strive to follow.
Mosaic	Emphasis on diversity, different pieces fitting together.
Hope	We should be optimistic about our children, our future.
La Tierra	Spanish for "The Earth"
Aurora	Reflects our geographic position in the northern hemisphere and its natural grandeur (as in "Aurora Borealis," the Northern Lights).
Gandhi (high school?)	A world model for nonviolent resistance, participation and responsibility.
Henry H. Ford	He made it possible to get to school without walking.

# School Name Suggestions Received by March 10, 2003

Suggestions For: *District education center in current Probstfield building*

Suggestion	Rationale
Moorhead District Education Center	It just makes good sense to call it what it is!
Moorhead Public Schools District Offices	
Probstfield	<p>This building should retain its name because the land was originally given by the Probstfield family.</p> <p>Probstfield should stay Probstfield.</p> <p>Historical Moorhead figure who supported education.</p> <p>To save money. The name is already there.</p>
Probstfield Education Center	<p>People know where this school is located, it memorializes one of our early school leaders in the community, it means maps don't have to change, it reflects our respect for his contribution to education in Moorhead. Also, all elementary children could learn about him and the living history farm – not just ones from one building.</p> <p>Probstfield should stay Probstfield.</p>
Randolf Probstfield District Education Center	<p>The building is already known as Probstfield and his family deserves to keep this as his namesake.</p> <p>Don't confuse people by changing the name. The Probstfield name has served us well and will in the future in this building.</p>
Moorhead DEC or Mhd District Ed Center ISD 152	Name should "explain" use.

# School Name Suggestions Received by March 10, 2003

## Suggestions For: *Moorhead High School*

Suggestion	Rationale
Moorhead High School or Moorhead Senior High School	<p>Keep the same name; It should remain Moorhead High to reflect the entire community.</p> <p>Moorhead High School says it all; there is no need to attach any other name. Moorhead has had that name for a long time.</p> <p>It helps people who travel to events who ask "where is Moorhead High School?"</p> <p>It is the only high school in Moorhead; changing the name to something else it will be confusing to the public.</p>
Paul and Sheila Wellstone Memorial High School	<p>Moorhead should take this opportunity to honor the Wellstones. They both worked to improve the lives of Minnesotans and all Americans, particularly the vulnerable and underserved.</p> <p>Senator Wellstone was respected by people across the country as someone who was willing to take a stand and fight for his convictions. That's a trait our schools should certainly seek to instill in students. I think the high school is the best choice, but in fact, I would be happy to see any school named in their memory and honor.</p>
Harlan Shuck High School	Mr. Shuck taught here for over a quarter of a century and still continues to come back to coach and teach. A man with that sort of commitment to education should be honored.
Louis Armstrong High School	Because we should have a name with CLASS.
Jason Blake High School	Jason Blake grew up and went to school in Moorhead and I think he would be proud to have a school named after him in the town he grew up in.
Columbia High School	In memory of the Columbia space shuttle.
Lincoln High School	One of our presidents and it sounds good.
John Adams High School	

# School Name Suggestions Received by March 10, 2003

## Suggestions For: *New Middle School*

Suggestion	Rationale
<p>In order to preserve the names of the current elementary schools yet avoid confusion by having "old" names for buildings and "new" names for buildings, I would suggest that the three floors, or houses, in the new middle school be named Probstfield House, Washington House and Edison House.</p>	<p>There is community interest in preserving the names of the existing schools, but this could cause some confusion. Since the new middle school was advertised to have a "school within a school" kind of set up, it seems appropriate to me to preserve the school names by creating three house (floor) names that does exactly that.</p>
<p>Find a name with meaning — not for a person — but that all middle school students can aspire to.</p>	
<p>William G. Moorhead Middle School</p>	<p>He founded the city in 1871 and it was named after him.</p>
<p>Moorhead Middle School</p>	<p>Because all children from Moorhead will be attending this school.</p> <p>Moorhead Middle School sounds good and simple. Truly, it is who and where we come from. Then they can use the same colors as the Spuds in sporting events, black and orange.</p> <p>I believe the name should be simply, Moorhead Middle School. This signifies the proud name of Moorhead and that we have moved into the current education model of a middle school. I have been to conferences and people have said the school name that they're from (ex. Voyageur Middle School - who knows where that is). Moorhead should be proud and include Moorhead in its new middle school name.</p> <p>It's the only middle school in town.</p> <p>The name represents the entire community and at this age, the students and athletes begin to travel and represent Moorhead. We should all be Moorhead Spuds starting at this level and through high school. We should be proud to be "Moorhead."</p> <p>The name for the new middle school should be Moorhead Middle School because people will know where the school is located and won't get it confused with other schools in the area and it shows pride in our community.</p> <p>The students at this level are starting to connect to the high school in many ways. They follow closely the activities, wear Spud clothing, etc. I think it would help develop school and community connectedness.</p>



Suggestion	Rationale
Valley Middle School	The name should reflect where we live.
Red River Valley Middle School	We live in the Red River Valley and it would be fun to have a school name like that.
Red River Middle School	The name should reflect where we live. We are located in the Red River Valley. It's the nearest major natural landmark.
Moorhead Red River Middle School	For middle school we are in the Red River area.
(Betty) Myers Middle School	I have worked for/with Dr. Myers for sixteen years. She is supportive of all her employees. Dr. Myers has to be one of the most caring student (child) centered principals in Minnesota! She has an excellent rapport with parents and/or guardians. You can always be assured that the job will get done – a very dedicated individual with a big heart.
Roger Maris Middle School	
The Meadows Middle School Meadows Middle School Moorhead Meadows Middle School	The name should reflect where we live. Community where located. Because it is going to be by the Meadows golf course.
Prairie Middle School	The name should reflect where we live.
Robert Asp Middle School	<p>Robert Asp influenced positively many junior high students in Moorhead the years he worked as a counselor. His dream was and still is an inspiration to many area people. I love the logo of "Dare to Dream." It is so appropriate and meaningful to have his name on the middle school.</p> <p>He was a teacher who had a vision, a dream and pursued it. Good message for middle school aged children</p> <p>Robert Asp was the right name then, and it's the right name now! Let us continue to honor the memory of this Moorhead teacher who showed us the value of dreaming large dreams and turning them into reality.</p>
Loren Douglas Hagen Middle School	Loren Douglas Hagen, Doug Hagen to those who knew him, went to South Junior High through the ninth grade. He would have been in the class of 1964. Doug graduated from NDSU with a degree in engineering and then entered the service. To my knowledge, Doug Hagen is the only person who attended the Moorhead schools who was awarded the Congressional Medal of Honor. I would suggest that the new middle school be named the Loren Douglas Hagen Middle School in honor of an American hero who attended the school the new middle school will be replacing. Doug was a first cousin of Dale Harris. The Harris family was in business of Moorhead for over fifty years. Harris Bros. was an implement dealership and Studebaker outlet for years.

Suggestion	Rationale
Meadow View Middle School	It's near Meadows golf course.
Horizon	<p>You can see the horizon from the middle school.</p> <p>It is being built out in the horizon. I don't think every school needs to be named after someone.</p>
Probstfield Middle School	Didn't he once own that land?
<p>Wolf Valley Middle School</p> <p>Wolverine Wild Middle School</p> <p>Wolf Wilds Middle School</p>	<p>Because we're up north and there's a Wolf valley up north and Minnesota is the state of the wolf. I think it would just be appropriate for a northern middle school.</p> <p>Because the Wilds is the state hockey team name and wolverines used to be very common in this part of the region.</p> <p>I think the new middle school should be named that because the Wilds is the state hockey team name and wolves were very common around this area and region and I like wolves and Minnesota is the wolf state.</p>
Martin Luther King, Jr. Middle School	It's the age when kids tend to notice their difference and tend to start their groups.
Jefferson Middle School	We don't have a Jefferson around here. It sounds good.
Spuds Middle School	They're from Moorhead (Spuds), and they are in middle school. It would be the first school of Moorhead named after our town in some way.
Challenger Middle School	In memory of the bravery and commitment to exploration of the astronauts who died.
Citizen Middle School	Because too often only the minority of Americans get recognized for their efforts. By naming the Middle School... "Citizen" Middle School it would acknowledge all Americans who have contributed in making the United States what it is today! The United States of America is what it is today because of the collective effort and contributions of all its citizens.
Excel Middle School	The middle school will not only be a totally new facility but will also feature the new middle school concept. I think Excel Middle School would be a very positive identifying name that would speak clearly about the opportunities for achievement for all students.
Edmund Fitzgerald Middle School or Fitzgerald Middle School	Legend of the north country - the Edmund Fitzgerald.

Suggestion	Rationale
Columbia Middle School	<p>I thought it would be nice to name it after the space shuttle that blew up on Feb. 1, 2003.</p> <p>The Columbia Shuttle Tragedy was an important event that happened during our elementary school years. Naming our new middle school after it will help us to remember the astronauts that died. Naming our school after Columbia will also be comforting to the families because they will know that others care about what happened.</p>
Margaret Mead Middle School	<p>Margaret Mead (1901-1978) taught about the value of looking openly at other cultures to better understand what it is to be human. Mead was a scientist, explorer, writer, and teacher. She worked in the Department of Anthropology at the American Museum of Natural History from 1926-1978.</p> <p>Her work addressed important issues like adolescence, gender, and race. She was the first anthropologist to study child rearing practices and developed a learning theory. There are people who were critical of her work, like Alan Bloom. He views her as someone who advocated a progressive and liberal set of ideas that have been disastrous both educationally and in terms of social programs in the U.S. Mead also had strong views on parent involvement with their children.</p> <p>Understanding ourselves and others, parental involvement, and mutual acceptance are all congruent with the middle school philosophy, so the name is fitting.</p> <p>Here are some quotes by Mead:  "Children are our vehicles for survival - for in them there is hope, and through them what has been, and what will be will not only be perpetuated, but also united."  "If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of potentialities, and so weave a less arbitrary social fabric, one in which diverse human gifts will all find a fitting place."  The inscription of Mead's gravestone reads:  "To cherish the life of the world"</p>
Minnesota Moorhead Middle School	It sounded really cool and it was the first thing to come to my mind and it is named like Minnesota State University Moorhead and I think that the name Minnesota Moorhead Middle School sounded really cool.
Lanning Middle School	After former mayor Morrie Lanning.
East Acres Middle School	Makes sense geographically.

Suggestion	Rationale
Lewis & Clark and/or Sacajawea	From January 18, 2003 until September 23, 2006, there will be 200 year celebrations to honor the Lewis & Clark expedition. A large portion of Minnesota was included in the Louisiana Purchase and it changed the history of the United States forever. It would behoove us to honor these men and Sacajawea in this manner for their contribution to history.
Prairie Wind Middle School	
Viking Middle School	Location
Eastmoor Middle School	Location
Lake Agassiz Middle School	Moorhead is on the bottom of what used to be Lake Agassiz.
Wild Middle School	Home state of the Minnesota Wild plus 6th, 7th, and 8th graders are a little wild too!
Happy Days Middle School	We want the students to have a positive attitude about school. I think that my name will remind the students to smile while they are at school. When one person is smiling it makes everyone a little happier!!!

# School Name Suggestions Received by March 10, 2003

Suggestions For: *All Elementary Schools or Any Elementary School*

Suggestion	Rationale
Use community leader names and have children learn more about our former leaders and the lives they lived here in the Red River Valley.	So all elementary children would learn about all the people behind the names of the elementary schools — all former leaders of education in our community — Probstfield (pioneer); Ada Comstock (women educator); Sharp (community service/board room leader); Robert Asp (modern day venturer). Each connects with our community and deserves study by all the students.
Follow the theme of inventors such as Thomas Edison, Alexander Bell, George Pullman, Samuel Morse or others.	Idea came from Thomas Edison in south part of town
Using presidents would be doubling up with Fargo.	
Robert Asp Elementary, Probstfield Elementary and Comstock Elementary	<p>These three individuals all had a positive influence on education in our area.</p> <p>These people and their families are important historically to our local community. Probstfield's and Asp's visions guided them to achieve great dreams; we want our children to follow their dreams. Elements of their individual character traits are worthy of study by our students. One could support their roles as local heroes. Children need everyday heroes, including people throughout history, such as Randolph Probstfield and Robert Asp.</p>
Probstfield Elementary	<p>As leaders of education in our area, I think the name is of significance. The name lends itself to a study of people who actually lived in our area, were leaders in many areas including farming methods, politics of the time, and education. I feel that children can connect to a name of someone who once lived here. I would say the same of Robert Asp.</p> <p>One of first three white settlers in this area. Helped build first school. Believed strongly in education for his children and all children.</p> <p>He was an important part of Moorhead and was very interested in education. Local pioneer, fun to spell.</p>
Wellstone Elementary School	Because I thought it was an appropriate name, and Paul Wellstone was involved with this community during his time here.
Marlene T. Olson Elementary School	Marlene was a teacher who epitomized the work ethics and the concern for children and learning for which the Moorhead School District is known. Her 21 year career with Moorhead Schools was cut short by her death in February of 1999. I believe her name would lend respect and honor to any school in the district.

Suggestion	Rationale
Ellingson Elementary	Jim Ellingson is a retired elementary teacher and continues to dedicate himself to education in Moorhead. He is still involved in education for our future teachers as a professor at Concordia College in Moorhead. He was Minnesota State Teacher of the Year in 1990 (if memory serves correctly). As a former student (and his niece) Jim's dedication to education is truly inspirational.
Thomas Jefferson Elementary School	Thomas Jefferson named after President who made Declaration and constitution.
George Washington Elementary	George Washington was the first president and George Washington Elementary Schools has been a part of Moorhead for a very long time. And I feel that the adults who used to attend George Washington would like for their kids to attend the same school.
Ada Comstock Elementary	She was a woman who was well-educated, went on to be president of Radcliffe College. Was born and raised in Moorhead.
Maplewood Elementary School	
Rose Asp Elementary	As the wife of the builder of the Hjemkomst Viking ship Rose gave much more to this community than most people realize as she sacrificed financially and emotionally in supporting her husband Bob's dream to build a ship and sail it to Norway. As someone who knew and loved Rose Asp as a friend, I know how much she gave and it is my belief that she gave much to our community because she is the one who supported finishing what Bob started. She did this by giving her children and Bob's friends the financial and emotional support needed to complete the voyage. And she gave of herself tirelessly until it had been accomplished. When it was done she took nothing for herself but turned around and gave the Ship (worth \$500,000) to the community of Moorhead so that the Hjemkomst center could come to fruition. I think it is far past time that this courageous and generous WOMAN be remembered and honored by this community and naming an elementary after her would be a great start. Thank you for considering an unsung hero, my friend, Rose Asp.
Columbia Elementary	It's timely because of the recent Columbia space shuttle tragedy, but also Columbia has been a name associated with American democracy since the birth of our nation.
John Dewey Elementary School	Arguably the most influential educational thinker of the 20th Century, Dewey paved the way for self-directed learning and interdisciplinary/independent curriculums in school. He created the philosophy behind the incredibly successful KEEP independent research program at Moorhead High School (says Charles Fisher).

Suggestion	Rationale
Savior Elementary	
John F. Kennedy Elementary School	
Eleanor Roosevelt Elementary School	She was a champion for equal rights.
Ann Bancroft Elementary School	<p>She is a polar explorer from Minnesota and an internationally recognized leader dedicated to inspiring women and girl audiences around the world to unleash the power of their dreams. She became one of the first women in history to sail and ski across Antarctica's landmass. She also earns the distinction of being the first woman in history to cross the ice to both the North and South Poles. She was also a teacher in the Minneapolis area schools. She taught physical and special education and coached various high school sports. She is currently an instructor for Wilderness Inquiry, an organization that helps disabled and able-bodied individuals enjoy the wilderness year round. She currently lives in Scandia, MN and is 47.</p>

# School Name Suggestions Received by March 10, 2003

## Suggestions For: *Remodeled elementary school in current Robert Asp building*

Suggestion	Rationale
<p>Robert Asp Robert Asp North Elementary</p>	<p>Continuing to honor a very unique and important individual in our district.</p> <p>We've made a difference in this community. If you name it something else people will always refer to it as the old Robert Asp School!</p> <p>Robert Asp deserves to have his name live on for the degree of renown he has brought our city and school district. Keeping the name also helps maintain some community familiarity.</p> <p>I have been in this school since 1983 – went through many names and naming committees. The school name had much thought and tied into the spirit of the Dare to Dream. It has a local person and Hjemkomst associated with it. I still like the name and its meaning.</p> <p>A lot of thought and time went into naming that school. Calling it Robert Asp School seems to fit — and it is where Mr. Asp worked.</p> <p>Local person of scholastic influence and area history, important figure historically.</p> <p>This building is already known as “Asp” and his family deserves to keep it as his namesake but add “North” if the other two elementary schools end up being something similar to Central &amp; South.</p> <p>He was a great instructor, a person students looked up to. If Probstfield keeps its name, then you must give the students of north Moorhead the same option.</p> <p>Robert Asp worked as a teacher and counselor at the building and he showed us all that hard work can help make a dream come true. It is important to honor local people as well as those who are nationally know.</p> <p>He was my counselor in the 1980s and a very good man. It is a good name, a local name, and people are used to that name as a school on the north side.</p> <p>Mr. Asp was a very important person and that his name should go on at the school that the name was given to; he was a great man who made his dreams come true under poor health and is a good role model for our kids. Robert Asp School name was given in honor of Robert Asp from our community and it would be a dishonor to remove the name. It doesn't matter that there will be younger grades in there. Keep the history of Moorhead alive as well as honor those who did so much in establishing the city of Moorhead and its schools.</p>
<p>North Elementary North Elementary Lightning</p>	<p>Location It makes sense, geographically, compared to the other two elementary schools.</p>



Suggestion	Rationale
Cesar Chavez	Sr. Chavez fought for farmworkers rights and because this area has had farmworkers for decades, it is a way of showing appreciation to those who work to put food on our tables.
George Washington Elementary	<p>I think it would be nice to keep the northside elementary as Washington Named after George Washington and it is the name of our old school.</p> <p>The referendum has paved the way for many positive changes, yet many district residents are still very reluctant to accept those changes. Let's honor their feelings by keeping the names we all know and love as a way to perhaps ease the pain of change for so many of our community members while, most importantly, honoring our past. George Washington is an icon, an institution that is held deeply in the hearts of thousands of our citizens of the district. Let's honor the memory of that fine school, all of its fantastic teachers and staff, past and present, and all of its graduates by transferring its name to our new north elementary school. I'm thinking that the folks from the north side of our district would be proud to see this name live on.</p>
John Adams Elementary	Adams was the most vocal advocate for Independence in the entire Continental Congress. He helped Jefferson draft the Declaration of Independence. He was born a Farmer's son, but entered Harvard at 15 and rose to our 2nd President. His views on education were so strong that he wrote, "Laws for the liberal education of youth, especially for the lower classes of people, are so extremely wise and useful that to a humane and generous mind, no expense for this purpose would be thought extravagant." A plaque with this quote would be a good reminder for all in John Adams elementary school.
Myers Elementary	I have worked for/with Dr. Myers for sixteen years. She is supportive of all her employees. Dr. Myers has to be one of the most caring student (child) centered principals in Minnesota! She has an excellent rapport with parents and/or guardians. You can always be assured that the job will get done – a very dedicated individual with a big heart.
Crystal Elementary School	American Crystal is in the north Moorhead area and it is a part of Moorhead so thought of Crystal Elementary, making it unique.

# School Name Suggestions Received by March 10, 2003

Suggestions For: *Remodeled elementary school in current Junior High*

Suggestion	Rationale
Howard Wergeland Elementary	He was such a kind and fair administrator! (I know he's still living.)
Probstfield	<p>He was a very important part of education in Moorhead.  Historically important figure in Moorhead.  Because both of my children attended Probstfield K-4 and I feel strongly about the name being carried on.  It is a good name, a local name, and people are used to the elementary school on the south side with that name.  I believe the history of Probstfield deserves to stay in place.</p>
Central Elementary Central Elementary Patriots	<p>Location  It makes sense, geographically, compared to the other two elementary schools.</p>
Liberty Central Elementary School	<p>"Central" conveys two messages:  1) that the school is geographically in the middle of the district's layout of elementary school buildings.  2) that the concept of Liberty is a central value that our students, our community, and our nation can commonly cherish.</p>
George Washington Memorial School George Washington Elementary	<p>If the current George Washington school is going to be torn down than there should be a George Washington school in it's place</p> <p>Universally acclaimed by his contemporaries as the only person who could have lead the Continental Armies in a successful war for Independence. Could have been King, but chose the title President instead to serve the people. Rated the #1 President by most historians. We should continue to honor President Washington for leading our new country in 1776. He was quiet, honest, incredibly brave, and a man of the highest integrity.</p>
Sharp School	This would again recognize the work this community leader did for Moorhead Schools. Since there is no current school with his name, it could be used again.
Red River Elementary	Location
Thomas Edison - Riverside	Thomas Edison and Riverside Elementary Schools are icons, institutions that are held deeply in the hearts of thousands of the citizens of this district. Let's honor the memory of those fine schools, all of their fantastic teachers and staff, past and present, and all of their graduates by transferring their names to our new central elementary school. I'm thinking that the folks from the center of our district would be proud to see these names lives on.

# School Name Suggestions Received by March 10, 2003

## Suggestions For: *New Elementary School*

Suggestion	Rationale
Fourteenth Street Elementary	Location
Madison Elementary	
John F. Kennedy Elementary School	He was one President who really cared about people of color.
South Elementary South Elementary Stars	It makes sense geographically compared to the other two elementary schools; location
Valley Elementary	After the Red River Valley
Wild Prairie Elementary School	
Comstock Elementary School Ada Comstock Elementary	<p>I believe she has been a pioneer in education from our community, reflects the ideals young women in the community can learn from and be proud of, and her roots and bones are right here with us.</p> <p>Figure of historical importance to Moorhead.</p> <p>Keep the history of Moorhead alive as well as honor those who did so much in establishing the city of Moorhead and its schools.</p>
Laveta Scott (not positive on first name) -- she was once principal of Riverside School.	She was a wonderful principal at Riverside and it would be a tribute to Riverside residents as well! I think it would help the Riverside neighborhood with the closing of their school to have one of their former principals honored.
Freedom "Eagles" Elementary Freedom Elementary	<p>From 1776 until today, our country has been a bastion for Freedom and we too often take this for granted. The name Freedom Elementary with the eagle as the mascot would be appropriate today and in the future of our country and school.</p> <p>Because of recent events (9-11)...this just seems right to name a school Freedom. This great country was created on this fundamental human right that some of us don't realize we had and take for granted.</p>

Suggestion	Rationale
Moorhead Area Elementary	It lists the town, and none of the elementary schools do that now.
Randolph Probstfield Elementary School	<p>Randolph Probstfield Elementary School is an icon, an institution that is held deeply in the hearts of thousands of the citizens of this district. Let's honor the memory of that fine school, all of its fantastic teachers and staff, past and present, and all of its graduates by transferring its name to our new south elementary school. I think that the folks from the south side of our district would be proud to see this name live on.</p> <p>Mr. Probstfield is was the first teacher in the area and founded Moorhead. I would like his name to be on the new school because it is part of our history and we plan on continuing to educate the students in the primary grades about him.</p>
David Crocket	Part of the American history.
Prairie Wind Elementary	
Washington Elementary	He is the Father of our Country, first President of the USA, and his name should be honored and remembered for all future generations of our children.
Panther Pride School	Because panthers are our mascot.

BUSINESS SERVICES MEMO#: B03.072



To: Dr. Larry P. Nybladh

From: Mark Weston *MLW*

Date: May 7, 2003

RE: Bid Package Voyager Demolition

On Tuesday, May 6, 2003 at 2:00 p.m. the school district opened bids for the Voyager Complex Demolition. Attached you will find the bid tabulation form reflecting the bid package. As you will note in the attached information, Northern Improvement has the lowest demolition bid at \$145,985.

Suggested Resolution: Move to approve the bid from Northern Improvement in the amount of \$145,985.00 for the demolition work at the Voyager Complex.

MLW/dmh

Attachments:

Moorhead Area Public Schools  
 Independent School District 152  
 Voyager Complex Demolition Work  
 Moorhead, Minnesota

Project No. 03-006

Bid Tabulation - May 6, 2003

CONTRACTOR	BID BOND	ADDENDUM 1	BASE BID	REMARKS
<b>DEMOLITION</b>				
Hough, Inc. 18262 Old Pit Rd. Detroit Lakes, MN 56502	5%	1	\$ 207,000.00	
Industrial Builders PO Box 406 Fargo, ND 58107	5%	1	\$ 238,690.00	
Northern Improvement 4000 12th Ave NW Fargo, ND 58102	5%	1	\$ 145,985.00	
Veit 14000 Veit Place Rogers, MN 55374	5%	1	\$ 187,600.00	

BUSINESS SERVICES MEMO#: B.03.073



To: Dr. Larry P. Nybladh

From: Mark Weston *MLW*

Date: May 7, 2003

RE: Construction Alternates

After reviewing the construction budget I am recommending the alternates as listed on the attachment. Please contact me should you have any questions regarding this issue.

Suggested Resolution: Move to approve the alternates as presented in the amount of \$986,087.

MLW/dmh

Attachments

**Alternate Summary for All Projects**

**PROJ: Moorhead Area Schools (ISD 152)**

**LOC.: Moorhead, MN**

**ARCH: RMA/ZBA**

**DATE: 5/8/2003**

**Moorhead High School**

HS	Add Alternates not included in Base Building Construction	Qty	Recommend	Awarded	Pending
1	Family & Consumer Science Classroom Remodeling			\$72,143	\$0
2	Pool Deck Expansion / Seating			\$111,458	\$0
3	Greenhouse Remodeling				\$76,012
4	Divider Curtains at Field House			\$79,500	\$0
7	Terrazzo Floor @ Fieldhouse Lobby Floor (in lieu of Stratica)			\$51,800	\$0
8	Corridor Finish Upgrades / Locker Replacement			\$453,886	\$0
8A	Premium Floor Tile @ Corridor			\$130,000	\$0
9	Toilet Room Finish Upgrades @ Door 6 (2 @ 25,600)			\$43,403	\$0
9A	Toilet Room Finish Upgrades @ Remaining Bldg (6 @ 25,600)			\$166,437	\$0
<b>Subtotal - HS Alternates</b>			<b>\$0</b>	<b>\$1,108,627</b>	<b>\$76,012</b>

**New Moorhead Middle School**

MS	Add Alternates not included in Base Building Construction	Qty	Recommend	Awarded	Pending
1	Skylight				\$133,427
2	Terrazzo @ Commons, main corridors @ main level		\$241,700		\$0
3	Epoxy Terrazzo @ Main corridors @ 2nd, 3rd floor Corridors (in lieu of VCT)		\$250,772		\$0
4	Sport Flooring @ Auxiliary Gym & Weights/Fitness (in lieu of VCT)				\$30,824
5	Vertical Aluminum Fins @ Storefront			\$8,899	\$0
6	Wood Ceiling @ Cafetorium				\$172,221
7	4' Additional Casework @ Classrooms			\$27,659	\$0
8	Gymnasium Operable Wall			\$52,561	\$0
9	Metal Panel Soffits			(\$3,035)	\$0
10	All Weather Track		\$196,447		\$0
<b>Subtotal - MS Alternates</b>			<b>\$688,919</b>	<b>86,084</b>	<b>\$336,472</b>

**New Moorhead Elementary School**

ES	Add Alternates not included in Base Building Construction	Qty	Recommend	Awarded	Pending
1	Gymnasium Operable Wall (Manual)		\$41,456		\$0
2	Deco-coat @ corridor walls		\$36,100		\$0
3	Linoleum @ Secondary Corridors (in lieu of VCT)				\$25,389
4	Terrazzo @ Commons, main corridor		\$140,346		\$0
5	Sport Flooring @ Gymnasium (in lieu of VCT)				\$21,751
6	VWC 1-3 @ Classrooms (in lieu of paint/marker board/tack board)				\$47,800
7	4' Additional Casework @ Classrooms		\$8,996		\$0
8	Skylight				\$52,928
<b>Subtotal - ES Alternates</b>			<b>\$226,898</b>	<b>\$0</b>	<b>\$147,868</b>



**Robert Asp Elementary School Conversion**

Asp	Add Alternates not included in Base Building Construction	Qty	Recommend	Awarded	Pending
1	Hard Surface Play Area		\$19,685		\$0
2	Service Entry Screen Wall & Gate			\$17,888	\$0
3	Administration Area Upgrades				\$143,464
4	Deco-cot Wainscot @ Corridors			\$42,176	\$0
5	Wall Cabinets @ Computer Countertops			\$33,439	\$0
6	Premium Floor Tile in lieu of VCT @ Cafeteria			\$8,500	\$0
7	DeBourgh Lockers in lieu of Base Bid				N/A
M-3	Mechanical Systems @ Administration Area Upgrades				\$41,200
E-3	Electrical Systems @ Administration Area Upgrades				\$16,200
E-9	Exterior Lighting		\$11,400		\$0
<b>Subtotal - Asp Alternates</b>			<b>\$31,085</b>	<b>\$102,003</b>	<b>\$200,864</b>

**Moorhead Junior High**

Jr High	Add Alternates not included in Base Building Construction	Qty	Recommend	Awarded	Pending
1	Hard Surface Play Area		\$19,685		\$0
2	Service Entry Screen Wall & Gates			\$17,318	\$0
3	Administration Area Upgrades				\$129,303
4	Deco-cot Wainscot @ Corridors			\$53,240	\$0
5	Wall Cabinets @ Computer Countertops			\$44,357	\$0
6	Premium Floor Tile in lieu of VCT @ Cafeteria			\$8,500	\$0
7	DeBourgh Lockers in lieu of Base Bid				N/A
8	Ceiling upgrade work			\$91,760	\$0
M-3	Mechanical Systems @ Administration Area Upgrades				\$27,345
E-8	Electrical Systems @ Administration Area Upgrades				\$19,300
E-9	Exterior Lighting		\$19,500		\$0
<b>Subtotal - Jr High Alternates</b>			<b>\$39,185</b>	<b>\$215,175</b>	<b>\$175,948</b>

<b>Total - Alternates all Moorhead Projects</b>			<b>\$986,087</b>	<b>\$1,511,889</b>	<b>\$937,164</b>
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BUSINESS SERVICES MEMO#: B03.074



To: Dr. Larry P. Nybladh

From: Mark Weston *MLW*

Date: May 8, 2003

RE: Bid Package 3 New Elementary School

On Thursday, April 24, 2003 at 2:00 p.m. the school district opened bid package 3 for the New Elementary School. As you may recall the School Board did not approve all of bid package 3 at the April 28 school board meeting. Attached you will find the bid package analysis and recommendations from Kraus-Anderson for the remaining bid divisions of bid package 3.

Suggested Resolution: Move to approve the remainder of bid package 3 New Elementary School recommended by Kraus-Anderson, in the amount of \$1,503,111.

MLW/dmh

Attachments:

## KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION

## New Moorhead Elementary School

Bid Package Analysis - Bid Package 3; General Construction, M&amp;E

Moorhead Area Schools (ISD 152)

5/12/2003

BID PKG	DIV #	DESCRIPTION	BUDGET	LOW BIDDER	LOW BID	VAR FRM BDGT	# OF BIDS	REMARKS
3	1	Landscaping/Irrigation	\$ 125,025	S&S Landscaping	\$ 103,880	\$21,145	5	Recommend Award
3	2,3,5,6	Precast Concrete (Erection), Masonry, Struct Steel Erection, Carpentry	\$ 1,232,670	Comstock	\$ 1,337,000	(\$104,330)	15	Previously Awarded
3	4	Metal Fabrications Supply	\$ 91,000	Fargo Tank & Steel	\$ 119,726	(\$28,726)	2	Recommend Award
3	7	Millwork / Architectural Woodwork (Supply)	\$ 156,200	H & B	\$ 147,813	\$8,387	4	Recommend Award
3	8	Roofing and Flashing	\$ 279,991	MC Roofing	\$ 275,373	\$4,618	6	Recommend Award
3	9	Joint Sealers	\$ 25,000	Ellenson Caulking	\$ 28,665	(\$3,665)	4	Recommend Award
3	10	Hollow Metal Doors, Finish Hardware, H/M Frames, Wood Doors (Supply)	\$ 109,500	Fargo Glass	\$ 115,630	(\$6,130)	2	Previously Awarded
3	11	Overhead Doors/Colling Counter Doors	\$ 18,450	Advance Garage Door	\$ 19,722	(\$1,272)	1	Recommend Award
3	12	Aluminum Entrances, Windows, Door Operators, Curtainwall & Glazing	\$ 493,434	Rusco Window	\$ 485,769	\$7,665	2	Previously Awarded
3	13	Metal Framed Skylights	\$ -	ALTERNATE #8	\$ -	\$0		ALTERNATE #8
3	14	Drywall & Plaster	\$ 752,835	Young & Davis Drywall	\$ 772,280	(\$19,445)	3	Previously Awarded
3	15	Tile Work	\$ 66,097	Grazzini Bros.	\$ 79,500	(\$13,403)	2	Recommend Award
3	16	Terrazzo	\$ -	ALTERNATE #4	\$ -	\$0		
3	17, 19	Acoustical Ceilings, Carpet and Resilient flooring	\$ 339,559	Flament-Ulman	\$ 315,500	\$24,059	7	Recommend Award
3	18	Resilient Sports Flooring	\$ -	ALTERNATE #5	\$ -	\$0		
3	20	Paint/Wallcoverings	\$ 113,141	Steinbrecher Painting	\$ 114,400	(\$1,259)	5	Recommend Award
3	21	Visual Display Boards/Display Cases (Supply)	\$ 19,431	Lake Country Resources	\$ 27,800	(\$8,369)	4	Recommend Award
3	22	Toilet Compartments, Accessories/Misc Specialties (Supply)	\$ 26,650	Bartley Sales	\$ 28,035	(\$1,385)	3	Recommend Award
3	23	Metal Wardrobe Lockers	\$ 66,500	W.L. Hall	\$ 61,505	\$4,995	3	Recommend Award
3	24	Operable Panel Partitions	\$ -	ALTERNATE #1	\$ -	\$0		ALTERNATE #1
3	25	Food Service Equipment	\$ 117,720	Dakota Food	\$ 157,972	(\$40,252)	2	Recommend Award
3	26	Athletic Equipment	\$ 31,000	The Centre Stage	\$ 26,220	\$4,780	3	Recommend Award
3	27	Hydraulic Elevator	\$ 45,000	Advance Elevator	\$ 31,500	\$13,500	4	Previously Awarded
3	28	Fire Protection	\$ 107,250	Summit Fire Protection	\$ 81,880	\$25,370	6	Previously Awarded
3	29,30	Plumbing and HVAC Piping, Ventilation/Temp Control	\$ 1,850,875	Northern Plains Mechanical	\$ 1,642,000	\$208,875	9	Previously Awarded
3	31	Electrical	\$ 880,000	Underground Electric	\$ 851,495	\$28,505	7	Previously Awarded

**KRAUS-ANDERSON CONSTRUCTION COMPANY - MIDWEST DIVISION**

**New Moorhead Elementary School**

Bid Package Analysis - Bid Package 3; General Construction, M&E

Moorhead Area Schools (ISD 152)

5/12/2003

BID PKG	DIV #	DESCRIPTION	BUDGET	LOW BIDDER	LOW BID	VAR FRM BDGT	# OF BIDS	REMARKS
		<b>Allowances and Alternates</b>						
		Alternate - Clock and Paging	\$ 45,000	ALTERNATE #10A	\$ 44,195	\$805		ALTERNATE #10A (Rauland-Borg)
		Aluminum Panels - Allowance	\$ -		\$ 25,000	(\$25,000)		
		<b>TOTALS BID PACKAGE 3</b>	<b>\$ 6,992,328</b>		<b>\$ 6,892,860</b>	<b>\$ 99,468</b>		<b>Bid divisions recommended for award on 5/12/03 = \$1,506,111</b>
		BP1 - Contracts & Allowances	\$ 364,730		\$ 364,730	\$0		Previously awarded. Misc Steel allowance moved to bid div 4 budget.
		BP2 - Contracts & Allowances	\$ 1,528,824		\$ 1,483,824	\$45,000		Previously awarded. Soils correction allowance reduced.
		Monument Sign	\$ 10,000		\$ 10,000	\$0		
		<b>TOTALS - ALL BID PACKAGES/ALLOWANCES</b>	<b>\$ 8,895,882</b>		<b>\$ 8,751,414</b>	<b>\$144,468</b>		

MEMO #: S-03-112

TO: School Board

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

DATE: May 7, 2003

RE: 2003-2004 Principal Assignment Plan

Approximately one month ago I communicated to you that I would be developing a principal/administrative staffing plan for the Fall of 2003. As you may recall, this plan is necessary due to the vacancies created by the sabbatical leave for 2003-2004 for Mary Jo Schmid, Riverside Principal/District Staff Development Coordinator and the retirement resignation of Mike Siggerud, Moorhead High School Assistant Principal.

In the past month I have spent time meeting with principals to develop a plan for assignments. The attached plan reflects the outcome of the consensus process. The plan, in part, is reflective of the status of 2003-2004 as a year of transition. The plan accelerates some aspects of the school board approved plan for Principal Realignment for 2004-2005. It is believed that this plan for principal assignments best serves the needs during the upcoming year of planning and transition to a new configuration and model.

Suggested Resolution: Move to approve the 2003-2004 Principal Assignment Plan as presented.

LPN:mde  
Attachment



Dr. Larry P. Nybladh, Superintendent  
 May 8, 2003

MOORHEAD AREA PUBLIC SCHOOLS

2003-2004 Principal Assignment Plan  
 (By School Building)

<u>School Building</u>	<u>Current Assignments</u>	<u>2003-2004 Assignments</u>
Moorhead Senior High	Gene Boyle, Principal Mike Siggerud, Asst. Principal Russ Henegar, Asst. Principal	Gene Boyle, Principal Russ Henegar, Asst. Principal David Lawrence, Asst. Principal
Moorhead Junior High	Colleen Tupper, Principal David Lawrence, Asst. Principal	Colleen Tupper, Principal Matt Naugle, Assistant Principal
Edison Elementary	Kevin Kopperud, Principal	Open/To Be Determined
Probstfield Elementary	Anne Moyano, Principal	Anne Moyano, Principal
Riverside Elementary	Mary Jo Schmid, Principal	Open/To Be Determined
Robert Asp Elementary	Betty Myers, Principal	Betty Myers, Principal
Washington Elementary	Matt Naugle, Principal	Kevin Kopperud, Principal

\* Note: The Principalships at Riverside and Edison will be filled by one year appointments. As needed, Kevin Kopperud will serve in a mentoring role with the appointed Edison principal and Betty Myers will serve similarly with the appointed Riverside principal.

\*\* Note: For the 2003-2004 year the staff development coordinator position (.50 FTE) will be absorbed by Lynne Kovash, Assistant Superintendent of Teaching and Learning, and all building principals. The administrators will work from a written plan developed by the current staff development coordinator and the Central Office Team. The plan will coordinate the staff development efforts of the various educational enhancement teams. The emphasis will be on facilitating the various transitions necessary to fully implement the Fall of 2004 grade configuration and educational plan.

**MEMO #:** S-03-109

**TO:** School Board

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

**DATE:** May 7, 2003

**RE:** First Reading of Policy

Attached please find the policy, "We Are Proud" Guidelines (215), for your review.

LPN:mde  
Attachment

## ❖ Policies and Procedures ❖

Code: 215  
Category: Policy of the School Board / Moorhead, MN  
Section: 200 SCHOOL BOARD  
Name: "We Are Proud" Guidelines  
Adopted:  
Revised:  
Reviewed:  
Policy: I. PURPOSE

The purpose of this policy is to establish guidelines for the "We Are Proud" portion of the Moorhead School Board meeting agenda.

### II. GENERAL STATEMENT OF POLICY

In order to recognize the accomplishments of the students and adults associated with Moorhead Area Public Schools, all suggestions of recipients should be forwarded to the District Communications Coordinator and/ or the Superintendent's office for approval.

The following will serve as guidelines for recognition:

#### A. Students - Advisor(s)/coach(s)/teacher(s) will identify:

1. First place finishers at local or regional competitions.
2. State level qualifiers following the completion of the final competition, thus permitting state honors to also be recognized; and
3. Individual and/or student groups recognized for various regional or national awards or achievements.

#### B. Adults:


1. Peers identified by staff members, coaches, advisors, or school board members that receive local, regional, state or national levels of achievement; or
2. Parents or community members that contribute significantly to the school district and the educational process.

[Search Again](#)



**MEMO #:** S-03-114

**TO:** School Board

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

**DATE:** May 7, 2003

**RE:** Moorhead High School Hall of Fame

The Moorhead High School Hall of Fame Ad Hoc Committee has met several times over the past months to develop a plan for providing recognition to Moorhead High School alumni, faculty and staff who have made significant contributions to themselves, their school and the community. The committee is comprised of teacher, administrator, school board, and community representatives.

The committee is proposing the creation of a Moorhead High School Hall of Honor Committee. In addition, the committee has proposed a set of Bylaws (attached) which will guide the committee.

Suggested Resolution: Move to authorize the creation of the Moorhead High School Hall of Honor Committee and approve the proposed Bylaws as presented.

LPN:mde  
Attachment

May 12, 2003

**DRAFT Moorhead High School Hall of Honor DRAFT**

**CONSTITUTION**

**ARTICLE I Name and Purpose**

**Section I** The official name of the organization shall be the Moorhead High School Hall of Honor. The purpose is to recognize alumni, faculty, and staff who have made significant contributions to themselves, their school and the community.

**ARTICLE II Membership on the Committee**

**Section I** The Hall of Honor Committee will consist of eight members selected from the Moorhead school / community. The Moorhead High School principal and activities director will be two of the eight members of the committee.

**ARTICLE III Organization of the Committee**

**Section I** The Hall of Honor Committee will annually elect a chair, vice-chair, and secretary-treasurer.

**ARTICLE IV Standing Subcommittees**

**Section I** The chair may appoint subcommittees as needed for eligibility/research, finance, and publicity.

May 12, 2003

**DRAFT Moorhead High School Hall of Honor DRAFT**

**BYLAWS**

**PART I      General**

Section I      The committee shall meet as needed.

Section II      A quorum of members is necessary to conduct official business. A quorum is a simple majority of the membership.

**PART II      Standing Subcommittees**

**Section I      Eligibility and Research Subcommittee**

Membership shall consist of four committee members. The responsibility of the subcommittee is to recommend candidates for the Moorhead High School Hall of Honor. The subcommittee will conduct continuous research of records to select outstanding nominees for the Moorhead High School Hall of Honor.

**Section II      Finance Subcommittee**

The Finance Subcommittee shall consist of the Moorhead High School principal or activities director and other committee members. The responsibility of the subcommittee is to obtain adequate funding for the committee.

**Section III      Publicity Subcommittee**

The Publicity Subcommittee shall consist of the Moorhead High School principal or activities director and other committee members. The school district communications coordinator will be an ex-officio member of the subcommittee. The responsibility of the subcommittee is to publicize the Hall of Honor Committee's work.

**PART III      Rules of Moorhead High School Hall of Honor**

**Membership**

Section I      Candidates must have unanimous recommendation of the Eligibility and Research Subcommittee to be considered for membership in the Moorhead High School Hall of Honor. Subcommittee nominees will be submitted to the Hall of Honor Committee for approval. Successful

nominees must receive at least six votes of the Hall of Honor Committee. When so chosen, the nominees will be certified to the Moorhead High School principal. The principal or designee will notify the selected recipients and indicate to them their responsibilities regarding possible appearance at Moorhead High School at appropriate times, etc.

Section II Eligibility for membership shall be restricted to those individuals who meet the following criteria.

- Subsection A
1. The individual must be a Moorhead High School alumnus/alumna.
  2. The individual must have brought above average recognition to him/herself and to Moorhead High School because of successful activities/academic endeavors.
  3. The individual must be a representative example of Moorhead High School's concept of dedication and demonstrate high qualities of character and leadership.
  4. The individual must have attained a high level of achievement in at least one of the following areas: personal and/or professional life, community service, or the demonstration that education is a lifelong experience.
  5. The individual may not be considered for nomination until ten years following his/her graduation date.

- Subsection B
1. The individual, through personal endeavor and leadership, must have brought credit to Moorhead High School.
  2. The individual must not be an employee of the school district.

Section III The Eligibility and Research Subcommittee may propose additional eligibility requirements for membership to the committee as an amendment to the bylaws.

Section IV The charter members of the Moorhead High School Hall of Honor shall be nominated without specific numeral limitations. Thereafter, the Eligibility and Research Subcommittee shall submit at least three and preferably not more than six names annually for committee consideration. The ceremony for honoring recipients should take place at an appropriate time as determined by the Hall of Honor Committee.

Section V If an honoree discredits the integrity of Moorhead High School he/she may be removed from the Hall of Honor by six votes of the Hall of Honor committee.

**PART IV**      **Effective Date of Constitution and Bylaws**

**Section I**      This Constitution and Bylaws shall become effective the date the Hall of Honor Committee unanimously approves this document. The effective date shall be noted at the end of this document. The Constitution and Bylaws shall be reviewed every two years.

**PART V**      **Amendments**

**Section I**      Amendments and additions to the Constitution and Bylaws may be proposed by any three members of the committee at an official meeting. The proposal shall be in writing and distributed to the membership at one meeting and voted on at the next meeting. The amendment(s) must receive support of seven of the eight members to be adopted.

S-179-605  
5-27-03

**INDEPENDENT SCHOOL DISTRICT #152**

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

May 27, 2003

5:30 p.m. School Board Retirement Tea  
7:00 p.m. School Board Meeting

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

**ATTENDANCE:**

Jim Cummings _____	Carol A. Ladwig _____
Lisa Erickson _____	Kristine Thompson _____
Anton B. Hastad _____	Bill Tomhave _____
Sonia Hohnadel _____	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 Moorhead High students Sam Lenius, Alex Myers, Austin Linder, Richard Love, Charles Skolness, and Michael Trupka who received the highest total written test scores in the state on the 2003 Ford/AAA Student Auto Skills Competition. This earned the program a "power train" (engine, transmission, differential, rear axle).

**SCHOOL BOARD AGENDA - May 27, 2003**

**PAGE 2**

Seniors Sam Lenius and Alex Myers competed in the state finals of the Ford/AAA Automotive Trouble Shooting Contest on April 30 in Minneapolis. They were one of the top ten teams competing from Minnesota high schools.

The students diagnosed and repaired all the problems in a "bugged" 2003 Mercury Mountaineer. Their vehicle was one of only two perfectly repaired vehicles. They finished first in the written test portion of the contest with one of the all-time high scores. They finished second overall in the state competition. Darvin Miller is the automotive teacher at Moorhead High School.

**\*\*\* We Are Proud** of the Moorhead High School Knowledge Bowl teams for placing 2nd and 13th at the state competition April 22-23 in Brainerd. Out of 650 teams from across the state, 48 teams qualify for state. Of these 48 teams, 24 compete in the large school division and 24 in the small school division. Moorhead High teams placed 2nd and 13th in the large school division.

Second place teams members are Lee Richards, Krister Anderson, Jake Osowski, Sam Lenius, and Nick Sternhagen. The team that placed 13th consists of Matt Bresee, Brad Holschuh, Sam Cameron, Zack Kenz, and Adam Klinnert. The teams are coached by Audrey Erickson and Eric Tollefson.

**\*\*\* We Are Proud** of the members of the Building Unity in Our Community Steering Committee for receiving a 2003 Golden Achievement Award from the National School Public Relations Association for the marketing and promotions efforts for the Clifton Taulbert "Eight Habits of the Heart" presentations. Golden Achievement Awards are presented for programs or activities that clearly demonstrate outstanding achievement in the four steps of public relations — analysis of the need, planning to meet the need, execution and communication of the program, and evaluation. Entries are judged individually against these award criteria.

Steering Committee members are Candice Allar, Moorhead Community Education; Abner Arauza, Minnesota State University-Moorhead; Mary Davies, Moorhead Human Rights Committee; Pam Gibb, Moorhead Area Public Schools; Sonia Hohnadel, Moorhead Healthy Community Initiative, Centro Cultural, and Moorhead Area Public Schools; Johnathan Judd, Concordia College; Kevin Kopperud, Moorhead Area Public Schools; Lynne Kovash, Moorhead Area Public

**SCHOOL BOARD AGENDA - May 27, 2003**

**PAGE 3**

Schools and Moorhead Human Rights Committee; Mike Kutzke, Moorhead Police Department; Christy Leier, Moorhead Area Public Schools; Barry Nelson, Moorhead Healthy Community Initiative and Fargo Human Relations Committee; Dr. Larry P. Nybladh, Moorhead Area Public Schools; Jeff Seaver, Moorhead Ministerial Association; Naomi Schlect, Moorhead Public Library; Mary Jo Schmid, Moorhead Area Public Schools; Lauri Winterfeldt-Shanks, Moorhead Community Education and City of Moorhead.

- 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) Approval of Summer Programs - Pages 8-15
  - (2) Acceptance of Gifts - Page 16
- B. BUSINESS SERVICE MATTERS - Weston
- C. HUMAN RESOURCE MATTERS- Nielsen
  - (1) Approval New Employees - Page 17
  - (2) Approval of Family/Medical Leave - Page 18
  - (3) Acceptance of Resignations - Page 19
- D. SUPERINTENDENT MATTERS - Nybladh



**SCHOOL BOARD AGENDA - May 27, 2003**  
**PAGE 4**

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

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

3. **COMMITTEE REPORTS**

4. **BASIC SKILLS TEST REPORT:** Kovash  
Pages 20-24

5. **NO CHILD LEFT BEHIND UPDATE:** Kovash  
Pages 25-36

6. **APPROVAL OF SCHOOL NAMING TASK FORCE RECOMMENDATIONS:**  
Nybladh  
Page 37

Suggested Resolution: Move to approve the School Naming Task Force  
Recommendations as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

7. **AMENDMENT OF THE 2003-2004 PRINCIPAL ASSIGNMENT PLAN:** Nybladh  
Page 38

Suggested Resolution: Move to amend the 2003-2004 Principal Assignment Plan as  
presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

**SCHOOL BOARD AGENDA - May 27, 2003**

**PAGE 5**

8. **APPROVAL OF ONE-YEAR PRINCIPAL POSITION AT ROBERT ASP  
ELEMENTARY SCHOOL:**

Nybladh

Page 39

Suggested Resolution: Move to approve the recommendation that effective July 1, 2003, Kyle Edgerton be appointed for one year as Principal of Robert Asp Elementary School at D63, Step (0-4) of the Principal Association contract at a salary of \$71,099.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

9. **APPROVAL OF ONE-YEAR PRINCIPAL POSITION AT THOMAS EDISON  
ELEMENTARY SCHOOL:** Nybladh

Page 40

Suggested Resolution: Move to approve the recommendation that effective July 1, 2003, Patrick Westby be appointed for one year as Principal of Thomas Edison Elementary School at D63, Step (0-4) of the Principal Association contract at a salary of \$71,099 on the condition that he obtain his Minnesota Principal's License prior to assuming the position.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

10. **FIRST READING OF POLICIES:** Nybladh

Pages 41-61

Conduct a first reading of the following policies: Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI) (533), Hazing Prohibition (571), Special Education Programs (602), Special Education Policies and Procedures (603), Use of All School Equipment and Materials for Instructional Purposes Off School Premises (732), Book Lending (923), and Student Discipline (551).

**SCHOOL BOARD AGENDA - May 27, 2003**  
**PAGE 6**

11. **APPROVAL OF POLICY:** Nybladh  
Pages 62-63

Suggested Resolution: Move to approve policy, "We Are Proud" Guidelines (215), as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

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

13. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - May 27, 2003****PAGE 7****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Baccalaureate Ceremony	May 28	7 pm	HS Auditorium
Activities Council	May 28	7 am	Board Room
Academic Awards Ceremony	May 29	7 pm	HS Auditorium
Last Day for Seniors	May 30		
Graduation	June 1	2 pm	Concordia
Last Day for Students (K-11)	June 4		
Last Day for K-12 Staff	June 5		
School Board	June 9	7 pm	Board Room
School Board	June 23	7 pm	Board Room
ESY Spec Ed Elementary	June 16-July 24 T, W, Th	7:30-12:30	Probstfield/Riverside
ESY Spec Ed Secondary	June 16-July 24 T, W, Th	7:30-12:30	High School
EXCEL Summer Prog	June 16-July 24 T, W, Th	7:30-12:30	Probstfield
Migrant School	June 11-July 18	8 am - 5 pm	Probstfield
Detention Care/Shelter Care	Ongoing		Reg Juvenile Detention
EXCEL Summer Academy (Grades 7-8)	June 16-July 24 (Mon-Thurs)	7:30 - 1 pm	Riverside
Basic Standards Testing	July 22-24	7:30 - 1 pm	Riverside Gym
EXCEL Summer Academy (Grades 9-12)	June 16-July 24	M-F day and evening	DSM Bldg
Summer Orchestra	Aug 18-22	M-F	TBD
Summer Band	June 9-July 3	M-F	Riverside
Adult Basic Educ	June, July and August	Ongoing	Townsite Centre
Driver's Education	June 9-20	7:30-10:30 am	High School
ECFE	June and Aug	Ongoing	Lincoln

OFFICE OF TEACHING & LEARNING MEMO #: I.03.192



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash JK  
SUBJECT: Special Education Extended School Year Program  
DATE: May 20, 2003

Attached is the 2003 Special Education Extended School Year Program and budgetary information as well as a list of teaching staff to be employed. The various programs will be located at Probstfield, Riverside and Senior High.

**SUGGESTED RESOLUTION:** Move to approve the Special Education Extended School Year program as presented:

LAK/smw  
Attachment

Extended School Year 2003  
Program Budget and Staff Information

Extended School Year for the 2003 summer will run from 7:45 am to 12:15 pm. Programming will be provided in a 6 week program and will run 3 days a week (Tuesday, Wednesday, and Thursday). Teachers will have one 4 hour prep day on Monday, June 16. Extended School Year will be in session three weeks in June (17, 24, 31) and 3 weeks in July ( 8,15, 22) concurrent with the weeks of EXCEL. There will be 25.75 teachers employed with a total salary of \$67,337.28, plus benefits of \$8,518.17. The estimated total hours for the teachers will be 1,854 @ \$36.32. There will be 41 paraprofessionals employed. They will work four and a half hours a day. Paraprofessionals are paid at their contract rate or the district sub rate if not employed as a paraprofessional with the district. Total hours for paraprofessionals is 3,321. Total salary for the paraprofessionals is \$36,132.48, plus benefits of \$4,570.75. ESY instructional materials budget is \$1,200. Total Program Budget is \$117,758.68.

ESY Teachers

Kimball, Guy  
Enderle, Jon  
Ammerman, Kristi  
Schindler, Kay (PT)  
Johnson, Dale  
Buysse, Lowell  
Speich, Sue  
Anderson, Kevin (PT)  
Anderson, Krystal (PT)  
Dreschel, Ron

Falk, Paula  
Wolf, Renee  
Bartholomay, Deb  
Vorachek, Vicky  
Johnson, Marti  
Plankers, MariBeth  
Hagen, Katherine (PT)  
Kapitan, Jim (PT)  
Fisher, Heidi (PT)

Yates, Kari  
Robb, Karla  
Feir, Carol  
Jones, Linda  
Ressler, Tammy  
Stevenson, Valerie  
Tengesdal, Betsy  
Larson, Marilyn  
Grossman, Arnie

ESY Paraprofessionals

Potter, Ruth  
Ellingsberg, Alice  
Noon, Patricia  
Dahlen, Mary  
Shellito, Sarah  
Dockter, Lonny  
Stoddard, Rhonda  
Fingerson, Sherry  
Sellant, Carol  
Escobedo, Juanita  
Pemble, Patty  
Jorgenson, Kathy  
Pederson, Linda

Krupich, Tammy  
Parker, Char  
Watnemo, Treva  
Hausauer, Wendy  
Miller, Bonitta  
Fisher, Maureen  
Calvert, Connie  
Raab, Christina  
Krabbenhof, Denise  
Ramirez, Monica  
Kumball, Lori  
Lattimore, Sue  
Port, Brenda

Edwards, Kelly  
Parker, Ryan  
Olson, Beth  
Jorgenson, Kathy  
Williams, Angela  
Pfeiff, Kristian  
Anderson, Nicole  
Alverson, Loree  
Whiteford, Gena  
Vargas, Rose  
Skaurud, Tracie  
Saylor, Kathy

OFFICE OF TEACHING & LEARNING MEMO #: I.03.195



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Excel Summer Program  
DATE: May 21, 2003

Attached is the K-6 2003 Excel Summer Term program budgetary information and staff teaching assignments which will be made contingent on enrollment numbers. The session will operate within an 18 day summer school structure and be directed by Sarah King. All classes will be held at Probstfield Elementary. All curriculum has been aligned with the Minnesota Graduation Standards; Read, Listen, and View and Mathematical Applications, for students at the primary and intermediate level. This program will be funded through Title 1 and Transition funding generated by student enrollment.

**SUGGESTED RESOLUTION:** Move to approve the Excel Summer Term as described and hiring of teaching staff contingent upon enrollment.

LAK/smw  
Attachment

## **EXCEL Summer 2003 Program Budget and Staff Information**

EXCEL Summer 2003 begins June 17 and runs through July 24, three days per week, Tuesday, Wednesday, and Thursday, and runs concurrently with Extended School Year. Probstfield doors open at 7:30 am for early arrival with optional breakfast at 8:30. Classes begin at 9:00 and finish at 12:00. A lunch is optional with buses departing at 12:30.

EXCEL Summer 2003 brochures were mailed to families of children in grades K-6 who have received support services throughout the school year, such as Title I, ESL or Targeted Services. Courses, described in the brochure, have been designed by 30 teachers to excelerate basic reading, writing and math skills through high interest content. A potential of 6 paraprofessionals will be hired to support learners in the classroom. One teacher will be hired to oversee the day-to-day support of the children and teachers. Classes will be offered and techers and paraprofessionals hired depending upon total enrollment.

The EXCEL and Migrant Summer program share resources. For example, the Migrant program enables EXCEL to offer optional breakfast and lunch and purchases classroom consumables. EXCEL pays for the librarian, half of the ESL support, clerical and half of the custodial support.

In total, the estimated costs of the EXCEL Summer Program are expected to be the following:

Thirty One Staff - Transition Dollars	\$83,622.02
Eleven Staff - Title I Dollars	\$29,407.08
Materials/Supplies - Title I Dollars	\$650.00
Transportation - Transition Dollars	<u>\$12,000.00</u>
<b>Total Dollars</b>	<b>\$125,679.10</b>



OFFICE OF TEACHING & LEARNING MEMO #: I.03.196



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Secondary - Summer School Programs  
DATE: May 22, 2003

Attached is the 2003 Secondary Summer School program budget and staffing information. Deb Pender will direct these programs with funding from the general fund and alternative education funding.

**SUGGESTED RESOLUTION:** Move to approve the Secondary Summer school budget and staffing information as presented.

LAK/smw  
Attachment

13

## RRALC Summer Academy Budget - Secondary Level - 2003

<u>Site</u>	<u>Riverside Middle Level Program</u>			<u>Grades 7-8</u>					
<u>Name</u>	<u>Assignment</u>	<u>Hours</u>	<u>Rate/Benefits</u>	<u>Subtotal</u>	<u>Curriculum Hrs</u>	<u>Rate/Benefits</u>	<u>Subtotal</u>	<u>Total</u>	
Franklin, William	Facilitator	145	40.92	5933.4				5933.4	
Dahlvang, Danie	Math	44	40.92	1800.48	20	26.84	536.8	2337.28	
Kelsch, Mary	Math	44	40.92	1800.48	20	26.84	536.8	2337.28	
Trautman, Tom	Math	44	40.92	1800.48	20	26.84	536.8	2337.28	
Welken, Ken	Math	44	40.92	1800.48	20	26.84	536.8	2337.28	
Braun, John	Reading	44	22.65	996.6	20	22.65	453	1449.6	
Keeping, Stacy	Reading	44	40.92	1800.48	20	26.84	536.8	2337.28	
LeQuire, Donna	Reading	44	40.92	1800.48	20	26.84	536.8	2337.28	
Melander, Kimbe	Reading	44	40.92	1800.48	20	26.84	536.8	2337.28	
Benson, Michael	PLUS Lab	44	40.92	1800.48				1800.48	
Lyslo, Elwood	Science Applicat	71	40.92	2905.32	20	26.84	536.8	3442.12	
Morse, Susan	Sp Ed/Reading	105	40.92	4296.6	20	26.84	536.8	4833.4	
Ingersol, Wayne	Rdg/Writing	105	40.92	4296.6	20	26.84	536.8	4833.4	
LeQuire, Beth	Registrar	128	12.61	1614.08				1432.32	
Dahlquist, Anise	Sp Ed Paraprofe	108	12.93	1396.44				1239.84	
Morse, Dolly	Paraprofessional	108	12.75	1377				514.08	
Seiffert, Brandi	Paraprofessional	48	12.55	602.4				495.36	
TBD	Paraprofessional	108	12.55	1355.4				1355.4	
TBD	Custodian	48	12.55	602.4				602.4	
Instructional Supplies, Summer Curriculum									2650
<i>Budget is based on 94 students per hour @ 4 hours per day.</i>									
<b>Total</b>								<b>46942.76</b>	

<u>Site</u>	<u>Outreach Day Treatment Program</u>			<u>Grades 7-12</u>					
<u>Name</u>	<u>Assignment</u>	<u>Hours</u>	<u>Rate/Benefits</u>	<u>Total</u>					
TBD - Teacher	Sp Ed	48	40.92	1964.16					
Nylander, Laura	Sp Ed	96	40.92	3928.32					
Moltre, Joanne	Sp Ed	112	40.92	4583.04					
Melander, Shirley	Paraprofessional	128	13.69	1752.32					
TBD - Para	Paraprofessional	128	12.55	1606.4					
Hess, Russ	Paraprofessional	128	12.94	1656.32					
Supplies, Materials			Accounted for in AOP						
<i>Capacity = 16 students</i>				15490.56					
<b>Total</b>								<b>15490.56</b>	

*This document is a preliminary budget for Summer Academy 2003. All summer positions are contingent on enrollment.*

## RRALC Summer Academy Budget - Secondary Level - 2003

<u>Site</u>	<u>West Central Regional Juvenile Center</u>			<u>Grades 7-12</u>		
<u>Name</u>	<u>Assignment</u>	<u>Hours</u>	<u>Rate/Benefits</u>	<u>Total</u>		
Edgerton, Kyle	Shelter	144	40.92	5892.48		
Hulett, Sharon	Detention	112	40.92	4583.04		
Matthew, Sandy	Detention	79	40.92	3232.68		
Morse, Susan	Shelter	47	40.92	1923.24		
Pemble, Helen	Detention	55	40.92	2250.6		
Rehder, Mischell	Detention	126	22.65	2853.9		
Edgerton, Jim	Detention	48	12.93	620.64		
Frahm, Pat	Shelter	162	13.5	2187		
Longie, Donna	Detention	150	12.55	1882.5		
Morse, Dolly	Detention	57	12.75	726.75		
Supplies, Materials	Accounted for in AOP					
Capacity = 36 students				26152.83	<b>Total</b>	<b>26152.83</b>

<u>Site</u>	<u>District Programs and Services</u>			<u>All Sites</u>		
<u>Name</u>	<u>Assignment</u>	<u>Hours</u>	<u>Rate/Benefits</u>	<u>Total</u>		
Meyer, Rachel	Facilitator	40	40.92	1636.8		
TBD	Technology	60	13	780		
				2416.8	<b>Total</b>	<b>2416.8</b>

<u>Site</u>	<u>RRALC High School Program</u>			<u>Grades 9-12</u>	
<u>Name</u>	<u>Assignment</u>	<u>Hours</u>	<u>Rate/Benefits</u>	<u>Total</u>	
Babolian, Pat	General Studies	48	40.92	1964.16	
Broberg, Mary	Indep Study - Ge	50	40.92	2046	
Charlton, Mary	Health/PE	108	40.92	4419.36	
Eidsness, Meliss	Math	80	40.92	3273.6	
Gould, Sarah	SS 9-10	180	40.92	7365.6	
Hawkins, Brad	Voc Dev	75	40.92	3069	
Hawkins, Brad	SpEd Science	96	40.92	3928.32	
Hoffner, Julie	Math	80	40.92	3273.6	
Myer, Rachel	English - Reading	180	40.92	7365.6	
Scheet, Linda	Parenting	50	40.92	2046	
Scheet, Linda	Learn & Serve	50	40.92	2046	
Tweeton, Shirley	ELL	130	40.92	5319.6	
TBD	PLUS	180	40.92	7365.6	

*This document is a preliminary budget for Summer Academy 2003. All summer positions are contingent on enrollment.*

## RRALC Summer Academy Budget - Secondary Level - 2003

TBD	S Stud 11-12	180	40.92	7365.6		
Nellermoe, Chris	Science	96	40.92	3928.32		
Odegard, Nicole	FACS Consult	10	26.84	268.4		
Lavelle, Jill	Facilitator	65	40.92	2659.8		
Holland, Norma	Liaison *	256	18.15	4646.4		
LeQuire, Beth	Registrar *	92	12.61	1160.12		
Melroe, Marie	Paraprofessional	156	12.55	1957.8		
Morse, Dolly	Paraprofessional	99	12.75	1262.25		
TBD	ELL Para	108	12.55	1355.4		
Ramsey, Megan	Registrar *	196	12.93	2534.28		
Instructional Supplies, Summer Curriculum				2650		
<i>Budget is based on 98 high school credits.</i>				83270.81	<b>Total</b>	<b>83270.81</b>

\* Allocation includes 40 hours - Fall, 2003, registration activities.

### Site

<u>Name</u>	<u>RRALC Middle Level Program</u>			<u>Grades 5-9</u>		
	<u>Assignment</u>	<u>Hours</u>	<u>Rate/Benefits</u>	<u>Total</u>		
Braun, John	Gen Subjects	152	22.65	3442.8		
Cihlar, Mary	Gen Subjects	192	40.92	7856.64		
Erpelding, Lisa	Math	58	40.92	2373.36		
Scheet, Linda	Learn and Serve	58	40.92	2373.36		
Keeping, Stacy	Gen Subjects	152	40.92	6219.84		
Ochoa, Michael	Paraprofessional	156	12.93	2017.08		
Salverson, Bea	Paraprofessional	156	12.55	1957.8		
Moore, Aracely	Paraprofessional	195	12.93	2521.35		
Supplies, Material				300		
<i>Budget is based on 41 students per hour @ 6 hours per day.</i>				29062.23	<b>Total</b>	<b>29062.23</b>

TOTAL BUDGET >>>

203335.99

*This document is a preliminary budget for Summer Academy 2003. All summer positions are contingent on enrollment.*

OFFICE OF TEACHING & LEARNING MEMO #: I.03.191



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Gift Acceptance  
DATE: May 20, 2003

Washington Elementary has received a donation in the amount of \$3,710.00 from their PTAC. The money will be used for field trips, classroom needs and student activities.

Girard Sagmiller has donated various garden supplies to Washington and Probstfield. Washington afterschool program received approximately \$50.00 in flowers and Probstfield Panther Club received approximately \$285.00 in soil, pots and plants. The supplies are used to plant flowers as a project for the school grounds.

Digital Globe has awarded grades 7-9 Geography and Science classes the use of satellite images for the 2003-04 school year. The images and lesson plans will be issued through efforts and partnerships with UND/aerospace, NASA and University of Wyoming. The approximate cost of this is between \$500-\$1000 a month.

**SUGGESTED RESOLUTION:** Move to approve the donations of \$3,710.00 to Washington, approximately \$335.00 in garden supplies from Girard Sagmiller and the used of Satellite images from Digital Globe for approximately \$500-\$1000 a month. Direct administration to send note of thanks.

LAK/smw

MEMORANDUM

P 03.063

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: May 20, 2003

SUBJECT: New Employees

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

Brittney Lundblad Spanish Teacher, Senior High, BA (1) \$27,860.00, effective for the 2003-2004 school year. (Reallocated FTE)

Suggested Resolution: Move to approve the employment of Brittany Lundblad as presented.

RN:sh

MEMORANDUM P 03.065

TO: Dr. Larry Nybladh  
FROM: Ron Jensen  
DATE: May 20, 2003  
SUBJECT: Family/Medical Leave

The administration requests a Family/Medical Leave for the following person:

Barb Cote Paraprofessional, Thomas Edison, effective immediately for  
the rest of the 2002-2003 school year.

Suggested Resolution: Move to approve the Family/Medical Leave for  
Barb Cote pursuant to Section 3, Article VIII, of the Paraprofessional Master  
Agreement.

RN:sh

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

Date: May 20, 2003

SUBJECT: Resignation

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

Amy Hoffer Henke School Psychologist, Robert Asp, effective June 5, 2003.

Angela Lofthus ESL Paraprofessional, Thomas Edison, effective June 5, 2003.

Suggested Resolution: Move to accept the resignation of Amy Hoffer Henke and Angela Lofthus as presented.

RN:sh



OFFICE OF TEACHING & LEARNING MEMO #: I.03.193



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Basic Standards Test Results  
DATE: May 21, 2003

Attached are the slides providing information regarding the Basic Skills Tests for the 8th and 10th grade students in Moorhead Area Public Schools. The tests were given in February and the results were received the end of April.

The presentation will focus on the basics of the tests and the information that is used to determine planning for instruction. These results will continue to be studied and analyzed to determine where more support and instruction is necessary for students achieve the basic skills necessary to be productive citizens.

LAK/smw  
Attachment

## Basic Standards Test Results

Office of Teaching and Learning  
May 2003  
Lynne Kovash

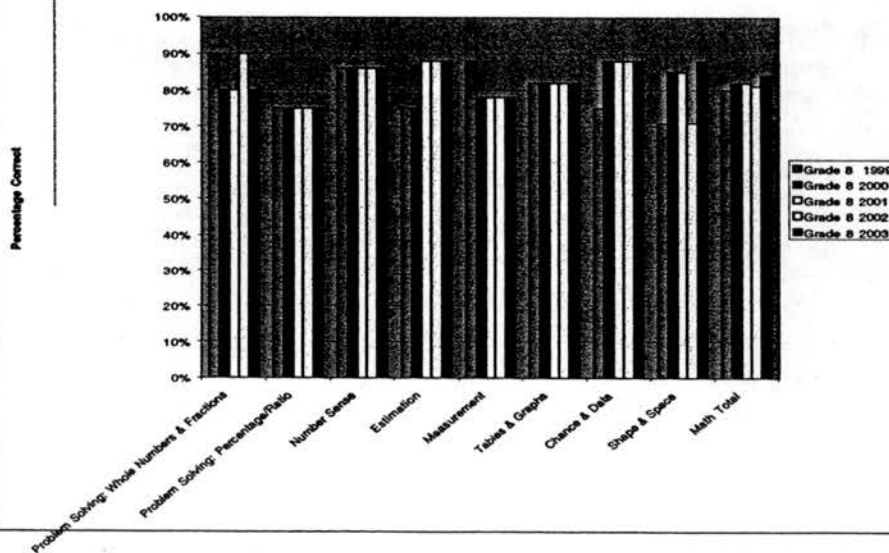
## Basic Skills Test

- ◆ A safety net to ensure that all students can read, write and perform math applications by the time they graduate from high school.
- ◆ The **Basic Skills Tests** are given beginning in grade eight. These tests require students to demonstrate essential competencies in reading, mathematics and writing. Passing scores are required to be eligible for a diploma from a Minnesota public high school.

# Mathematics Basic Skills

- ◆ Students must be able to solve problems involving numbers, shapes and symbols commonly used in adult life. The test covers material introduced to students before the sixth grade. Students must be able to:
  - \* solve problems involving whole numbers, fractions, decimals and integers
  - \* solve problems involving percents, rates, ratios and proportions
  - \* use concepts of number sense, place value and number relationships to compare, order and determine equivalence
  - \* use estimation in problem solving
  - \* apply measurement concepts
  - \* read, interpret and use tables, charts, maps and graphs to analyze data, identify patterns and make predictions
  - \* use elementary concepts of probability and statistics
  - \* apply geometric and spatial relationships

# Mathematics Test Scores



## Reading Test

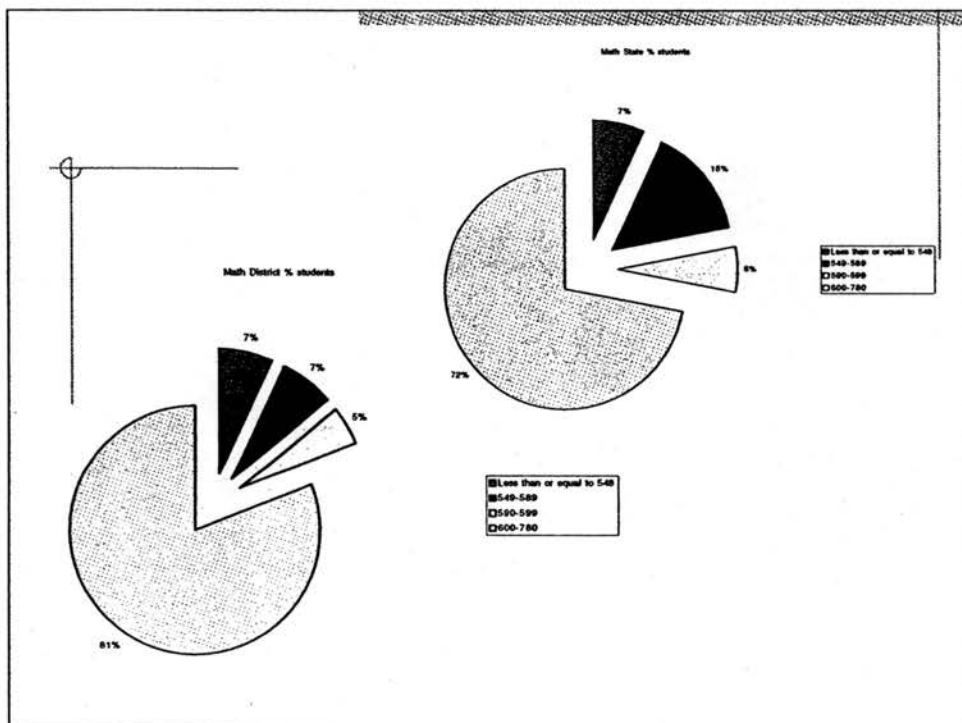
- ◆ Students must be able to demonstrate a reasonable understanding of factual information. Students must read a passage and be able to:
  - \* identify the main idea
  - \* recognize supporting information
  - \* identify the meaning of words and phrases
  - \* recognize the author's point of view
  - \* draw logical conclusions
  - \* distinguish between fact and opinion

## Writing Test

- ◆ Students must write a clear message in English for an adult reader. Successful compositions must have:
    - \* a clearly stated message
    - \* supporting ideas related to the message
    - \* a clear connection among ideas
    - \* a logical beginning, middle and end
    - \* correct use of grammar, spelling, and punctuation.
- A passing paper is well organized and may only have minor mechanical or spelling errors.


## A passing score on the BST

- ◆ Passing scores on the Basic Skills Tests in reading and mathematics are defined in terms of a scale score. Scale scores allow for comparisons when test questions have varying difficulty levels and when the questions change from year to year. This type of scoring system ensures scoring fairness and consistency from year to year. The passing score is 600.
- ◆ Students must earn a score of 3 or above on a scale of 0 to 6 to pass the Basic Skills Written Composition Test.



OFFICE OF TEACHING & LEARNING MEMO #: I.03.194



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash   
SUBJECT: No Child Left Behind Act  
DATE: May 21, 2003

Attached are the slides from a power point presentation that will be presented to the board. The presentation will focus on the broad aspects of the "No Child Left Behind Act" and the implications to Moorhead Area Public Schools. While many of the state details still have not been released awaiting approval from the Department of Education, this presentation will provide information related to proposed requirements to meet the act.

I will continue to provide information at the details are approved and disseminated to administrations. These details will become a focus for future planning for the academic achievement of all students in Moorhead Area Public Schools.

LAK/smw  
Attachment

# The No Child Left Behind Act of 2001



Elementary and Secondary  
Education Act (ESEA)

Office of Teaching and  
Learning

May 27, 2003

## Purpose of the No Child Left Behind Act of 2001



- "...to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments."

## Major Themes of NCLB

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- Accountability for all schools and students
- High quality instructional staff
- Flexibility to prioritize resources to areas of greatest need
- Strengthening parent partnerships and parental choice

## Single Accountability System

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- Under the federal No Child Left Behind Act of 2001, every state is to develop and implement a single accountability system for all schools and districts in the state
- The system must be tied directly to a state's standards and assessments



## Implications of a Single Accountability System

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- All schools and districts would be included in the system and have the opportunity to be identified as high-performing or low-performing
- System would have a series of sanctions and rewards
- Varying degrees of assistance would be available to schools based upon need

## The Context of NCL

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- Builds on the reforms begun under the previous authorization of the Elementary and Secondary Schools Act (ESEA) - high standards, aligned assessments and accountability
- Provisions now apply to all schools in districts that accept Title I funds

## Overview of NCLB



- **Title I** maintains the emphasis on serving educationally disadvantaged students with new assessment and accountability requirements
  - **Part A** - Education for the Disadvantaged
  - **Part B** - Reading First
  - **Part C** - Migrant
  - **Part D** - Neglected and Delinquent
  - **Part F** - Comprehensive School Reform

## Overview of NCLB



- **Title II Part A** focuses on teacher and principal quality through professional development and support mechanisms and eliminates the Eisenhower program that emphasized science and math, as well as the federal Class Size Reduction program.
- **Title II Part D** replaces the Title III Technology programs
- **Title III** is a new entitlement program focused on meeting the needs of English Language Learners (ELL).
  - Consolidates Title VII and Emergency Immigrant Education.

## Overview of NCLB

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- **Title IV Part A** remains the Safe and Drug Free Schools and Communities Program
- **Title IV Part B** (21st Century Learning Centers) becomes a state administered competitive grant program
- **Title V Part A** authorized the Innovative Programs Grant replacing Title VI
- **Title VI** provides new flexibility to the district

## Overview of NCLB

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- **Title VII** - Indian, Native Hawaiian, and Alaska Native Education
- **Title VIII** - Impact Aid (for district adversely affected by federal ownership of property)
- **Title IX** - General Provisions (Definitions, Equitable Participation, School Prayer, Boy Scouts, Armed Forces Recruiting, and Unsafe Schools Choice Options)

## Standards



- NCLB continues to require standards in reading and math; science will be added by 2005
  - Be the same for all children
  - Identify what students should know and be able to do
  - Encourage higher order thinking skills
  - Encourage problem solving

## Assessments



- State must assess reading and math annually at least once in grades 3-5, 6-9, and 10-12 until a full assessment system is in place (no later than 2005-06)
- By 2005-06, annual assessments are required in reading and math in grades 3-8 and once in high school.
- Science must be added by 2007-08 (to be assessed once in grades 3-5, 6-9, and 10-12)

## Assessments



- Assessments must:
  - Measure achievement of all children at the same grade level
  - Align to Minnesota standards at all grade levels
  - Produce valid and reliable results
  - Involve multiple measures (multiple choice and open-ended questions)
  - Include at least three achievement levels: Basic, Proficient and Advanced
  - Produce individual student results
  - Allow for results to be returned prior to the beginning of the following school year. Results must include itemized score analysis.

## Adequate Yearly Progress



- States must define adequate yearly progress (AYP)  
AYP based on test scores in reading and math
  - AYP is based on expectation for growth in student achievement that is continuous and substantial
- Students will be grouped into subgroups:
  - Economically disadvantaged
  - Major racial or ethnic groups
  - Students with disabilities
  - Limited English proficiency
- Students in each subgroup must meet AYP
- 95% of student in each subgroup must be tested
- Goal is to bring 100% of students in all subgroups, to a level of proficiency by the 2014-15 school year.

## Proposed Minnesota Plan



- Include all schools and districts
- Establish the academic goals at 1420 on the Minnesota Comprehensive Assessment (MCA)
- Establish achievement levels for the Alternate Assessments and the Test of Emerging Academic English
- Establish single testing week in May
- Release test results June 30, AYP results July 30.
- Other indicators
  - Graduation rate at the high school
  - Attendance rate at the elementary and middle school

## School Accountability



- Schools that do not meet the state definition of Adequate Yearly Progress for two consecutive years are identified as "Needs Assistance".
- The first year after identification, schools must allow students to enroll in another public school within the district and provide transportation.
- The second year after identification, schools must offer supplemental services at their expense.
- After three consecutive years, the district must take corrective actions, such as replacing staff or adopting new curriculum.
- After five consecutive years, the school must be reconstituted or reopen under alternate governance.

## Report Card Plan



- The Department of Children, Families and Learning will provide information to be disseminated.
- Moorhead will report disaggregated data to the public. Report cards will be a part of public reporting done each year.
- The district has been reporting test scores and information in the Student Accountability Report each October.

## Moorhead Area Public Schools Plan



### First Steps

- Moorhead Area Public Schools focuses on strategies and support to ensure that no child or no school is left behind.
- Moorhead Area Public Schools continues to be standards based and sets high standards for all students to achieve.
- Teachers and administration are studying data and student work to ensure that all students are achieving to their maximum potential.

### Next Steps

- Continued planning and implementation with further state information and local participation.

## Other major provisions of NCLB



- Paraprofessionals (instructional support)
  - New academic requirements to Title I paraprofessionals
    - AA or higher degree or
    - Two years of higher education or
    - Rigorous standard to quality and passing a state or local assessment (still under development)
  - There will be many avenues to demonstrate competence for state certification including a portfolio of training and experience.

## Teacher Quality



- Purpose
  - Increase student academic achievement by improving teacher and principal quality
  - Increase the number of high qualified teachers in the classroom
  - Holds districts and schools accountable for improvements in students' academic achievement and
  - Hold district and school accountable so that all teachers teaching core academic subjects in public elementary and secondary schools are highly qualified.



## Moorhead Plan for Teacher Quality



### First Steps

- Monitor state licensing requirements and provisions to meet NCLB
- Continue to work with local universities to provide opportunities to teachers to meet teacher quality provisions
- Work with state to provide opportunities to paraprofessionals to meet the provisions of NCLB

## The Impact of NCLB to Moorhead



- Requires all professionals to ask and research questions about the effectiveness of existing programs and the use of state and federal funds.
- Requires all professionals to ask questions regarding practices and programs in all schools.
- Consider data for all students not just the average.
- The ultimate goal is to improve students achievement and to close the achievement gap.

MEMO #: S-03-120  
TO: School Board  
FROM: Dr. Larry P. Nybladh, Superintendent *LPN*  
DATE: May 21, 2003  
RE: Approval of School Naming Task Force Recommendations

At the May 12, 2003 School Board meeting, representatives of the School Naming Task Force presented the recommendation report.

The School Naming Task Force's summary of recommendations are as follows:

Elementary School in Current Robert Asp Facility: **Robert Asp Elementary School**  
Elementary School in Current Junior High Facility: **Ellen Hopkins Elementary School**  
New Elementary School: **S.G. Reinertsen Elementary School**  
New Middle School: **Horizon Middle School**  
High School: **Moorhead High School**  
Area Learning Center: **Red River Area Learning Center**  
District Center in Current Probstfield Facility: **Probstfield Center for Education**

Development of Curriculum: **The School Naming Task Force recommends that a curriculum about the history of Robert Asp, Ellen Hopkins and S.G. Reinertsen be developed for K-5 students attending the schools to learn about the schools' namesake. The task force also suggests the development of mottos using metaphors be considered for the schools.**

Disposition of Current School Names: **The School Naming Task Force recommends that a commemorative display of historical artifacts be located at the Probstfield Center for Education to honor and recognize the history of the school district, its facilities, and the many students, staff members and community members connected to the schools.**

I would like to again thank the individuals who volunteered their time to conduct a thorough, consensus-building decision-making process. Their efforts on behalf of the school district are truly appreciated.

Suggested Resolution: Move to approve the School Naming Task Force Recommendations as presented.

LPN:mde

**MEMO #:** S-03-122  
**TO:** School Board  
**FROM:** Dr. Larry P. Nybladh, Superintendent *LPN*  
**DATE:** May 23, 2003  
**RE:** Amendment of the 2003-2004 Principal Assignment Plan

On May 12, 2003 the School Board approved the 2003-2004 Principal Assignment Plan. The plan listed the Riverside Elementary Principalship as open. It also listed Betty Myers as the principal assigned to Robert Asp Elementary School.


I am recommending that the 2003-3004 Principal Assignment Plan be amended to assign Betty Myers as Principal of Riverside Elementary School for 2003-2004 and also list the Robert Asp Elementary School Principalship as open.

Suggested Resolution: Move to amend the 2003-2004 Principal Assignment Plan as presented.

LPN:mde

**MEMO #:** S-03-118

**TO:** School Board

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

**DATE:** May 21, 2003

**RE:** Approval of One-Year Principal Position at Robert Asp Elementary School

The selection process for the open Robert Asp Elementary School Principal position is complete. I request approval of the one-year appointment of the following candidate:

Kyle Edgerton            Robert Asp Elementary Principal (one-year appointment)  
D63, Step (0-4), \$71,099  
Effective July 1, 2003

Mr. Edgerton, a native of Beach, North Dakota, possesses a Bachelor of Science Degree in Social Studies and a Master of Science Degree in Curriculum and Instruction from Minnesota State University Moorhead. He also is nearly complete with a Specialist Degree in Educational Leadership from MSUM. He is licensed as a Social Studies Teacher, a K-12 Emotional/Behavior Disorder Teacher, and K-12 Principal. Mr. Edgerton has served as a Principal Intern/Assistant at Robert Asp Elementary School from 2001 to present. He has been a teacher within Moorhead Area Public Schools since 1997, teaching at Robert Asp Elementary School and the West Central Regional Juvenile Center.

Suggested Resolution: Move to approve the recommendation that effective July 1, 2003, Kyle Edgerton be appointed for one year as Principal of Robert Asp Elementary School at D63, Step (0-4) of the Principal Association contract at a salary of \$71,099.

LPN:mde

MEMO #: S-03-119

TO: School Board

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

DATE: May 21, 2003

RE: Approval of One-Year Principal Position at Thomas Edison Elementary School

The selection process for the open Thomas Edison Elementary School Principal position is complete. I request approval of the one-year appointment of the following candidate on the condition that he obtain his Minnesota Principal's License prior to assuming the position:

Patrick Westby            Thomas Edison Elementary Principal (one-year appointment)  
D63, Step (0-4) \$71,099  
Effective July 1, 2003

Mr. Westby, a native of Pelican Rapids, Minnesota, possesses a Bachelor of Arts Degree in Elementary Education from Augustana College and a Master of Arts Degree in Curriculum and Instruction, K-12 from the University of St. Thomas. He is currently enrolled in the Tri-College University Specialist in Educational Administration program at Minnesota State University Moorhead, pursuing the Minnesota K-12 Principal Licensure with a scheduled completion date of June, 2003. Mr. Westby has been serving as the Elementary Administrative Assistant in the Red Wing School District since August, 2001. He has significant teaching experience, including service as an elementary teacher at Thomas Edison Elementary School in Moorhead from 1992-1997.

Suggested Resolution: Move to approve the recommendation that effective July 1, 2003, Patrick Westby be appointed for one year as Principal of Thomas Edison Elementary School at D63, Step (0-4) of the Principal Association contract at a salary of \$71,099 on the condition that he obtain his Minnesota Principal's License prior to assuming the position.

LPN:mde

**MEMO #:** S-03-116

**TO:** School Board

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

**DATE:** May 7, 2003

**RE:** First Reading of Policies

Attached please find the following policies: Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI) (533), Hazing Prohibition (571), Special Education Programs (602), Special Education Policies and Procedures (603), Use of All School Equipment and Materials for Instructional Purposes Off School Premises (732), Book Lending (923), and Student Discipline (551), for your review.

The Policy Review Committee has recommended these policies for your review and approval.

LPN:mde  
Attachments

## ❖ Policies and Procedures ❖

Code: 533  
Category: Policy of the School Board / Moorhead, MN  
Section: 500 STUDENTS  
Name: Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI)  
Adopted: 1/11/1994  
Revised: 12/8/1997  
Reviewed: 1/11/1994 12/8/1997  
Policy: I. PURPOSE

Education is the primary mission of Moorhead Area Public Schools and Moorhead Area Public Schools has a responsibility to promote a healthful school environment for students. The parent/guardian has the primary responsibility for the maintenance of his/her child's health and medical care. The purpose of this policy is to provide guidance to school district staff in any activity on school property.

Moorhead Area Public Schools recognizes that because of the complexity and severity of the medical conditions of some students, their parent/guardian may request school staff to withhold emergency care from the student in the event of a life-threatening situation.

### II. GENERAL STATEMENT OF POLICY

A. Moorhead Area Public Schools staff will not accept or honor requests to withhold emergency care or DNR/DNI orders. The school district will not convey such orders to emergency medical personnel. DNR/DNI orders shall not be incorporated into a student's individual education plan or 504 plans.

B. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.

C. Moorhead Area Public Schools staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities. Reasonable emergency care will not be withheld.

D. The parent/guardian will be notified of the emergency as soon as possible.

E. Notwithstanding this school district policy: IEP and Section 504 teams must do individualized medical emergency care plans when indicated in keeping with state and federal law. Parents/guardians who request that emergency care be withheld for their child or who present DNR/DNI orders shall be advised of the above-stated policy.

#### Legal References:

29 U.S.C. 794 et seq. (504 Rehabilitation Act of 1973)  
42 USCA 12101-12213 (Americans with Disabilities Act)

#### Cross Reference:

Moorhead School Board Policy 602: Special Education Programs

[Search Again](#)

## ❖ Policies and Procedures ❖

Code: 571  
Category: Policy of the School Board / Moorhead, MN  
Section: 500 STUDENTS  
Name: Hazing Prohibition  
Adopted: 2/9/1998  
Revised:  
Reviewed:  
Policy: I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

### II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, coach/advisor, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, coach/advisor, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, coach/advisor, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

### III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
  - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
  - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.



4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health, or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

#### IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.

B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.

C. Teachers, administrators, coaches/advisors, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

#### V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

#### VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

#### VII. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in each school's building and staff handbooks. The building principal is responsible for developing a process for annually reviewing the handbook with students and staff.

#### Legal References:

Minnesota Statute 121A.69 (Hazing Policy)

Minnesota Statute 121A.40 to 121A.56 (Pupil Fair Dismissal Act)

Cross References:

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 541: Student Activity Eligibility

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## ❖ Policies and Procedures ❖

Code: 602  
Category: Policy of the School Board / Moorhead, MN  
Section: 600 EDUCATION PROGRAMS  
Name: Special Education Programs  
Adopted: 08/26/02  
Revised:  
Reviewed:  
Policy: I. PURPOSE

The purpose of this policy is to set forth the position of the Moorhead Area Public Schools on the need for special educational services on the part of some students in the Moorhead Area Public Schools.

### II. GENERAL STATEMENT OF POLICY

The Moorhead Area Public Schools recognizes that special education needs exist on the part of some students and recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

### III. RESPONSIBILITIES

A. The Moorhead Area Public Schools accepts its responsibility to identify, evaluate and provide special instruction and services for disabled children who are properly the responsibility of the Moorhead Area Public Schools and who meet the criteria to qualify for special instruction and services as set forth in Minnesota and federal law.

B. The Moorhead Area Public Schools shall ensure that all qualified disabled children are provided the specialized instruction and services which are appropriate to their educational needs.

C. It shall be the ultimate responsibility of the superintendent to see to the development of the administrative procedures and practices necessary to deliver the appropriate special education services.

D. When such services require or result from interagency cooperation, the Moorhead Area Public Schools shall participate in such processes in compliance with law.

#### Legal References:

Minnesota Statute 124D.03 (Enrollment Options Program)  
Minnesota Statute 125A.01 and 125A.02 (Definition)  
Minnesota Statute 125A.01 and 125A.02 (Children with a Disability)  
Minnesota Statute 125A.03, 125A.08 and 125A.29 (District Obligations)  
29 U.S.C. 794 et seq. (504 of Rehabilitation Act of 1973)  
20 U.S.C. 1401 et seq. (IDEA, Individuals with Disabilities Education Act)

#### Cross References:

Moorhead School Board Policy 502: Student Disability Nondiscrimination  
Moorhead School Board Policy 511: Enrollment of Nonresident Students  
Moorhead School Board Policy 604: Extended School Year for Certain Students with Individual Education Plans

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## ❖ Policies and Procedures ❖

Code: 603  
Category: Policy of the School Board / Moorhead, MN  
Section: 600 EDUCATION PROGRAMS  
Name: Special Education Policies and Procedures  
Adopted: 1/11/1994  
Revised: 12/8/1997  
Reviewed: 1/11/1994 12/8/1997  
Policy: I. PURPOSE

Moorhead Area Public Schools will adhere to the state and federal policies and procedures as outlined in the Total Special Education Systems (TSES) Policies and Procedures Manual, including future amendments thereof.

~~Copies of The TSES Policies and Procedures Manual are available in each Building Principal's office, media-center office, Special Education Director's office, and the Office of Instruction.~~ is available on the MN Department of Children, Families and Learning Web site at [cfl.state.mn.us](http://cfl.state.mn.us).

Legal References: Minnesota Statute 125A.01 and 125A.02 (Definition)  
Minnesota Statute 125A.01 and 125A.02 (Children with a Disability)  
20 U.S.C. 1401 et seq. (IDEA, Individuals with Disabilities Education Act)

Cross Reference  
Moorhead School Board Policy 602: Special Education Programs

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## ❖ Policies and Procedures ❖

Code: 732  
Category: Policy of the School Board / Moorhead, MN  
Section: 700 NON-INSTRUCTIONAL OPERATIONS  
Name: Use of All School Equipment and Materials for Instructional Purposes Off School Premises  
Adopted: 4/10/1984  
Revised: 5/11/1998  
Reviewed: 3/23/1993 5/11/1998  
Policy: I. PURPOSE

It may be necessary for faculty and students to use school equipment off the school premises, for instructional purposes not for recreational purposes or personal gain. Use of school equipment will be limited to organizations affiliated with the school district.

### II. GENERAL STATEMENT OF POLICY

Each building level administrator, in consultation with appropriate staff, shall have the responsibility of developing a circulation policy for instructional materials that will encourage access to these materials by students and faculty. It must be recognized that restrictions on the out of the building circulation of certain types of materials and equipment may be necessary. This would occur when their circulation would result in a violation of contractual or copyright agreements that the school district has entered into with other agencies (example: teacher's manuals, computer software, commercial video tapes).

Each borrower shall bear the responsibility for returning the equipment or materials in the same condition as when received. The school district shall be reimbursed by the borrower for the loss or damage to any school equipment or materials. This would include textbooks, library books, athletic equipment, music equipment, computers, audiovisual equipment, etc. The cost of the reimbursement shall be based on the amount of the original purchase price in the event of loss or damage beyond repair. When repair is possible, the reimbursement shall be set at the exact costs of repair or an amount agreed upon by the school administration.

Form 732.1 will be used for off-premise use of district equipment.

#### Legal Reference:

Federal Copyright Law, Public Law 94-553

#### Cross References:

Moorhead School Board Policy 730: School District Copyright Policy

Moorhead School Board Policy 440: Employee Copyright/Royalties

Moorhead School Board Policy 831: Rental of District Musical Instruments

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## ❖ Policies and Procedures ❖

Code: 923  
Category: Policy of the School Board / Moorhead, MN  
Section: 900 COMMUNITY RELATIONS  
Name: Book Lending  
Adopted: 4/13/1982  
Revised: 02/07/1997  
Reviewed: 12/1/1990 11/1/1994 02/07/1997  
Policy: Policy is recommended for deletion.

### I. PURPOSE

### H. GENERAL STATEMENT OF POLICY

The following criteria are hereby agreed upon to facilitate the lending of library books from the school libraries to the public library for the summer months:

1. Books will not be lent from schools serving summer school students or the migrant program.
2. Books will be pulled from the shelves, checked out and checked in, and returned to the school library by public library staff.
3. Books will be available only through the Moorhead Public Library and its summer Bookmobile program.
4. Books may be checked out during the last week of school and must be returned before the opening of school in the fall.
5. Any books not returned by September 30 will be considered lost. The public library will pay the replacement cost of the book plus a reasonable processing charge or will take care of ordering the replacement. This option will be at the discretion of the participating school librarian. If the book lost is out of print or unobtainable, a charge for the cost of a comparable book will be paid.
6. Any book damaged beyond repair will be considered lost and must be paid for as a lost book would be.
7. The school librarian retains the right to withhold a particular title from this policy.

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## ❖ Policies and Procedures ❖

Code: 551

Category: Policy of the School Board / Moorhead, MN

Section: 500 STUDENTS

Name: Student Discipline

Adopted: 6/13/1989

Revised: 05/13/02

Reviewed: 7/28/1992 6/28/1994 6/8/1998 6/11/01 05/13/02

Policy: I. PURPOSE

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

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

### II. RIGHTS AND RESPONSIBILITIES OF STUDENTS

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

#### Rights of Students

Every student has the right...

1. To citizenship in the school community as granted by the U.S. Constitution and the State of Minnesota. Civil rights may not be abridged, obstructed, or in any other way altered, except in accordance with due process of law.
2. To freedom from harassment due to gender, religion, culture, disability, race, sexual orientation, and/or age and to seek redress of such infractions by reporting such harassment to a principal, counselor, teacher, or other school official.
3. To fair, consistent uniformity of application of rules without discrimination or bias within the learning environment.
4. To air grievances, problems and concerns through legitimate channels and to propose changes in rules or policy through channels provided by the schools for all students.
5. To express opinions and feelings as well as criticisms without violating the rights of others and to make choices through appropriate means.
6. To privacy regarding school records consistent with legal requirements.

7. To privacy and security in his/her persons, papers, and effects.
8. To be informed orally or in writing of any disciplinary charges and corrective measures in a manner consistent with the Pupil Fair Dismissal Act.
9. To be allowed to present his/her version of an incident in question in a fair hearing before any consequences are determined.
10. To expect a safe, stimulating, and productive learning environment without interruptions, disruptions, or distractions from within or without the classroom setting.
11. To have equal access to student activities and organizations.
12. To be informed of all policies, rules, and regulations he/she shall be expected to follow in the classroom, building, and district via an easily understood form using written, visual, and oral approaches as necessary.
13. To homebound instruction when extended absence is due to medical reasons.
14. To make up within prescribed timelines work missed during any excused absence without discrimination or harassment.
15. To be treated with dignity and respect by all members of the school community.
16. To avail himself/herself of the counseling services provided by the school district.
17. To choose his/her own manner of dress and personal grooming unless it presents a clear danger to students' health and safety, causes a clear interference with work, creates disorder in the learning environment, promotes illegal activities, or interferes with the rights of other students.
18. To expect authority to protect these rights.

#### Responsibilities of Students

Every student has the responsibility...

1. To assist in efforts to establish and maintain a safe, stimulating, and productive learning environment in the school society.
2. To abide by accepted standards of good conduct and discipline while participating in any school function or activity and while going to and from school, whether riding on public or private conveyance, or walking.
3. To know and comply with school rules and regulations and school district policies established by ~~the~~ the Moorhead School Boards.
4. To refrain from disruptive behavior which may interfere with a teacher's right to teach and a student's right to learn.
5. To attend regularly scheduled class sessions as established by the schools.
6. To bring class materials required for daily classroom use and to complete assigned class work on time and according to instructions given by teacher.
7. To accept the authority of school personnel on school property, during school-sponsored off-campus events and on school transportation.
8. To follow policy and regulations during school-sponsored activities in or away from school regardless of time or place.
9. To obey all safety regulations in the educational setting.



10. To use appropriate language and to avoid cursing, profanity, or vulgarity.
11. To refrain from the use or threat of physical force, verbal abuse, threats, blackmail, the use, sale, or exchange of alcohol or any illegal drugs, smoking, stealing, vandalism, and other illegal activities.
12. To refrain from bringing onto school property or to school-sponsored events any materials or items which would cause, or tend to cause, a disruptive activity or endanger the health of students or other persons. Students should note that lockers are school property and may be searched without cause or notice. Searches may be conducted under the authorization of the principal or a representative designated by the principal. Search of an area assigned to a student shall be made in the presence of an adult witness and, if practicable, in the presence of the student. Illegal items will be seized by school authorities, and police will be notified. Items which are used to disrupt or interfere with the educational process will be removed from the student's possession.
13. To discuss grievances, problems, or concerns with school staff.
14. To report to a school official any incidents of harassment, hazing or illegal activity.

### III. SCHOOL AND COMMUNITY RESPONSIBILITIES

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

#### School Board Responsibilities

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

#### Parent/Guardian Responsibilities

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

## Central Administration Responsibilities

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

## Building Administrator Responsibilities

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

## Teacher Responsibilities

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

#### All Other School Persons With Responsibility For Student Conduct

1. To maintain discipline according to all rules and regulations as outlined in the Discipline Handbook and Building Handbook.
2. To communicate or confer with teachers or administrators regarding discipline problems.
3. To deal with students in a firm, fair, and consistent fashion.

#### IV. CORRECTIVE ACTIONS POSSIBLE

The specific form of discipline chosen in a particular case is solely within the discretion of the school district.

1. Student Conference - Depending upon the violation and the seriousness of the action, a student may be given a warning that if a violation occurs again, the student's parents or guardians will be notified.
2. Parent Notification or Conference - If a student violates a rule, the parent or guardian may be notified and a conference may be required.
3. Detention - A teacher, principal, or designee may detain a pupil after school for correction of a violation, including tardiness to class. Any pupil who is told by a teacher to report after school and who, for any reason, cannot report, must first clear the absence with the teacher, principal, or designated representative.
4. Removal From Class - "Removal from class" and "removal" means any action taken by teacher, principal, or other school district employee to prohibit a pupil from attending a class or activity period for a period of time not to exceed five days, pursuant to procedures established in the school district Discipline Handbook adopted by the School Board. "Class period" or "activity period" means, in secondary grades, instruction for a given course of study. A class period or activity period means, in elementary grades, a period of time not to exceed one hour, regardless of the subject of instruction.

5. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise

appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed five (5) days, pursuant to this discipline policy.

56. Permanent Removal from a single class - "Permanent removal" means the action taken by a principal to prohibit a student from attending a class period or activity period for the remainder of the semester or year. An alternative means of earning the credit will be provided.

67. Suspension - Suspension means an action taken by the school administration prohibiting a pupil from attending school for a period of time no more than ten consecutive school days. If a suspension is longer than five days, the suspending administrator must provide the superintendent with reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability. Each suspension action may include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 days. In the case of a student with a disability, the student's individual education plan team must meet immediately but not more than ten school days after the date on which the decision to remove the student from the student's current education placement is made. The individual education plan team shall at that meeting: conduct a review of the relationship between the child's disability and the behavior subject to disciplinary action; and determine the appropriateness of the child's education plan.

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

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

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

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

Suspension procedures:

- 1) Informal administrative conference before suspension. The school administration shall not suspend a pupil from school without an informal administrative conference with the pupil. The informal administrative conference shall take place before the suspension, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension.
- 2) Administrator notified pupil of grounds for suspension. At the informal administrative conference, a school administrator shall notify the pupil on the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil's version of the facts.
- 3) Written notice of grounds for suspension. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of Minnesota Statute Sections 121A.40 to 121A.56 shall be personally served upon the pupil at or before the time the suspension

is to take effect, and upon the pupil's parent or guardian by mail within 48 hours of the conference. The district shall make reasonable efforts to notify the parents of the suspension by telephone as soon as possible following suspension. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.

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

7. Expulsion or Exclusion - "~~Expulsion~~" means ~~an action taken by the school board~~ a school board action to prohibit an enrolled student from further attendance for ~~a period that shall not extend beyond the school year up to 12 months from the date the pupil is expelled.~~ "Exclusion" means an action taken by the school board to prevent enrollment or reenrollment of a ~~student pupil~~ for a period that shall not exceed beyond the school year. The Pupil Fair Dismissal Act Minn. Stat. 121A.40-121A.56 will be followed in procedural matters of this kind. "Expulsion or exclusion of disabled students cannot be used as a discipline measure if the actions may have been the result of the disabling condition. Special provisions for dealing with a disabled student's behavior will be written into the student's Individual Education Program."

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

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

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

#### 11. Corporal Punishment

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

1. "Corporal punishment" means conduct involving:

- (1) hitting or spanking a person with or without an object; or
- (2) unreasonable physical force that causes bodily harm or substantial emotional harm.

2. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

#### 12. Use Reasonable Force

(1) A teacher or school principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

(2) A school employee, school bus driver, or other agent of a district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

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

Standards of Conduct

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

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

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

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

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

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

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

#### VIOLETIONS AGAINST PERSONS AND MINIMUM CORRECTIVE ACTIONS

1. POSSESSION OF A WEAPON: "Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school activity.

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

Weapons are identified in two categories:

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

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

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

2. **ASSAULT - THREAT:** A threat of bodily harm or death against another person, without material physical contact.
- Parent/Guardian conference
  - Suspension
3. **ASSAULT - IN POSSESSION OF WEAPON:** A student who threatens bodily harm or death to another without material physical contact while in possession of a weapon.
- Parent/Guardian conference
  - Initial suspension for 5 days
  - Confiscation of weapon
  - Notification of police
  - Recommendation to superintendent for expulsion
4. **FIGHTING:** Fighting shall be characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from "poking, pushing, shoving, or scuffling."
- Parent/Guardian conference
  - Suspension
5. **DIRECT ATTACK WITH A WEAPON**
- Parent/Guardian conference
  - Initial suspension for 5 days
  - Confiscation of weapon
  - Notification of police
  - Recommendation to the superintendent for expulsion
6. **DIRECT ATTACK ON ANOTHER PERSON -**
- Students in grades K-6:
- Parent/Guardian conference
  - 1-5 day suspension
  - Possible administrative transfer to another educational setting\*
- Students in grades 7-12:
- Parent/Guardian conference
  - 5-day suspension
  - Possible recommendation for expulsion
- \* An administrative transfer does not insure the same program choice.
7. **HARASSMENT:** Harassment is participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age.
- Student conference
  - Detention
  - Notification of parents or guardians
  - Notification of Title IX officer in cases of sexual harassment.
8. **INTERFERENCE/OBSTRUCTION:** "Interference" or "obstruction" means any action taken to attempt to prevent a staff member from exercising his or her legally assigned duties.
- Parent/Guardian conference
  - Suspension
9. **DISRESPECTFUL LANGUAGE:** Disrespectful language directed toward ~~other individuals~~ another person.
- Parent/Guardian/Student conference
10. **VERBAL ABUSE**
- Parent/Guardian conference
  - Suspension
11. **DISRUPTIVE BEHAVIOR IN THE CLASSROOM:** "Disruptive Behavior" is defined as:
- A. Willful conduct which materially and substantially disrupts the right of others to an education.

- B. Willful conduct which endangers school district employees.
- C. Willful violation of any rule of conduct specified in the Discipline Handbook adopted by the school board.
- D. Repeated inappropriate behavior that classroom discipline plan procedures have proven ineffective in correcting.
  - Removal from class
  - Parent/Guardian/Teacher conference upon return

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

- Parent/guardian conference
- Suspension

#### VIOLETIONS AGAINST PROPERTY AND MINIMUM CORRECTIVE ACTIONS

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

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

#### 2. FALSE FIRE ALARMS

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

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

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

4. THEFT: PERSONAL PROPERTY: This means the unauthorized taking of and/or the unauthorized possession of the property of another person.

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

5. THEFT OR UNAUTHORIZED POSSESSION OF SCHOOL PROPERTY: This refers to the unauthorized taking of and/or the unauthorized possession of school property.

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

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

- Notification of legal authorities
- Parent/Guardian conference

7. WILLFUL DAMAGE OF SCHOOL PROPERTY OR OF THE PROPERTY OF OTHERS: "Willful damage" is the intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting.

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

#### OTHER VIOLATIONS AND MINIMUM CORRECTIVE ACTIONS

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

- Student conference



- Parent/Guardian conference

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

- Student conference

- Parent/Guardian conference

3. **DANGEROUS DRUGS/CONTROLLED SUBSTANCES:** This refers to the possession, sale, distribution, or use of any controlled substances as defined in Minnesota Statute 152.02 while on the school grounds or at school sponsored events.

- Notification of legal authorities

- Suspension

- Referral to Student Assistance Program

- Parent/Guardian conference

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

- Notification of legal authorities

- Suspension

- Referral to Student Assistance Program

- Parent/Guardian conference

5. **TOBACCO - POSSESSION:** Possession of any tobacco product by a student while on the school grounds or at school-sponsored events.

- Suspension

- Parent/Guardian conference

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

- Suspension

- Parent/Guardian conference

#### **VIOLATIONS AGAINST SCHOOL ADMINISTRATIVE PROCEDURE AND MINIMUM CORRECTIVE ACTIONS**

1. **WILLFUL DISOBEDIENCE:** "Willful Disobedience" is defined as any refusal to follow published school rules and regulations.

- Student conference

2. **CONTINUAL WILLFUL DISOBEDIENCE:** "Continual Willful Disobedience" means repeated refusal to follow school rules and regulations after conference resulting from the first violation.

- Suspension

- Parent/Guardian conference

3. **DEFIANCE OF AUTHORITY:** This is defined as willful refusal to follow the legal direction/order given by a staff member.

- Suspension

- Parent/Guardian conference

4. **RECORD AND IDENTIFICATION FORGERY:** This category includes falsifying signatures or data as well as refusal to give proper identification when requested to do so by a staff member.

- Parent/Guardian conference

- Detention

5. **LEAVING THE SCHOOL GROUNDS:** This applies to leaving the school grounds during school hours without the proper clearance.

- Student conference

- Detention

6. **CHRONIC AND UNEXCUSED ABSENTEEISM**

- Parent/Guardian/Student Conference
- Detention

#### 7. MISBEHAVIOR ON SCHOOL BUS

- Student conference
- Notification of parent/guardian

#### 8. SEVERE MISBEHAVIOR OR CONTINUED DISORDERLY CONDUCT ON SCHOOL BUS

- Denial of transportation on school bus according to district policy

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

- Student conference

10. DANGEROUS AND NUISANCE ARTICLES: A "Dangerous or Nuisance Article" is any article that, in the opinion of the school staff, is dangerous or distracting.

- Confiscation
- Student conference

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

- Referral to legal authorities
- Parent/Guardian conference

#### REVIEW OF THE POLICY:

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

#### Legal Reference:

Minnesota Statute Sections 121A.40 to 121A.56 (The Pupil Fair Dismissal Act)

Minnesota Statute 121A.69 (Hazing Policy)

Minnesota Statute 123A.05 (Area Learning Center Organization)

Minnesota Statute 120B.02 (Results - Oriented Graduation Rule, Basic Skills Requirement, Profile of Learning)

#### Cross References:

Moorhead School Board Policy 515: School District Student Attendance

Moorhead School Board Policy 552: Corporal Punishment

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 571: Hazing Prohibition

Moorhead School Board Policy 721: Student Transportation Safety

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School

Moorhead School Board Policy 573: Tobacco-Free Environment

Moorhead School Board Policy 575: Search of Student Lockers, Desks, Personal Possessions, and Student's Person

Moorhead School Board Policy 576: Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches

Moorhead School Board Policy 730: School District Copyright Policy

Moorhead School Board Policy 731: Moorhead Public Schools Information Network Use Policy

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MEMO #: S-03-117

TO: School Board

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

DATE: May 20, 2003

RE: Approval of Policy

Attached please find policy, "We Are Proud" Guidelines (215).

Suggested Resolution: Move to approve policy, "We Are Proud" Guidelines (215), as presented.

LPN:mde  
Attachment

## ❖ Policies and Procedures ❖

Code: 215  
Category: Policy of the School Board / Moorhead, MN  
Section: 200 SCHOOL BOARD  
Name: "We Are Proud" Guidelines  
Adopted:  
Revised:  
Reviewed:  
Policy: I. PURPOSE

The purpose of this policy is to establish guidelines for the "We Are Proud" portion of the Moorhead School Board meeting agenda.

### II. GENERAL STATEMENT OF POLICY

In order to recognize the accomplishments of the students and adults associated with Moorhead Area Public Schools, all suggestions of recipients should be forwarded to the District Communications Coordinator and/or the Superintendent's office for approval.

The following will serve as guidelines for recognition:

#### A. Students - Advisor(s)/coach(s)/teacher(s) will identify:

1. First place finishers at local or regional competitions.
2. State level qualifiers following the completion of the final competition, thus permitting state honors to also be recognized; and
3. Individual and/or student groups recognized for various regional or national awards or achievements.

#### B. Adults:

1. Peers identified by staff members, coaches, advisors, or school board members that receive local, regional, state or national levels of achievement; or
2. Parents or community members that contribute significantly to the school district and the educational process.

#### Cross Reference:

Moorhead School Board Policy 213: School Board Meeting Agendas

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