



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

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5-M9-1365  
8-11-03

**INDEPENDENT SCHOOL DISTRICT #152**

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

August 11, 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. Matters Presented by Citizens/Other Communications  
(Non-Agenda Items)

2. **CONSENT AGENDA**

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



**SCHOOL BOARD AGENDA - August 11, 2003**

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

- A. TEACHING/LEARNING MATTERS - Kovash
  - (1) Approval of Grant Application - Pages 7-75
  - (2) Approval of Agreement - Pages 76-79
- B. BUSINESS SERVICE MATTERS - Weston
- C. HUMAN RESOURCE MATTERS- Nielsen
  - (1) Acceptance of Early Retirement - Page 80
  - (2) Approval of Vendor - Pages 81-85
  - (3) Approval of New Employees - Page 86
  - (4) Approval of Change in Employment Contract - Page 87
- D. SUPERINTENDENT MATTERS - Kovash
  - (1) Approval of July 14 and 28, 2003 Meeting Minutes - Pages 88-96
  - (2) Approval of August Claims

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

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

3. **COMMITTEE REPORTS**

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

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

High School Enhancements - Kovash  
Pages 97-99

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5. **ANNUAL YEARLY PROGRESS STATUS:** Kovash  
Pages 100-101

6. **APPROVAL OF POLICY:** Nybladh  
Pages 102-103

Suggested Resolution: Move to approve policy, Community Education Advisory Council (237), as presented.

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

7. **APPROVAL OF POLICY:** Nybladh  
Pages 104-105

Suggested Resolution: Move to approve policy, Superintendent Contract, Duties and Evaluation (311), as presented.

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

8. **APPROVAL OF POLICY:** Nybladh  
Pages 106-109

Suggested Resolution: Move to approve policy, Moorhead Area Public School District Weapons Policy (576), as presented.

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

**SCHOOL BOARD AGENDA - August 11, 2003**

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9. **APPROVAL OF POLICY:** Nybladh

Pages 110-112

Suggested Resolution: Move to approve policy, Student Dress and Appearance (577), as presented.

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

10. **APPROVAL OF POLICY:** Nybladh

Pages 113-115

Suggested Resolution: Move to approve policy, Instructional Goals of Moorhead Area Public Schools (601) as presented.

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

11. **APPROVAL OF POLICY:** Nybladh

Pages 116-117

Suggested Resolution: Move to approve policy, Community Education (930), as presented.

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

12. **ELEMENTARY SCHOOL ATTENDANCE AREA TASK FORCE:** Nybladh

Pages 118-119

Suggested Resolution: Move to approve the recommendation to establish the Elementary School Attendance Area Task Force as presented and direct the administration to commence the decision making process.

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

**SCHOOL BOARD AGENDA - August 11, 2003**  
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13. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

14. **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 \_\_\_\_\_

15. **OPEN PUBLIC MEETING:** Thompson

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

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

16. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - August 11, 2003****PAGE 6****CALENDAR OF EVENT**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Adult Basic Educ	June, July and August	Ongoing	Townsite Centre
ECFE	June and Aug	Ongoing	Lincoln
Summer Orchestra	Aug 18-22	M-F	Triumph Luth Church
Chamber New Educator Breakfast	August 19	7-8 am	Courtyard by Marriott
School Board	August 25	7 pm	Board Room
First Day to File for School Board Election	August 26		
K-12 Staff Workshops	August 27-29		
Back to School Night (Elementaries and Jr High)	August 28		
Labor Day	September 1		
K-12 Classes Begin	September 2		
Back to School Night (High School)	September 4		
School Board	September 8	7 pm	Board Room
Last Day to File for School Board Election	September 9	5 pm	Townsite Centre
Last Day to File Affidavits of Withdrawal of School Board Candidacy	September 11	5 pm	Townsite Centre
District Care Team	September 15	3:30 pm	Board Room
Com Ed Adv Council	September 16	7 pm	Board Room
Instr and Curr Adv Com	September 18	7-8:30 am	Board Room
Supt's Adv Council	September 18	7 pm	Board Room
School Board	September 22	7 pm	Board Room

OFFICE OF TEACHING & LEARNING MEMO # I.04.017




TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: 2003-04 Consolidated Federal Grant Application  
DATE: August 5, 2003

Attached is a budget summary and program information related to the district's plan for the consolidated application for the federal consolidated grants. The narrative portion includes program information for Title I, II, III, V and VI.

The funding request includes Title 1 Part A \$992,502, Title 1 Part C, Migrant \$46,967, Title 1 Part D, Delinquent \$24,854, Title II Part A Class Size Reduction and Staff Development, \$349,179, Title III, LEP Program \$35,990 and Title V, \$38,216 with a grand total of funds to be \$1,487,708

**SUGGESTED RESOLUTION:** Move to approve the grant application for the school year of 2003-2004 in the amount of Title 1 Part A \$992,502, Title 1 Part C, Migrant \$46,967, Title 1 Part D, Delinquent \$24,854, Title II Part A Class Size Reduction and Staff Development, \$349,179, Title III, LEP Program \$35,990 and Title V, \$38,216 with a grand total of funds to be \$1,487,708.

LAK  
Attachment

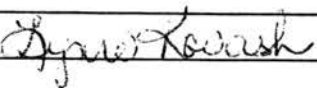
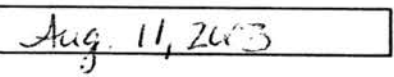
	Learner Options 1500 Highway 36 West Roseville, MN 55113-4266	<b>CONSOLIDATED APPLICATION FOR ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)</b>	ED-02288-02
			DUE: 5/19/03 *

**GENERAL INFORMATION:** Please send the signed original and one copy to the above address no later than **May 19, 2003**. Upon request, this application can be made available in alternative formats including Braille, audiotape, and large print. Internet access at <http://cfl.state.mn.us/LOD/title/documents.html>.

**S.Y.  
2003 -2004**

UNIFORM DISTRICT IDENTIFICATION			
District Name Moorhead Area Public Schools		District Number 152	Telephone Number (218) 284-3315
Address 810 S. 4 <sup>th</sup> Ave		City Moorhead, MN	Zip Code 56560
LEA Representative Name Lynne Kovash	Title Assistant Superintendent	E-Mail Address lkovash@moorhead.k12.mn.us	FAX Number (218) 284-3333

ESEA PROGRAMS INCLUDED IN THIS APPLICATION				
CHECK BOX	PROGRAM NAME	CONTACT NAME	TELEPHONE #	E-MAIL ADDRESS
<input checked="" type="checkbox"/>	Title I, Part A	Sarah King	(218) 284-3724	sking@moorhead.k12.mn.us
<input checked="" type="checkbox"/>	Title I, Part C (Migrant)	Sarah King	(218) 284-3724	sking@moorhead.k12.mn.us
<input checked="" type="checkbox"/>	Title I, Part D (Delinquent)	Deb Pender	(218) 284-2230	dpender@moorhead.k12.mn.us
<input checked="" type="checkbox"/>	Title II, Part A	Lynne Kovash	(218) 284-3315	lkovash@moorhead.k12.mn.us
<input checked="" type="checkbox"/>	Title III	Sarah King	(218) 284-3724	sking@moorhead.k12.mn.us
<input checked="" type="checkbox"/>	Title V	Dan Markart	(218) 284-3345	dmarkart@moorhead.k12.mn.us
<input checked="" type="checkbox"/>	Title VI <input checked="" type="checkbox"/> Flexibility <input type="checkbox"/> REAP	Sarah King	(218) 284-3724	sking@moorhead.k12.mn.us
<b>**Homeless Liaison (required)</b>		Deb Pender	(218) 284-2230	dpender@moorhead.k12.mn.us

LOCAL BOARD OF EDUCATION ACTION
<p>The Local Board of Education Moorhead Area Public Schools has authorized <u>Lynne Kovash</u> at a monthly meeting held <u>August 11, 2003</u> to act as the LEA Representative in filling this application for funds as provided under Public Law 107-110 for the 2003-2004 School Year. The LEA Representative will ensure that the school district maintains compliance with the appropriate Federal statutes, regulations, and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this application.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">   Signature of LEA Representative </div> <div style="text-align: center;">   Date </div> </div>

FINAL REVIEW/APPROVAL		
Area Director Signature	Area #	Date
Final Approval Signature	Date	
Comments:		



**General Assurances**

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

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

The applicant will adopt and use methods consistent with No Child Left Behind Act of 2001:

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

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

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

The applicant agrees to keep such records and provide such information to the Department of Children, Families & Learning as reasonably may be required for fiscal audit and program evaluation, consistent with the responsibilities of CFL under ESEA (Elementary and Secondary Education Act).

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

The applicant will:

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

Equitable participation of non-public schools (if any) will be provided for all programs described in this application. The applicant will consult with officials of non-public schools:

- In a "*meaningful and timely*" manner;
- Provide non-public participants genuine access to equitable services; and
- Provide non-public participants equal expenditure of funds.

The applicant will comply with all applicable paraprofessional requirements of the No Child Left Behind Act of 2001.

- **New Paraprofessionals:**

Each local educational agency shall ensure that all paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have:

- Completed at least 2 years of study at an institution of higher education; or
- Obtained an associate's (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment and knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

- **Existing Paraprofessionals:**

Each local educational agency shall ensure that all paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001, January 8, 2002, and working in a program supported with funds under this part shall, not later than 4 years after the date of enactment, have the same qualifications as **New Paraprofessionals** (in above paragraph).

- If the LEA has a designated open forum or a limited public forum, assurance is provided that there is no policy in effect denying equal access to, or a fair opportunity to meet or discriminate, against any group affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code (as a patriotic society).
- The LEA does not have any policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools.

**TITLE I ASSURANCES**

The local education agency (LEA) will:

- **Adopt the state standards in reading/language arts and mathematics and, beginning in 2005, science, for all the schools in the district;**
- Inform eligible schools and parents of schoolwide project authority and provide technical assistance and support to schoolwide programs;



**TITLE I ASSURANCES (Continued)**

- Work in consultation with schools as they develop schoolwide programs and assist schools as they implement such programs so that each school can achieve Adequate Yearly Progress toward meeting the State content standards and State student academic Standards in at least the areas of reading, language arts and mathematics, and beginning in 2005 science;
- Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades;
- Coordinate and integrate services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under Part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- Participate, if selected, in the National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994;
- In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act;

Work in consultation with schools as the schools develop and implement their plans or activities under Sections Parental Involvement (1118) and Teacher Quality (1119);

- Comply with the requirements of Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
- Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the state educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under Section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;
- Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
- Use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;
- Ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
- Assist each school served by the agency and assist under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D).
- Notify parents of their rights to access information on the professional qualifications of the student's classroom teachers including, at a minimum:
  - Whether the teacher is licensed for the grades and subjects assigned;
  - Whether the teacher is teaching with a waiver;
  - The academic preparation of the teacher; and whether their child is provided services by a paraprofessional and their qualifications.
- Notify parents when students have been taught for four or more consecutive weeks by a teacher who is not highly qualified.

**Title I programs described in this application:**

- Shall be developed in consultation with teachers, principals, **administrators (including administrators of programs described in other parts of this Title), and other appropriate school personnel**, and with parents of participating students;
- Are conducted in attendance areas of this district having highest concentrations of low-income children;
- Will be of sufficient size, scope and quality to adequately address the needs of educationally disadvantaged students in order that they achieve the state's high content and academic standards in at least reading/language arts and mathematics;
- Will be evaluated according to the provisions regarding Adequate Yearly Progress included in the final state assessment plan;
- Will provide maximum coordination and integration of services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under Part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- Will effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under Section 1208;

- Will describe the additional educational assistance services to individual students assessed as needing help in meeting the State's challenging student academic achievement standards;
- Will describe the strategy the local educational agency will use to coordinate programs under this part with programs under Title II, Part D to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with Sections 1118 and 1119.

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

- A district-wide salary schedule has been established and implemented;
- Equivalence among schools in classroom teachers, administrators, and auxiliary personnel has been established and implemented; and
- A policy to ensure equivalence among schools in the provisions of curriculum materials and instructional supplies has been established and implemented.
- The applicant has developed, with parents of participating students, a written parent involvement policy in accordance with the ESEA.
- The application has been planned and designed in consultation with teachers and parents of participating Title I students in accordance with the ESEA.
- The district will have documentation on file regarding dates, notifications, agendas, and participants for Title I annual parent meetings as required by ESEA.
- The applicant assures that schools receiving funds under this part have or will develop school-parent compacts, which address school and parent responsibilities for student success and address communication between school and parents.
- The applicant, with participating schools, will develop and execute plans for activities, which build the capacity of staff and parents, including parents with limited English proficiency or disabilities.

#### **Education for Homeless Children and Youth:**

- The local school district shall appoint a "Liaison" to ensure that homeless children and youth are enrolled and receive appropriate education and support services that address academic success, enrollment and attendance.
- The local school district must reserve such funds as are necessary to provide services comparable to those provided to children in Title I, Part A funded schools to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where such children may live.
- For those local school districts which have significant homeless population, such as a family shelter, transitional housing, abuse shelter, youth shelter, etc., the Title I plan must include a description of services that will be provided to homeless children, including services provided with Title I funds.
- A local school district receiving McKinney-Vento funds must coordinate services with those provided by Title I funds.

#### **Title I, Part C (Migrant Education Programs)**

- Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- Ensure that migratory children who move among the states are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Ensure migratory children are provided with appropriate educational services (including supportive services) that address their special needs in coordinated and efficient manner;
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health related problems, and other factors that inhibit the ability of such children to do well in school, and prepare such children to make successful transition to postsecondary education or employment; and
- Ensure that migratory children benefit from State and local systemic reforms.

#### **Title I, Part D (Delinquent Programs):**

- The ESEA Consolidated Application is the basis for operation and administration of the Title I, Part D in accordance with P.L. 103-382, Part D. The Title I, Part D funds will be used to provide activities that support the program goals of academic achievement, transition and follow-up.
- The Title I, Part D programs, which are subcontracted with a correctional facility or alternative school shall abide by Section 1425 - "Program Requirements for Correctional Facilities Receiving Funds Under This Section."
- The local school district will assure that assistance under the Title I, Part D entitlement program will supplement and not supplant funds used before the award for purposes of providing services to Delinquent youth.

## T I T L E   I I   A S S U R A N C E S

- The applicant, together with school staff, will conduct an annual assessment of local needs for professional development and hiring, and will include description of the results of the needs assessment.
- Title II programs shall be based on the district needs assessment and shall include the following:
  - A description of the activities to be carried out by the local educational agency under this subpart and how these activities will be aligned with
    - Challenging State academic content standards and student academic achievement standards, and State assessments; and
    - The curricula and programs tied to the standards.
- A description of how the activities correlate with scientifically based research and an explanation of why the activities are expected to improve student academic achievement;
- A description of how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students;
- An assurance that the local educational agency will target funds to schools within the jurisdiction of the local educational agency that--
  - Have the lowest proportion of highly qualified teachers;
  - Have the largest average class size; or
  - Are identified for school improvement under Section 1116(b).
- A description of how the local educational agency will coordinate professional development activities authorized under this subpart with professional development activities provided through other Federal, State, and local programs.
- A description of the professional development activities that will be made available to teachers and principals under this subpart and how the local educational agency will ensure that the professional development (which may include teacher mentoring) needs of teachers and principals will be met using funds under this subpart.
- A description of how the local educational agency will integrate funds under this subpart with funds received under Title II, Part D for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy.
- A description of how the local educational agency, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of activities to be carried out under this subpart and in the preparation of this application.
- A description of how the local educational agency will provide training to enable teachers to--
  - Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
  - Improve student classroom behavior and identify early, appropriate interventions to help students learn;
  - Involve parents in their child's education; and
  - Understand and use data and assessments to improve classroom practice and student learning.

## T I T L E   I I I   A S S U R A N C E S

- Payments to be received under No Child Left Behind, Title III and its authorization (U.S.C. 6801 et seq., Sections 3101, 3102, 3114-3116, 3121-3129, and 3141) will be used solely for services benefiting children of limited English proficiency, or immigrant children, consistent with the purposes, requirements, and other conditions of use as stipulated under this program.
- Nonpublic schools in the local education agency (LEA) will be contacted yearly and given an equitable opportunity to participate in the planning and development of the programs funded under Title III for the benefit of LEP children attending nonpublic schools.
- Local parents, teachers, administrators, supporting personnel, and other groups as may be deemed appropriate by the LEA or charter school will participate systematically in the design, planning, and implementation of the Title III program.
- The LEA will provide the following information to parents of LEP children selected for participation in a language instruction educational program via a uniform notification process in a language the parent can understand (3202 (c) ):
  - How the program will meet the educational needs of their children;
    - their options to decline to enroll their children in that program or to choose another program, if available;
    - the failure of the LEA to make progress after two years on annual measurable achievement objectives.



TITLE III ASSURANCES (Continued)

- All teachers in a Title III language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction.
- The LEA will plan, implement, and evaluate an ongoing professional development program for all teachers who have LEP and/OR immigrant students in their classrooms.
- The LEA will assess annually the English proficiency of all LEP children.
- Evaluations will be used to determine and improve the effectiveness of the LEA Title III program and activities for LEP and immigrant students. Evaluations will include a description of the progress made by children in meeting the high academic achievement objectives for each of the two years after LEP students no longer participate in a Title III language instructions educational program.

TITLE V ASSURANCES

- Title V programs described in this application will provide for consultation with parents, teachers, administrative personnel as well as librarians, counselors and pupil services personnel in the planning, design and implementation of innovative assistance programs.
- Title V programs described in this application will design and implement an annual evaluation of the program.
- The results of this annual evaluation will:
  - Be used to make programmatic decisions;
  - Describe effects on academic achievement;
  - Include information and data on use of funds, types of services and students served; and
  - Be on file and submitted to CFL upon request.

TITLE VI ASSURANCES

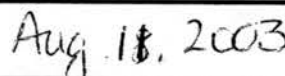
- The applicant will target federal funds to federal programs that will most effectively address their unique needs.
- Funds used for alternative purposes other than originally authorized are subject to the requirements of the program(s) for which the funds are used.
- The accountability requirements shall be consistent with the Adequate Yearly Progress provision as outlined in Section 1116.

## ASSURANCE VERIFICATION

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



Signature of LEA Representative



Date

**ESEA CONSOLIDATED APPLICATION  
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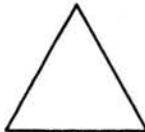
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## MCA ANALYSIS

USE THE CLASS WEBSITE TO DETERMINE ...*"HOW ARE WE DOING?"*

 <b>FOCUS QUESTIONS</b>	A1 Are we getting better? A2 Are we closing the achievement gaps? <b>A3 Are we reducing the proportion of students "at-risk"?</b> A4 Are we meeting basic accountability indicators (NCLB) or showing enough progress? A5 Are we meeting Adequate Yearly Progress state goals for <u>all students</u> , and for <u>all groups</u> ? A6 If we're not meeting the annual AYP state goals, are we likely to meet "Safe Harbor" provisions?	
 <b>Who</b>	B1 All students B2 Poverty (Free/Reduced) students B3 LEP B4 Special Education B5 American Indian/Alaskan Native B6 Asian/Pacific Island B7 Black, Non-Hispanic B8 Hispanic B9 White, Non-Hispanic B10 Other: _____	
 <b>WHAT</b>	C1 Grade 3 Reading C2 Grade 3 Math C3 Grade 5 Reading C4 Grade 5 Math C5 BST Grade 8 Reading	C6 BST Grade 8 Math C7 MCA Grade 10 Reading C8 MCA Grade 11 Math C9 Other test(s): _____

## Estimating Progress for Accountability and for Planning Purposes

	<i>Focus Questions</i>	<i>Data Resources</i>	<i>Touchstones</i>	<i>Navigation Hints</i>
1	<p><u>Trends (1998-2002 data):</u> <b>Are we getting better?</b></p> <ul style="list-style-type: none"> <li>• Direction of our change?</li> <li>• Rate of our change? <i>Compared to District? State? Other comparison group?</i></li> <li>• Distance from "the goal"?</li> </ul>	<p><b>CLASS:</b> MCA scores from 1998-2002---average scale score, and/or percent proficient (=Levels 2B+ 3+4)</p> <p><i>Optional: other district test data</i></p>	<ul style="list-style-type: none"> <li>• Change is positive.</li> <li>• Rate of positive change exceeds other groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Go to Department of Children, Families &amp; Learning website: <a href="http://cfl.state.mn.us/">http://cfl.state.mn.us/</a></li> <li>• On the left margin, select CLASS box (purple)</li> <li>• Select "Data Analysis"</li> <li>• Enter school name in 1<sup>st</sup> box on right; go to school</li> <li>• Select MCA</li> <li>• Selections: "in-depth"; "trend"; grade; subject; and either levels or average score.</li> </ul>
2	<p><u>Trends (1998-2002 data)</u> <b>Are we closing the achievement gap(s)?</b></p> <ul style="list-style-type: none"> <li>• Free/Reduced vs Non F/R</li> <li>• LEP vs Non LEP</li> <li>• Special Ed vs Regular Ed</li> <li>• Ethnic Groups American Indian/Alaskan N Asian/Pacific Islander Black, Non-Hispanic Hispanic White, Non-Hispanic</li> <li>• Other groups as appropriate (migrant students, highly mobile population, etc.)</li> </ul> <p>Consider the direction of our change, the rate of our change, and comparison to others' rate of change.</p>	<p><b>CLASS:</b> MCA scores from 1998-2002--- using either average scale score, or percent proficient (Levels 2B+3+4)</p> <p><i>Optional: other test data, from district or norm-referenced tests</i></p>	<ul style="list-style-type: none"> <li>• Have we identified disparities in performance?</li> <li>• Have we prioritized concerns?</li> <li>• Have we designed and implemented interventions?</li> <li>• Have the interventions had noticeable impact?</li> <li>• How should we apply further resources and interventions to reduce the gaps?</li> </ul>	<p>In addition to steps above, also select "demographics adjust"; and then on that screen select the subgroup you wish to examine; select "go".</p> <p>To see data in a different form, you may change any of the previous switches.</p> <p>To go to the next subgroup analysis, you must re-set "demographics adjust" again.</p>

## Estimating Progress for Accountability and for Planning Purposes

	<i>Focus Questions</i>	<i>Data Resources</i>	<i>Touchstones</i>	<i>Navigation Hints</i>
3	<b>Trends (1998-2002 data):</b> <b>Are we reducing the proportion of those at-risk?</b> <ul style="list-style-type: none"> <li>• All students</li> <li>• Free/Reduced</li> <li>• LEP</li> <li>• Special Ed</li> <li>• Ethnic Groups               <ul style="list-style-type: none"> <li>American Indian/Alaskan N</li> <li>Asian/Pacific Islander</li> <li>Black, Non-Hispanic</li> <li>Hispanic</li> <li>White, Non-Hispanic</li> </ul> </li> <li>• Other groups as appropriate (migrant students, highly mobile population, etc.)</li> </ul>	<b>CLASS:</b> MCA scores from 1998-2002--- the percent at-risk: (Levels 1+2A)	<ul style="list-style-type: none"> <li>• Where have we been most effective in reducing the proportion of those 'most at-risk'? Is the rate of reduction the same or greater than in my district? The state?</li> <li>• Where have we been least effective in reducing the number at-risk?</li> <li>• What interventions have we already designed and implemented?</li> <li>• What noticeable impacts have resulted from interventions we've already tried?</li> <li>• What further interventions and reallocation of resources should we apply in our ESEA plan in order to have more impact on these priorities?</li> </ul>	Same as #2. Make sure, however, that you have selected the "levels" switch.
4	<b>Current Test Year: Are we meeting basic accountability indicators (NCLB), or showing acceptable rate of progress toward them for all students, and for all subgroups?</b> <ul style="list-style-type: none"> <li>• Participation rate on MCA</li> <li>• Attendance rate (elem, ms)</li> <li>• Graduation rate (hs)</li> </ul>	<ul style="list-style-type: none"> <li>• MCA test report</li> <li>• or AYP report (ADA/ADM*100)</li> <li>• Wait for new formula.</li> </ul>	<ul style="list-style-type: none"> <li>• 95% (federal requirement)</li> <li>• 90% (preliminary est.)</li> <li>• 80% (preliminary est.)</li> </ul>	<ul style="list-style-type: none"> <li>• See report.</li> <li>• Go to web page (#1). From red buttons on left, select "District Information." Select "Data Center." Select Attendance." Go to most recent data listing.</li> </ul>



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**Estimating Progress for Accountability and for Planning Purposes  
(OPTIONAL FOR SCHOOL YEAR 2003 – 2004)**

	<i>Focus Questions</i>	<i>Data Resources</i>	<i>Touchstones</i>	<i>Navigation Hints</i>
5	<b>Current Test Year: Are we meeting annual Adequate Yearly Progress state goals defined under NCLB for all students, and for all subgroups?</b>	See state guidelines when released.	Basically, does our "percent proficient" (Levels 2B+3+4) meet or exceed state target for the year?	(Same as #2.) CLASS website will be revised to include AYP reports.
5	<b>Current Test Year:</b> According to TEAE reading and writing results, what percentage of LEP identified students is proficient (Level 4 in Reading or Level 5 in writing), disaggregated by length of time in a MN school?	See: <a href="http://cfl.state.mn.us/lep/testemerging.html">http://cfl.state.mn.us/lep/testemerging.html</a>  Also, see summary reports on disc or paper copy in district; shipped 2/03	How do our results compare to the state averages or to other districts similar to ours in demographics?  How is our LEP population best served?	CLASS website will be revised to include TEAE data.

## ESEA PERFORMANCE GOALS, INDICATORS AND PERFORMANCE TARGETS

ESEA Performance Goals have been established by the U.S. Department of Education and reflect the basic purpose of the ESEA. ESEA Performance Indicators have been established by U.S. Department of Education and districts are required to use these as indicators to measure progress in meeting the ESEA Performance Goals. Minnesota's Consolidated State Plan is available at <http://cfl.state.mn.us/LOD/esea.htm>

Districts are required to:

1. Set "Performance Targets" that will define the progress the district expects to make at specified points in time with respect to each indicator;
2. Identify the ESEA Program (s) that will address the Performance Goal and Indicator.
3. The District's program narrative will explain how this will be addressed.

<i>Performance Goal 1</i>	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
<i>Performance Indicator</i>	1.1 The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment
<i>District Performance Target</i>	1.1.1 will increase by 3% for the aggregate and for each subgroup
<i>Program(s) addressing this goal</i>	<input checked="" type="checkbox"/> Title I, Part A <input checked="" type="checkbox"/> Title I, Part C (Migrant) <input checked="" type="checkbox"/> Title I, Part D (Delinquent) <input checked="" type="checkbox"/> Title II, Part A <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title V

<i>Performance Goal 1</i>	1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
<i>Performance Indicator</i>	1.2 The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment.
<i>District Performance Target</i>	1.2.1 will increase by 3% for the aggregate and for each subgroup
<i>Program(s) addressing this goal</i>	<input checked="" type="checkbox"/> Title I, Part A <input checked="" type="checkbox"/> Title I, Part C (Migrant) <input checked="" type="checkbox"/> Title I, Part D (Delinquent) <input checked="" type="checkbox"/> Title II, Part A <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title V

<i>Performance Goal 1</i>	1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
<i>Performance Indicator</i>	1.3 The percentage of Title I schools that make adequate yearly progress.
<i>District Performance Target</i>	1.3.1 All Title I schools in Moorhead Area Public Schools will make adequate yearly progress in 2003-2004.
<i>Program(s) addressing this goal</i>	<input checked="" type="checkbox"/> Title I, Part A <input checked="" type="checkbox"/> Title I, Part C (Migrant) <input checked="" type="checkbox"/> Title I, Part D (Delinquent) <input checked="" type="checkbox"/> Title II, Part A <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title V

## ESEA PERFORMANCE GOALS, INDICATORS AND PERFORMANCE TARGETS

<i>Performance Goal 2</i>	All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
<i>Performance Indicator</i>	2.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
<i>District Performance Target</i>	2.1.1 The percentage of LEP students who will become proficient in English will increase by 3% as measured by the Test of Emerging Academic English.
<i>Program(s) addressing this goal</i>	<input checked="" type="checkbox"/> Title I, Part A <input checked="" type="checkbox"/> Title I, Part C (Migrant) <input checked="" type="checkbox"/> Title I, Part D (Delinquent) <input checked="" type="checkbox"/> Title II, Part A <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title V
<i>Performance Goal 2</i>	All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
<i>Performance Indicator</i>	2.2 The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
<i>District Performance Target</i>	2.2.1 The percentage of LEP students who attain academic proficiency in reading/language arts will increase by 3% as measured by the Minnesota Comprehensive Assessment.
<i>Program(s) addressing this goal</i>	<input checked="" type="checkbox"/> Title I, Part A <input checked="" type="checkbox"/> Title I, Part C (Migrant) <input checked="" type="checkbox"/> Title I, Part D (Delinquent) <input checked="" type="checkbox"/> Title II, Part A <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title V
<i>Performance Goal 2</i>	All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
<i>Performance Indicator</i>	2.3 The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.
<i>District Performance Target</i>	2.2.1 The percentage of LEP students who attain academic proficiency in mathematics will increase by 3% as measured by the Minnesota Comprehensive Assessment.
<i>Program(s) addressing this goal</i>	<input checked="" type="checkbox"/> Title I, Part A <input checked="" type="checkbox"/> Title I, Part C (Migrant) <input checked="" type="checkbox"/> Title I, Part D (Delinquent) <input checked="" type="checkbox"/> Title II, Part A <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title V
<i>Performance Goal 3</i>	By 2005-2006, all students will be taught by highly qualified teachers.
<i>Performance Indicator</i>	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA)
<i>District Performance Target</i>	3.1.1 Teachers will be trained as leaders of teams to examine student work. These teams will be used in the middle school, high school and elementary school for improving instruction and student achievement.
<i>Program(s) addressing this goal</i>	<input type="checkbox"/> Title I, Part A <input type="checkbox"/> Title I, Part C (Migrant) <input type="checkbox"/> Title I, Part D (Delinquent) <input checked="" type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III <input type="checkbox"/> Title V



## ESEA PERFORMANCE GOALS, INDICATORS AND PERFORMANCE TARGETS

<b>Performance Goal 3</b>	By 2005-2006, all students will be taught by highly qualified teachers.
<b>Performance Indicator</b>	3.2 The percentage of teachers receiving high-quality professional development. (as the term, "professional development," is defined in section 9101 (34).)
<b>District Performance Target</b>	3.2.1 Teacher and administrative training for "Frameworks of Teaching" – to develop a total teacher evaluation program to include formative evaluation to support elements of effective teaching. This process will provide a system for teacher and administrative growth.
<b>Program(s) addressing this goal</b>	<input type="checkbox"/> Title I, Part A <input type="checkbox"/> Title I, Part C (Migrant) <input type="checkbox"/> Title I, Part D (Delinquent) <input checked="" type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III <input type="checkbox"/> Title V

<b>Performance Goal 3</b>	By 2005-2006, all students will be taught by highly qualified teachers.
<b>Performance Indicator</b>	3.3 The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)
<b>District Performance Target</b>	3.3.1 All paraprofessionals will participate in an on-line competency-based training, called Para-eLink and invited to participate in regional paraprofessional training opportunities.
<b>Program(s) addressing this goal</b>	<input checked="" type="checkbox"/> Title I, Part A <input type="checkbox"/> Title I, Part C (Migrant) <input type="checkbox"/> Title I, Part D (Delinquent) <input checked="" type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III <input type="checkbox"/> Title V

This application does not include Performance Goal 4

<b>Performance Goal 5</b>	All students will graduate from high school.
<b>Performance Indicator</b>	5.1 The percentage of students who graduate from high school each year with a regular diploma, --disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; --calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
<b>District Performance Target</b>	5.1.1 Aggregated and disaggregated groups will graduate with at least a 90% graduation rate in 2003-2004. 5.1.2 70% of Delinquent students who have successfully completed treatment will be transitioned, that is, returned to school, complete diploma or GED after one year. 5.1.3 The transition counselor will conduct pre-exit interviews of Delinquent students successfully completing treatment. The transition counselor, with clerical help, will contact at least 90% of the sites where students have transitioned by follow-up visits or phone checks to determine successful transition including forwarding of student records.
<b>Program(s) addressing this goal</b>	<input type="checkbox"/> Title I, Part A <input checked="" type="checkbox"/> Title I, Part C (Migrant) <input checked="" type="checkbox"/> Title I, Part D (Delinquent) <input checked="" type="checkbox"/> Title II, Part A <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title V

<b>Performance Goal 5</b>	All students will graduate from high school.
<b>Performance Indicator</b>	5.2 The percentage of students who drop out of school, --disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; --calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
<b>District Performance Target</b>	5.2.1 Aggregated and disaggregated groups will not exceed 10% dropout rate in grades 9-12 in 2003-2004.
<b>Program(s) addressing this</b>	<input type="checkbox"/> Title I, Part A <input checked="" type="checkbox"/> Title I, Part C (Migrant) <input checked="" type="checkbox"/> Title I, Part D (Delinquent) <input checked="" type="checkbox"/> Title II, Part A <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title V

goal	Title III <input checked="" type="checkbox"/> Title V
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## PROGRAM FUNDING BUDGET REQUEST

### TITLE VI FLEXIBILITY OR REAP PROVISION DETERMINATION

- ☒ Flexibility (50%) available to all districts  
☐ REAP (100%) identified districts ONLY (Small, Rural School Achievement Program)  
☐ District will NOT utilize this option - Skip Part A

Part A -- Complete this section ONLY if you are using this provision.

Original Program	Original Program Entitlement	Funds to remain with Original Program	Funds to be used with an Identified Program in Part B*	Percent of funds used for Flexibility / REAP
Title II, Part A	\$ 304,179	\$ 278,099	\$ 71,080	% 23.5
Title II, Part D	\$	\$	\$	%
Title IV	\$	\$	\$	%
Title V	\$	\$	\$	%

\*Districts will identify the actual amount used for each "Program" on the Summary Budget Pages.

Part B -- All districts are required to complete this section.

Program	Original Entitlement	<u>PLUS</u> Unobligated	<u>PLUS</u> Additional (Flexibility or REAP) Funds from "Part A" above	Total Program Funds Requested **	Amount Reserved for Administration (Cannot exceed 5% total - for all programs combined)
Title I, Part A	\$ 937,502	\$ 55,000	\$	\$ 992,502	\$ 41,000
Title I, Part C (Migrant)	\$ 46,967			\$ 46,967	\$
Title I, Part D (Delinquent)	\$ 24,854			\$ 24,854	\$
Title II, Part A	\$ 304,179	\$ 45,000	\$	\$ 349,179	\$ 7,280
Title III * (2% Admin.)	\$ 35,990	\$	\$	\$ 35,990	\$
Title V	\$ 38,216	\$	\$ 71,080	\$ 109,296	\$ 26,000

\*\*Total Program Funds Requested are subject to the required set-asides.

**Title I, Part A Program Description**

Title I, Part A program section must describe the activities and the use of funds. The services are to be based on the results of the CLASS website activity (identifying the students most at risk) and the performance goals set by the district. District must describe how they will use their ESEA funds to attain their 'Performance Targets'.

Please provide concise, brief answers to each of the following questions. Information may be listed or bulleted. Omission or incomplete information for any section will delay the approval process.

1. Provide an **overview** of your district's Title I, Part A Program, including your district's plan to attain the performance targets set for this program.

**See Insert: Overview of District #152 Student Data, p. 16 a**

The school year, 2003-2004, represents a transition year for Moorhead Area Public Schools. The district will move from seven buildings to five buildings between now and 2004-2005. Moorhead currently has one School Wide Program at Washington Elementary. In 2003-2004, the following sites will receive Targeted Assistance: Edison Elementary, Riverside Elementary (grades K-5), and Robert Asp, 6<sup>th</sup> grade students (a change from 5 & 6, to just during this transition year). Free & Reduced percentages were determined for 2002-2003 fourth graders who, in previous years, would attend Robert Asp in 2003-2004. This calculation was done to determine the Title I dollar amounts to follow the children to Riverside Elementary school, the school which will take the "extra" 5<sup>th</sup> grader. See calculation on distribution of Title I funds to target schools, page 21. Note that Riverside increases by 26 students, Robert Asp decreases by 60 students. Moorhead Junior High, grades 7<sup>th</sup> and 8<sup>th</sup>, did not retain its Target status for 2003-2004. However, Title I funding will sustain a level of service to equal that of 2002-2003 in a harmless agreement.

Attaining the district's performance targets will be accomplished through efforts in three areas: student identification and appropriate intervention, staff development and parent/community involvement.

- **Student Identification & intervention:** To be in compliance with the federal legislation act, No Child Left Behind, all students, as well as specified subgroups must be assessed toward meeting academic state standards.
  - **Criteria** must include multiple measures of assessment and performance for determination of eligibility. Teachers will evaluate the results obtained from the measures listed in the chart below to determine which children are most at risk of achieving the state's high standards.

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> -5 <sup>th</sup> Grade	6 <sup>th</sup> - 8 <sup>th</sup> Grade	Schoolwide
Work Sampling, 3x/yr	X	X	X			
Phonemic Awareness Assessment, 3x/yr	X	X				
Teacher Judgment, Fall	X	X	X	X	X	X
Basic Skills Checklist	X	X	X	X	X	X
Reading Skills Informal Assessment	X	X	X	X	X	X
Iowa Test of Basic Skills				X, may serve 25% and below	X, may serve 25% and below	X 6 <sup>th</sup> may serve 25%
NWEA (pilot)						Pilot NWEA
MN Comprehensive Assessment (MCA)				3 <sup>rd</sup> & 5 <sup>th</sup> , serve <1420		3 <sup>rd</sup> & 5 <sup>th</sup> , serve <1420

## Overview of District #152 Student Data

	American Indian		Asian		Hispanic		Black		White		Minority		Total	
Oct.1	'01	'02	'01	'02	'01	'02	'01	'02	'01	'02	'01	'02	'01	'02
#	168	172	67	81	471	473	92	109	4743	4656	798	832	5541	5491
%	3%	3.1%	1.2%	1.5%	8.5%	8.6%	1.7%	2.0%	85.6%	84.8%	14.4%	15.2%		

- In the past two years, Moorhead Area Public Schools have seen an increase in minority groups, a decrease in the white population and an overall decrease in enrollment.

	Free & Reduced		Migrant		ELLs		Different Languages		Three Top Languages	New Challenges
	'01	'02	'01	'02	'01	'02	'01	'02	Spanish Kurdish Vietnamese	Refugee pop. From Somalia, Sudan & Croatia with little to no Eng. & varied ed. experience
#	1641	1531	240	161	432	495	21	23		
%	29.9%	27.7%								

- In the past two years, Moorhead Area Public Schools has seen a decrease in the Free & Reduced meals percentage and an increase in the ELL population. There has been a significant decrease in the Migrant population.

**Minnesota Comprehensive Assessments (MCAs): Non-Proficiency Percentages for Sub-Groups in Moorhead's 3<sup>rd</sup> & 5<sup>th</sup> Grade, Math & Reading (District Level)**

Reading, 3 <sup>rd</sup> Grade	All Students	Free & Reduced	LEP	SPED	Migrant	Hispanic	White/non Hispanic	American Indian
2003								
2002	38.29	53.78	83.87	65.96	90.91	67.85	34.1	60
2001	33.17	56.59	90.32	76.12	*	73.53	27.14	72.22
2000	39.39	63.12	92.59	60	*	69.7	36.11	45.45
1999	42.66	62.71	89.47	82.43	*	50	37.09	69.23

Math, 3 <sup>rd</sup> Grade	All Students	Free & Reduced	LEP	SPED	Migrant	Hispanic	White/non Hispanic	American Indian
2003								
2002	41.96	65.29	93.55	72.55	100	90	35.08	*
2001	39.51	61.32	78.57	70.42	*	75.75	34.01	75
2000	38.09	58.92	81.25	53.85	*	61.54	33.98	66.67
1999	37.88	62.81	85.72	72.84	*	80.56	31.49	66.67

Reading, 5 <sup>th</sup> Grade	All Students	Free & Reduced	LEP	SPED	Migrant	Hispanic	White/non Hispanic	American Indian
2003								
2002	28.68	53.23	89.28	62.68	85.71	66.66	22.22	73.33
2001	26.98	48	82.35	63.64	83.34	73.53	21.58	54.54
2000	32.38	52.21	86.96	61.17	*	91.18	27.3	64.28
1999	38.16	58.82	86.66	77.11	*	80	33.14	*



Math, 5th Grade	All Students	Free & Reduced	LEP	SPED	Migrant	Hispanic	White/non Hispanic	American Indian
2003								
2002	33.61	64.97	96.55	69.45	92.85	71.43	26.62	84.62
2001	32.15	53.33	76.47	64.13	75	69.69	27.32	*
2000	30.03	54.19	90.91	62.35	*	75.75	24.93	38.46
1999	48.16	68.52	100	78.57	*	94.11	42.51	*

\*Size of group taking test is less than 10 and therefore not reported.

- Ethnic groups with large enough sample sizes, Limited English Proficient, Free & Reduced, and Special Education groups are all demonstrating significant non-proficient level in comparison with All Students and White/non Hispanic groups. A trend of improvement is evident from the longitudinal data shown across groups.

**Basic Skills Test: Percent Not Passing for Sub-groups in Moorhead,  
8<sup>th</sup> Grade, Reading & Math**

Reading, 8th Grade	All Students	Free & Reduced	LEP	SPED	Migrant	Hispanic	White/non Hispanic	American Indian
2003	17.45	44.74	76.92	63.33	*	60.54	12.77	53.85
2002	20.92	43.59	68.75	60.26	*	45.83	17.63	66.67
2001	20.27	39.04	79.17	53.85	*	61.54	16.58	27.27
2000	21.20	42.75	78.26	65.38	n/a	69.57	15.44	55.33
1999	25.22	48.28	69.23	66.25	n/a	88.46	19.30	58.33

Math, 8th Grade	All Students	Free & Reduced	LEP	SPED	Migrant	Hispanic	White/non Hispanic	American Indian
2003	19.30	50.88	66.67	72.58	*	42.31	14.48	61.54
2002	21.43	40.18	66.67	55.13	*	48.00	17.65	66.67
2001	24.60	45.31	62.50	53.26	*	61.54	20.05	50.00
2000	24.46	50.39	95.45	69.23	n/a	95.45	18.05	53.33
1999	24.18	46.96	69.23	60.49	n/a	76.92	18.80	90.91

- Ethnic groups with large enough sample sizes, Limited English Proficient, Free & Reduced, and Special Education groups are all demonstrating significant not passing percentages compared with All Students or White/non Hispanic groups. A trend of improvement is evident for most groups

Grad Rates	All Students	Free & Reduced	LEP	SPED	Migrant	Hispanic	White/non Hispanic	American Indian
2003	417/439 = 95%	89/98 = 90.8%	18/21 = 85.7%	65/66 = 98.5%	0/0	14/16 = 87.5%	380/397 = 95.7%	4/6 = 66.7%
2002	386/402 = 96%	54/65 = 83%	16/18 = 88.9%	51/64 = 79.7%	2/2 = 100%	17/19 = 89.5%	354/367 = 96.5%	4/4 = 100%



<b>Drop Out Rates</b>	<b>All Students Grades 9-12</b>	<b>Free &amp; Reduced</b>	<b>LEP</b>	<b>SPED</b>	<b>Migrant</b>	<b>Hispanic</b>	<b>White/non Hispanic</b>	<b>American Indian</b>
<b>2003</b>	54/1909 = 2.8%	32/494 = 6.5%	12/121 = 9.9%	2/283 = .71%	4/28 = 14.3%	11/131 = 8.4%	31/1650 = 1.88%	6/56 = 10.7%
<b>2002</b>	61/1961 = 3%	38/419 = 9%	9/128 = 7%	8/289 = 2.77%	6/34 = 17.6%	11/131 = 8.4%	36/1714 = 2.1%	13/48 = 27%

\* Since all children at Washington Elementary are eligible for Title I services, the criteria has been customized to measure continuous improvement of student academic performance. Washington will serve as a model for systematic data collection for diagnostic reading and math information for the other schools as Moorhead school reconfigure.

- **Intervention:** Attaining the district's performance targets, the district will depend upon coordination and integration of multiple services to support English language learners, children with disabilities, migratory children, neglected or delinquent youth, homeless and immigrant children. The inserted chart illustrates programs and associated integration of services and staff development.

**See Insert: Coordination of Services & Staff Development, p. 16 b**

- **Intervention (continued):** The inserted chart illustrates service delivery model, where and when services will be provided and how services are intended to reach performance targets for all students.

**See Insert: Service Delivery Model to Attain Performance Targets, p. 16 c**

2. Describe how your **program was developed in consultation** with teachers, principals, administrators (including administrators of programs described in other parts of this Title), and other appropriate school personnel, and with parents of participating students.

- This application has had the participation of the professional leadership, including the staff development coordinator. Through work of the District Staff Development Committee and feedback from all staff regarding '02-'03 staff development activities, this plan had the input of a cross section of the employed staff. Parents have had direct and indirect impact based on feedback from building Parent-Teacher Organizations via principals, communication through school newsletters and ongoing interaction of parents with teachers in relationship to their child.

3. Describe how your program will provide maximum **coordination and integration of services** for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

4. Describe how your program will comply with all applicable **paraprofessional** requirements of the No Child Left Behind Act of 2001 (include information regarding **New** and **Existing** paraprofessionals).

- The school district will support paraprofessionals through an on-line competency-based training, called Para - e Link.
- Paraprofessionals will be invited to attend regional paraprofessional trainings and offered a stipend to attend

5. Yes ☒ No ☐ This district has **Non Public Schools**. (If No, please skip this section.)

- St. Joseph School participates in the district's Title program. During the '02-'03 school year, the student enrollment was 166 K-6; Nineteen Title I students were identified. The Title I Coordinator consults approximately once per month with the St. Joseph's principal, Val Ritland, to review the services provided to expedite expenditures. The other private school in Moorhead, Park Christian, has declined participation in the Title programs. For the 2002-2003 school year, a .65 FTE certified teacher was assigned to St. Joe's. The Title I Coordinator documents all meetings and returns requested information in a timely manner. The principal and teacher have access to staff development offerings, teacher meetings and leadership meetings within the public school.
- Families are asked to fill out the same form for eligibility for free & reduced meals that the public school use. October 1 is used as the date at which a count is taken. The resident school at which the child would have attended if not enrolled at the private school is determined. If that school is a Title I eligible school, the child is counted. As of Oct. 1, 2002, 28 children were counted, and this figure will be used to calculate the private school's allocation of Title I funds for '03-'04.
- The private school will abide by the same Title I criteria as for the public school. Staff will be invited and included in Title I, Title II and Title V staff development offerings. The Title I teacher serving St. Joseph's will attend all District level Title I meetings and District staff development requirements.
- Title I services to identified learners takes place in a room free of religious artifacts, separate from the classroom. Consultation between the Title I and classroom teacher occurs to coordinate student goals and

## COORDINATION OF SERVICES &amp; STAFF DEVELOPMENT

	Teachers	Paras	Class Size	Liaisons	Staff Dev.*	Non Public**	Data Analysis & Sch Improvement
Title I, Part A	13.364 FTE	5.17 FTE		Kurdish liaison at Jr. High	-Title I Criteria assessment training, CBA*** -additional trng. Re: reading series' supplemental materials -para training to meet requirements, Para e-Link -support of teacher time beyond contract for training	-monthly consultation -Title I pull-out services at St. Joe's in separate room by Mhd. teacher	
Title I, Part C				2 liaisons	-on-going trng. Of staff re: needs of migrant students	-no migrant identified students	
Title I, Part D, N & D		1.46 FTE paras & registrar				-no N&D identified	
Title II	5.25 FTE				-Title, ESL, SpEd teachers take part in district-wide & title II Staff Dev. Offerings Emphasis: reading curric., small lng. Community dev.; transition groups to new bldgs.; diversity training	-teacher training to support at risk students	
Title III					-ESL teacher site visits to exemplary ESL programs in MN -align ESL curriculum to new state standards -build reg. Ed. Teacher capacity to serve ELLs	- no ESL identified	
Title V							1 FTE to : -analyze assessment data for whole group & subgroups at district & bldg. Level; -facilitate staff dev. For additional training on CBAs, suppl. Materials -work with principals & BLTs**** to improve schools
Title VII, Indian Ed.	.5 FTE	.58 FTE liaison & tutor			-on-going trng. Of staff re: needs of Indian students	-no identified Am. Indian students	

\*See additional description under Title II.

\*\*See additional description on Non Public services under #5.

\*\*\*CBA = Curriculum Based Assessment

\*\*\*\*BLTs = Building Leadership Teams

## SERVICE DELIVERY MODEL TO ATTAIN PERFORMANCE TARGETS

	Teachers	Paras	Class Size	Liaisons	Staff Dev.	Non Public	Data Analysis & School Improvement
Title I, Part A	-Title I teachers: support designed to meet indiv. Needs, in/out of classrm; consultation w/ reg. Ed. -EXCEL summer school supported with Title I dollars	Paras support learners in reg. Ed. Classroom & small groups in/out of classrooms		Kurdish liaison at Jr. High – build communication between home & sch.; work with TIPS*	-assessment to drive instruction -coordinated & consistent reading program implemented -highly skilled paras to support programs -increase skills of teachers -diversity trng.		
Title I, Part C, Migrant	-			2 liaisons: one elem. & one secondary: -link home & school -link students with community resources after school -link families with community resources	-to improve teacher accommodations & attention to Migrant students -inform teachers of student & family need; -pre referral intervention		
Title I, Part D N& D		-transition coordinator to further ed or employment -registrar to update & maintain files			-training support to address needs of separate site pop. -teachers to embed standards in core curriculum	- no N& D identified	
Title II			-to assure that at risk students meet high standards - individualization of curriculum		-consistent implementation of reading curric. -through small lrng. Community development, all staff meet needs of at risk students	-teachers implement strategies to meet learners at risk	
Title III					-through study or exemplary programs & alignment of curr., improve student achievement -reg. Ed. Teacher better able to meet ELLs' needs		
Title V				Kurish liaison, District Wide: -to link home & school -inform teachers about culture -pre referral intervention	-instructional materials for Spanish Immersion; K-5 software; Work Sampling license	- instructional materials -media subscription	-data analysis for whole group & subgroups at district & building level, will drive ongoing implementation plan; -staff dev. will

							improve student achievement. -systematic data collection will drive reading and math instruction & improve student achievement
Title VII Indian Ed.	-provide teacher resources, information & strategies to meet Indian students' needs in the classroom	-provide customized tutoring & cultural education to students after school			-on-going trng. Of staff re: needs of Indian students	- no identified Am. Indian students	

\*TIPs = Truency Intervention Program

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learning materials.

- The current Title I teacher at St. Joe's was a new hire for the 2001-2002 school year. The Title I teacher at Joe's is in her second year of teaching. The Title I manager observed her teaching three times to fulfill the supervisory process for non tenured teachers. Other visits, phone calls, e-mails, and monthly meetings with other Title personnel have and will provide ongoing support and supervision.

6. Yes ☐ No ☒ This district has schools identified as 'Needs Assistance' (If No, skip this section)

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## Title I, Part A Program Description (Continued)

## 7. Targeted Assistance:

- See charts above that illustrate the Title I criteria, service delivery, and how these services will enable the district to attain performance targets.

8. Yes ☒ No ☐ This district has schools identified as **Schoolwide Programs** (If No, skip this section)

- Washington Elementary exists as a Schoolwide. See updated Schoolwide description and plan attached to the body of the ESEA grant.

9. Describe your district's **Work Sampling System** training and implementation plan for K-12 classroom teachers of Title I students.

- Complete implementation of K-2 Work Sampling in all elementary schools for all children in year '04-'05.
- During '03-04, complete implementation for K-1 in all elementary schools. Second grade will record Fall, Winter and Spring for all children in Targeted elementary schools, and for children receiving basic skills support in the non Targeted elementary school.
- Financial support for Work Sampling:

Title I Funds	Title V Funds
Staff development for new teachers and ongoing support through facilitator & mentor teacher time.	Purchase of Work Sampling license.

10. **Professional Development:** All teachers in Title I and ESL are teaching in their area of expertise and appropriately licensed.

- All teachers, as illustrated in the inserted Service Delivery Model chart, will also be engaged in the following activities through the district staff development budget and Title II budget:
  - The Scott Foresman company will provide staff development to implement classroom materials and supplemental reading materials.
  - Each staff person has been assigned a Transition Team to learn about and configure programs in new buildings.
  - Development of Small Learning Community philosophy & organization.
- In addition, Title I, will support the following through extended contract time, substitutes, consultant, stipends and purchase of materials & supplies:
  - Additional training of teachers in the implementation of supplemental reading materials.
  - Training in the uniform collection of curriculum-based assessments for the purposes of meeting Title I criteria and developing appropriate instruction.
  - Training in data collection and analysis.
  - Support of teacher time in Critical Friends, a school improvement activity, which targets specific instructional strategies to improve student achievement.
  - Additional training of learner support staff and regular education teachers in Title Targeted schools in how to deliver services through Small Learning Communities to at risk learners.
  - Support of Seeking Educational Equity and Diversity (SEED) through substitutes and supplies and materials.
  - Support of mentor:mentee relationships between pairs of teachers with stipends to learn Work Sampling assessment strategies and intervention strategies through teacher stipends.
  - Availability of incentive grants for staff to write proposals targeting intervention of at risk students through stipend and materials.



**11. Homeless Set-Aside:**

- a) Local school district "homeless education liaison" identified on cover page
- b) Local school district set aside for Title I, Part A funds
  - ☒ Yes (set aside - because of significant homeless population)
  - ☐ No (not a significant homeless population; *do not have to address c & d*)
- c) Local school districts are required to provide a brief description of services utilized with the "set aside"
  - ☒ Yes, have provided brief description (legal requirement – see below)
- d) Local school districts receiving McKinney-Vento EHCY funds have to briefly describe how they are coordinating EHCY and Title I, Part A set-aside funds
  - ☒ Yes, have provided brief description of coordination of Title I and Education-for Homeless Children and Youth (EHCY) funds (legal requirement)

**Description of the services to be provided with the Homeless set-aside :**

- Title I, II and V funds, in conjunction with N & D and McKinney-Vento funds, will provide comprehensive services to students at risk. Diagnostic assessments will ensure that appropriate curriculum and strategies are applied to address skill deficits at grade levels where it is generally assumed that learners have already acquired basic reading and or math skills.
  - Specifically, the Homeless set-aside will support .2 FTE of a Social Worker to work with Homeless issues.
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# ESEA CONSOLIDATED APPLICATION






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## TITLE I PARENT INVOLVEMENT / FAMILY AND COMMUNITY INVOLVEMENT SCORING SELF ANALYSIS

Please rate your school and your district accordingly

1. Complete the Parent Involvement Self Analysis for each Title I school and one for the District.
2. If not submitted in 2002-2003, please attach your Title I District Parent Involvement Policy (Required under NCLB Section 1118).
3. Please attach a Parent Involvement Policy for each Title I school (Required under NCLB Section 1118).
4. Title I Student-Parent Compact(s) are required, please submit an example used by your district.

School or District Name Moorhead Area Public Schools

	Evidence: Score 1 Little or no development and implementation	Evidence: Score 2 Limited development or partial implementation	Evidence: Score 3 Fully functioning and operational level of development and implementation	Evidence: Score 4 Exemplary level of development and implementation
<b>Participation in Student Learning</b> 	Few opportunities exist for family and community members to participate in or support student learning.	Limited opportunities exist for family and community members to participate in or support student learning. Participation levels are low.	Some opportunities exist for family and community members to participate in significant ways to support student achievement and academic programs. These include implementation of the Title I Parent Compact. Participation levels are good.	Many opportunities exist for family and community members to participate in significant ways to support student achievement and academic programs. Participation levels are consistently high. Title I Compacts are effectively implemented and supported by diverse family populations.
<b>Learning Environment</b> 	Low levels of family/community involvement in creating a positive learning environment. Climate at the school site is viewed negatively.	Some family and community members are involved in creating a positive learning environment, although high expectations for student performance and behavior are not consistent.	Family and community members are involved in creating a positive learning environment. Expectations for student performance and behavior are generally high. These expectations are clearly outlined in Title I Parent Compacts.	Support from family and community members is consistent and visible. Their support contributes to maintaining high expectations for student performance and behavior. These expectations are clearly outlined and supported in Compacts for all students.
<b>Opportunity For Involvement</b> 	Few opportunities for involvement exist. Tasks are not clear.	Limited opportunities exist. Some tasks are too vague or inconsistent to foster meaningful family or community support for student learning.	Tasks are generally clear and consistent and provide opportunities for family and community members to support student learning both in and out of school; Parents are involved on Title I committee structures.	Tasks are consistently clear and provide many opportunities for family and community members to support student learning both in and out of school; Parents, including special populations, are actively involved on various committee structures including Title I.
<b>Effective Communication</b> 	Few opportunities exist to support positive communication among schools, families and community members.	Limited opportunities exist to support positive communication among schools, families and community members. Methods may be primarily one-way.	Many effective opportunities are used to promote and maintain positive, two-way communication among schools, families and community members; including websites, student folders, newsletters, school forums, etc.	Multiple, consistent opportunities are used to promote and maintain positive, two-way communication among schools, families and community members, including outreach such as parent coordinators, family liaisons, etc. to all family populations.
<b>Cultural Sensitivity</b> 	School-wide practices are seen as lacking sensitivity to the cultural backgrounds	Some school-wide practices may lack sensitivity to the cultural backgrounds of some members	School-wide practices are generally respectful of and sensitive to the cultural backgrounds of the members of the school community, including	School-wide practices are consistently respectful of and sensitive to the cultural backgrounds of all members of the school

3 4	of the members of the school community	the school community.	communications in different languages and formats.	community, including outreach to cultural groups, advocacy organizations, shelter programs, institutions (foster, neglected or delinquent, etc).
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**Summary Analysis:** How effectively are your Family and Community involvement efforts reaching **all** families within your school and district? Justify your conclusions and explain further needs.

Multiple responses were received from 6 Title I sites. Within settings, multiple respondents sometimes agreed but often varied in their responses to the same item.

#### **Participation in Student Learning:**

All respondents rated their school either a 2 or a 3, meaning that raters thought they were limited to some opportunities existing for family and community members to participate in or support student learning.

- **Need:** to increase opportunities for families/parents/community to participate in student learning, and increase the implementation of Parent-School Compacts.

#### **Learning Environment:**

Most respondents rated their school as either 2 or 3, meaning that some family and community members are involved in creating a positive learning environment but high expectations for student behavior are not consistent or, expectations are generally high and these expectations are clearly spelled out in parent-school compacts.

- **Need:** to increase family and community member involvement in creating a positive learning environment with high expectations for student behavior as outlined in the Parent-School Compacts

#### **Opportunities for Involvement:**

Most respondents thought that their school rated a 2 or 3, meaning that they thought that there were limited opportunities with tasks too vague or inconsistent to foster meaningful family or community support for student learning; to, tasks are generally clear and consistent and provide opportunities to support student learning both in and out of school, and parent involved on Title I committee structures.

- **Need:** to increase the opportunities and kinds of tasks that are clearly articulated so that family and community members can support student learning both in and out of school.

#### **Effective Communication:**

Ten of 15 respondents thought their school rated 3, meaning that many effective opportunities are used to promote and maintain positive, two-way communication among schools, families and community members, including websites, student folders, newsletters, school forums, etc.

- **Need:** to create multiple, consistent opportunities to promote and maintain positive, two-way communication to all family populations.

#### **Cultural Sensitivity:**

Eight of 15 respondents thought that their school rated 2 or 3; 7 of 15 thought they rated a 4. A rating of 2 indicates **that** some school-wide practices may lack sensitivity to the cultural background of some members of the school community; a rating of 3 means that school-wide practices are generally respectful of a sensitive to the cultural background, including communications in different languages and formats; a rating of 4 means that school practices are consistently respectful of and sensitive to the cultural backgrounds of all members of the school community.

- **Need:** to be sure that school-wide practices are consistently respectful of and sensitive to the cultural backgrounds of all members of the school community, and to increase outreach to cultural groups, advocacy organizations, etc.

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## \*\* MINCRIS 02-03 MEAL PARTICIPATION \*\*

DISTRICT: 0152-01 MOORHEAD

SCHOOL	K-12 ENR 10/1	# FREE	% FREE	# REDUCED	% REDUCED	# FREE + RED	% FREE + RED
RRALC	104	79	75.96	4	3.84	83	79.80
CLAY COUNTY OUTREACH CENTER	16	9	56.25	1	6.25	10	62.50
WASHINGTON EL.	592	186	31.41	55	9.29	241	40.70
EDISON EL.	551	172	31.21	16	2.90	188	34.11
ROBERT ASP EL.	626	163	26.03	36	5.75	199	31.78
RIVERSIDE EL.	289	62	20.73	29	9.69	91	30.43
MOORHEAD JR.	852	178	20.89	47	5.51	225	26.40
PROBSTFIELD EL.	667	140	20.98	29	4.34	169	25.33
MOORHEAD SR.	1,709	256	14.97	66	3.86	322	18.84
W. CENTRAL JUVENILE CENTER	15	1	6.66	1	6.66	2	13.33
CLAY COUNTY SHELTER CARE	13	1	7.69		0.00	1	7.69
MOORHEAD TS			0.00		0.00		0.00
DISTRICT TOTAL:	5,444	1,247	22.90	284	5.21	1,531	28.12

\*\*Eligible For Schoolwide Program

Buildings With Greater Than 75% Poverty Level Must Be Served Regardless Of Grade Level

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## TITLE I, PART A FISCAL INFORMATION

### SECTION 1 - CALCULATION OF BASIC OR ADJUSTED PER PUPIL FUNDING UNIT

The numbers in items 1, 2 and 3 should be consistent with the numbers on the district Target Sheet submitted

1. Total District K-12 Enrollment .....	5,444
2. Total Number of District Students Receiving Free & Reduced-price meals .....	1531
3. Divide Line #2 by Line #1 (this is the percent of total district K-12 students receiving free and reduced-price meals, and is referred to as the <b>DISTRICT AVERAGE OF POVERTY</b> ). .....	28.12%
4. Total Amount of Title I Funds Requested from Page 15.....	\$ 992,502
5. Basic Per Pupil Funding Unit (PPFU): Divide Line #4 by Line #2 .....	\$ 648
6. Will your district serve any eligible school with less than 35% eligible students? <input type="checkbox"/> YES → If "YES," multiply amount of Line #5 by at least 1.25 (125%)..... (This is your district <b>Adjusted Per Pupil Funding Unit - (APPFU)</b> ) <input type="checkbox"/> NO → If "NO," leave the adjacent box empty and continue with Section II below.	\$ 810

### SECTION 2 - ALL DISTRICTS & CHARTER SCHOOLS MUST COMPLETE SECTION DETERMINATION OF TITLE I FUNDS FOR SCHOOL DISTRIBUTION

1. Enter amount of Line #4 of Section 1 (above).....	\$992,502
2. Required Title I Professional Development Set-aside.....(Minimum 5-10%)	\$49,625
3. School Improvement: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
3a. Transportation Set-Aside..... (5-10%.....Year 1 & 2 Schools)	\$
3b. Supplemental Services Set-Aside..... (5-10%...Year 2 Schools)	\$
4. Total Set-Aside amount lines 2, 3a & 3b..... <b>Total</b>	\$49,625
5. Amount remaining (subtract line 4 from line 1)..... <b>Amount Remaining</b>	\$942,877
6. Of the remaining amount, enter the amounts to be Set-Aside to be used for:	
a. Administrative Costs	\$41,000
b. Indirect Costs	\$17,947
c. District Level Activities	\$22,220
d. Parent Involvement Set-aside*	\$9,925
e. Homeless Set-Aside	\$10,070
f. Neglected Set-Aside*	\$10,000

g. Total Set-Asides

\$111,162

7. Total TITLE I Funds for school distribution (Line #1 minus Line #6g).  
Also enter this amount in Column 7, Page 21.

\$831,715

\* 1% set-aside for all districts receiving an entitlement of \$500,000 or more

\* Required for districts with identified 'Neglected' Students on Annual N or D Child Count



**ESEA CONSOLIDATED APPLICATION**  
**DISTRIBUTION OF TITLE I FUNDS TO TARGET SCHOOLS (Continued)**

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(1) NAME OF TARGET SCHOOL AND/OR NON-PUBLIC  <input type="checkbox"/> School Improvement (check box)	(2) GRADE SPAN	(3) PERCENT OF SCHOOL LOW INCOME	(4) NUMBERS OF LOW-INCOME STUDENTS IN TARGET SCHOOL ATTENDANCE AREA			(5) PPFU*  OR APPFU*	(6) AMOUNTS TO BE DISTRIBUTED TO SCHOOL (S) (Col 4 TOTAL x Col 5)	(7) AMOUNT REMAINING  (7a) \$831,715		<b>SCHOOL IMPROVEMENT ONLY!!! REQUIRED ADDITIONAL PROFESSIONAL DEVELOPMENT SET-ASIDE</b>
			Public	Non Public	Total					
<input type="checkbox"/> Washington	K-5	40.7	241		241	\$ 967	\$233,047	\$598,668		(\$ )
<input type="checkbox"/> Edison	K-5	34.11	188		188	\$ 967	\$181,796	\$416,872		(\$ )
<input type="checkbox"/> Robert Asp	6	31.78	199 - 60		139	\$ 967	\$134,413	\$282,459		(\$ )
<input type="checkbox"/> Riverside	K-5	30.43	91 + 26		117	\$ 967	\$113,139	\$169,320		(\$ )
<input type="checkbox"/> St. Joseph	K-6			28	28	\$ 967	\$27,076	\$142,244		(\$ )
<input type="checkbox"/> MJHS	7-8	26.4	225		225	\$ 769	\$142,244	\$ 0.00		(\$ )
<input type="checkbox"/> Park Christian	K-12									(\$ )
<input type="checkbox"/>										(\$ )
<input type="checkbox"/>										(\$ )
<input type="checkbox"/>										(\$ )
<input type="checkbox"/>										(\$ )
<input type="checkbox"/>										(\$ )

→ If the district uses the "grade span grouping" option to distribute Title I funds, duplicate Section 3 for each grouping. ←

\*\*\*All identified Title I schools must be listed in Column 1, including all non public schools; unless there is only one public school and the District DOES NOT serve a Non Public School.

\*This amount must, at a minimum, be equal to or exceed the amounts designated in Section I, lines 5 or 6.

**BUDGET BREAKDOWN - TITLE I**  
**FINANCE 401 PROGRAM 216**

District #01-152  
 SY 2003-2004

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OBJ CODE	ITEM DESCRIPTION	2003-2004	CHANGE +/-	03-04 AMEND
<b>Administrative Costs Only</b>				
110	Administration	\$36,000		
200	Fringe	\$5,000		
	<b>Sub-Total (Administration)</b>	<b>\$41,000</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>District Level Costs Only (includes 5% Staff Dev.)</b>				
140	.20 FTE teacher - Homeless set aside	\$8,880		
141	N & D para position	\$1,009		
145	Substitutes	\$14,298		
170	0.2 FTE Clerical support; extra hours tech support	\$16,767		
185	Non Contract	\$19,526		
200	Fringe	\$8,461		
305	Consultant	\$4,180		
329	Postage	\$1,300		
366	Indistrict Travel	\$2,500		
367	Staff Dev/Travel	\$12,780		
430	Supplies	\$10,909		
555	ESL & Title computers for Read Naturally	\$1,500		
895	Indirect Cost	\$17,947		
	<b>Sub-Total (District Level)</b>	<b>\$120,057</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>Building Level Costs Only</b>				
140	Teachers 13.364 FTE*	\$580,275		
141	Paraprofessionals 5.03 FTE**	\$74,663		
145	Substitutes	\$5,772		
170	Tech support			
185	Non Contract	\$0		
200	Fringe	\$142,398		
305	Consultant	\$0		
329	Postage			
366/367	Staff Dev/Travel	\$0		
430	Supplies - supplemental reading/software	\$1,261		
555	Equipment			
	<b>SUB-TOTAL (BUILDING LEVEL)</b>	<b>\$804,369</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>Non-Public Expenses Only</b>				
140	Teacher .65 FTE	\$21,779		
200	Fringe	\$2,940		
305	Contracted Services	\$750		
366/367	Staff Dev./Travel	\$750		
430	Supplies	\$857		
530	Equipment			
	<b>SUB-TOTAL (NON-PUBLIC)</b>	<b>\$27,076</b>	<b>\$ 0</b>	<b>\$ 0</b>
	<b>TOTAL</b>	<b>\$992,502</b>	<b>\$ 0</b>	<b>\$ 0</b>
	<b>Parent Involvement Set Aside</b>			
	<b>\$9,925</b>			
*, ** See next page for staff breakdowns per building				

**BUDGET BREAKDOWN - TITLE I**  
**FINANCE 401 PROGRAM 216**

**District #01-152**  
**SY 2003-2004**

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**Page 22**

140	Washington: 3 full time; 3 half time teachers	4.5		
	Edison: 3 full time; 1 half time teacher	3.5		
	Asp: 1 full time teacher	1		
	Riverside: 1 full time; 1 = .714 FTE	1.714		
	St. Joseph: 1 = .65 FTE	0.65		
	MJHS: 2 full time teachers	2		
	<b>Total</b>	<b>13.364</b>		
141	Washington			
	Edison: 1 = 5 hrs/131 days	0.54		
	Asp: 2 = 6.5 hrs/186 days	2		
	Riverside: 1 = 5 hrs/131 days; 1 = 4.2 hrs/131 days	1		
	St. Joseph			
	MJHS: 1 = 6.5 hrs/186 days; 1 = 5 hrs/118 days	1.49		
	<b>Total</b>	<b>5.03</b>		



## ESEA CONSOLIDATED APPLICATION

ED-02288-

02

PAGE 24

### Title I, Part C Migrant Education Program Description

Title I, Part C, **Migrant Education** program section must describe the activities and the use of funds. The services are to be based on the results of the CLASS website activity (identifying the students most at risk) and the performance goals set by the district. Districts must describe how they will use their ESEA funds to attain their 'Performance Targets'.

Please provide concise, brief answers to each of the following questions. Information may be listed or bulleted. Omission or incomplete information for any section will delay the approval process.

#### Section I. Extent of Need

1. Describe the Migrant population in your district (language and culture backgrounds, educational backgrounds, and other unique or special consideration).
  - The Migrant population has seen a decrease during the past few years with a dramatic decrease from 2001-2002 to 2002-2003. (See charts above for student population demographics and test scores.) Some of the decrease can be explained because families have settled out in Moorhead and no qualify as Migrants. Also, fewer Migrants are coming to the area because there is less agricultural labor available due to the development of a sugar beet that is resistant to the chemicals used to control weeds, thus decreasing the need for manual weed removal.
  - In general, the Migrant population speaks Spanish with a wide range of English skills, from limited to competent.
  - The biggest challenge facing the school system for those families who are living a migratory life style, is the recurrent disruption in education that the children experience, and the resulting difficulty schools have in immediately identifying the needs and resulting educational supports the children require.
2. Describe the existing Migrant program in your district (recruitment, identification, placement, staffing, type of programming for migrant children).
  - Two migrant liaisons have been trained in the proper identification of eligible migrant children. Secretaries and principals have been trained in the importance of notifying the migrant liaisons when potentially eligible families arrive at their school.
  - Classroom teachers, social workers and ESL teachers work together to determine the needs of the children. The migrant liaisons play a crucial role in providing teachers and others with important information about families. Liaisons link children and families to appropriate services, e.g., getting school records from the sending school, applying for free or reduced meals, helping with transportation issues, linking families to health and social services, and acquiring clothing/school supplies. Educational needs are assessed by the classroom and ESL teachers through the use of Work Sampling in grades K-2, Curriculum-Based assessments, criterion referenced measures such as, Developmental Reading Assessment and Qualitative Reading Inventory, and scores on yearly tests such as the Iowa Test of Basic Skills and the Minnesota Comprehensive Assessments. ESL is provided based on the results of the Woodcock Munos and prior school records. Title I resources are enlisted based on teacher and parent referral and performance in the classroom. Reading Recovery is provided in first grade based on assessed need. Children, based on need, are targeted for additional after-school academic support through Targeted Services, a program run through the Area Learning Center.
3. Describe the type and amount of professional development opportunities addressing the needs of Migrant students currently available to school personnel and how that has impacted student academic performance.
  - Staff development regarding Small Learning Communities & transition work during the coming year will inform teachers about the necessity of looking at test data to determine appropriate educational supports for students.
  - Ongoing exposure and staff development related to Reducing Bias in Special Education assessment when Migratory and ESL students are referred to special education has reduced the number of inappropriate referrals & improved the quality and appropriateness of special education assessment.
  - Seeking Educational Equity and Diversity (SEED) – yearly opportunity for staff to participate in one of three groups. SEED's purpose is to expand teacher awareness of diversity issues and have a resulting impact on practices & curriculum in the classroom.
  - Liaisons provide ongoing connection between school and family. They bring awareness to the school of

cultural & language issues that may create barriers if not otherwise understood.

## **Section II. Programs and Activities**

Using the format provided below describe each supplemental activity proposed to be developed, implemented and administered. Be sure to keep in mind that all migrant students must be enrolled in the mainstream academic program. Describe the type and amount of professional development opportunities for staff working with migrant students.

Refer to the required and authorized activities found in the supplemental instructions for the consolidated application.

**VERY IMPORTANT: You must address 1-5 below for EACH proposed supplemental activity.**

### **Program or Activity Description**

#### **➤ Identification of Migrant Students**

- 1. Describe the supplemental program or activity and the Performance Goal it supports.**
  - Liaisons will be notified via automatic e-mail through Power School upon enrollment of any new students
  - Liaisons will complete required COE documentation
  - Liaisons, Migrant coordinator, and MARSS clerk will meet monthly to assure accurate data collection and notification
  - Activity supports Performance Goals 1 & 2.
- 2. Justify how your district determined that this program or activity is necessary.**
  - Although improved, notification has sometimes been delayed in getting to the liaisons resulting in lost time to connect services with families; creates communication barriers; sometimes incorrect & incomplete identification of COEs
- 3. Describe how the effectiveness of the program or activity will be evaluated.**
  - Increase in number of immediate notifications
  - Increase in number of correctly / completely filled out COEs
  - Adherence to meetings to review data collection
  - Report of more immediate connection of families to community supports; improved communication between home and school
- 4. Describe how the budget supports the activity.**
  - 1 liaison to work with elementary schools
  - 1 liaison to work with Jr. High, Sr. High & RRALC
- 5. Describe the professional development related to the program or activity.**
  - Staff development among secretaries/principals to ask the Probing Question: "Have you recently moved to the district within the last 36 months for temporary or seasonal agricultural, fishing or food processing work?"
  - Build on-going staff awareness of the impact of migratory & second language issues on continuity of education.

#### **➤ Assist in the determination of child and family needs**

- 1. Describe the supplemental program or activity and the Performance Goal it supports.**
  - Liaisons will alert teachers of the child's Migrant status.
  - Liaisons will assist in the communication between home and school by translating, making home visits, sharing information between school and home.
  - Liaisons will assist the school and family in locating needed resources, e.g., school records, free or reduced cost meals, transportation, social services, health, acquiring school supplies/clothing.
  - Liaisons work closely with two truancy programs, one at the elementary level (HUGS) and one at the secondary level (TIPS). They provide a valuable link between home and school in keeping children in school.
  - If personnel is interesting in making a special education referral, Migrant liaison will assist in determining whether any of the information gathered about the child and family would present "exclusionary factors" contributing to the child's delay and whether a special education referral is appropriate.
- 2. Justify how your district determined that this program or activity is necessary.**
  - If the family/child does not speak English or speaks limited English, communication is key in developing a relationship between home and school.
  - Families may come without prior school records and the liaisons are instrumental in obtaining them and sharing them when the students leave during the year.
  - Because children who were behind in school would be referred for special education, it is crucial to have the liaisons provide valuable cultural, language and family information to avoid inappropriate special education referrals.
- 3. Describe how the effectiveness of the program or activity will be evaluated.**

- Numbers of families who make links with community resources through the liaisons.
  - Numbers of children for whom communication is enhanced through liaison involvement.
  - Rates of special education referrals.
  - Attendance records of Migrant children.
4. **Describe how the budget supports the activity.**
    - Two liaisons' time.
    - Budget for school supplies, activity fees, cell phones for easy and quick access to liaisons.
  5. **Describe the professional development related to the program or activity.**
    - Availability of Seeking Educational Equity and Diversity as a staff development activity in which professional staff can attend.
    - On-going communication between liaisons and staff regarding the needs and circumstances of the children and families.
    - Reducing Bias in Special Education Assessment resources and training available for teachers.

**(Please repeat this series of questions for each Activity)**

### **Section III. Parent Involvement**

Based on your district's Parent Involvement information described in Title I, Part A please expand on the following questions specifically related to Migrant Education.

1. **Describe how your district will involve Migrant parents in parent advisory councils.**
  - In collaboration with Centro de Cultural of Fargo-Moorhead, an organization located in Moorhead to support and assist Hispanic people as well as all people, a Parent-Teacher Advisory Committee will be fostered with representative(s) who will attend district-level Parent teacher Advisory Committee meetings.
  - The district Human Rights Committee will seek input and participation from the Migrant community.
2. **Describe how your district will provide parent communication in a format and language understandable to the migrant parent.**
  - Special Education documents are available in Spanish.
  - The most important signage in school buildings is labeled in Spanish.
  - A notice on school publications indicated in several languages who to contact if materials need to be translated.
  - Two liaisons will provide verbal translation to augment materials that have not been translated into Spanish and are available for contact by parents and by school personnel.
3. **To the extent feasible, describe your district's advocacy and outreach activities for migratory children and their families or helping such children and families gain access to other education, health, nutrition, and social services.**
  - Migrant Public Health services is located at Townsite Centre, the school district administrative building.
  - Liaisons connect families with Social Services and other educational supportive programs such as, Centro de Cultural, Community Education, Adult Basic Education, Healthy Community Initiative, Mujeres Unidas.
  - Parents will be encouraged and enabled to attend Parent-Teacher conferences. If parents are unable to attend, efforts will be made to inform them as well as to inform teachers of parents' concerns/issues.
  - In collaboration with Head Start and Early Childhood Family Education, links between families involved in Head Start Parent / Family activities will be made to foster relationships as part of a transition process to elementary buildings.
  - In collaboration with Partners in Learning, a family literacy initiative, where an Even Start grant is implemented, relationships with parents will be fostered as part of a transition process to elementary buildings.

**BUDGET BREAKDOWN - TITLE I , PART C  
MIGRANT EDUCATION FINANCE 404**

District #: 152

ED-02288-

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PAGE 25

Duplicate this page as needed. Separately list funds for Administration, District Level, Building Level and Non-Public Activities.

Describe each budget item in terms of what, how many and cost per unit. (e.g. "2 classroom aides, 4 hours per day for 30 days). Please do not use generic terminology, e.g. "staff" or "supplies". Use the specific UFARS OBJECT CODE for each line item. The only series indicators allowable is "200" to identify all fringe benefits.

Please complete only the first column of dollar amounts at this time.

**Use this area for Administration costs only**

OBJECT CODE	ITEM DESCRIPTION	2003-2004 Original	Addendum Change +/-	2003-2004 as Amended
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
Sub-Total (Administration)		\$ 0	\$	\$

**Use this area for District Level costs only**

185	2 Migrant Liaisons	\$ 37,265	\$	\$
200	Benefits	\$ 4,918	\$	\$
366	In-State Travel	\$ 1,500	\$	\$
430/433	Instructional Supplies	\$ 3,000	\$	\$
Other 400	Supplies/Materials/Parent Involvement	\$ 284	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
Sub-Total (District Level)		\$ 46,967	\$	\$

**Use this area for Building Level costs only**

		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
Sub-Total (Building Level)		\$	\$	\$

TOTAL

\$ 46,967

\$

\$

Please consult with your Business Office for assistance in coding. All items listed on this page(s) should be combined on the BUDGET SUMMARY PAGE in FINANCE 404.



**Title I, Part D, Subpart 2 Delinquent Education Program Description**

Title I, Part D, Subpart 2: The "Delinquent Education Program" section must describe the activities and use of funds. Please provide concise, brief responses to each of the following sections.

The performance targets and activities are to be based on the results of a quality needs assessment – including the CLASS Website or other appropriate data (Annual N or D Child Count/case management data, program data, community partner institutional data). This quality data should identify those students most at risk of not attaining proficiency on the MCAs (including the BSTs). In addition, Federal law requires eligible districts to provide activities toward increasing graduation rates (transition and follow-up activities). All ESEA funded programs and activities must be directly related to the ESEA performance indicators.

**All eligible districts must provide performance targets for "Delinquent" programs under the following ESEA Goal Areas (omission or incomplete information for any section will delay the approval process);**

1.1.1 - Title I, Part D programs must develop "District Performance Targets" for Delinquent students regarding this goal (meeting proficiency levels on the MCAs and BSTs);

5.1.1 - Title I, Part D programs must develop "District Performance Targets" for Delinquent students regarding this goal (Federal transition and follow-up goals should be integrated here);

5.2.1 - Title I, Part D programs must develop "District Performance Targets" for Delinquent students regarding this goal (Federal transition and follow-up goals should be integrated here).

**The seven points below are also requirements of the Title I, Part D law (omission or incomplete information for any section will delay the approval process).**

1. An identification of the "liaison" for eligible school districts (identified on the cover page of this application – the Title I Contact).
2. A summary of the services to be provided under the program (maximum of three pages).
  - The goal of the Moorhead School District Neglected and Delinquent Education Program will be to provide high quality educational services to neglected and delinquent youth placed at the West Central Regional Juvenile Center (WCRJC). The Program will engage the students in the learning process, prepare them to meet the same challenging State standards that all students are expected to meet, facilitate their transition between educational settings, support their achievement of a high school diploma (or equivalent) and equip them with a solid background for meeting educational and vocational goals beyond high school. The Program will continue earlier grant funded activities to carry out high quality educational programs (ie. Literacy, technology, after school activities) designed to provide a seamless delivery of instruction to neglected and delinquent youth in the Moorhead School District.
  - Interventions supported by the 2003-04 Neglected and Delinquent Education Program will include the following activities:
    - Funding of a paraprofessional (5 hours per day) at the West Central Regional Center to assist with accelerated skill development;
    - Co-funding of a full-time transition coordinator with the WCRJC Treatment Program to provide services to neglected and delinquent youth to further education or employment;
    - Co-funding of a full-time registrar for youth at-risk with Title One N and D set aside funds to ensure that records are updated and maintained as students transition between educational and treatment facilities;
    - Support for the development and integration of successful strategies and approaches for accelerated skill development in Reading and Mathematics;
    - Support for continued efforts by licensed staff to work with the State Standards with other colleagues and experts addressing the needs of separate site populations and reflecting best practices in the mapping, bundling and embedding of standards into the core curriculum; and
    - Co-funding of a nine station portable I Mac learning lab for students at the WCJRC with Moorhead District Technology and Special Education Departments.

- High Quality Education Programming: Literacy Initiative, Accelerated Skill Development - Mathematics:

- In compliance with the recommendations of the CFL Care and Treatment Task Force, 2000, all students enrolled at the WCRJC three days or more will be screened for academic and support needs. District Performance Targets are addressed in ESEA Goal Areas above.
  - Transition . . . Transition Coordinator, Registrar, Technology:
  - Transition services provided through the Program will include a full-time transition coordinator at the WCRJC and the services on an academic registrar at the Area Learning Center. Approximately fifty students per quarter receive on-going support as they transition from the WCRJC to other educational settings. The counselor has developed a variety of programs for students placed at the WCRJC and have been integrally involved with the students and families upon discharge. Twenty four percent of the students placed at the WCRJC transition to/from the Red River Area Learning Center. The academic registrar at the RRALC ensures the retrieval of student records and accurate student accounting for student portfolios. The Registrar works with the Power School Data Management System for the alternative setting to increase the capabilities and efficiencies for tracking the portfolios for this very mobile population. The mobile IMAC lab being established at the WCRJC will provide compatible programming with other district locations. This is an essential tool to encourage a seamless delivery of instruction to students as they transition between locations.
  - Drop Out Prevention Activities:
  - The Neglected and Delinquent Program continues to be a catalyst to expand and improve the delivery of educational and transitional services to neglected and delinquent youth in the Moorhead District. A continual learner plan will be developed for every learner at the WCRJC. The CLP will address academic development, personal and social development, vocational development, community involvement and parent involvement. The plan will incorporate objectives to facilitate high quality educational programs to prepare youth for attainment of State Standards, vocational training, and higher education; activities to facilitate the transition of delinquent youth to other education or employment; and participation in drop out prevention activities in the local schools
  - (ex. RRALC) for youth at risk of dropping out of school and/or returning from correctional facilities. These efforts will be supported by the Clay County Mental Health Cooperative and other community agencies and services to integrate community based services and activities into an integrated framework of wrap around support processes for delinquent students.
3. A description of formal agreements (identified on the "certification" section of the application), Page 27.
  4. A budget is to be completed as directed (Finance Dimension 406).
  5. A description of how the program under this subpart will be coordinated with other Federal, State, and local programs.
- The N and D Program is part of a broader District vision to provide comprehensive programming for youth at-risk in attainment of State standards, transition and follow up. The Neglected and Delinquent Program is consistent with the Moorhead District's mission: "To develop the maximum potential of every learner to thrive in a changing world." The development of alternative programs for youth at risk is prioritized in the School District's Five Year Plan. The relationship of the Moorhead District and the West Central Regional Juvenile Center is unique in that a significant number of students served in the facility (.40) are residents of the Moorhead District. The Director of Alternative Programs will continue to serve as the N and D and Homeless Liaison. There is significant overlap in these populations. This assignment is a strategic plan to ensure that the needs of the youth at the WCRJC are addressed as an integral part of the development of a comprehensive framework of support services for youth at risk. The N and D Program is part of a broader vision to provide comprehensive programming for youth at-risk in attainment of State standards, transition and follow up. Several entities within the Moorhead District have been part of a collaborative effort to effectively address the needs of delinquent students. The cooperation between the programs works to ensure a continuous network of support services across locations in the Moorhead District. The continuum of programs and services includes the Department of Teaching and Learning (i.e., Reading Recovery and Literacy Initiative, Compensatory Programs, Special Education, Alternative Education, etc), Technology, Safe and Drug Free Schools - Student Assistance, Indian Education, Migrant Education, Building Leadership Teams, etc. The initiative to promote coordination of sites for students at risk has contributed to the expanded role of the Student Assistance Program in the Moorhead District. The Student Assistance Coordinator has become a critical link in accessing educational opportunities for delinquent youth across the district. The Program has become the "voice" of the District in advocating to the courts for prevention and intervention services for individual youth, and the "hub" of collaborative efforts between alternative education and traditional education and will be an important link to transition students within the program.

6. A description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency program Act of 1974.

- The N and D Program is part of a broader community based vision to provide comprehensive programming for youth at-risk in attainment of State standards, transition and follow up. A variety of agencies, organizations and departments have assisted in the strategic planning for this initiative. Primary stakeholders include Moorhead School District, West Central Regional Juvenile Center (WCRJC), Clay County Court Services (Minnesota Department of Corrections), Clay County Social Services, Clay County Joint Powers Collaborative, Clay County Children's Mental Health Collaborative, Healthy Communities Initiative and local providers. The Neglected and Delinquent Education Program works closely with the Treatment Component of the West Central Regional Juvenile Center to effectively meet the needs of students placed at the facilities. Meetings between the administrators and staff of the WCRJC education and treatment components occur on a bi-weekly basis. Educational staff and treatment staff identify common goals and work collaboratively to address student needs. In addition, the WCRJC Director and Moorhead Director of Alternative Programs work collaboratively with Court Services, Social Services and other community agencies to promote a comprehensive system of wrap around support services for the delinquent students.
- The Clay County Children's Mental Health Collaborative has been very effective in assisting entities to work together to meet the needs of the delinquent population. An increasing number of neglected and delinquent students open enrolling to Moorhead's Area Learning Center from outlying districts as well. Collaborative programs for mental health, chemical health and community-based services have been established in cooperation with the Red River Area Learning Center. The establishment of the Clay County Mental Health Collaborative and related programming (ex. Truancy Intervention Program) has encouraged a trend towards development of services within the Clay County area. A transition worker and juvenile probation officer will be co-located at the Red River Area Learning Center to effectively transition students from correctional settings and to support their successful participation in an educational program. A Student Services Coordinator from Moorhead Senior High School will work with the team to support students as they transition into more traditional programs as well. These efforts will continue to decrease out of home placements. In addition, a trend is being evidenced for placement of neglected and delinquent youth from other counties in the Clay County area for care and treatment. As Moorhead is the sole urban area within Clay County, many of these youth are enrolled in the Moorhead District. These trends demonstrate the need for the continued development of alternative approaches to serve neglected and delinquent students which reflect best practices in the delivery of high quality educational programming and related support services and activities.

7. A description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing IEPs.

- In compliance with the recommendations of the CFL Care and Treatment Task Force, 2000, all students enrolled at the WCRJC three days or more will be screened for academic and support needs. Moorhead District's Department of Information Systems, Special Education and Compensatory Programs, Alternative Education and Building Level Staff have worked with staff from the West Central Regional Juvenile Treatment and Educational Programs to address the need for facilitation of student information and records in a timely manner. A secretary is shared between the WCRJC Treatment Center and Moorhead District who is responsible for contacting school districts upon student placement and securing information, including student IEP's. The secretary offices at the Moorhead District Special Education Central Office in the afternoon and transitions to the West Central Regional Juvenile Center in the evenings. Within the Moorhead District the secretary has access to information stored in the District's data management system for all schools. This process facilitates immediate access to IEP's and other information for Moorhead students. The District has also identified a central contact for schools in the thirteen county area so that student information is tracked for out of district students placed at the WCRJC as well. The secretary works with the education and treatment staff at the WCRJC to ensure that they have the necessary information for student planning.



**TITLE I, PART D -- DELINQUENT EDUCATION PROGRAMS**
**ED-02288-02**

**PLEASE NOTE:** If your program has more than three participating delinquent institutions, make copies of this page **BEFORE** entering data, complete the additional page(s) and include in your application.

**A. IDENTIFICATION - PARTICIPATING DELINQUENT INSTITUTION**

Legal Name of District/Agency Moorhead Area Public Schools		Date of Participating Agency Meeting: 5-28-03	
Mailing Address Moorhead Area Public Schools	City Moorhead	County Clay	Zip Code 56560 -
Name of Contact Person Deb Pender	Title Director of Alternative Programs	Telephone Number (218) 284 - 2230	Fax Number (218) 284 - 2233
Contact Person Mailing Address 1100 32 <sup>nd</sup> Ave. S.	City Moorhead	State MN	Zip Code 56560 -
Name of Authorized Representative Lynne Kovash	Title Assistant Superintendent	Telephone Number (218) 284 - 3316	Fax Number (219) 284 - 3333

**B. IDENTIFICATION - PARTICIPATING DELINQUENT INSTITUTION**

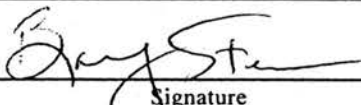
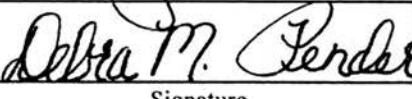
Legal Name of District/Agency West Central Regional Juvenile Center		Date of Participating Agency Meeting: 5-28-03	
Mailing Address 918 8th Ave. N.	City Moorhead	County Clay	Zip Code 56560 -
Name of Contact Person Barry Steen	Title Director	Telephone Number (218) 299 - 5150	Fax Number (218) 299 - 7533
Contact Person Mailing Address 918 8th Ave. N.	City Moorhead	State MN	Zip Code 56560 -
Name of Authorized Representative Barry Steen	Title Director	Telephone Number (218) 299 - 5150	Fax Number (218) 299 - 7533

**C. IDENTIFICATION - PARTICIPATING DELINQUENT INSTITUTION**

Legal Name of District/Agency		Date of Participating Agency Meeting:	
Mailing Address	City	County	Zip Code
Name of Contact Person	Title	Telephone Number ( ) -	Fax Number ( ) -
Contact Person Mailing Address	City	State	Zip Code
Name of Authorized Representative	Title	Telephone Number ( ) -	Fax Number ( ) -

**CERTIFICATION OF PARTICIPATING AGENCIES**

All Delinquent participating agencies have entered into an agreement concerning the planning and implementation of Delinquent grant funds. This includes participating Delinquent institutions and alternative school programs serving youth involved with the juvenile justice system to operate programs for delinquent youth. Signatures must be the eligible institution, not district staff. (Attach additional sheet if necessary.)

A	West Central Regional Juvenile Center		7-7-03
	Agency	Signature	Date
B	Moorhead Area Public Schools		7/7/03
	Agency	Signature	Date
C			
	Agency	Signature	Date



**BUDGET BREAKDOWN - TITLE I, PART D  
DELINQUENT EDUCATION FINANCE 406**

District #: 152

ED-02288-

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PAGE 28

Duplicate this page as needed. Separately list funds for Administration, District Level, Building Level and Non-Public Activities.

Describe each budget item in terms of what, how many and cost per unit. (e.g. "2 classroom aides, 4 hours per day for 30 days). Please do not use generic terminology, e.g. "staff" or "supplies". Use the specific UFARS OBJECT CODE for each line item. The only series indicators allowable is "200" to identify all fringe benefits.

Please complete only the first column of dollar amounts at this time.

**Use this area for Administration costs only**

OBJECT CODE	ITEM DESCRIPTION	2003-2004 Original	Addendum Change +/-	2003-2004 as Amended
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
Sub-Total (Administration)		\$	\$	\$

**Use this area for District Level costs only**

141	Paraprofessional, .84 FTE (5 hrs/186 days; .5 hrs/170 days)	\$ 12,215	\$	\$
170	Registrar, .45 FTE for school year & summer	\$ 10,863	\$	\$
200	Benefits	\$ 3,134	\$	\$
305	Transition Counselor at Juvenile Center	\$ 4,500	\$	\$
430	Material & Supplies	\$ 2,854	\$	\$
555	Laptop computer for record keeping	\$ 1,288	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
Sub-Total (District Level)		\$ 34,854*	\$	\$

**Use this area for Building Level costs only**

\*Includes \$10,000 set aside from Title I

		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
Sub-Total (Building Level)		\$	\$	\$

TOTAL \$ 34,854

\$

\$

**Title II, Part A, Teacher and Principal Training and Recruiting Fund Program Description**

Title II, Part A program section must describe the activities and the use of funds. The services are to be based on the results of the CLASS website activity or other appropriate data that will identify those students most at risk, and the performance goals set by the district. Districts must describe how they will use their ESEA funds to attain their 'Performance Targets'.

Please provide concise, brief answers to each of the following questions. Information may be listed or bulleted. Omission or incomplete information for any section will delay the approval process.

**Section I. Needs Assessment**

1. Taking into consideration the academic needs of your students as profiled on pages 8-11, describe your district's most pressing needs for professional development and hiring so as to ensure that your teachers have the means, including subject matter knowledge and teaching skills, and your principals have the instructional leadership skills, to provide students with the opportunity to meet challenging State and local student academic achievement standards. Be sure to consider the needs of eligible non-public personnel in this assessment.
  - Alignment of Minnesota State Academic Standards with reading and mathematics program
  - Opportunities for all teachers to develop skills in teaching reading and mathematics
  - Development of a process for examining student work and assessment data
  - Development of curriculum based assessment aligned with curriculum in reading and mathematics
  - Instructional strategies to improve student achievement of middle school students
  - Opportunities for teachers to participate in activities focusing on diversity issues
2. Describe the process used to conduct your district's needs assessment for Title II, Part A. Be sure to include information on the composition of the team involved in the process and how the needs assessment was conducted through a collaboration of teachers, paraprofessionals, principals, other relevant school personnel and parents.
  - The staff development goals and objectives were planned by the district staff development committee as a part of the district staff development plan
  - The committee is composed of teacher representatives from elementary, junior and senior high, support staff representatives, building and central administrative representatives. Community education representatives and school board representatives are also a part of the committee.

**Section II. Program Narrative**

1. Using the **Needs Assessment** described in Section I as the basis for local decisions, describe the main activities your district will conduct using Title II, Part A funds. For each activity, please include an explanation of how the proposed activity will support implementation of challenging content and academic achievement standards, be based upon scientifically based research, and be expected to have a strong, measurable, and positive impact upon student achievement.
  - Teachers from elementary, junior and senior high, alternative education and special education, Title I and ESL will be a part of teams of teachers that analyze student work to increase student achievement. This is an on going initiative of the school district. The number of teachers on vertical as well as grade level teams will increase so that all teams will have leadership trained in using protocols for examining student work.
  - Teams of teachers at the elementary and secondary levels will align mathematics and reading programs with the new state standards.
  - Teams of teachers will determine curriculum based measures that will be collected as a diagnostic tool for classroom teachers as well as the district. All teachers will be required to assess students using curriculum based assessment at least three times per year.
  - The teachers that will be teaching in the middle school will be attending an institute based on best practices for middle level students and will develop competencies in instructional strategies and practices through training from MCREAL.
  - Teachers at the elementary and secondary levels will be developing professional learning communities to concentrate on data driven school improvement planning to increase student achievement.
  - Teachers, support staff, school board and administrator will work together to develop a formative evaluation system that is based on effective teacher skills and development. This will also become a part of the teacher

quality system in the Moorhead School District.

2. **Class Size Reduction.** If your district plans to use any Title II, Part A funds for class size reduction, please describe the following:

- The grade(s) to which the teacher(s) will be assigned and rationale for placement
  - ✓ Teachers have been assigned to grades 1 and 2 with reading support in grades 1 and 2. The district has provided comparable class sizes in all elementary schools
- The school(s) to which the teacher(s) will be assigned and rationale for placement
  - ✓ All schools have shown a need for the smaller class sizes in the primary grades as research has demonstrated through the STAR program in Tennessee
- The projected average class size(s) at the grade(s) for both the school(s) and district before and after placement of the teacher(s)

Grade 1	School	Ave. Class Size with funding	Ave. Class size without funding
	Riverside	22.0	33
	Edison	19.75	19.75
	Probstfield	23	23
	Washington	22	27.5

Grade 2	School	Ave. Class Size with funding	Ave. Class size without funding
	Riverside	24	30
	Edison	21	21.5
	Probstfield	22	28
	Washington	24	32

Grade 3	School	Ave. Class Size with funding	Ave. Class size without funding
	Riverside	22	22.8
	Edison	21	21.25
	Probstfield	28	28.3
	Washington	22	22.6

- The evidence available to ensure that the use of funds for class size reduction does not violate the supplement, not supplant provisions of ESEA.
  - ✓ The school district has worked to maintain small class sizes at grades 1-3. Kindergarten also has small class sizes funded by the district's general fund.
  - ✓ The district is also continuing to examine ways to further break down class sizes in core subject areas through scheduling and additional teachers support.

3. **High Quality Professional Development.** Please describe your district's overall plan for professional development in SY 2003-2004. List each proposed activity supported by Title II, Part A. If applicable, include information on activities proposed to benefit personnel in non-public schools. For each proposed activity, provide a description of how the activity satisfies the definition of "high quality professional development in Section 9101(34) of ESEA, particularly by demonstrating that it is not a one-time or short-term activity disconnected from the rest of the professional development plan.

- Staff development outcomes:
  - ✓ Improve student achievement of state education standards in reading and mathematics
  - ✓ Effectively meet the needs of diverse students populations, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings.
  - ✓ Develop professional learning communities within Moorhead Area Public Schools
- The 2003-04 professional develop plan for the Moorhead Area Public Schools will address the following areas
  - ✓ Initiate a staff supervision and evaluation model for new and continuing contract teachers
  - ✓ Support the curriculum cycle and initiatives
  - ✓ Provide and support opportunities to improve technology literacy
  - ✓ Provide support for professional learning communities related to student achievement – based on long-term data collection and research-based instructional strategies.

- ✓ Support and provide opportunities to develop strategies and refine programming for all learning, including Gifted and Talented and NCLB Subgroups.

4. **Other Title II, Part A Activities.** If your district plans to use Title II, Part A funds for any other authorized activity, provide a description of each activity including who will benefit, the goal of the activity, and the connection to your needs assessment.
  - Funding will be used for class size reduction and for professional development
5. **Coordination with Federal, State, or Local Professional Development Activities.** Please describe how your district will coordinate Title II, Part A professional development activities with other federal, state, and local resources.
  - Funding will be used with local resources for professional development for teachers and paraprofessionals.

**Section III. Non-Public Participation (If Applicable)**

1. Consultation. Please describe the process your district followed to consult with the non-public schools within your attendance boundaries regarding the use of Title II, Part A funds in a timely and meaningful way. Explain what steps you will take to ensure that consultation will be on going. (Refer to Title I, Part A Non Public section if necessary)

- See description in Title I, Part A.

2. Administrative Control. Please describe the process your district has instituted to ensure that the LEA always retains administrative control of the Title II, Part A funds and any materials purchased with these funds.

- The Title I coordinator met with the principal of St. Joeseeph's school and shared the information from the workshop on non-public school participation in ESEA. We reviewed a couple of instances where purchase of materials or services had not been handled correctly in the past and discussed how we would handle future purchases.

3. Records. Each non-public school within your district's boundaries must sign off on the non-public assurance form included in the handouts indicating that timely and meaningful consultation has taken place.

- Letters of participation and non participation are on file, as well as the form documenting non-public consultation.

**Non-Public Participation Worksheet for Title II, Part A**

Complete this worksheet to determine the Title II, Part A per pupil amount for the non-public schools in your district.

1. Enter the amount of Title II, Part A funds your district plans to spend on professional development in SY 2003-2004 on Line 1.	Line 1	\$61,509
2. Enter the total K-12 enrollment for your district in SY 2002-2003 (public and non-public) as listed on your 2003-2004 entitlement sheet on Line 2.	Line 2	6,016
3. Divide Line 1 by Line 2 and enter the amount on Line 3. This is your proposed per pupil amount for professional development in SY 2003-2004.	Line 3	\$10.22
4. Enter your district's total Eisenhower Professional Development (Fin. Code 414) allocation in SY 2001-2002 on Line 4.	Line 4	\$36,880
5. Enter the amount of federal Class Size Reduction (Fin. Code 416) funding expended on professional development in SY 2001-2002 on Line 5.	Line 5	\$0.00
6. Add Line 4 and Line 5 and enter the sum on Line 6. This was your district's total allocation for professional development in SY 2001-2002 subject to equitable participation requirements.	Line 6	\$36,880



7. Enter the total K-12 enrollment for your district in SY 2000-2001 (public and non-public) as listed on your 2001-2002 final entitlement sheet on Line 7.	<b>Line</b> <b>7</b> <u>6150</u>
8. Divide Line 6 by Line 7 and enter the amount on Line 8. This is the "hold harmless" per pupil amount for professional development based.	<b>Line</b> <b>8</b> <u>\$6.00</u>
9. Enter the larger of Line 3 and Line 8 on Line 9. This is the minimum per pupil amount that must be used to support services to non-public personnel under Title II, Part A in SY 2003-2004.	<b>Line</b> <b>9</b> <u>\$10.22</u>

**BUDGET BREAKDOWN - TITLE II**  
**FINANCE 414 PROGRAM 204**

**District #01-152**  
**SY 2003-2004**

**ED-02288-02**  
**Page 31**

OBJ CODE	PROG CODE	ITEM DESCRIPTION	03-04 ORIGINAL	CHANGE +/-	03/04 AMEND
		<b>Administrative Costs Only</b>			
110	204	Staff Dev./Travel to Admin. Mtgs.	\$5,000		
170	204	Support Staff	\$2,000		
200	204	Fringe Benefits	\$280		
		<b>Sub-Total (Administration)</b>	<b>\$7,280</b>		
		<b>District Level Costs Only</b>			
305	204	Consultation (Reading & Math)	\$7,000		
		<b>Sub-Total (District Level)</b>	<b>\$7,000</b>	<b>\$0</b>	<b>\$0</b>
		<b>Building Level Costs Only</b>			
140	204	Teachers - Class Size Reduction, 5.25 FTE	\$174,975		
145	204	Subs, assessing student work	\$16,000		
185	204	Middle sch., Teacher supervision, Alignment of Standards	\$15,000		
200	204	Benefits	\$39,335		
366	204	Professional Learning Communities	\$16,812		
		<b>Sub-Total (Building Level)</b>	<b>\$262,122.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
		<b>Non-Public Costs Only</b>			
305	204	Consultant	\$849		
366	204	Staff Development	\$848		
		<b>Sub-Total (Non-Public Expenses)</b>	<b>\$1,697</b>	<b>\$0</b>	<b>\$0</b>
		<b>TOTAL</b>	<b>\$278,099</b>	<b>\$0</b>	<b>\$0</b>

MSUM ESL professor as consultant; staff development funds to support site visits & related conferences.

➤ **ESL paraprofessional hired to supplement program.**

**1. Describe the program or activity and the performance goal it supports.**

- Support for LEP students in the ESL and regular education classroom.
- Performance Goals 1 & 2.

**2. Justify how your district determined that this program or activity is necessary.**

- Analysis of overall ESL resources for elementary buildings: the student ratio of teacher and paras projected for 03-04 was anywhere from 40 to 60:1 in the elementary buildings. ESL teacher and para resources have been moved and assigned to equalize the staff ratio, approximately 40:1, a rate the district is willing to support. <sup>with local dollars</sup> An additional para to support ESL services, decreases the ratio from 40:1 to low to mid thirties for elementary buildings.

**3. Indicate how the program or activity is based on scientifically-based research.**

- When there is one ESL teacher in a K-5 building, additional para resources help to reduce the average group size in the ESL classroom and provides supplementary resources in the regular education classroom.
- Individualizing supports increases student achievement.

**4. Describe how the effectiveness of the program or activity will be evaluated.**

- Increase in student achievement as measured by curriculum-based assessment, MCAs and TEAE.

**5. Describe how the budget supports the activity.**

- Funding of paraprofessional in the ESL program at Edisoan Elementary.

➤ **Materials and supplies**

**1. Describe the program or activity and the performance goal it supports.**

- The district adopted a new reading curriculum series during 02-03. The district purchased regular and supplementary materials for the ESL program. Last year's Title III dollars purchased additional ESL supplementary materials not already purchased by the district, and supplementary software. This year's Title III dollars will purchase supplementary materials related to reading and math, and additional materials related to supporting ESL students in the classroom, over and above what the district supports.

**2. Justify how your district determined that this program or activity is necessary.**

- New curricula are developed to be all encompassing, with many materials to support learners. The district purchased regular and many supplementary materials for Title I and ESL teachers to use. As ESL teachers learn what they have, they may need additional materials to better support their learners. As staff development for regular education teachers occurs, additional materials may be needed to supplement students in the regular education setting.

**3. Indicate how the program or activity is based on scientifically-based research.**

- Having appropriate materials and software to individualize curricular supports for students improves achievement.

**4. Describe how the effectiveness of the program or activity will be evaluated.**

- Increase in student achievement as measured by curriculum-based assessment, MCAs and TEAE.

**5. Describe how the budget supports the activity.**

- Line item for supplies in the budget.

(Please repeat this series of questions for each program or activity.)

**Section III. Professional Development**

Provide a description of the required component of professional development related to LEP students. If professional development related to LEP is covered in another portion of the consolidated application, provide page and paragraph reference information in the space provided.

- Please refer to Title I, Part A, Overview, Item 1., chart labeled Coordination of Services & Staff Development, and chart labeled Service Delivery Model to Attain Performance Targets; Item 10. Professional Development; Title II, Part A, Section II.

**Note:**

For districts wishing to apply as a consortium, please see the Title III, Supplemental Instructions.

**Title III. Language Instruction For Limited English Proficient and Immigrant Students Program Description**

The Title III program section must describe the activities and the use of funds. The services are to be based on the results of the CLASS website activity or other appropriate data that will identify those students most at risk, and the performance goals set by the district. Districts must describe how they will use their ESEA funds to attain their 'Performance Targets'.

Please provide concise, brief answers to each of the following questions. Information may be listed or bulleted. Omission or incomplete information for any section will delay the approval process.

**Section I. Extent of Need**

- 1) Describe the LEP population in your district (language and culture backgrounds, educational backgrounds, any other unique or special considerations).
  - See Title I, Part A Program Description for information for a description of the LEP population in Moorhead Area Public Schools.
- 2) Describe the existing LEP program in your district (identification, placement; LEP program exit criteria, staffing, type of programming offered at different language proficiency and grade levels, how exited students are monitored and any other relevant detail).
  - Identification of LEP students in Moorhead is based on whether: 1) the student lives in a home environment in which the primary language is a language other than English, and 2) score .33 SD below the district average on the Iowa Test of Basic Skills (ITBS). The Woodcock Munos Test of Emerging English is administered by the ESL teacher to determine the student's relative level of English proficiency.
  - ELLs are placed in regular education classes. Depending upon their level of English proficiency and length of time in the dominant English culture, they are either supported in the classroom through paraprofessional support with ESL teacher consultation, or served with varying amounts of out-of-classroom-support with the ESL teacher. Type and intensity of services is dependent upon the ESL teacher's judgment based on review of the learner's history, academic performance in the classroom, performance on the ITBS, and results of the Woodcock Munos Test of Emerging English.
  - Students are exited from ESL services when a student demonstrates at least a Level IV on the Woodcock Munos, performing in the average range in classroom achievement and is scoring above .33 SD below the district average on the ITBS.
- 3) Describe the type and amount of professional development opportunities addressing the need of LEP students currently available to school personnel (ESL, bilingual, and mainstream).
  - All Moorhead teachers will be involved in Study Groups which will focus on Small Learning Communities, as we transition to a new configuration of buildings in 2004-2005, and on training in the implementation of the new district reading series, K-6. ESL staff has opportunity for out-of-district staff development with priority given to activities that add to prior learning about a topic or can be followed up with additional support.
- 4) Describe district data analysis specifically related to LEP students. Include TEAE, BST, MCA and district assessment data where applicable.
  - See Title I, Part A Program Description for information regarding LEP students' performance on the BST and MCA.
  - TEAE information follows: dark grey = 2, where 4 is considered proficient; light grey = 3, where 4 is considered proficient in a 4 point scale.

**Served Any Length of Time**

2002-2003	# Reading tested	Reading Ave. Score	# Writing	Writing Ave. Score
Grade 3	30	186.6	30	16.4
Grade 4	33	215	33	19.2
Grade 5	28	206.1	28	21.7
Grade 6	28	208.3	28	21.3
Grade 7	18	234.7	33	20.5
Grade 8	30	234.2	29	21.3
Grade 9	18	259.1	18	18.7
Grade 10	21	199.8	21	18.4
Grade 11	18	207.7	18	19.6
Grade 12	21	229.9	21	19.5



### Served 5 + Years

2002-2003	# Reading tested	Reading Ave. Score	# Writing	Writing Ave. Score
Grade 3	0	0	0	0
Grade 4	NA	NA	NA	NA
Grade 5	15	211.5	15	21.5
Grade 6	12	210.6	12	21
Grade 7	10	237.5	10	20.4
Grade 8	16	229.6	16	20.5
Grade 9	14	268.1	14	19.7
Grade 10	NA	NA	NA	NA
Grade 11	10	186.8	10	19
Grade 12	NA	NA	NA	NA

The scores represented here are for the 2002-2003 school year. The scores compare students at each grade level by those served any length of time to those served 5 years and longer. (Yearly increments in length of service time did not glean much data due to small numbers of students in each grade.) Overall, there is an increase in level of proficiency between students served any length of time and those served 5 years and longer. However, for students served 5 years and longer, the average at each grade is not at a proficient level, where 3 is light grey and 2 is dark grey in a 4 point scale where 4 is considered proficient.

### Section II. Programs and Activities

Describe each program or activity proposed to be developed, implemented, and administered. Refer to required and authorized activities in the supplemental instructions for the consolidated application.

All programs and activities described in this section must relate back to the ESEA performance indicators and performance targets of this consolidated application.

**VERY IMPORTANT: You must address 1-5 below for EACH proposed program or activity.**

- **ESL program review and staff development through: exploration of exemplary ESL programs in the state, alignment of TESOL standards & MN Graduation Standards to local curriculum, working to develop small learning communities in the "new" buildings in 2004-2005.**

**1 Describe the program or activity and the performance goal it supports.**

- Activity supports Goals 1 & 2.
- Site visits to exemplary ESL programs in the state.
- Continuation of ESL self study begun in 2002-2003 with work to include articulating an ESL curriculum aligned with TESOL standards and MN Graduation Standards. (Curriculum is used broadly here to mean, not a separate stand-alone curriculum, but approaches, strategies and coordination with classroom curriculum, communicated in a small learning community of teachers.)
- Activity will include regular education teachers, reading specialist and building-level leadership.
- Engagement in building transition teams to develop small learning communities to support learners.

**2 Justify how your district determined that this program or activity is necessary.**

- Based on LEP student MCA and TEAE achievement results, an ESL program review and synchronization with regular education was deemed necessary.
- The district is adopting the philosophy that small learning communities support student achievement.

**3 Indicate how the program or activity is based on scientific research.**

- Cummins makes a distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Research suggests that it takes 1-2 years for a student to develop BICS, but 5-7 years, some research says 10 years, to develop CALP. It is crucial that we discover how to support students in their transition between BICS and CALP in the classroom setting, and to improve academic achievement.
- Small learning communities, effectively implemented, have been shown to improve student achievement.

**4 Describe how the effectiveness of the program or activity will be evaluated.**

- Product: articulation of ESL curriculum aligned with TESOL and MN Graduation Standards
- Formation of small learning communities.
- Implementation of strategies & approaches in the classroom.
- TEAE and MCA results.

**5 Describe how the budget supports the activity.**

- Substitute teachers will be needed for site visits to exemplary programs and work group meetings for ESL and regular education teachers; non contract funds to support work done after contract hours; contact with



#### **Section IV. Non-Public Participation (If Applicable)**

1. **Consultation.** Please describe the process your district followed to consult with the non-public schools within your attendance boundaries regarding the use of Title III funds in a timely and meaningful way. Explain what steps you will take to ensure that consultation will be on going. (Refer to Title I, Part A Non Public section if necessary)
  - Letters were written to the two nonpublic schools. Both administrators responded with refusals to participate in the Title III application process. Because St. Joseph participates in Title I activities, the principal and I had several face-to-face meetings regarding possible involvement in Title III. At this time, she does not feel a need to identify whether children enrolled would be eligible for ESL services. Therefore, St. Joseph is not eligible to participate in the Title III grant process.
2. **Administrative Control.** Please describe the process your district has instituted to ensure that the LEA retains administrative control of the Title III, funds and any materials purchased with these funds.
  - Non applicable at this time.
3. **Records.** Each non-public school within your district's boundaries must sign off on the non-public assurance form included in the handouts indicating that timely and meaningful consultation has taken place.
  - The Non-Public Consultation form has been reviewed and signatures obtained.

### Non-Public Participation Worksheet for Title III

Complete this worksheet to determine the Title III, per pupil amount for the non-public schools in your district.

1. Enter your district's Title III entitlement on Line 1.	<b>Line 1</b> _____
2. Enter the total K-12 LEP enrollment for your district in SY 2002-2003 (public and non-public).	<b>Line 2</b> _____
3. Divide Line 1 by Line 2 and enter the amount on Line 3. This is your per pupil funding unit (PPFU) for Title III in SY 2003-2004.	<b>Line 3</b> _____

### NONPUBLIC SCHOOL PARTICIPATION INFORMATION

[illegible]

**BUDGET BREAKDOWN - TITLE III  
FINANCE 417 PROGRAM 205**

**District #01-152  
SY 2003-2004**

**ED-02288-02  
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OBJ CODE	ITEM DESCRIPTION	2003-2004	CHANGE +/-	03-04 AMEND
<b>Use this area for Administrative Costs only</b>				
110	Administration			
200	Fringe			
	<b>Sub-Total (Administration)</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>Use this area for District Level costs only</b>				
140				
141	Paraprofessional			
145	Substitutes 8X6X78=3744	\$3,750		
170	Clerical			
185	Non Contract	\$3,000		
200	Fringe	\$950		
305	Consultant-ESL professor, MSUM	\$1,000		
329	Postage			
366	Indistrict Travel	\$500		
367	Staff Dev/Travel 3X8X300=7200	\$7,200		
430	Supplies	\$8,638		
555				
	<b>Sub-Total (District Level)</b>	<b>\$25,038</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>Use this area for Building Level costs only</b>				
140	Teachers			
141	Paraprofessionals, .69 FTE para, Edison	\$9,602		
145	Substitutes			
170	Tech support WS			
185	Non Contract			
200	Fringe	\$1,350		
305	Consultant			
320	Communications			
329	Postage			
366/367	Staff Dev/Travel			
430	Supplies			
555	Equipment			
	<b>Sub-Total (Building Level)</b>	<b>\$10,952</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>Use this area for Non-Public Expenses only</b>				
	<b>Sub-Total (Non-Public)</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
	<b>TOTAL</b>	<b>\$35,990</b>	<b>\$ 0</b>	<b>\$ 0</b>

**Title V Innovative Programs - Program Description**

**Title V, Innovative Program** section must describe the activities and the use of funds. The services are to be based on the results of the CLASS website activity or other appropriate data that will identify those students most at risk, and the performance goals set by the district. Districts must describe how they will use their ESEA funds to attain their 'Performance Targets'.

Please provide concise, brief answers to each of the following questions. Information may be listed or bulleted. Omission or incomplete information for any section will delay the approval process.

Title V can be used for any of the 27 innovative assistance programs listed the following 2 pages of this application. The choice of program initiatives are to be based on the results of the CLASS website analysis and used to support the performance targets.

**Program Description:** (include specific information regarding district and non-public programmatic decisions)

1. How were the Title V program activities determined?
  - a. Describe the consultation process with parents, teachers, administrative personnel as well as librarians, counselors and pupil personnel in the planning, design and implementation of innovative assistance programs.
    - ✓ The Title V goals and objectives were planned by the district staff development committee, administrators & teachers.
    - ✓ The staff development committee is composed of teacher representatives from elementary, junior and senior high, support staff representatives, building and central administrative representatives. Community education representatives and school board representatives are also a part of the committee.
2. Describe how the Innovative assistance programs are tied to promoting challenging student academic achievement standards.
  - ✓ A significant portion of the Title V dollars is devoted to supporting a staff person to:
    - a. Strategically analyze school test data, both state and local;
    - b. work with principals, building leadership teams and larger groups of teachers within buildings to understand the data and develop building plans for student achievement improvement;
    - c. work with principals and building leadership teams, within the context of Title II staff development activities, to define and develop small learning communities.
  - ✓ A Kurdish liaison will enhance and promote and strengthen parental and community involvement.
  - ✓ Implementation of Responsive Classroom.
  - ✓ Technology activities and programs to promote use of software for the improvement of student achievement at the elementary level.
3. Describe how the Innovative assistance programs will improve student academic achievement
  - ✓ Understanding student testing data, both state test data and locally derived data, will drive instructional strategies within schools that are organized to maximize student achievement.
  - ✓ The Kurdish liaison is instrumental in assuring immediate communication with parents regarding student achievement issues & for informing schools regarding cultural, language and family concerns impacting achievement.
  - ✓ Responsive Classroom has been shown to increase student ownership and commitment to the school environment.
  - ✓ Software purchase and use of the software to accelerate the reading and math skills of students falling below proficiency levels will improve overall achievement.
4. Describe how the Innovative assistance programs are an overall education reform strategy.
  - ✓ A person will be recruited, who has experience in mobilizing a school to assess its students, analyze the data, and design the organization of the building to meet the students' needs. Devotion of funding for these activities in Moorhead Area Public Schools will lead to overall educational reform.
  - ✓ Liaison work to facilitate communication between home and school and linking families to resources is instrumental in educational reform.
  - ✓ Responsive Classroom enhances overall student ownership in the working of the classroom by being responsive to their concerns and needs, a reform strategy.
  - ✓ Instituting software to supplement other district curricular initiatives for children who need additional practice and reinforcement to acquire academic proficiency is a reform effort.

Districts are required to develop an evaluation plan for all Title V initiatives

5. Describe how the Title V programs addressed in this application will be evaluated annually;
  - ✓ Effectiveness of the person to work directly with schools and staff will be determined by: principal and teacher feedback; how closely tied assessment data is to school organization and scheduling to meet students' needs; student improvement.
  - ✓ The liaison will keep record of parental/school contacts and general outcome of the contact related to student success in school
  - ✓ Responsive Classroom: St. Joseph principal will provide feedback regarding the student & teacher outcomes related to the implementation of Responsive Classroom.
  - ✓ As part of the development of standard local assessment procedures, data will be taken to determine whether the software makes an achievement difference in the students who use it.
6. Describe how the results of this annual evaluation will:
  - a. Be used to make programmatic decisions;
    - ✓ Results of evaluation will determine whether the district continues: to devote staff energies in working with individual principals and buildings; to support ongoing liaison work with families; to implement Responsive Classroom more widely; and, to support practice on skills through software use.
  - b. Describe effects on academic achievement;
  - c. Include information and data on use of funds, types of services and students served;
  - d. And be on file and submitted to MDE upon request.
    - ✓ Results will be collected from each source described to compile a report containing the information and data on the use of funds, types of services and students served. The report will be on file in the office of Learner Support Services, Sarah King.

Determining Non-Public Per Pupil Expenditures – This information is on your districts most recent entitlement sheet.

1.	Total Number of Public School students (MARSS)	5444
2.	Total number of non-public students (ED-00027)	572
3.	Total enrollment	6016
4	Title V Request (see Page 15)	\$109,296
5.	*Divide Line 4 (Entitlement) by line 3 Total enrollment – PPFU	\$18.17

\*This amount MUST be used for both public and non-public.



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**TITLE V**

**PUBLIC/NONPUBLIC BUDGET BREAKDOWN**

District #: 152

ED-02288-

02

SY 20

03

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04

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Please provide the information for the programs the district has selected.

Target Areas	Public Schools			Non Public Schools		
	Amount	# Students Served	# Staff Trained	Amount	# Students Served	# Staff Trained
1a. Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades.	\$					
1b. Professional development activities carried out in accordance with Title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state or local academic content standards and student academic achievement standards.	\$26,000	2,000	87	\$716	150	18
2. Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved.	\$8,825	1,200	60	\$800	150	15
3. Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards that will be used to improve student academic achievement, and that are part of an overall education reform program.	\$8,825	1,200	60	\$1,500	150	15
4. Promising education reform projects, including magnet schools.						
5. Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.						
6. Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy programs.						
7. Programs to provide for the educational needs of gifted and talented children.						
8. The planning, design, and initial implementation of charter schools as described in Title V, Part B.						
9. School improvement programs or activities under Sections 1116 and 1117.	\$15,027	2,000	42			
10. Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage.						



11. Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including the basic principles involved with earning, spending, saving and investing).						
--	--	--	--	--	--	--

**TITLE V**

**PUBLIC/NONPUBLIC BUDGET BREAKDOWN**

District #: 152

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12. Activities to promote, implement, or expand public school choice.	\$					
13. Programs to hire and support school nurses.						
14. Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.				\$		
15. Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.						
16. Programs to establish or enhance pre-kindergarten programs for children.						
17. Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school.						
18. Programs for cardiopulmonary resuscitation (CPR) training in schools.						
19. Programs to establish smaller learning communities.	\$15,027	2,000	60			
20. Activities that encourage and expand improvements throughout the area served the local educational agency that is designed to advance student academic achievement.						
21. Initiatives to generate, maintain, and strengthen parental and community involvement.	\$17,550	115				
22. Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching.	\$15,026	2,000	60			
23. Programs to provide same-gender schools and classrooms (consistent with applicable law).						
24. Service learning activities.						
25. School safety programs, including programs to implement the policy described in Section 9532 (unsafe school choice) and which may include payment of reasonable transportation costs and tuition costs for such students.						
26. Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels.						

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27. Supplemental educational services, as defined in Section 1116(e).					
<b>Total Public Dollars</b>	<b>\$106,280</b>	<b>Total Non Public Dollars</b>	<b>\$3,016</b>		<b>\$ 109,296 Grand Total</b>

**BUDGET BREAKDOWN - TITLE V**  
**FINANCE 415 PROGRAM 207**

**District #01-152**  
**SY 2003-2004**

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OBJ CODE	PROG CODE	ITEM DESCRIPTION	2003-2004	CHANGE +/-	03-04 AMEND
		<b>Administrative Costs Only</b>			
140	206	Data Analysis	\$22,000		
200	206	Fringe	\$4,000		
		<b>Sub-Total (Administration)</b>	<b>\$26,000</b>	<b>\$ 0</b>	<b>\$ 0</b>
		<b>District Level Costs Only</b>			
140	206	Staff Dev. for school improvement	\$38,000		
141	206	1 FTE Kurdish Liaison	\$15,250		
200	206	Fringe: \$2300; \$7,080	\$9,380	\$ 0	
430	206	Instr. Materials/Span. Immer.(\$5,000)/Work Sampling license(\$1,000)/K-5 software: Skills Tutor & Kidsparation (\$11,650)	\$17,650		
		<b>Sub-Total (District Level)</b>	<b>\$80,280</b>	<b>\$ 0</b>	
		<b>Building Level Costs Only</b>			
		<b>Sub-Total (Building Level)</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
		<b>Non-Public Expenses Only</b>			
470	206	Media Subscription Services	\$1,508		
430	206	Instructional Materials	\$1,508		
		<b>Sub-Total (Non-Public)</b>	<b>\$3,016</b>	<b>\$ 0</b>	<b>\$ 0</b>
		<b>TOTAL</b>	<b>\$109,296</b>	<b>\$ 0</b>	<b>\$ 0</b>

# CONSOLIDATED BUDGET SUMMARY AND APPROVAL

District #: 152

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For more complete descriptions of Object Codes, please refer to the UFARS Manual at <http://cfl.state.mn.us/FIN/>

OBJECT CODES	TITLE I PROGRAM 216	TITLE I BUDGET A	TITLE I BUDGET D	TITLE I BUDGET A	TITLE I BUDGET D
0- Executive/managerial	\$ 36,000				
0- Licensed Instruction	\$610,934				
1- Non-licensed Instruction	\$ 75,672				
3- Licensed Support	\$				
4- Non-licensed Support	\$				
5- Licensed Substitutes	\$ 20,070				
0- Clerical	\$ 16,767				
5- Extended Time	\$ 19,526				
9- Salary Adjustment	\$				
0- ALL Fringe Benefits	\$158,799				
5- Fees for Service/Consulting	\$ 4,930				
0- Communication Services					
9- Postage	\$ 1,300				
0- Repairs & Maintenance	\$				
0- Transportation Costs	\$				
5- Interdepartmental Transportation	\$				
6- Instate Travel / Prof. Dev.	\$ 16,030				
8- Out-of State Travel	\$				
9- Field Trips	\$				
9- Staff Tuition Reimbursement	\$				
4- Supplemental Services	\$				
8- Chargeback (phone/printing)	\$				
1- Non-instructional Supplies/Materials	\$				
0- Supplies & Materials	\$ 13,027				
3- Supplies & Materials	\$				
0- Textbooks	\$				
1- Tests & Scoring	\$				
0- Media Resources	\$				
0- Food	\$				
0- Dues & Memberships	\$				
Subtotal	\$				
0- Equipment	\$				
5- Technology Equipment	\$ 1,500				
5- Indirect Costs (check box if capping)	\$ 17,947 <input type="checkbox"/>				
Total Title I Budget	\$992,502				



CONSOLIDATED BUDGET SUMMARY AND APPROVAL

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For more complete descriptions of Object Codes, please refer to the UFARS Manual at <http://cfl.state.mn.us/FIN>

OBJECT CODES	TITLE I, PART C MIGRANT EDUCATION				
0- Executive/Managerial					
0- Licensed Instruction	\$				
1- Non-licensed Instruction	\$				
3- Licensed Support	\$				
4- Non-licensed Support	\$				
5- Licensed Substitutes	\$				
0- Clerical	\$				
5- Extended Time	\$37,265				
9- Salary Adjustment					
0- ALL Fringe Benefits	\$ 4,918				
5- Fees for Service/Consulting	\$				
0- Communication Services					
9- Postage	\$				
0- Repairs & Maintenance	\$				
0- Transportation Costs	\$				
5- Interdepartmental Transportation	\$				
6- Instate Travel / Prof. Dev.	\$ 1,500				
8- Out-of State Travel	\$				
9- Field Trips	\$				
9- Staff Tuition Reimbursement	\$				
4- Supplemental Services	\$				
8-Chargeback (phone/printing)	\$				
1- Non-instructional Supplies/Materials	\$				
0- Supplies & Materials	\$ 3,000				
3- Supplies & Materials	\$				
0- Textbooks	\$				
1- Tests & Scoring	\$				
0- Media Resources	\$				
0- Food	\$ 284				
0- Dues & Memberships	\$				
Subtotal	\$				
0- Equipment	\$				
5- Technology Equipment	\$				
5- Indirect Costs (check box if capping)	\$				
Total Migrant Ed. Budget	\$46,967				



For more complete descriptions of Object Codes, please refer to the UFARS Manual at <http://cfl.state.mn.us/FIN>

OBJECT CODES	TITLE I, PART D DELINQUENT EDUCATION				
0- Executive/Managerial	\$				
0- Licensed Instruction	\$				
1- Non-licensed Instruction	\$12,215				
3- Licensed Support	\$				
4- Non-licensed Support	\$				
5- Licensed Substitutes	\$				
0- Clerical	\$10,863				
5- Extended Time	\$				
9- Salary Adjustment	\$				
0- ALL Fringe Benefits	\$ 3,134				
5- Fees for Service/Consulting	\$ 4,500				
0- Communication Services					
9- Postage	\$				
0- Repairs & Maintenance	\$				
0- Transportation Costs					
5- Interdepartmental Transportation					
6- Instate Travel / Prof. Dev.	\$				
8- Out-of State Travel	\$				
9- Field Trips	\$				
9- Staff Tuition Reimbursement	\$				
4- Supplemental Services	\$				
8- Chargeback (phone/printing)	\$				
1- Non-instructional Supplies/Materials	\$				
0- Supplies & Materials	\$ 2,854				
3- Supplies & Materials	\$				
0- Textbooks					
1- Tests & Scoring	\$				
0- Media Resources	\$				
0- Food	\$				
0- Dues & Memberships	\$				
Subtotal	\$				
0- Equipment	\$				
5- Technology Equipment	\$ 1,288				
5- Indirect Costs (check box if capping)	\$				
Total Delinquent. Budget	\$34,854				

**TITLE II PART A  
(FINANCE 414)**

**CONSOLIDATED BUDGET SUMMARY AND APPROVAL**

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OBJECT CODES	TITLE II, PART A (PROGRAM 204)	TITLE I, PART A FLEX. (PROG. 216)	TITLE II, PART D FLEX. (PROG. 210)	TITLE IV, PART A FLEX. (PROG. 206)	TITLE V FLEX. (PROG. 207)	TITLE II, PART A (Program 204)
	MINIMUM 50%	MAXIMUM UP TO 50% OF THE TOTAL				TOTAL
0- Executive/managerial	\$ 5,000	\$	\$	\$	\$ 22,000	\$ 27,000
0- Licensed Instruction	\$174,975	\$	\$	\$	\$ 38,000	\$212,975
1-Non-licensed Instruction	\$	\$	\$	\$	\$	\$
3- Licensed Support	\$	\$	\$	\$	\$	\$
4- Non-licensed Support	\$	\$	\$	\$	\$	\$
5- Licensed Substitutes	\$ 16,000	\$	\$	\$	\$	\$ 16,000
0- Clerical	\$ 2,000	\$	\$	\$	\$	\$ 2,000
5- Extended Time	\$ 15,000	\$	\$	\$	\$	\$ 15,000
9- Salary Adjustment	\$	\$	\$	\$	\$	\$
0- ALL Fringe Benefits	\$ 39,615	\$	\$	\$	\$ 11,080	\$ 50,695
5- Fees for Service/Consulting	\$ 7,849	\$	\$	\$	\$	\$ 7,849
0- Communication Services	\$	\$	\$	\$	\$	\$
9- Postage	\$	\$	\$	\$	\$	\$
0- Repairs & Maintenance	\$	\$	\$	\$	\$	\$
0- Transportation Costs	\$	\$	\$	\$	\$	\$
5- Interdepartmental Transportation	\$	\$	\$	\$	\$	\$
6- Instate Travel / Prof. Dev.	\$ 17,660	\$	\$	\$	\$	\$ 17,660
8- Out-of State Travel	\$	\$	\$	\$	\$	\$
9- Field Trips	\$	\$	\$	\$	\$	\$
9- Staff Tuition Reimbursement	\$	\$	\$	\$	\$	\$
4- Supplemental Services	\$	\$	\$	\$	\$	\$
8- Chargeback (phone/printing)	\$	\$	\$	\$	\$	\$
1- Non-instructional Supplies/Materials	\$	\$	\$	\$	\$	\$
0- Supplies & Materials	\$	\$	\$	\$	\$	\$
3- Supplies & Materials	\$	\$	\$	\$	\$	\$
0- Textbooks	\$	\$	\$	\$	\$	\$
1- Tests & Scoring	\$	\$	\$	\$	\$	\$
0- Media Resources	\$	\$	\$	\$	\$	\$
0- Food	\$	\$	\$	\$	\$	\$
0- Dues & Memberships	\$	\$	\$	\$	\$	\$
Subtotal	\$278,099	\$	\$	\$	\$ 71,080	\$349,179
0- Equipment	\$	\$	\$	\$	\$	\$
5- Technology Equipment	\$	\$	\$	\$	\$	\$
5- Indirect Costs (check box if capping)	\$ <input type="checkbox"/>	\$	\$	\$	\$	\$
Total Title II Part A Budget	\$278,099	\$	\$	\$	\$ 71,080	\$349,179

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Title III  
(FIN 417)

# CONSOLIDATED BUDGET SUMMARY AND APPROVAL

District #: 152

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For more complete descriptions of Object Codes, please refer to the UFARS Manual at <http://cfl.state.mn.us/FIN>

OBJECT CODES	TITLE III				
0- Executive/managerial	\$				
0- Licensed Instruction	\$				
1- Non-licensed Instruction	\$ 9,602				
3- Licensed Support	\$				
4- Non-licensed Support	\$				
5- Licensed Substitutes	\$ 3,750				
0- Clerical	\$				
5- Extended Time	\$ 3,000				
9- Salary Adjustment	\$				
0- ALL Fringe Benefits	\$ 2,300				
5- Fees for Service/Consulting	\$ 1,000				
0- Communication Services					
9- Postage	\$				
0- Repairs & Maintenance	\$				
0- Transportation Costs	\$				
5- Interdepartmental Transportation	\$				
6- Instate Travel / Prof. Dev.	\$ 7,700				
8- Out-of State Travel	\$				
9- Field Trips	\$				
9- Staff Tuition Reimbursement	\$				
4- Supplemental Services					
8- Chargeback (phone/printing)	\$				
1- Non-instructional Supplies/Materials	\$				
0- Supplies & Materials	\$ 8,638				
3- Supplies & Materials	\$				
0- Textbooks	\$				
1- Tests & Scoring	\$				
0- Media Resources	\$				
0- Food	\$				
0- Dues & Memberships	\$				
Subtotal	\$ 35,990				
0- Equipment	\$				
5- Technology Equipment	\$				
5- Indirect Costs (check box if capping)	\$ <input type="checkbox"/>				
Total Title III Budget	\$ 35,990				



TITLE V (FINANCE 415)		CONSOLIDATED BUDGET SUMMARY AND APPROVAL				District #: 152					ED-02288-02	
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OBJECT CODES		TITLE V (PROGRAM 207)	TITLE I, PART A FLEX. (PROG. 216)	TITLE II, PART A FLEX. (PROG. 204)	TITLE II, PART D FLEX. (PROG. 210)	TITLE IV, PART A FLEX. (PROG. 206)					TITLE V PROGRAM 207	
		MINIMUM 50%	MAXIMUM UP TO 50% OF TOTAL							TOTAL		
0- Executive/managerial		\$ 22,000	\$	\$ 22,000	\$	\$					\$	
0- Licensed Instruction		\$ 38,000	\$	\$ 38,000	\$	\$					\$	
1- Non-licensed Instruction		\$ 15,250	\$	\$	\$	\$					\$ 15,250	
3- Licensed Support		\$	\$	\$	\$	\$					\$	
4- Non-licensed Support		\$	\$	\$	\$	\$					\$	
5- Licensed Substitutes		\$	\$	\$	\$	\$					\$	
0- Clerical		\$	\$	\$	\$	\$					\$	
5- Extended Time		\$	\$	\$	\$	\$					\$	
9- Salary Adjustment		\$	\$	\$	\$	\$					\$	
0- ALL Fringe Benefits		\$ 13,380	\$	\$ 11,080	\$	\$					\$ 2,300	
5- Fees for Service/Consulting		\$	\$	\$	\$	\$					\$	
0- Communication Services				\$	\$	\$					\$	
9- Postage		\$	\$	\$	\$	\$					\$	
0- Repairs & Maintenance		\$	\$	\$	\$	\$					\$	
0- Transportation Costs		\$	\$		\$	\$					\$	
5- Interdepartmental Transportation		\$	\$	\$	\$	\$					\$	
6- Instate Travel / Prof. Dev.		\$	\$	\$	\$	\$					\$	
8- Out-of State Travel		\$	\$	\$	\$	\$					\$	
9- Field Trips		\$	\$	\$	\$	\$					\$	
9- Staff Tuition Reimbursement		\$	\$	\$	\$	\$					\$	
4- Supplemental Services		\$	\$	\$	\$	\$					\$	
8- Chargeback (phone/printing)		\$	\$	\$	\$	\$					\$	
1- Non-instructional Supplies/Materials		\$	\$	\$	\$	\$					\$	
0- Supplies & Materials (Non Individualized)		\$ 19,158	\$	\$	\$	\$					\$ 19,158	
3- Supplies & Materials (Individualized)		\$	\$	\$	\$	\$					\$	
0- Textbooks		\$	\$	\$	\$	\$					\$	
1- Tests & Scoring		\$	\$		\$						\$	
0- Media Services		\$ 1,508	\$	\$	\$	\$					\$ 1,508	
0- Food		\$	\$	\$	\$	\$					\$	
0- Dues & Memberships		\$	\$		\$	\$					\$	
Subtotal		\$ 109,296	\$	\$ 71,080	\$	\$					\$ 38,216	
0- Equipment		\$	\$	\$	\$	\$					\$	
5- Technology Equipment		\$	\$		\$	\$					\$	
5- Indirect Costs (check box if capping)		\$ <input type="checkbox"/>	\$	\$	\$	\$					\$	

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Total Title V Budget

\$ 109,296

\$

\$ 71,080

\$

\$

\$ 38,216

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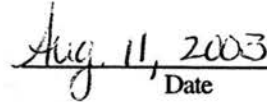


**VERIFICATION INFORMATION/APPROVAL SIGNATURE****ED-02288-02****PAGE 48**

This information is true and accurate to the best of my knowledge and belief, and represents our budget plan for the proposed activities. The proper UFARS program and object codes have been identified for this budget plan. Changes will be submitted through the formal AMENDMENT process and timelines.



Signature - LEA Representative



Date

Local Business Manager Signature

E-Mail Address

Date

OFFICE OF TEACHING & LEARNING MEMO # I.04.015



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Memorandum of Agreement Deaf/Hard of Hearing Services  
DATE: August 5, 2003

The administration requests approval of a memorandum of agreement between Fergus Falls Area Independent School District Special Education Cooperative #935 and Moorhead Independent School District #152. The agreement will provide for sharing a teacher of the Deaf/Hard of Hearing between the two school district. The agreement lists the terms and condition for employment and payment for the services of the teacher.

Attached is the memorandum of agreement between Fergus Falls Area Independent School and Moorhead Area Public Schools effective from August 25, 2004 through June 4, 2004.

**SUGGESTED RESOLUTION:** Move to approve the memorandum of agreement between Fergus Falls Area Independent School District Special Education Cooperative #935 and Moorhead Independent School District #152 as attached.

LAK  
Attachment

## MEMORANDUM OF AGREEMENT DEAF/HARD OF HEARING SERVICES

This Memorandum of Agreement, entered into this 15<sup>th</sup> day of July 2003, by and between Fergus Falls Area Independent School District Special Education Cooperative #935 (hereinafter referred to as the DISTRICT) and Moorhead Independent School District #152 (hereinafter referred to as the AGENCY), witnesses that:

I. The DISTRICT has determined that it is necessary to retain the services of a certified teacher of the Deaf/Hard of Hearing to attain the following objectives for the students with a disability in the area of Deaf/Hard of Hearing.

1. A teacher of the Deaf/Hard of Hearing will be secured to assist with the assessment of students in order to determine the need for special education services.
2. A teacher of the Deaf/Hard of Hearing will be secured to participate as a team member in team meetings for the purpose of assisting with establishing a level of educational need and determining and providing the appropriate specialized instruction.
3. A teacher of the Deaf/Hard of Hearing will assist the schools in carrying out the above mentioned functions on the request of the building administrators or their designated representatives and will articulate the educational needs of students having a Deaf/Hard of Hearing disability as well as articulating the total special education system to parents, staff, and others.

II. The AGENCY is duly qualified to perform these services.

III. The parties agree as follows:

1. Deaf/Hard of Hearing Services from a Minnesota Licensed teacher of the Deaf/Hard of Hearing - Molly McKinnon( License #402259) including the following activities will be provided and will include, as appropriate:

A. Assessment and Planning

1. Observe students
2. Collaborate with teacher
3. Test/Assess
4. Consult with administrator
5. Contribute to integrated written assessment summaries
6. Consult with parents
7. Participate in Child Study teams
8. Other

B. Planning and Programming

1. Participate as a team member on IEPs
2. Design, assist in implementation, and monitor instructional programs as identified in IEPs
3. Provide direct instruction as Teacher of the Deaf/Hard of Hearing to identified students
4. Other

C. Ancillary and Support Functions

1. Travel to and from school
2. Write reports
3. Participate in in-services
4. Maintain special education records and files

2. The Deaf/Hard of Hearing services will be provided to the DISTRICT for a total of 183 days at a staffing level of .5 FTE at an estimated cost of \$9732 to the DISTRICT.
3. The approximate date the service will begin is August 25, 2003 and shall not extend beyond June 4, 2004, with the contract not to exceed a total of 183 days at .5 FTE. The total cost is approximate to \$18,607.50, to be paid by the DISTRICT to the AGENCY. Any costs incurred for necessary unemployment benefits will be shared on a pro-rata cost. This amount is the total unreimbursed salary and fringe. The AGENCY will be responsible for collecting any State Special Education Aid, P.L. 94-142, or other reimbursements due. The State Special Education Aid received will be deducted from the total amount due from the DISTRICT to the AGENCY.
4. The DISTRICT shall make payments for the services rendered by the AGENCY in two installments on/or about:

January 31, 2004

June 30, 2004

5. The DISTRICT shall monitor the services of the AGENCY provider as follows:
  - A. The Director of Fergus Falls Area Special Education Cooperative will designate an administrator as a point of contact in the DISTRICT for the teacher of the Deaf/Hard of Hearing.
  - B. The Fergus Falls Area Special Education Cooperative shall maintain a file of any reports and a record of the daily activities of the teacher of Deaf/Hard of Hearing. These reports shall be stored and made available to other persons subject to the current Guidelines for the Collection, Maintenance and release of the Pupil's records established by the Minnesota Department of Education and other relevant federal, state and local guidelines.

- C. The Deaf/Hard of Hearing services will be developed by the teacher of the Deaf/Hard of Hearing, administrator for Fergus Falls Area Special Education Cooperative, and other staff members designated by the DISTRICT.
- D. The DISTRICT will reimburse the teacher of the Deaf/Hard of Hearing for travel to the location in the Fergus Falls Area Special Education Cooperative at which special education services will be delivered.

6. Either party may terminate this agreement as follows:

It is understood and agreed that if either party chooses to withdraw from this agreement for Deaf/Hard of Hearing Services, they will give at least 90 days written notice to the other contract member.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 2003

By: *Jim Harold* Moorhead School \_\_\_\_\_  
(Director) District #152 (Board Chair)

Dated this 11<sup>th</sup> day of July, 2003

By: *Nancy Johnson* Fergus Falls Area Special *Deanne Kimm*  
(Director) Education Cooperative #935 (Board Chair)



MEMORANDUM P 03.089

TO: Dr. Larry Nybladh  
FROM: Ron Nielsen  
DATE: August 4, 2003  
SUBJECT: Early Retirement

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

Rosalind Kilde Paraprofessional, Senior High, effective August 16, 2003.

Suggested Resolution: Move to accept the Early Retirement for Rosalind Kilde as presented.

RN:smw

MEMORANDUM P 03.090

TO: Dr. Larry Nybladh  
FROM: Ron Nilsen  
DATE: August 4, 2003  
SUBJECT: Change of Health and Safety Vendor

A comparison of annual fees for service has been made between two vendors of Health & Safety Services. Vendor Services assure that all components of Health and Safety services are accomplished under Attachment 99, as required by the State of Minnesota, in order to access Health & Safety levy monies. The vendor chosen for the coming year is Lakes Country Service Cooperative. There was a delay in obtaining cost information and therefore, the attached contract is for eleven (11) months of service instead of the normal twelve. I recommend approval of this contract.

**SUGGESTED RESOLUTION:** Move to approve the Lakes Country Service Cooperative as the vendor for Health and Safety services for the 2003-2004 school year/

RN:smw  
Attachment

**Lakes Country Service Cooperative**  
**Health & Safety Services**  
*2003-2004*  
*Plan I Service*

This agreement, made and entered into, by and between the Lakes Country Service Cooperative, hereinafter referred to as LCSC and Moorhead school District #152, centrally located in Moorhead, Minnesota, hereinafter referred to as school, witnesseth:

1. That the LCSC is engaged in providing consultation and coordination services related to the management of school district environmental health & safety concerns.
2. That the school desires to obtain and agrees to pay for said services.

***Plan I***

**Program Description Summary:**

The LCSC shall furnish: 1. Written programs 2. Facilitator time of a minimum of 12 visits per year. Facilitators will conduct training sessions, inspections, and record keeping tasks.

3. Inspections for asbestos (six month surveillances and three-year reinspections), playgrounds, indoor air quality, and facility safety (mock OSHA). 4. Other services as noted in the Plan I description. 5. Year end reports.

Programs covered will include, Asbestos, Bleacher Safety, Bloodborne Pathogens, Employee Right to Know, Hazardous Waste, Community Right to Know, Air Emissions Reporting, Compressed Gas, Hearing Conservation, Confined Space, Indoor Air Quality, Infectious Waste, Emergency Action Plan, Electrical Safety, Ladder Safety, Laboratory Safety Plan, Lead in Water and Paint, Lockout/Tagout, OSHA-Type Inspection, Radon Gas, Respiratory Protection Standard, Above Ground Storage Tanks, Underground Storage Tanks, Personal Protective Equipment, Playground Safety, Workplace Accident Injury Reduction Program (AWAIR), Machine Guarding, Welding Safety, Forklift Safety and others as deemed necessary. Programs added to the DCFL's annual health and safety letter will be added at no extra charge.

***Program Guarantee:***

Plan I written programs are guaranteed to meet all current statutes, rules, regulations, or standards, and further, if any fines result from written program deficiencies, the fines will be paid by the LCSC. Failure to implement or comply with regulatory written program by the school district is not covered by this program guarantee. The LCSC reserves the right to negotiate with the regulatory agency.

3. That the LCSC shall furnish the Health & Safety Services for the **Plan I services:**

Plan I at a cost of \$ 16,056.00, annually

4. That this contract begins August 1, 2003 and runs through June 30, 2004, guaranteeing selected rates. However, any district may discontinue this contract with a 90-day notice prior to the end of the fiscal year.

IN WITNESS WHEREOF, Parties hereto have executed this agreement this \_\_\_\_\_ day of \_\_\_\_\_, 2003.

LCSC MEMBER SCHOOL DISTRICT:

LAKES COUNTRY SERVICE COOPERATIVE

By: \_\_\_\_\_  
Authorized School Official

By: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# LAKES COUNTRY SERVICE COOPERATIVE HEALTH AND SAFETY PROGRAM DESCRIPTION

## Plan I Service

Lakes Country Service Cooperative is pleased to offer you Plan I Health and Safety Services as described in this package. As you read this description, you will notice that our services follow closely with the Department of Children, Families, and Learning's annual letter that lists the minimum health and safety program a school district is expected to implement to receive health and safety levy funds.

As a service provided by your cooperative, our goal is to maximize the amount of service given for the dollar spent, not the amount of dollars for the service given. While a consultant service cannot remove an employer's responsibility for adopting and maintaining health and safety programs, it can ease the burden, especially in the areas of training and record keeping.

**With Lakes Country Service Cooperative's Plan I Service, you can be assured of up-to-date model written plans and a professional staff to help implement all programs.** The Health and Safety Department staff members at Lakes Country Service Cooperative have received their OSHA 30 hour training certificates. Included on staff are State of Minnesota certified Asbestos Inspectors, Asbestos Management Planners and Lead Risk Assessors. There are three nationally certified Playground Inspectors. Staff attends update training on a regular basis. Facilitators spend 80% to 90% of their time in their assigned districts.

### **Plan 1 service includes the following:**

- A minimum of 12 site visits per year with **unlimited additional facilitator time as needed** (no charge for extra monthly visits or project management time).
- Written programs for the following areas, **plus any additional areas deemed necessary** (e.g. chlorine safety, mobile equipment, etc.):

Asbestos	Bloodborne Pathogens
Indoor Air Quality	Underground/Aboveground Storage Tanks
Playground Safety	Lead in water/paint
AWAIR	Radon
Employee Right to Know	Hearing Conservation
Community Right to Know	Emergency Action Plans
Lockout/Tagout	Respiratory Protection
Compressed Gas	Electrical Safety
Welding Safety	Bleacher Safety
Machine Guarding	Forklift Safety
Personal Protective Equipment	Infectious Waste
Laboratory Safety	Confined Space

**In addition, Plan I Service carries a written program guarantee.** *Plan I written programs are guaranteed to meet all current statutes, rules, regulations, or standards; and further, if any fines result from written program deficiencies, the fines will be paid by Lakes Country Service*



*Cooperative. Failure to implement or comply with the regulatory written program by the school district is not covered by this program guarantee. Lakes Country Service Cooperative reserves the right to negotiate with the regulatory agency.*

- **Unlimited training sessions** on any appropriate health & safety topic.
- Program work to include all programs noted above, **plus any additional programs initiated by the DCFL during the contract period** at no extra cost. Program work will include assistance in all areas identified in Attachment 4 of the DCFL annual health & safety letter (see attachment). Program work can be summarized under the following four categories:

#### **Consultation**

Facilitators will keep you informed of new requirements and changes to existing requirements. Your facilitator will research and answer any health and safety questions you or your staff may have. In addition, they will advise and train health and safety committees as needed.

#### **Training**

Initial and annual training is an essential part of most OSHA and EPA regulations. Facilitators will organize, schedule and train your affected employees using the latest information and techniques.

#### **Inspection**

Facilitators will conduct a thorough annual mock-OSHA inspection and perform inspections of high hazard areas on an on-going basis. Asbestos-containing building materials will be inspected every six months and a reinspection completed every three years. Visual IAQ inspections and playground inspections are conducted annually.

#### **Record Keeping**

Facilitators will gather and maintain records generated by the district for compliance purposes. In addition, the facilitator will generate forms for use by the district and counsel the district on record keeping needs.

- Asbestos 3-year reinspections, Mock OSHA facility safety inspections, visual IAQ inspections, playground inspections
- IAQ investigations (laboratory fees extra)
- Internet access to health & safety files (password protected)
- Access to on-line employee safety training
- Material safety data sheets on CD-ROM
- Year-end reports following DCFL reporting formats (Attachments 4 and 99)

MEMORANDUM

P 03.088

TO: Dr. Larry Nybladh

FROM: Ron  Nielsen

DATE: August 4, 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:

Kathleen Grove Teaching & Learning Secretary, Townsite Center, B24 (3) \$13.18 per hour 8 hours, a day 12 months. (Replace Sue Winter)

Melissa Barber 3rd Grade Teacher, Riverside Elementary, BA+30 (2) \$31,462.00, effective for the 2003-2004 school year. (Replace

Suggested Resolution: Move to approve the employment of Kathleen Grove, Melissa Barber as presented.

RN:smw

MEMORANDUM P 03.091

TO: Dr. Larry Nybladh

FROM: Ron Nielsen

DATE: August 4, 2003

SUBJECT: Change in Employment Contract

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

Catherine Rockstad	3rd Grade Teacher, Probstfield Elementary 1.0 FTE, to Title 1 Teacher, Washington .50 FTE effective for the 2003-2004 school year. (Replace Jennifer Beyer)
--------------------	---

Suggested Resolution: Move to accept the change in contract for Catherine Rockstad as presented.

RN:smw

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

**MEMBERS PRESENT:** Jim Cummings, Anton B. Hastad, Sonia Hohnadel, Carol A. Ladwig, Kristine Thompson, Bill Tomhave (7:48), and Dr. Larry P. Nybladh.

**MEMBERS ABSENT:** Lisa Erickson.

**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 Hohnadel, to approve the agenda as presented. Motion carried 5-0.

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

**ORGANIZATION OF THE SCHOOL BOARD:**

**Meeting Date, Time and Location** - Cummings moved, seconded by Hastad, to set the regular meetings of the school board on the second and fourth Monday of each month with the following exceptions: December 8, 2003 (one meeting in December) and July 19, 2004 (one meeting in July). Motion carried 5-0.

**School Board Compensation** - Cummings moved, seconded by Ladwig, to set the board member compensation rate at \$550 per month. Motion carried 5-0.

**Committee Appointments** - Hohnadel moved, seconded by Cummings, to approve the committee appointments for the 2003-2004 school year as follows:

**DISTRICT-WIDE STANDING COMMITTEES:**

Erickson, Cummings - Activities Council  
Hastad, Tomhave - Community Education Advisory Council  
Ladwig, Thompson - District Care Team  
Hohnadel, Thompson - Human Rights  
Tomhave, Hohnadel - Instruction & Curriculum Advisory (ICAC)  
Ladwig, Thompson - Long Range Planning (LRP)

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

Hastad, Cummings - Policy Review

ADMINISTRATIVE COMMITTEES:

Not Required - Calendar  
Erickson - Comprehensive Arts Planning (CAPP)  
Thompson - Continuing Education  
Hastad - ECFE Advisory Council  
Thompson - Global Exchange  
Hohnadel - Indian Education  
Thompson, Erickson - Legislative  
Erickson - MN State High School League  
Cummings, Ladwig, Thompson - Negotiations  
Ladwig - Sabbatical Leave  
Ladwig - Safety Committee  
Thompson, Hohnadel - Staff Development  
Members Rotate - Superintendent's Advisory Council  
Cummings, Thompson - Technology  
Erickson - Title I/Parent Involvement  
Erickson, Ladwig - Wellness

COMMUNITY COMMITTEES:

Cummings, Ladwig, Hohnadel (Alt.) - Clay County Joint Powers Collaborative Board  
Ladwig - Interagency Early Intervention  
Tomhave/Thompson - Joint Powers  
Cummings, Tomhave - LCSC Representative Assembly  
Hohnadel - Youth Advisory

Adopt-A-School:

Cummings - Edison  
Ladwig - Probstfield  
Hastad - Riverside  
Tomhave - Washington  
Thompson - Asp  
Erickson - Junior High  
Hohnadel - Senior High  
Members Rotate - Red River Area Learning Center



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

Motion carried 5-0.

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

2003-2004 Minnesota State High School League Membership - Approve the resolution of membership into the Minnesota High School League for the 2003-2004 school year.

2003-2004 Minnesota Academic Excellence League Membership - Approve the resolution of membership into the Minnesota Academic Excellence League membership for the 2003-2004 school year.

Grant - Accept the increase of \$17,652.64 for the CHESP (Community Higher Education and School partnership) grant. (The original amount was \$10,000 and has been increased to \$27,652.64.)

Accept the Clay County Joint Power Collaborative Time Study grant in the amount of \$1,350 to Early Childhood Family Education for printing the Father Time Newsletter.

Investment of Excess Funds - Approve the resolution for investment of excess funds giving authority and responsibility to the Assistant Superintendent of Business Services or designee in accordance with M.S. 118A for the 2003-2004 school year.

Financial Transactions - Authorize the listed district personnel to make transactions on the listed accounts for the 2003-2004 school year.

Official Depositories - Designate the 2003-2004 school district official depositories of Wells Fargo Bank, Bremer Bank, State Bank of Moorhead, Hawley State Bank, Northwestern, Financial Northeastern, MN School District Liquid Asset Fund Plus, Moody Investors, Merrill Lynch, Gibraltar Securities Co., and Multibank Securities, Inc. Bonds are handled by Wells Fargo Bank-Minneapolis and Depository Trust Corporation.

Payment of Goods and Services - Approve the resolution to authorize Assistant Superintendent of Business Services to make payment for goods and services in advance of Board approval for the 2003-2004 school year, consistent with M.S. 123B.11, 123B.02 and 471.38.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
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NSF Checks and Leases - Approve the resolution for Collection of NSF checks and leases giving authority and responsibility to the Assistant Superintendent of Business Services for the 2003-2004 school year.

School Leaders Errors and Omissions Insurance Deductible - Approve the paying of the deductible for any employee or school board member who is protected by the school district's current Leaders Errors and Omissions Insurance.

Dairy and Bread Bids - Accept the dairy bid received from Dean Foods/Land O' Lakes and the bread bid received from Sara Lee Bakery.

Change in Employment Contract

Janet Olson - O.T.R., District Wide, from .80 FTE to full time, effective for the 2003-2004 school year. (Replace .20 of Angela Albright contract)

Molly McKinnon - Deaf/Hard Hearing Teacher, from .75 FTE to full time, effective for the 2003-2004 school year. (Shared agreement with another district)

Resignation

Gretchen Van Vlaenderen - Paraprofessional, Probstfield, effective immediately.

New Employees

Louis Lauer - 5th Grade Teacher, Riverside, BA (0) \$26,853.00, effective for the 2003-2004 school year. (Replace Lisa Staiger)

Vicky Vigessa - C.O.T.A., District Wide, TCI Contract, B31 (3) \$13.38 per hour, effective for the 2003-2004 school year. (Replace Missy Langston)

Stephanie Rice - C.O.T.A., Edison/Asp, TCI Contract, B31 (0-2) \$13.21 per hour, effective for the 2003-2004 school year. (Replace Candace Richards)

Rehire

Stephenie Herbranson - Third Grade Teacher, Riverside, BA+15 (0) \$28,047, effective for the 2003-2004 school year. (Replace Megan Iverson)

Leave of Absence

Candace Richards - COTA, Edison/Asp, effective for the 2003-2004 school year.

Nicole Anderson - Paraprofessional, Riverside, effective for August 27 through September 26, 2003.

**REGULAR MEETING  
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Denise Pesola - Music Teacher, Junior High, effective for May 3-May 23, 2004.

Military Leave

Chad Olson - Social Studies Teacher, Senior High, to begin June 20, 2003 for a period of 270 days.

Official Newspaper - Designate *The Forum* as the official newspaper for the 2003-2004 school year.

Legal Services - Approve obtaining legal assistance on a time and material basis for the 2003-2004 school year.

Minnesota School Boards Association Membership - Approve the 2003-2004 Minnesota School Boards Association membership in the amount of \$6,309.

Lakes Country Service Cooperative Service Agreement - Approve the 2003-2004 Lakes Country Service Cooperative service agreement as presented. The membership cost is \$5,000 and all other services are fee based.

Minutes - Approve the June 9 and 23 Regular and June 26, 2003 Special meeting minutes as presented.

Claims - Approve the July claims, subject to audit, in the amount of \$4,271,484.78.

General Fund:	\$1,281,783.40
Food Service:	30,134.12
Community Service:	27,722.22
Building Construction	2,931,239.91
Townsite Centre:	605.13
TOTAL	\$4,271,484.78

Motion carried 5-0.

COMMITTEE REPORTS: None.

SUPERINTENDENT'S ANNUAL EVALUATION: Thompson reported on the completion of the Superintendent's Annual Evaluation.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
JULY 14, 2003  
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Cummings moved, seconded by Ladwig, to record that pursuant to M.S. 471.705 the Superintendent's Annual Evaluation was completed on Thursday, June 26, 2002. Motion carried 5-0.

**FIRST READING OF POLICY:** The Board conducted a first reading on policy, Community Use of School Facilities and Equipment (904).

**ELECTION RESOLUTION:** Thompson moved, seconded by Hohnadel, to approve the Resolution Establishing Dates for Filing Affidavits of Candidacy for the November 4 school board election. Motion carried 5-0.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Dr. Nybladh introduced Pat Westby, the new principal at Thomas Edison Elementary School.

Thompson reported on a MSBA communication received related to the district not receiving the NSBA Continuous Improvement Award.

Thompson reminded school board members of the upcoming August 13-15 MSBA Summer Seminar. Board members were asked to contact Michelle with their travel arrangements.

**ADJOURNMENT:** Hearing no objections, the meeting adjourned at 7:51 p.m.

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Carol Ladwig, Clerk

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
JULY 28, 2003  
PAGE 1**

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

**MEMBERS ABSENT:** Anton B. Hastad and Kristine Thompson.

**CALL TO ORDER:** Vice Chairwoman Erickson called the meeting to order at 7 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

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

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

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

**Contract** - Approve the contract for clerical services for the West Central Regional Juvenile Center school program in the amount of \$18,358.27.

**Grant Partnership** - The Moorhead Police Department, in collaboration with Moorhead Area Public Schools, applied for and received a federal COPS grant in the amount of \$250,000 to fund two school resource officer positions to be assigned to the district. The COPS grant will partially fund two school resource positions for three consecutive years. Accept the partnership with Moorhead Police Department to provide continued services to area youth and families.

**Construction Commission Agreement** - Approve Foss Engineering, in the amount not to exceed \$58,000, for the commissioning of the following buildings: Moorhead High School, Horizon Middle School, Robert Asp Elementary, S.G. Reinertsen Elementary, and Ellen Hopkins Elementary.



**REGULAR MEETING  
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Resignations

Kristii Hilton - Interpreter, Senior High, effective immediately.  
Shirley Peterson - Paraprofessional, Robert Asp, effective August 31, 2003.  
Constance Kuehl - Food Service, Riverside, effective immediately.

Leave of Absence

Amy Luck - Paraprofessional, Probstfield Elementary, effective for the 2003-2004 school year.

Early Retirement

Carilyn Breeson - Paraprofessional, Senior High, effective August 6, 2003.

New Employees

Kathy Reiniger - Learner Support Secretary, Townsite, B21 (3) \$11.74 per hour, effective August 7, 2003. (Replaces Stacey McCleery)  
Tara Meier - EBD/LD Teacher, .50 FTE Riverside, BA (1) \$13,930 per year, effective for the 2003-2004 school year. (Replaces Gayelynn Tunheim)  
Dawn Schnieder - Occupational Therapist, .80 FTE District-Wide, BA (0) \$21,482.40, effective for the 2003-2004 school year. (Replaces Angella Albright)

Motion carried 5-0.

COMMITTEE REPORTS: None.

APPROVAL OF ELEMENTARY STUDENT HANDBOOKS: Tomhave moved, seconded by Cummings, to approve the Edison Elementary, Riverside Elementary, Washington Elementary, Probstfield Elementary, and Robert Asp Student Handbooks as presented. Motion carried 5-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Tomhave, to approve policy, Community Use of School Facilities and Equipment (904), as presented. Motion carried 5-0.

FIRST READING OF POLICIES: The Board conducted a first reading of the following policies: Community Education Advisory Council (237), Superintendent Contract, Duties and Evaluation (311), Moorhead Area Public School District Weapons Policy (576), Student Dress and Appearance (577), Instructional Goals of Moorhead Area Public Schools (601), and

**REGULAR MEETING  
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Community Education (930).

**APPROVAL OF HIGH SCHOOL SPANISH MAJOR MAGNITUDE FIELD TRIP:**

Cummings moved, seconded by Tomhave, to grant approval for Moorhead High School juniors and seniors enrolled in Spanish to travel to Costa Rica in Spring 2004. Motion carried 5-0.

**APPROVAL OF HIGH SCHOOL BAND MAJOR MAGNITUDE FIELD TRIP:** Cummings moved, seconded by Ladwig, to approve the Moorhead High School band trip to the "Polynesian Classic Music Festival" in Honolulu, Hawaii in Spring 2005. Motion carried 5-0.

**APPROVAL OF HIGH SCHOOL CHOIR MAJOR MAGNITUDE FIELD TRIP:** Tomhave moved, seconded by Ladwig, to approve the A Cappella Choir trip to Northern California in February 2004. Motion carried 5-0.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** None.

**CLOSE PUBLIC MEETING:** Erickson moved, seconded by Hohnadel, to close the public meeting at 8:37 p.m., pursuant to M.S. 471.705 for the purpose of discussing negotiations strategies. Motion carried 5-0.

The meeting recessed at 8:37 p.m.; the Vice Chair reconvened the meeting at 8:45 p.m.

**OPEN PUBLIC MEETING:** Tomhave moved, seconded by Cummings, to reopen the public meeting at 9:04 p.m. Motion carried 5-0.

**ADJOURNMENT:** Hearing no objections, the meeting adjourned at 9:05 p.m.

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Carol Ladwig, Clerk

OFFICE OF TEACHING & LEARNING MEMO #: I.04.018



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: High School Enhancement Dialog  
DATE: August 5, 2003

Gene Boyle and the assistant principals from Moorhead High School will present information on a research study group that will study the implications of the No Child Left Behind Act and the new Minnesota Academic standards and credit requirements on programming at Moorhead Senior High.

Attached is a proposal for the research study group and information regarding the study group.

LAK/smw  
Attachment

## **High School Enhancement**

### **RESEARCH STUDY GROUP**

#### **Purpose:**

This research study group will focus on the impact of new accountability standards on students in Moorhead Area Public Schools. The group will also focus on research and best practices, methods and or structures to enhance the quality of student learning at Moorhead High School.

#### **Process:**

- Refine questions. Determine the issues and questions to be considered. Identify the main concepts or keyword in the question.
- Find background information. Share research and data that has been collected to date. Critically analyze and summarize information into a report complete with finding and references.
- Determine next steps after research.

#### **Specific Responsibilities:**

- Provide a comprehensive examination of concepts related to the new accountability standards (for example: divisions, course scheduling options, academies, houses for student learners).
- Address the following questions:
  - What are the standards at the state and national levels?
  - What are the strategies required at the secondary level to meet the No Child Left Behind Act ?
  - What are the strategies required to meet state requirements/expectations/standards?
  - What are the best practices in the field of secondary education?
  - What organizational structures, academies, houses, schedules, division etc. are needed to provide the optimum learning for all students?
- Consider implications to the district's budget, staffing, programs and services.
- Consult with appropriate officials from the Minnesota Department of Education, consultants, etc.
- Develop a timeline and framework for any recommended options.
- Prepare and submit a report, complete with findings and recommendations, to

7/28/03

the Superintendent of Schools.

- Minutes and information will be posted on the district website.

**Time Frame:**

- Preliminary information to the ICAC and superintendent in October.  
Complete and submit the report to the Superintendent of Schools on or before December 1.

**Committee Composition:**

- Department chairs
  - EM Representative
  - 2 BLT Representatives
  - 4-6 members of the high school faculty (at large)
  - Representatives from high school administration
  - Representative from central office administration
  - Representative from school board
  - 2 Representatives from parents (may include PTAC members or other community members)
  - 2 Representatives from the student body
- The committee members will be selected from the representative groups.

**Lead Administrators:**

- Mr. Gene Boyle, Principal
- Mr. Russ Henegar, Assistant Principal
- Dave Lawrence, Assistant Principal
- Lynne Kovash, Assistant Superintendent

7/28/03



OFFICE OF TEACHING & LEARNING MEMO # I.04.0016



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Annual Yearly Progress Status  
DATE: August 5, 2003

Attached is the information regarding Annual Yearly Progress (AYP) as released by the Minnesota Department of Education on August 11, 2003. Lynne Kovash will discuss the results and information contained on the report.

LAK  
Attachment

**No Child Left Behind  
Preliminary 2003 Adequate Yearly Progress**

Preliminary information released in July listed the following areas as not making adequate yearly progress according to Minnesota's implementation plan for the federal No Child Left Behind Act.

**Moorhead School District**

Math	Participation	Hispanic
Math	Participation	Limited English Proficient
Math	Participation	Special Education
Math	Participation	Free/Reduced Priced Meals

**Thomas Edison Elementary School**

Math	Participation	Free/Reduced Priced Meals
Reading	Participation	Free/Reduced Priced Meals

**George Washington Elementary School**

Math	Participation	All Students
Math	Participation	Free/Reduced Priced Meals
Reading	Participation	Free/Reduced Priced Meals

**Red River Area Learning Center**

Attendance	All Students
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**MEMO #:** S-04-014

**TO:** School Board

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

**DATE:** August 5, 2003

**RE:** Approval of Policy

Attached please find policy, Community Education Advisory Council (237), for your review.

Suggested Resolution: Move to approve policy, Community Education Advisory Council (237), as presented.

LPN *inde*  
Attachment

## ❖ Policies and Procedures ❖

Code: 237  
Category: Policy of the School Board / Moorhead, MN  
Section: 200 SCHOOL BOARD  
Name: Community Education Advisory Council  
Adopted:  
Revised:  
Reviewed:  
Policy: I. PURPOSE

The purpose of the Community Education Advisory Council is to function in cooperation with the community education director in an advisory capacity in the interest of promoting the goals and objectives of the community education programs.

### II. GENERAL STATEMENT OF POLICY

A. Representation on the Community Education Advisory Council will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district.

B. Members will be selected from groups named above by the community education director and council chair.

C. Members of the council provide input for community education in regard to programming and budget.

D. Meetings will be held the third Tuesday of September, October, November, January, February, March, and April.

E. Bylaws of the community education advisory council shall provide the framework for the organization including criteria pertaining to membership, officer's duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.

F. The council will adopt a policy to reduce and eliminate program duplication within the school district.

#### Legal References:

Minnesota Statute 124D.19 (Community Education Programs; Advisory Council)

#### Cross Reference:

Moorhead School Board Policy 930: Community Education

[Search Again](#)

**MEMO #:** S-04-015

**TO:** School Board

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

**DATE:** August 5, 2003

**RE:** Approval of Policy

Attached please find policy, Superintendent Contract, Duties and Evaluation (311), for your review.

Suggested Resolution: Move to approve policy, Superintendent Contract, Duties and Evaluation (311), as presented.

LPN.mde  
Attachment



## ❖ Policies and Procedures ❖

Code: 311  
Category: Policy of the School Board / Moorhead, MN  
Section: 300 DISTRICT ADMINISTRATION  
Name: Superintendent Contract, Duties and Evaluation  
Adopted:  
Revised:  
Reviewed:  
Policy: I. PURPOSE

The purpose of this policy is to recognize the use of an employment contract with the superintendent of Moorhead Area Public Schools to establish the terms and conditions of employment.

### II. GENERAL STATEMENT OF POLICY

A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.

B. The specific duties for which the superintendent is accountable shall be in accordance with the employment contract and applicable state statute(s) be measured by a performance appraisal instrument approved by the school board in consultation with the superintendent. The school board shall use this instrument to periodically evaluate the performance of the superintendent.

C. The school board, in consultation with the superintendent, shall develop a process to evaluate the performance of the superintendent in accordance with the employment contract and applicable state statute(s).

Legal Reference:  
Minnesota Statute 123B.143 (Superintendent)

[Search Again](#)

**MEMO #:** S-04-016

**TO:** School Board

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

**DATE:** August 5, 2003

**RE:** Approval of Policy

Attached please find policy, Moorhead Area Public School District Weapons Policy (576), for your review.

Suggested Resolution: Move to approve policy, Moorhead Area Public School District Weapons Policy (576), as presented.

LPN<sup>mde</sup>  
Attachment

## ❖ Policies and Procedures ❖

Code: 576  
Category: Policy of the School Board / Moorhead, MN  
Section: 500 STUDENTS  
Name: Moorhead Area Public School District Weapons Policy  
Adopted:  
Revised:  
Reviewed:  
Policy: I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

### II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a Moorhead Area Public School location except as provided in this policy. The Moorhead Area Public School District will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

### III. DEFINITION

#### A. "Weapon."

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks, mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

B. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

### IV. EXCEPTIONS

A. A student who finds a weapon on the way to school or in a school location, or a student who discovers

that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.

B. It shall not be a violation of this policy if a nonstudent falls within one of the following categories:

1. licensed peace officers, military personnel, or students participating in military training, who are on duty performing official duties;

2. persons authorized to carry a pistol under Minnesota Statute, Section 624.714, while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;

3. persons who keep or store in a motor vehicle pistols in accordance with Minnesota Statute, Sections 624.714 or 624.715, or other firearms in accordance with Section 97B.045;

a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."

b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with Sections 624.714 and 624.715.

4. firearm safety or marksmanship courses or activities conducted on school property;

5. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;

6. a gun or knife show held on school property;

7. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or

8. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

C. Policy Application to Instructional Equipment/Tools.

While the school district takes a firm "Zero Tolerance" position on the possession, use or distribution of weapons by students, and a similar position with regard to nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the "lawful" carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minnesota Statute, Section 624.714, to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder's vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/ USE/ DISTRIBUTION

A. The school district and the school takes a position of "Zero Tolerance" in regard to the possession, use or

distribution of weapons by students. Consequently, the minimum consequence for students possessing, use or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. Administrative Discretion.

While the school district and the school takes a "Zero Tolerance" position on the possession, use or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees.

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.

2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

B. Other Nonstudents.

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.

2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

Legal References:

Minnesota Statute 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minnesota Statute 121A.44 (Expulsion for Possession of Firearm)  
Minnesota Statute 121A.05 (Referral to Police)  
Minnesota Statute 609.66 (Dangerous Weapons)  
Minnesota Statute 609.605 (Trespass)  
Minnesota Statute 609.02, Subd. 6 (Definition of Dangerous Weapon)  
Minnesota Statute 97B.045 (Transportation of Firearms)  
Minnesota Statute 624.714 (Carrying of Weapons without Permit; Penalties)  
Minnesota Statute 624.715 (Exemptions; Antiques and Ornaments)  
18 U.S.C. 921 (Definition of Firearm)  
In re C.R.M. 611 NW2d 802 (Minn. 2000)

Cross Reference:

Moorhead School Board Policy 551: Student Discipline



**MEMO #:** S-04-017

**TO:** School Board

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

**DATE:** August 5, 2003

**RE:** Approval of Policy

Attached please find policy, Student Dress and Appearance (577), for your review.

Suggested Resolution: Move to approve policy, Student Dress and Appearance (577), as presented.

LPNtnde  
Attachment

## ❖ Policies and Procedures ❖

Code: 577

Category: Policy of the School Board / Moorhead, MN

Section: 500 STUDENTS

Name: Student Dress and Appearance

Adopted:

Revised:

Reviewed:

Policy: I. PURPOSE

The purpose of this policy is to enhance the education of Moorhead Area Public School K-12 students by establishing expectations of dress and grooming that are related to educational goals and community standards.

### II. GENERAL STATEMENT OF POLICY

A. It is the policy of Moorhead Area Public Schools to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

B. Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e., physical education or the classroom).

C. Inappropriate clothing includes, but is not limited to, the following:

1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
2. Clothing bearing a message that is lewd, vulgar, or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Moorhead School Board Policy 570.

Any apparel or footwear that would damage school property.

Hats or head coverings are not allowed in the building except with the approval of the building principal (i.e., student undergoing chemotherapy; medical situations, religious purposes, class outside the building).

E. It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane or do not advocate violence or harassment against others.

F. "Gang," as defined in this policy, means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually

or collectively engage in or whose members engaged in a pattern of criminal gang activity. "Pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

### III. PROCEDURES

A. When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.

B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.

C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

#### Legal References:

U. S. Const., Amend. I

Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)

Stephenson v. Davenport Community School District, 110 F.3d 1303 (8th Cir. 1997)

Hicks v. Halifax County Board of Educ., No. 98-CV-981-BR (E.D.N.C. 1999)

McIntire v. Bethel School, I.S.D. No. 3, 804 F. Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992)

Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F. Supp. 822, 44 Educ. L. Rep. 205 (N.D. Ill. 1987)

#### Cross References:

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 551: Student Discipline

[Search Again](#)

**MEMO #:** S-04-018

**TO:** School Board

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

**DATE:** August 5, 2003

**RE:** Approval of Policy

Attached please find policy, Instructional Goals of Moorhead Area Public Schools (601), for your review.

Suggested Resolution: Move to approve policy, Instructional Goals of Moorhead Area Public Schools (601), as presented.

LPN   
Attachment

## ❖ Policies and Procedures ❖

Code: 601  
Category: Policy of the School Board / Moorhead, MN  
Section: 600 EDUCATION PROGRAMS  
Name: Instructional Goals of Moorhead Area Public Schools  
Adopted:  
Revised:  
Reviewed:  
Policy: I. PURPOSE

The purpose of this policy is to provide for the development of course offerings and continuous review and improvement of the Moorhead Area Public School curriculum.

### II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. Communication skills including reading, writing and literature;
2. Mathematics and science;
3. Social studies, including history, geography and government; and
4. Health and physical education.
5. Fine arts.

B. The basic instructional program shall include all courses and standards required for each grade level by the Minnesota Department of Education. The instructional approach will be nonsexist and multicultural.

C. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

D. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

E. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

### III. RESPONSIBILITY

A. The superintendent or designee shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent or designee that will provide for periodic reviews of each curriculum area.

B. It shall be the responsibility of the superintendent or designee to keep the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and to periodically present recommended modifications for school board review and approval.

C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.



Legal References:

Minnesota Statute 120A.22 (Compulsory Instruction)

Minnesota Statute 120B.10 (Findings, Improving Instruction and Curriculum)

Minnesota Statute 120B.11 (School District Process)

Minnesota Rule 3500.0550 (Inclusive Educational Program)

Cross References:

Moorhead School Board Policy 640: Moorhead High School Graduation Requirements

Moorhead School Board Policy 660: Moorhead Area Public School District State Mandated Testing Plan and Procedure

Moorhead School Board Policy 656: Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 Accommodation and LEP Students

Moorhead School Board Policy 650: School District System Accountability

[Search Again](#)

MEMO #: S-04-019

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: August 5, 2003

RE: Approval of Policy

Attached please find policy, Community Education (930), for your review.

Suggested Resolution: Move to approve policy, Community Education (930), as presented.

LPN:mde  
Attachment

## ❖ Policies and Procedures ❖

Code: 930  
Category: Policy of the School Board / Moorhead, MN  
Section: 900 COMMUNITY RELATIONS  
Name: Community Education  
Adopted:  
Revised:  
Reviewed:  
Policy: I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important role of community education within the Moorhead Area Public School District.

### II. GENERAL STATEMENT OF POLICY

The Moorhead school board affirms a strong commitment to the district's community education program. The school board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:

A. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.

B. Area residents should be encouraged to actively participate in program opportunities.

C. Educational needs and interest of area residents should be determined periodically.

D. Maximum use should be made of public school facilities within the school district service area.

#### Legal References:

Minnesota Statute 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)

Minnesota Statute 124D.20, Subd. 1 (Community Education Revenue)

#### Cross References:


Moorhead School Board Policy 904: Community Use of School District Facilities and Equipment

Moorhead School Board Policy 237: Community Education Advisory Council

[Search Again](#)

MEMO #: S-04-012

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: August 5, 2003

RE: Elementary School Attendance Area Task Force

Attached please find a copy of a recommendation for a decision making process for determining elementary school attendance areas for the school district for implementation in 2004-2005. The recommendation provides for a process that will be research based, data driven, collaborative, and consensus building.

Please consider the following resolution:

Suggested Resolution: Move to approve the recommendation to establish the Elementary School Attendance Area Task Force as presented and direct the administration to commence the decision making process.

LPN:mde  
Attachment



## Elementary School Attendance Area Task Force

### Purpose:

The primary purpose of the Elementary School Attendance Area Task Force will be to research, examine, and consider alternative options for the district's elementary school attendance areas for implementation in 2004-05. Desired objectives shall be determined. Information and data shall drive the examination. A recommendation report shall be provided to the Superintendent.

### Specific Responsibilities:

- Select chairperson and recorder.
- Review present enrollment and census data.
- Review projected enrollment and census data.
- Review projected city and county growth projections.
- Review No Child Left Behind (NCLB) groupings for impact upon attendance areas.
- Establish objectives and goals for attendance areas.
- Examine alternative options for attendance areas.
- Evaluate alternatives.
- Determine a preferred attendance area option.
- Determine a process and criteria for boundary exemptions.
- Prepare a report, complete with findings and recommendations, regarding the preferred elementary school attendance area option.
- Submit the report to the Superintendent of Schools.

### Time Frame:

- The Elementary School Attendance Area Task Force shall meet regularly as needed commencing approximately September 15, 2003.
- Preferably, the recommendation report shall be submitted to the Superintendent of Schools on or before December 15, 2003.

### Community Task Force Membership:

The task force membership shall include:

- 6 K-5 parent representatives with representative from each building,
- 1 School Board representative,
- 1 Assistant Superintendent for Teaching and Learning,
- 1 Assistant Superintendent for Business Services,
- 1 District Transportation Director,
- 1 Clay County planning representative,
- 1 City of Moorhead planning representative,
- 1 real estate professional,
- 1 principal representative, and
- 1 teacher representative.



Robert Asp  
Elementary School



Ellen Hopkins  
Elementary School



S.G. Reinertsen  
Elementary School

*"The beauty of the district's master facility plan for elementary schools is equity. Beginning in the fall of 2004, no matter where a child lives in Moorhead, he or she will have access to the same size school with the same educational opportunities."*

*— Dr. Larry P. Nybladh  
addressing the F-M Area  
Realtors Association on  
May 13, 2003*



S-M-9-B65  
8-25-03

## INDEPENDENT SCHOOL DISTRICT #152

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

August 25, 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. Matters Presented by Citizens/Other Communications  
(Non-Agenda Items)

#### 2. CONSENT AGENDA

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

## SCHOOL BOARD AGENDA - August 25, 2003

### PAGE 2

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

A. TEACHING/LEARNING MATTERS - Kovash

(1) Approval of Agreement - Pages 5-11

(2) Approval of Position - Pages 12-17

B. BUSINESS SERVICE MATTERS - Weston

C. HUMAN RESOURCE MATTERS - Nielsen

(1) Acceptance of Resignations - Page 18

(2) Approval of Family/Medical Leave - Page 19

(3) Approval of New Employees - Pages 20-21

D. SUPERINTENDENT MATTERS - Nybladh

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

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

Comments \_\_\_\_\_

3. COMMITTEE REPORTS

4. ADEQUATE YEARLY PROGRESS (AYP) UPDATE: Kovash

Pages 22-34

5. APPROVAL OF MINNESOTA ACADEMIC STANDARDS TRANSITION PLAN:

Kovash

Pages 35-39

Suggested Resolution: Move to approve the Minnesota Academic Standards Transition Plan.

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

Comments \_\_\_\_\_

**SCHOOL BOARD AGENDA - August 25, 2003**

**PAGE 3**

6. **APPROVAL OF STRUCTURAL BALANCE:** Weston

Pages 40-44

Suggested Resolution: Move to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the Master Agreement for Education Moorhead.

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

Comments \_\_\_\_\_

7. **APPROVAL OF 2003-2005 TEACHER SETTLEMENT:** Nielsen

Page 45

Suggested Resolution: Move to approve the 2003-2005 Master Contract for the Education Moorhead Association.

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

Comments \_\_\_\_\_

8. **APPROVAL OF HIGH SCHOOL ENHANCEMENT RESEARCH STUDY GROUP PROPOSAL:** Kovash

Pages 46-48

Suggested Resolution: Move to approve the High School Enhancement Research Study Group Proposal.

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

Comments \_\_\_\_\_

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

10. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - August 25, 2003****PAGE 4****CALENDAR OF EVENT**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Adult Basic Educ	June, July and August	Ongoing	Townsite Centre
ECFE	June and Aug	Ongoing	Lincoln
First Day to File for School Board Election	August 26		
K-12 Staff Workshops	August 27-29		
Back to School Night (Elementaries and Jr High)	August 28		
Labor Day	September 1		
K-12 Classes Begin	September 2		
Back to School Night (High School)	September 4		High
School Board	September 8	7 pm	Board Room
Last Day to File for School Board Election	September 9	5 pm	Townsite Centre
Last Day to File Affidavits of Withdrawal of School Board Candidacy	September 11	5 pm	Townsite Centre
District Care Team	September 15	3:30 pm	Board Room
Com Ed Adv Council	September 16	7 pm	Board Room
Instr and Curr Adv Com	September 18	7-8:30 am	Board Room
Supt's Adv Council	September 18	7 pm	Board Room
School Board	September 22	7 pm	Board Room

OFFICE OF TEACHING & LEARNING MEMO #: I.04.020



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Clinical Contract

DATE: August 18, 2003

The administration requests approval of the long term agreement with Fergus Falls Community College for clinical supervision for the Associate Degree Nursing Program. This will allow students from the Associate Degree Nursing Program to have a clinical observation experience under the supervision of school district staff (i.e. school nurses).

Attached is the 5 year agreement with Fergus Falls Community College effective from July 1, 2003 until June 30, 2008.

**SUGGESTED RESOLUTION:** Move to approve the agreement with Fergus Falls Community College for clinical supervision effective from July 1, 2003 through June 30, 2008.

LAK/kjg  
Attachment

**STATE OF MINNESOTA  
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

**MEMORANDUM OF AGREEMENT**

**BETWEEN  
MINNESOTA STATE COMMUNITY & TECHNICAL COLLEGE  
AND  
Moorhead Public Schools - Townsite**

This Agreement is entered into between the Board of Trustees of the Minnesota State College and Universities, on behalf of **MINNESOTA STATE COMMUNITY & TECHNICAL COLLEGE** (hereinafter "the College/University") and **Moorhead Public Schools - Townsite, 810 S 4 Ave Moorhead, MN 56560** (hereinafter "the Facility"). This Agreement, and any amendments and supplements thereto, shall be interpreted pursuant to the Laws of the State of Minnesota.

**WITNESSETH THAT:**

WHEREAS, the College/University has established the **HEALTH & HUMAN SERVICE PROGRAMS** listed in I.A. below for qualified students preparing for and/or engaged in health and human service careers; and

WHEREAS, the Board of Trustees of the Minnesota State College and Universities is authorized by Minnesota Statutes, Chapter 136F to enter into Agreements regarding academic programs and has delegated this authority to the College/University; and

WHEREAS, the Facility has suitable facilities for the educational needs of the listed health and human service career program(s) of the College/University; and

WHEREAS, it is in the general interest of the Facility to assist in educating persons to be qualified or better qualified personnel; and

WHEREAS, the College/University and the Facility are desirous of cooperating to furnish a clinical experience/internship ("clinical experience") program for students enrolled in the College/University.

NOW, THEREFORE, It Is Mutually Agreed By And Between The Parties:

**I. COLLEGE/UNIVERSITY RESPONSIBILITIES**

- A. The College/University, which is accredited by the North Central Association of Colleges and Secondary Schools, is responsible for offering the following programs: **Associate Degree in Nursing (ADN), Child Care Education, Dental Assisting, Dental Hygiene, Fire Technology, Health Information Technology, Health Unit Coordinator, Histology Technician, Medical Laboratory Technician (MLT) Nurse Assistant, Nurse Refresher, Pharmacy Technology (Diploma & AAS), Practical Nursing (Diploma and AAS), Radiologic Technology.** The programs are approved or accredited by the following agencies:

**Associate Degree in Nursing (ADN)  
Dental Assisting**

**Dental Hygiene**

**Health Information Technology**

**Histology Technician**

**Minnesota Board of Nursing  
Commission of Accreditation, American  
Dental Association (ADA)  
Commission of Accreditation, American  
Dental Association (ADA)  
American Health Information  
Management Association (AHIMA)  
National Accrediting Agency for Clinical  
Laboratory Science (NAACLS)**



**Medical Laboratory Technician (MLT)**

**Nurse Assistant  
Nurse Refresher**

**Pharmacy Technology**

**Practical Nursing, Diploma  
Practical Nursing, AAS  
Radiologic Technology**

**National Accrediting Agency for Clinical  
Laboratory Science (NAACLS)  
MN Department of Health  
Minnesota Board of Nursing and  
North Dakota Board of Nursing  
American Society of Health-System  
Pharmacists  
Minnesota Board of Nursing  
Minnesota Board of Nursing  
Joint Review Committee on Education  
and Radiologic Technology (JRCERT)**

- B. The College/University will assume responsibility for the supervision of its students during the clinical experience at the Facility. The College/University will provide its faculty to effectively implement the clinical experience at the Facility or collaborate with the Facility to appoint clinical experience supervisor(s). The clinical experience faculty so assigned or appointed will hold current licensure, registration or certification valid in the State of Minnesota and/or North Dakota.
- C. The College/University faculty will be responsible for planning, directing and evaluating the students' learning experience. The College/University faculty will attend the Facility's orientation for clinical experience instructors as deemed necessary by the College/University and the Facility.
- D. The College/University will provide the Facility, at its request, with objectives for the clinical experience program. Implementation of those objectives will be accomplished by the College/University in cooperation with the Facility's designated representative(s).
- E. The College/University will provide the Facility with a list of the students who are participating in the clinical experience program, the units within the Facility where they are assigned, and the dates of each student's participation in the program.
- F. The College/University will inform its faculty and students of the Facility's policies and regulations which relate to the clinical experience at the Facility.
- G. The College/University will inform its faculty and the students who are participating in the clinical experience program that they are encouraged to carry their own health insurance and are responsible for carrying their own professional liability insurance if professional liability insurance is not provided by the College/University.
- H. The College/University will maintain a record of students' health examinations and current immunizations and shall obtain student permission to submit data regarding their health status to the Facility.
- I. The College will provide verification that students have received background and criminal screening with nothing detected which would disqualify the student from participating in the educational experience.

## **II. FACILITY RESPONSIBILITIES**

- A. The Facility will have current accreditation by the Joint Commission on Accreditation of Health Care Organizations or any other appropriate and required accrediting body.
- B. The Facility is responsible for the safety and quality of care provided to its patients by the students who are participating in the clinical experience program at the Facility.
- C. The Facility will provide the College/University access to its policies and regulations, which relate to the clinical experience.

- D. The Facility will permit the College/University faculty and students to use its patient care and patient service facilities for clinical instruction according to a mutually approved plan.
- E. The Facility will allow a reasonable amount of Facility staff time for orientation and joint conferences with College/University faculty, for planning with College/University faculty, evaluating student performance, and for such other assistance as shall be mutually agreeable.
- F. When available, physical space such as offices, conference rooms and classrooms of the Facility may be used by the College/University faculty and students who are participating in the clinical experience program.
- G. The College/University faculty and students participating in the clinical experience program will be permitted to use the Facility's library in accordance with the Facility's policies.
- H. The Facility will make locker or cloakroom facilities available for the College/University faculty and students during assigned clinical experience program hours. These facilities may be shared by other faculty and students.
- I. The Facility assumes no responsibility for the cost of meals, uniforms, housing, parking or health care of College/University faculty and students who are participating in the clinical experience program. The Facility will permit College/University faculty and students who are participating in the clinical experience program to use any cafeteria on the same basis as employees of the Facility. The Facility will permit College/University faculty to use Facility parking spaces under the same policies governing Facility personnel.
- J. The Facility recognizes that it is the policy of the College/University to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals, regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations. The Facility agrees to adhere to this policy in implementing this Agreement.

### **III. MUTUAL RESPONSIBILITIES**

- A. The College/University and the Facility assume joint responsibility for the orientation of the College/University faculty to Facility policies and regulations before the College/University assigns its faculty to the Facility.
- B. Personnel of the College/University and the Facility will communicate regarding planning, development, implementation, and evaluation of the clinical experience program. The communication may include but not be limited to:
  - 1. Communication to familiarize Facility personnel with the clinical experience program's philosophy, goals and curriculum;
  - 2. Communication to familiarize the College/University faculty with the Facility's philosophy, policy and program expectations;
  - 3. Communication to keep both parties and the parties' personnel who are assigned to the clinical experience program informed of changes in philosophy, policies and any new programs, which are contemplated;
  - 4. Communication about jointly planning and sponsoring inservice or continuing education programs (if appropriate);
  - 5. Communication to identify areas of mutual need or concern;
  - 6. Communication to seek solutions to any problems which may arise in the clinical experience program; and

7. Communication to facilitate evaluation procedures which may be required for approval or accreditation purposes or which might improve patient care or the College/University's health and human service programs curriculum.

#### **IV. REQUIREMENTS OF STUDENTS**

- A. Each student will be required, as a condition for participation in the clinical experience program, to submit the results of a health examination to the College/University and, if requested, to the Facility, to verify that no health problems exist which would jeopardize student or patient welfare. The health examination shall include an update of required immunizations. The health examination shall include a TB test or chest x-ray, verification of immunity for rubeola, rubella and mumps, Hepatitis B or a signed waiver of immunization.

A list of those students with verification of the TB test results, the required immunization and/or waiver may, at the request of the Facility, be provided to the Facility.

- B. Students participating in the clinical experience program are encouraged to carry their own health insurance.
- C. Students participating in the clinical experience program are responsible for carrying their own professional liability insurance if professional liability insurance is not provided by the College/University.

#### **V. EMERGENCY MEDICAL CARE AND INFECTIOUS DISEASE EXPOSURE**

- A. Any emergency medical care available at the Facility will be available to College/University faculty and students. College/University faculty and students will be responsible for payment of all charges attributable to their individual emergency medical care at either the Facility or the College/University.
- B. Any College/University faculty member or student who is injured or becomes ill while at the Facility shall immediately report the injury or illness to the Facility and receive treatment (if available) at the Facility as a private patient or obtain other appropriate treatment as they choose. Any hospital or medical costs arising from such injury or illness shall be the sole responsibility of the College/University faculty member or student who receives the treatment and not the responsibility of the Facility or the College/University.
- C. The Facility shall follow, for College/University faculty and students exposed to an infectious disease at the Facility during the clinical experience program, the same policies and procedures, which the Facility follows for its employees.
- D. College/University faculty and students contracting an infectious disease during the period of time they are assigned to or participating in the clinical experience program must report the fact to their College/University and to the Facility. Before returning to the Facility, such a College/University faculty member or student must submit proof of recovery to the College/University or Facility, if requested.

#### **VI. LIABILITY**

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. The College/University's liability shall be governed by the provisions of the Minnesota Tort Claims Act, Minnesota Statutes, Section 3.732 et seq., and other applicable law.

## **VII. TERM OF AGREEMENT**

This Agreement is effective on the later of July 1, 2003, or when fully executed, and shall remain in effect until June 30, 2008. This Agreement may be terminated by either party at any time upon sixty (60) days written notice to the other party. Termination by the Facility shall not become effective with respect to students then participating in the clinical experience program.

## **VIII. FINANCIAL CONSIDERATION**

- A. The College/University and the Facility shall each bear their own costs associated with this Agreement and no payment is required by either the College/University or the Facility to the other party, except that, where applicable, the Facility shall pay the tuition and other educational fees of students it places in the clinical experience program.
- B. The Facility is not required to reimburse the College/University faculty or students for any services rendered to the Facility or its patients pursuant to this Agreement.

## **IX. AMENDMENTS**

Any amendment to this Agreement shall be in writing and signed by authorized officers of each party.

## **X. ASSIGNMENT**

Neither the College/University nor the Facility shall assign or transfer any rights or obligations under this Agreement without the prior written consent of the other party.

## **XI. STATE AUDIT**

The books, records, document, and accounting procedures and practices of the Facility relevant to this Agreement shall be subject to examination by the College/University and the Legislative Auditor.

## **XII. VOTER REGISTRATION (When Applicable)**

The Facility shall provide nonpartisan voter registration services and assistance; using forms provided by the College/University, to employees of the Facility and the public as required by Minnesota Statutes, Chapter 201.162.

## **XIII. AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE**

The Facility agrees that in fulfilling the duties of this Agreement, the Facility is responsible for complying with the Americans with Disabilities Act, 42 U.S.C. Chapter 12101, et seq., and any regulations promulgated to the Act. The College/University IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.

## **XIV. GOVERNMENT DATA PRACTICES ACT**

The Facility must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by the College/University in accordance with this contract, and as it applies to all data, created collected, received, stored, used, maintained, or disseminated by the Facility in accordance with this contract. The civil remedies of Minnesota Statutes Section 13.08, apply to the release of the data referred to in this Article by either the Facility or the College/University.

In the event the Facility receives a request to release the data referred to in this Article, the Facility must immediately notify the College/University. The College/University will give the Facility instructions concerning the release of the data to the requesting party before the data is released.



**XII. OTHER PROVISIONS** (attach additional page(s) if necessary)

WHEREAS, the Facility is a covered entity under the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and is subject to the requirements of 45 CFR parts 160 and 164;

NOW THEREFORE IT IS AGREED . . .

HIPAA. Solely for the purpose of defining the students' and faculty roles in relation to the use and disclosure of the Facility's protected health information, [college or university] students and faculty engaged in activities pursuant to this Agreement are members of the Facility's workforce, as that term is defined by 45 CFR 160.103. [College or university] students and faculty are not and shall not be construed to be employees of the Facility.

[College or university] shall cooperate with Facility in complying with its obligations as a HIPAA covered entity, including, but not limited to, making its students and faculty available for Facility's training in its policies and procedures under the HIPAA Privacy Regulations, 45 CFR parts 160 and 164. Prior to placement at the Facility, [college or university] shall instruct its students and faculty to comply with the Facility's policies and procedures governing the use and disclosure of individually identifiable health information.

IN WITNESS WHEREOF, the parties have caused this Agreement to be duly executed intending to be bound thereby.

**APPROVED:**

**1. FACILITY**

By (authorized signature)
Title
Date

By (authorized signature) <i>[Signature]</i>
Title <i>Director, Senior Support Services</i>
Date <i>August 5, 2003</i>

**2. MINNESOTA STATE COMMUNITY & TECHNICAL COLLEGE**

By (authorized signature) <i>[Signature]</i>
Title: <i>Dean, Health and Human Service Division</i>
Date: June 23, 2003

By (authorized signature) <i>Karen Schumacher</i>
Title <i>Director of Allied Health &amp; Emergency Services - Custom Training Services</i>
Date: June 23, 2003

MnSCU011  
9/27/2000, revised 03/27/03

OFFICE OF TEACHING & LEARNING MEMO #: I.04.021



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Position Proposal  
DATE: August 19, 2003

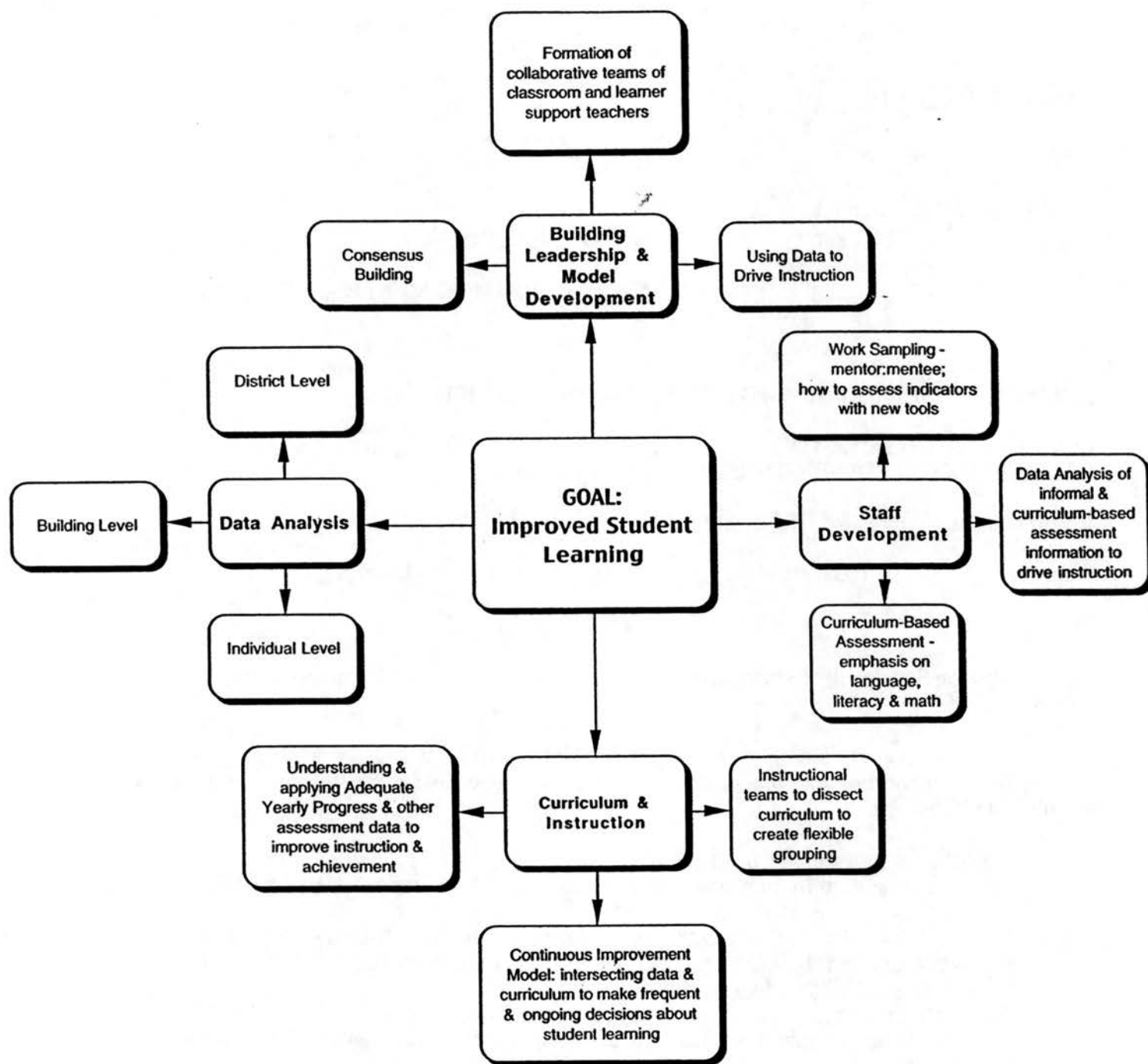
Attached is a proposal for a one-year position of Data and School Improvement Specialist.

This position would be for one-year. The position is funded through the Elementary and Secondary Schools federal consolidated grant.

**SUGGESTED RESOLUTION:** Move to approve the position of Data and School Improvement Specialist for the 2003 - 2004 school year.

LAK/kjg





MOORHEAD PUBLIC SCHOOLS  
Moorhead, Minnesota

2003-2004 Budget  
(Year)

PROPOSAL FORM

NAME OF BUILDING: District Level

TOPICS OF PROPOSAL: 1 FTE

SUBMITTED BY: Sarah King  
Jill Skarvold

DATE: 8-13-03

DATE TO BE IMPLEMENTED: Fall 2003

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED

PERSON RESPONSIBLE TO  
RECOMMEND TO SUPERINTENDENT: Lynne Kovash

Recommendation (by person responsible):

Approve \_\_\_\_\_ Disapprove \_\_\_\_\_ Hold \_\_\_\_\_ Refer to Cabinet \_\_\_\_\_

Date \_\_\_\_\_

District Mission Statement: To develop the maximum potential of every learner to thrive in a changing world.

Complete a description of your program proposal. All ten (10) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding.  
Hire 1 FTE position for implementation of a Data & School Improvement Specialist.
2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible your rationale to the previously identified high priority problems of your school).  
Although learner achievement has always been the dominant goal of education in Moorhead Area Public Schools, the No Child Left Behind legislation adds a level of accountability for all learners not seen in the past. A specified level of proficiency is required by 2013-2014 for the whole and for disaggregated groups.  
The Learner Achievement Specialist will support the goal of improved student learning through:
  - Assessment data analysis at the district, building and individual student level

- Building Leadership & Model Development - to work with building leadership in the formation of collaborative teams of classroom and learner support teachers to use assessment data to drive instruction.
- Staff Development - to provide opportunities for strengthening staff skill in using and analyzing curriculum-based assessment, including Work Sampling.
- Curriculum & Instruction - to support a continuous improvement model.

3. State the negative implications if the proposal is not approved.

The district and buildings need someone to assist in the analysis of assessment data and facilitate and guide building leadership in the use of the data to drive instruction. Although Moorhead Area Public Schools has shown improvement in overall MCA scores during the past several years, we are challenged to demonstrate the same improvement for all subgroups of learners. Without someone to provide this specialized assistance in test data analysis and implementation of a continuous improvement model, we may not refine instructional intervention soon enough to make Yearly Adequate Progress for all subgroups of learners as measured by the MCAs. To illustrate the time it takes to do test analysis at the district, building and individual level, an individual has spent approximately 50 hours this summer analyzing data and putting the data into a usable form for district administrators, building principals and teachers. Analysis of instructional strategies and staff development related to the data gleaned has yet to be done. The test analyzed is one test, the Test for Emerging Academic English (TEAE), for one subgroup, English Language Learners.

4. List alternative actions if this proposal is not approved. (It is assumed that any alternative listed is less desirable than the proposal.)

As partially illustrated above, analyzing data, developing and working with building and district teams, and providing staff development takes an enormous amount of time. Without a person dedicated to focus on the data and helping teachers and principals link information to instructional decisions, the alternative will be for principals to fully assume the responsibility of analyzing the data and developing the framework for a continuous improvement model without support.

5. Estimate the cost implications of this proposal on the following chart.

PROPOSAL FORM:

#1 PERSONNEL:	Number requeste	Total cost:	Code to charge:	Reimburse ment	Net cost:
Administrators:					
Teachers:	1 FTE	\$71,080	01.005.415.207.140.000	Title V - 100%	\$0.00
Clerical:					
Paraprofessional:					
No. & Hrs. per day:					
Teacher Para:					
Noon Para:					

	Total salaries	\$60,000 + benefits =	\$71,080
#2	SUPPLIES:		
	CAPITAL OUTLAY:		
	OTHER EXPENSES:		

#3 TOTAL COST \$71,080 NET DISTRICT COST \$0.00

Comments on budgetary items: Costs of the position will be fully funded through the Title V portion of the Consolidated Application for the Elementary and Secondary Education (ESEA) Act.

1. F.T.E. Full-time equivalent 1 FTE
2. Equipment, remodeling, site improvement, etc.
3. Review by Business Office before Superintendent's approval

6. Space implications (short/long range).  
Staff space would need to be provided.
7. Equity implications.  
The person would provide support district wide through Title V funds.
8. Technology implications.  
Computer and phone access.
9. Suggested time lines for implementation.  
Fall, 2003
10. Who has been involved in this decision?  
Lynne Kovash, Jill Skarvold, Sarah King
11. Other comments:

HUMAN RESOURCE

MEMO #: 1.04.092



TO: Dr. Larry Nybladh  
FROM: Ron Nielsen  
SUBJECT: Resignation  
DATE: August 18, 2003

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

Faysal Hassan	Somali Paraprofessional	Sr. High
Barbara Lien	Title 1 Paraprofessional	Edison
Bambi Owens	Interpreter	Edison
Gary Branden	PT/OT Paraprofessional	Sr. High

**SUGGESTED RESOLUTION:** Move to accept the resignation of Faysal Hassan, Barbara Lien, Bambi Owens and Gary Branden as presented.

RN/smw



HUMAN RESOURCE

MEMO #: 1.04.094



TO: Dr. Larry Nybladh  
FROM: Ron Nielsen  
SUBJECT: Family/Medical Leave  
DATE: August 18, 2003

The administration request Medical Leave for the following person:

Betty Richards, OHI Paraprofessional, Sr. High for the school year of 2003-2004, effectively immediately,

**SUGGESTED RESOLUTION:** Move to approve the Medical Leave for Betty Richards pursuant to Article 8, Section 3, of the Paraprofessional Employment Agreement.

RN/smw

**HUMAN RESOURCE****MEMO #: I.04.093**

**TO:** Dr. Larry Nybladh  
**FROM:** Ron Nielsen  
**SUBJECT:** New Employees  
**DATE:** August 18, 2003

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

Lucia Schroeder	Family Consumer Science, Jr. High MA+45 (7), effective for the 2003-2004 school year. (Replace Mary Jo Johnson)
LaRae Rosenfeldt	Family Consumer Science, Jr. High BA (1) .214 FTE, effective for the 2003-2004 school year. (Replace Christine George)
Jennifer George	Social Studies long term sub, Jr. High BA+15 (0), effective for the 2003-2004 school year. (Replace Chad Olson on Military Leave)
Lori Spaeth	Food Server, Jr. High, \$7.60 per hour, 2.75 hours per day, effective August 29, 2003 (replace student worker)
Lana Shaw	Food Server, Robert Asp, \$7.60 per hour, 1.5 hours per day, effective August 29, 2003. (Replace Deloris Hogenson)
Faith Lahlum	Food Server, Riverside, \$7.60 per hour, 2 hours per day effective August 29, 2003. (Replace Angela Maldonado)
Sharee Monilaws	Interpreter of the Deaf, Edison, B32 (0-2) \$14.16 effective August 27, 2003. (Replace Bambi Owens)
Regina Sherod	Interpreter of the Deaf, Sr. High, B32 (0-2) \$14.16 effective August 27, 2003. (Replace Kristi Hilton)

Trent Leitheiser	2nd Grade Teacher, Probstfield BA (0), effective for the 2003-2004 school year. (Replace Stephanie Hebranson)
Mark Jenkins	Custodian, Washington Elementary A12 (0-2) \$11.15 per hour effective August 20, 2003 (Replace Eugene Cuadra)
Michael Cossette	Custodian, Probstfield Elementary A12 (0-2) \$11.15 per hour effective August 21, 2003. (Replace Brian Rheault)

**SUGGESTED RESOLUTION:** Move to approve the employment of Lucia Schroeder, LaRae Rosenfeldt, Jennifer George, Lori Spaeth, Lana Shaw, Faith Lahlum, Sharee Monilaws, Regina Sherod, Trent Leitheiser, Mork Jenkins and Michael Cossette as presented.

LAK/smw

OFFICE OF TEACHING & LEARNING MEMO #: I.04.022



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Adequate Yearly Progress  
DATE: August 20, 2003

Attached is information regarding the test participation for Grade 3 and 5 students on the Minnesota Comprehensive Assessment and the elementary school report cards.

This is the first year that participation has been a required measure, so there is no comparative data. The participation data is a determining factor for a school's inclusion on the AYP test. The two schools that did not meet the 95% target for test participation were Edison and Washington Elementary Schools. The test participation of students in the free and reduced lunch category on the mathematics test was below the target. The number of absentees on the test day that determined the low participation was between one to three students. The corrective action will include make-up provisions for the test and information to parents on the importance of the test and attendance on test day.

The school report cards were released on Thursday, August 21st. The report cards provide information regarding academics, staff characteristics, and finance. The elementary schools were given star ratings in the academic areas of mathematics and reading.

The results for the MCA have not been included on the state web site at this point. The state web site will also disaggregate the test data into subsets according to the federal legislation, No Child Left Behind (NCLB). This information will be reported to the board in the next months.

LAK/kjg

23

MCA's Grades 3-5  
April 2003  
Test Participation

**Edison Elementary**

**Reading**

**Math**

<b>Grade 3</b>	All Students		
	Answer Sheets		
Number Enrolled	Returned	Participation %	
80	79	98.75%	
<b>Grade 3</b>	Free and Reduced Lunch		
24	23	95.83%	

Number	Answer Sheets		
Enrolled	Returned	Participation %	
80	79	98.75%	
<b>Grade 3</b>	Free and Reduced Lunch		
24	22	91.67%	

**Edison Elementary**

**Reading**

**Math**

<b>Grade 5</b>	All Students		
	Answer Sheets		
Number Enrolled	Returned	Participation %	
98	95	96.94%	
<b>Grade 5</b>	Free and Reduced Lunch		
36	35	97.22%	

Number	Answer Sheets		
Enrolled	Returned	Participation %	
98	94	95.92%	
<b>Grade 5</b>	Free and Reduced Lunch		
36	34	94.44%	

**Edison Elementary**

**Reading**

**Math**

<b>Combined</b>	All Students		
	Answer Sheets		
Number Enrolled	Returned	Participation %	
178	174	97.75%	
<b>Combined</b>	Free and Reduced Lunch		
60	58	96.67%	

Number	Answer Sheets		
Enrolled	Returned	Participation %	
178	173	97.19%	
<b>Combined</b>	Free and Reduced Lunch		
60	56	93.33%	

**Washington Elem.**

**Reading**

**Math**

<b>Grade 3</b>	All Students		
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## MCAs Grades 3 5

April 2003

## Test Participation

	Answer Sheets		
Number Enrolled	Returned	Participation %	
81	79	97.53%	
<b>Grade 3</b>	Free and Reduced Lunch		
36	35	97.22%	

Number	Answer Sheets		
Enrolled	Returned	Participation %	
79	75	94.94%	
<b>Grade 3</b>	Free and Reduced Lunch		
35	32	91.43%	

Washington Elementary		Reading	
<b>Grade 5</b>	All Students		
Number Enrolled	Answer Sheets		
Returned	Participation %		
53	52	98.11%	
<b>Grade 5</b>	Free and Reduced Lunch		
16	15	93.75%	

		Math	
Number	Answer Sheets		
Enrolled	Returned	Participation %	
49	49	100.00%	
<b>Grade 5</b>	Free and Reduced Lunch		
16	16	100.00%	

Washington Elementary		Reading	
<b>Combined</b>	All Students		
Number Enrolled	Answer Sheets		
Returned	Participation %		
134	131	97.76%	
<b>Combined</b>	Free and Reduced Lunch		
52	50	96.15%	

		Math	
Number	Answer Sheets		
Enrolled	Returned	Participation %	
128	124	96.88%	
<b>Combined</b>	Free and Reduced Lunch		
51	48	94.12%	



## Staff Characteristics

Student achievement can be directly related to the quality of teachers and professional staff. Characteristics of the staff in your school in the 2001 - 2002 school year are described below:

(Note: Some data is displayed at the district level.)

School Staffing	# of School FTE*	% of School FTE*
Teachers	39.01	58%
Student Support Services	2.00	3%
Library/Media Staff	1.00	1%
Paraprofessionals	15.77	24%
Administrators	1.00	1%
Other	8.13	12%
Total Staff	66.91	100%

\*FTE = Full Time Equivalent Staff

Teacher & Support Service Licenses	School	State
Licensed Teachers	%	%
Emergency Licenses	%	%
Unlicensed Teachers	%	%
Teacher Characteristics	District	State Average**
Percent of Teachers Meeting Federal Requirements for Highly Qualified Teachers	%	%
Number of Opportunities for Teacher Professional Development	#	#
Average Years Teaching	13	12
Less than Bachelors Degree	0.00%	0.18%
Bachelors Degree	49.76%	49.47%
Masters Degree and Above	48.82%	45.50%
Other or Not Reported	1.42%	4.85%
Percentage of Teachers Leaving	District	State Average**
Due to Retirement	2.12%	2.08%
Other Reasons	3.30%	7.19%
Average Salaries	District	State
Teachers	\$40,064	\$38,144
Administrators	\$80,374	\$69,163

\*\*The average computed for this year's report card is a simple average. Future report cards will calculate the average for comparable schools.

## Open Enrollment

State law permits students to enroll in any public school in the state that has space.

Number of students transferring into the district under enrollment options statutes	#
Number of students transferring out of the district under enrollment options statutes	#
Ratio of transfers into and out of the district. (If the ratio is a 1 or greater, then parents tend to choose this district for their children)	#

For more information about Minnesota schools visit:

<http://education.state.mn.us>

Grayed items will be reported in a future year.

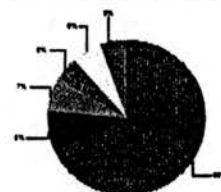
## Report to Taxpayers for 2001-2002

District General Fund Operating Revenue \$45,647,295



State Grants	\$2,352,257
Local Property Tax	\$3,863,257
Other	\$887,071
Private Partnership Grants	\$13,752
State Aid & Grants	\$27,538,556
Student Fees/Contributions	\$152,021
Tuition from Other Districts	\$887,790
Total	\$45,647,295

District General Fund Operating Expenditure \$40,745,938



Classroom Instruction	\$27,790,291
Plant & Instructional Support	\$3,422,808
Administration Expenditures	\$3,788,419
Oper. Maint. & Other	\$8,247,791
Student Transportation	\$2,284,230
Capital Expenditures	\$5,237,238
Total	\$40,745,938

(Classroom instruction includes regular, special & vocational education)

General Fund Revenues/Property Taxes	District	State Avg.
Total Number of Public School Students Served (average daily membership)	5,638	2,076
Total General Fund Revenue per Student	\$8,097	\$7,759
Voter Approved Operating Referendum per Student (included in above revenue)	\$440	\$649
2001 School District Property Tax for \$100,000 Home	\$289	\$403
2001 School District Property Tax for \$200,000 Home	\$1,034	\$1,287

Long Term Debt (facilities & equipment)	Total	Per Student
Total Outstanding Debt	\$69,662,951	\$12,356
2001-2002 Debt Service Revenue:		
Property Tax	\$472,749	\$84
State Aid/Other	\$89,676	\$16

Other 2001-2002 Revenues/Expenditures	Revenue	Expenditure
Food Service	\$1,465,481	\$1,407,120
Community Service	\$1,668,272	\$1,562,093

Trends Over Time	1999-2000	2000-2001	2001-2002
General Fund Revenue per Student	\$7,076	\$7,904	\$8,095
Unreserved General Fund Balance per Student	\$613	\$972	\$1,164

To compare your district's finances with other schools visit

<http://education.state.mn.us>

# Minnesota Department of Education

2003

## Report Card

EDISON EL.  
MOORHEAD, MN  
(218) 299-6244

### Academic Achievement Reading Mathematics

This report card provides parents and public with information about the academic achievement and educational indicators that describe your school.

### 5 Star School Determination

Stars	Meeting AYP Goals	10% or Fewer Students Score at the Lowest Levels on State Test	Performs Among Top 25% of Comparable Schools*	Performs in Top 10% of Similar Size Schools	30% or More Students Score at the Highest Level on State Tests
5	Yes	Meets criteria in 2 of the above categories			
4	Yes	Meets criteria in 1 of the above categories			
3	Yes	Making Adequate Yearly Progress this year			
2	No	Not making Adequate Yearly Progress this year			
1	No	Not making Adequate Yearly Progress for 2 consecutive years Not showing sufficient improvement			

\*Comparable schools based on percentage of test takers eligible for Free and Reduced Priced Lunch.

For more information about Minnesota schools visit:

<http://education.state.mn.us>

0152 01 106 6/21/03

## Academic Achievement



(No star rating in 2003)

AYP ratings and changes in students performance from year to year provide important information about academic achievement.

### Does this school meet annual performance goals?

	Reading		Mathematics		Other	
	Participation*	Proficiency**	Participation*	Proficiency**	Attendance	Graduation
All Students	Yes	Yes	Yes	Yes	Yes	NA
American Indian / Alaskan Native	NA	NA	NA	NA	*Participation To meet AYP participation goals, a participation level of 95% must be reached.	
Asian / Pacific Islander	NA	NA	NA	NA		
Hispanic	NA	Yes	NA	Yes		
Black, not of Hispanic Origin	NA	NA	NA	NA		
White, not of Hispanic Origin	Yes	Yes	Yes	Yes		
Limited English Proficient	NA	NA	NA	NA	**Proficiency A calculation that determines whether students have achieved adequate academic progress.	
Special Education	NA	NA	NA	NA		
Free / Reduced Priced Meals	No	Yes	No	Yes		

## Change in Student Performance

Reading		
Students Scoring:	2002	2003
Below grade level	37%	25%
Above grade level	48%	59%

Mathematics		
Students Scoring:	2002	2003
Below grade level	48%	31%
Above grade level	45%	45%

## Academic Opportunity



(No star rating in 2003)

Successful schools offer students a wide variety of opportunities to support high levels of academic achievement.  
Elementary Schools (one star per indicator)

Offers teachers professional development to meet the needs of gifted & talented students	Provides gifted & talented services during the school day	Provides opportunities for academic enrichment outside the school day or beyond the school year	Provides opportunities for academic acceleration	Provides opportunities for academic competition, such as spelling bees or science fairs
N/A	N/A	N/A	N/A	N/A

Middle Schools and Junior High Schools (one star per indicator)

Offers teachers professional development to meet the needs of gifted & talented students	Provides gifted & talented program and services during the school day	Provides opportunities for academic competition, such as spelling bees and science fairs	Students who take and complete high school and on-line courses	Provides opportunities for academic acceleration
N/A	N/A	N/A	This School X% Avg Comp Schools X%	N/A

High Schools (one star per indicator)

High Schools (One Star per category)				College Readiness					
Advanced Placement / International Baccalaureate courses completed	Students scoring 3 and above on AP or 4 and above on International Baccalaureate		Students taking and completing higher-level math courses	National Merit Scholars (commended and finalists)		Post Secondary Enrollment Options or College in the Schools courses completed		Average ACT Test Score	Students making college remedial courses in state post-secondary institutions
	This School	Comp School*		This School	Comp School*	This School	Comp School*	This School	Comp School*
	%	%	%	%	%	%	%	%	%

## Student Demographics

Minnesota schools educate a wide variety of students.

Am Indian	Asian	Hispanic	Black	White	LEP	Sp Ed	Free/Red
32	5	89	16	440	59	81	229
5%	1%	15%	3%	75%	10%	14%	38%

Grayed items will be reported in a future year.

To compare your district finances with other schools visit:

## School Safety



(No star rating in 2003)

Important information about serious incidents and the disciplinary responses of the school for the 2001-2002 school year is listed below.

Is this school currently designated as persistently dangerous? No

Incidents Involving Discipline Deemed Most Serious	Number Incidents Reported	Action Taken by School (Preliminary statewide data for 2001/02)			
		Out of School Suspension	Expulsion	Other Action	Referred to Law Enforcement
Firearms	0	0	0	0	0
Other dangerous weapons	0	0	0	0	0
Selling, soliciting or possession of illegal drugs	0	0	0	0	0
Assault or physical fighting	0	0	0	0	0
Sexual offense*	0	0	0	0	0
Total	0	0	0	0	0

\*Includes harassment and assault

Trends Over Time	1999-2000	2000-2001	2001-2002
Rate of Expulsions**	0.00	0.00	0.00
Statewide Average Expulsion Rate**	0.14	0.02	0.03
Rate of Out-of-school Suspensions**	0.17	0.37	0.51
Statewide Avg Out-of-school Suspension Rate**	6.74	7.49	7.93

\*\*All types of incidents per 100 students  
School Safety Promotion Efforts

Safety Plan	N/A	Crisis Plan	N/A
Zero Tolerance Policy(ies)	N/A	Alcohol/Drug Education	N/A
Anti-Violence/Anti-Bullying Programs	N/A	Crisis Plan	N/A

## Student Participation



(No star rating in 2003)

Student participation is key to a foundation for academic success.

2001-2002 School Year	School Total	State Avg.
Number of Students Enrolled	583	449
Average Hours of Instruction	1006	1,054
Total Student Instructional Days	170	172
Total Teacher Contract Days	183	184
AYP Attendance Rate	95%	94%
AYP Graduation Rate	0%	%
Student Dropout Rate	%	%
Co/extra Curricular Activity Participation	%	%

## Parent

School annually surveys for parent satisfaction	N/A
School publicly reports parent survey results	N/A
School annually surveys for student satisfaction	N/A
School publicly reports student survey results	N/A

http://education.state.mn.us

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## Staff Characteristics

Student achievement can be directly related to the quality of teachers and professional staff. Characteristics of the staff in your school in the 2001 - 2002 school year are described below:

(Note: Some data is displayed at the district level.)

School Staffing	# of School FTE*	% of School FTE*
Teachers	38.21	49%
Student Support Services	4.00	5%
Library/Media Staff	1.00	1%
Paraprofessionals	20.75	27%
Administrators	1.00	1%
Other	12.68	16%
Total Staff	77.64	100%

\*FTE - Full Time Equivalent Staff

Teacher & Support Service Licenses	School	State
Licensed Teachers	%	%
Emergency Licenses	%	%
Unlicensed Teachers	%	%
Teacher Characteristics	District	State Average**
Percent of Teachers Meeting Federal Requirements for Highly Qualified Teachers	%	%
Number of Opportunities for Teacher Professional Development	#	#
Average Years Teaching	13	12
Less than Bachelors Degree	0.00%	0.18%
Bachelors Degree	49.76%	49.47%
Masters Degree and Above	48.82%	45.50%
Other or Not Reported	1.42%	4.85%
Percentage of Teachers Leaving	District	State Average**
Due to Retirement	2.12%	2.08%
Other Reasons	3.30%	7.19%
Average Salaries	District	State
Teachers	\$40,064	\$38,144
Administrators	\$80,374	\$69,163

\*\*The average computed for this year's report card is a simple average. Future report cards will calculate the average for comparable schools.

## Open Enrollment

State law permits students to enroll in any public school in the state that has space.

Number of students transferring into the district under enrollment options statutes	#
Number of students transferring out of the district under enrollment options statutes	#
Ratio of transfers into and out of the district. (If the ratio is a 1 or greater, then parents tend to choose this district for their children)	#

For more information about Minnesota schools visit:  
<http://education.state.mn.us>

Grayed items will be reported in a future year.

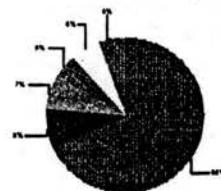
## Report to Taxpayers for 2001-2002

District General Fund Operating Revenue \$45,647,295



State Grants	\$2,352,822
Local Property Tax	\$3,853,357
Other	\$887,014
Private Partnership Grants	\$15,750
State Aid & Grants	\$37,282,896
Student Transportation	\$102,291
Tuition from Other Districts	\$887,751
Total	\$45,647,295

District General Fund Operating Expenditure \$40,745,938



Classroom Instruction	\$27,792,281
Plant & Instructional Support	\$3,402,808
Administration Expenditures	\$2,798,218
Other, Interest & Other	\$9,347,751
Student Transportation	\$2,238,280
Capital Expenditures	\$2,237,238
Total	\$40,745,938

(Classroom instruction includes regular, special & vocational education)

General Fund Revenues/Property Taxes	District	State Avg.
Total Number of Public School Students Served (average daily membership)	5,638	2,076
Total General Fund Revenue per Student	\$8,097	\$7,759
Voter Approved Operating Referendum per Student (included in above revenue)	\$440	\$649
2001 School District Property Tax for \$100,000 Home	\$289	\$403
2001 School District Property Tax for \$200,000 Home	\$1,034	\$1,287

Long Term Debt (facilities & equipment)	Total	Per Student
Total Outstanding Debt	\$69,662,951	\$12,356
2001-2002 Debt Service Revenue:		
Property Tax	\$472,748	\$84
State Aid/Other	\$89,676	\$16

Other 2001-2002 Revenues/Expenditures	Revenue	Expenditure
Food Service	\$1,465,481	\$1,407,120
Community Service	\$1,688,272	\$1,562,093

Trends Over Time	1999-2000	2000-2001	2001-2002
General Fund Revenue per Student	\$7,076	\$7,904	\$8,095
Unreserved General Fund Balance per Student	\$613	\$972	\$1,164

To compare your district finances with other schools visit

<http://education.state.mn.us>

# Minnesota Department of Education 2003

## Report Card

PROBSTFIELD EL.  
MOORHEAD, MN  
(218) 299-6251

### Academic Achievement Reading Mathematics

This report card provides parents and public with information about the academic achievement and educational indicators that describe your school.

### 5 Star School Determination

Stars	Meeting AYP Goals	10% or Fewer Students Score at the Lowest Levels on State Test	Performs Among Top 25% of Comparable Schools*	Performs in Top 10% of Similar Size Schools	30% or More Students Score at the Highest Level on State Tests
5	Yes	Meets criteria in 2 of the above categories			
4	Yes	Meets criteria in 1 of the above categories			
3	Yes	Making Adequate Yearly Progress this year			
2	No	Not making Adequate Yearly Progress this year			
1	No	Not making Adequate Yearly Progress for 2 consecutive years Not showing sufficient improvement			

\*Comparable schools based on percentage of test takers eligible for Free and Reduced Priced Lunch.

For more information about Minnesota schools visit:

<http://education.state.mn.us>

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## Academic Achievement



(No star rating in 2003)

AYP ratings and changes in students performance from year to year provide important information about academic achievement.

### Does this school meet annual performance goals?

	Reading		Mathematics		Other	
	Participation*	Proficiency**	Participation*	Proficiency**	Attendance	Graduation
All Students	Yes	Yes	Yes	Yes	Yes	NA
American Indian / Alaskan Native	NA	NA	NA	NA	*Participation To meet AYP participation goals, a participation level of 95% must be reached.  **Proficiency A calculation that determines whether students have achieved adequate academic progress.	
Asian / Pacific Islander	NA	NA	NA	NA		
Hispanic	NA	NA	NA	NA		
Black, not of Hispanic Origin	NA	NA	NA	NA		
White, not of Hispanic Origin	Yes	Yes	Yes	Yes		
Limited English Proficient	NA	NA	NA	NA		
Special Education	NA	NA	NA	NA		
Free / Reduced Priced Meals	NA	Yes	NA	Yes		

### Change in Student Performance

Reading		
Students Scoring:	2002	2003
Below grade level	31%	20%
Above grade level	58%	66%

Mathematics		
Students Scoring:	2002	2003
Below grade level	29%	18%
Above grade level	50%	68%

## Academic Opportunity



(No star rating in 2003)

Successful schools offer students a wide variety of opportunities to support high levels of academic achievement.  
Elementary Schools (one star per indicator)

Offers teachers professional development to meet the needs of gifted & talented students	Provides gifted & talented services during the school day	Provides opportunities for academic enrichment outside the school day or beyond the school year	Provides opportunities for academic acceleration	Provides opportunities for academic competition, such as spelling bees or science fairs
N/A	N/A	N/A	N/A	N/A

Middle Schools and Junior High Schools (one star per indicator)

\*Comparable schools based on free or reduced price lunch counts

Offers teachers professional development to meet the needs of gifted & talented students	Provides gifted & talented program and services during the school day	Provides opportunities for academic competition, such as spelling bees and science fairs	Students who take and complete high school and on-line courses	Provides opportunities for academic acceleration
N/A	N/A	N/A	This School X% Avg Comp Schools X%	N/A

High Schools (one star per indicator)

\*Comparable schools based on free or reduced price lunch counts

Advanced Placement / International Baccalaureate courses completed	Students scoring 3 and above on AP or 4 and above on International Baccalaureate		Students taking and completing higher-level math courses		National Merit Scholars (commended and finalists)		Post Secondary Enrollment Options or College in the Schools courses completed		College Readiness			
	This School	Comp School*	This School	Comp School*	This School	Comp School*	This School	Comp School*	Average ACT Test Score		Students making college remedial courses in state post-secondary institutions	
	#	#	%	%	%	%	%	%	This School	Comp School*	This School	Comp School*
	8	8	100%	100%	100%	100%	100%	100%	24	24	100%	100%

## Student Demographics

Minnesota schools educate a wide variety of students.

Am Indian	Asian	Hispanic	Black	White	LEP	Sp Ed	Free/Red
25	13	39	17	558	48	85	156
4%	2%	6%	3%	86%	7%	13%	24%

Grayed items will be reported in a future year.

To compare your district finances with other schools visit:

## School Safety



(No star rating in 2003)

Important information about serious incidents and the disciplinary responses of the school for the 2001-2002 school year is listed below.  
Is this school currently designated as persistently dangerous? No

Incidents Involving Discipline Deemed Most Serious	Number Incidents Reported	Action Taken by School (Preliminary statewide data for 2001/02)			
		Out of School Suspension	Expulsion	Other Action	Referred to Law Enforcement
Firearms	0	0	0	0	0
Other dangerous weapons	0	0	0	0	0
Selling, soliciting or possession of alcohol/drugs	0	0	0	0	0
Assault or physical fighting	0	0	0	0	0
Sexual offense*	0	0	0	0	0
Total	0	0	0	0	0

\*Includes harassment and assault

Trends Over Time	1999-2000	2000-2001	2001-2002
Rate of Expulsions**	0.00	0.00	
Statewide Average Expulsion Rate**	0.14	0.02	
Rate of Out-of-school Suspensions**	0.00	0.00	
Statewide Avg Out-of-school Suspension Rate**	6.74	7.49	

\*\*All types of incidents per 100 students

School Safety Promotion Efforts

Safety Plan	N/A	Crisis Plan	N/A
Zero Tolerance Policy(ies)	N/A	Alcohol/Drug Education	N/A
Anti-Violence/Anti-Bullying Programs	N/A	Crisis Plan	N/A

## Student Participation



(No star rating in 2003)

Student participation is key to a foundation for academic success.

2001-2002 School Year	School Total	State Avg.
Number of Students Enrolled	662	449
Average Hours of Instruction	1006	1,054
Total Student Instructional Days	170	172
Total Teacher Contract Days	183	184
AYP Attendance Rate	96%	94%
AYP Graduation Rate	0%	%
Student Dropout Rate	%	%
Co/extra Curricular Activity Participation	%	%

## Parent

School annually surveys for parent satisfaction	N/A
School publicly reports parent survey results	N/A
School annually surveys for student satisfaction	N/A
School publicly reports student survey results	N/A

http://education.state.mn.us

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## Staff Characteristics

Student achievement can be directly related to the quality of teachers and professional staff. Characteristics of the staff in your school in the 2001 - 2002 school year are described below:

(Note: Some data is displayed at the district level.)

School Staffing	# of School FTE*	% of School FTE*
Teachers	21.78	52%
Student Support Services	2.00	5%
Library/Media Staff	0.00	0%
Paraprofessionals	9.13	22%
Administrators	1.00	2%
Other	8.28	20%
Total Staff	42.19	100%

\*FTE = Full Time Equivalent Staff

Teacher & Support Service Licenses	School	State
Licensed Teachers	%	%
Emergency Licenses	%	%
Unlicensed Teachers	%	%

Teacher Characteristics	District	State Average**
Percent of Teachers Meeting Federal Requirements for Highly Qualified Teachers	%	%
Number of Opportunities for Teacher Professional Development	#	#
Average Years Teaching	13	12

Less than Bachelors Degree	0.00%	0.18%
Bachelors Degree	49.76%	49.47%
Masters Degree and Above	48.82%	45.50%
Other or Not Reported	1.42%	4.85%

Percentage of Teachers Leaving	District	State Average**
Due to Retirement	2.12%	2.08%
Other Reasons	3.30%	7.19%

Average Salaries	District	State
Teachers	\$40,064	\$38,144
Administrators	\$80,374	\$69,163

\*\*The average computed for this year's report card is a simple average. Future report card will calculate the average for comparable schools.

## Open Enrollment

State law permits students to enroll in any public school in the state that has space.

Number of students transferring <i>into</i> the district under enrollment options statutes	#
Number of students transferring <i>out of</i> the district under enrollment options statutes	#
Ratio of transfers into and out of the district. (If the ratio is a 1 or greater, then parents tend to choose this district for their children)	#

For more information about Minnesota schools visit:

<http://education.state.mn.us>

Grayed items will be reported in a future year.

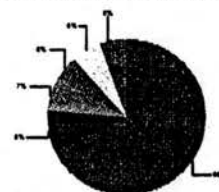
## Report to Taxpayers for 2001-2002

District General Fund Operating Revenue \$45,647,295



Federal Grants	\$2,365,022
Local Property Tax	\$3,895,397
Other	\$887,274
Private Partnership Grants	\$18,793
State Aid & Grants	\$27,268,265
Student Transportation	\$193,091
Tuition from Other Districts	\$887,702
Total	\$45,647,295

District General Fund Operating Expenditure \$40,745,938



Classroom Instruction	\$27,786,291
Plant & Instructional Support	\$3,492,898
Administrative Expenditures	\$2,758,418
Other, State, & Other	\$2,347,791
Student Transportation	\$2,268,280
Cashier Expenditures	\$2,237,238
Total	\$40,745,938

(Classroom instruction includes regular, special & vocational education)

General Fund Revenues/Property Taxes	District	State Avg.
Total Number of Public School Students Served (average daily membership)	5,638	2,076
Total General Fund Revenue per Student	\$8,097	\$7,759
Voter Approved Operating Referendum per Student (included in above revenue)	\$440	\$649
2001 School District Property Tax for \$100,000 Home	\$289	\$403
2001 School District Property Tax for \$200,000 Home	\$1,034	\$1,287

Long Term Debt (facilities & equipment)	Total	Per Student
Total Outstanding Debt	\$69,662,951	\$12,356
2001-2002 Debt Service Revenue:		
Property Tax	\$472,748	\$84
State Aid/Other	\$89,676	\$16

Other 2001-2002 Revenues/Expenditures	Revenue	Expenditure
Food Service	\$1,465,481	\$1,407,120
Community Service	\$1,668,272	\$1,562,093

Trends Over Time	1999-2000	2000-2001	2001-2002
General Fund Revenue per Student	\$7,076	\$7,904	\$8,095
Unreserved General Fund Balance per Student	\$613	\$972	\$1,164

To compare your district finances with other schools visit

<http://education.state.mn.us>

# Minnesota Department of Education

2003

## Report Card

RIVERSIDE EL.  
MOORHEAD, MN  
(218) 299-6261

## Academic Achievement Reading Mathematics

This report card provides parents and public with information about the academic achievement and educational indicators that describe your school.

### 5 Star School Determination

Stars	Meeting AYP Goals	10% or Fewer Students Score at the Lowest Levels on State Test	Performs Among Top 25% of Comparable Schools*	Performs in Top 10% of Similar Size Schools	30% or More Students Score at the Highest Level on State Tests
5	Yes	Meets criteria in 2 of the above categories			
4	Yes	Meets criteria in 1 of the above categories			
3	Yes	Making Adequate Yearly Progress this year			
2	No	Not making Adequate Yearly Progress this year			
1	No	Not making Adequate Yearly Progress for 2 consecutive years Not showing sufficient improvement			

\*Comparable schools based on percentage of test takers eligible for Free and Reduced Priced Lunch.

For more information about Minnesota schools visit: <http://education.state.mn.us>

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## Academic Achievement ☆☆☆☆☆ (No star rating in 2003)

AYP ratings and changes in students performance from year to year provide important information about academic achievement.

Does this school meet annual performance goals?						
	Reading		Mathematics		Other	
	Participation*	Proficiency**	Participation*	Proficiency**	Attendance	Graduation
All Students	Yes	Yes	Yes	Yes	Yes	NA
American Indian / Alaskan Native	NA	NA	NA	NA	<p>*Participation To meet AYP participation goals, a participation level of 95% must be reached.</p> <p>**Proficiency A calculation that determines whether students have achieved adequate academic progress.</p>	
Asian / Pacific Islander	NA	NA	NA	NA		
Hispanic	NA	NA	NA	NA		
Black, not of Hispanic Origin	NA	NA	NA	NA		
White, not of Hispanic Origin	Yes	Yes	Yes	Yes		
Limited English Proficient	NA	NA	NA	NA		
Special Education	NA	NA	NA	NA		
Free / Reduced Priced Meals	Yes	Yes	Yes	Yes		

## Change in Student Performance

Reading		
Students Scoring:	2002	2003
Below grade level	32%	27%
Above grade level	59%	62%

Mathematics		
Students Scoring:	2002	2003
Below grade level	28%	25%
Above grade level	51%	53%

## Academic Opportunity ☆☆☆☆☆ (No star rating in 2003)

Successful schools offer students a wide variety of opportunities to support high levels of academic achievement.  
Elementary Schools (one star per indicator)

Offers teachers professional development to meet the needs of gifted & talented students	Provides gifted & talented services during the school day	Provides opportunities for academic enrichment outside the school day or beyond the school year	Provides opportunities for academic acceleration	Provides opportunities for academic competition, such as spelling bees or science fairs
N/A	N/A	N/A	N/A	N/A

Middle Schools and Junior High Schools (one star per indicator)

\*Comparable schools based on free or reduced price lunch counts

Offers teachers professional development to meet the needs of gifted & talented students	Provides gifted & talented program and services during the school day	Provides opportunities for academic competition, such as spelling bees and science fairs	Students who take and complete high school and on-line courses	Provides opportunities for academic acceleration
N/A	N/A	N/A	This School X%	Avg Comp X%

High Schools (one star per indicator)

\*Comparable schools based on free or reduced price lunch counts

Advanced Placement / International Baccalaureate courses completed	Students scoring 3 and above on AP or 4 and above on International Baccalaureate		Students taking and completing higher-level math courses		National Merit Scholars (commended and finalists)		Post Secondary Enrollment Options or College in the Schools courses completed		College Readiness			
	This School	Comp School*	This School	Comp School*	This School	Comp School*	This School	Comp School*	Average ACT Test Score		Students making college remedial courses in state post-secondary institutions	
	#	%	#	%	#	%	#	%	This School	Comp School*	This School	Comp School*
	9	3%	5	2%	10	3%	5	2%	14	4%	52	16%

## Student Demographics

Minnesota schools educate a wide variety of students.

Am Indian	Asian	Hispanic	Black	White	LEP	Sp Ed	Free/Red
9	5	10	5	302	14	52	109
3%	2%	3%	2%	91%	4%	16%	33%

Grayed items will be reported in a future year.

To compare your district finances with other schools visit:

## School Safety ☆☆☆☆☆ (No star rating in 2003)

Important information about serious incidents and the disciplinary responses of the school for the 2001-2002 school year is listed below.

Is this school currently designated as persistently dangerous? No

Incidents Involving Discipline Deemed Most Serious	Number Incidents Reported	Action Taken by School (Preliminary statewide data for 2001/02)			
		Out of School Suspension	Expulsion	Other Action	Referred to Law Enforcement
Firearms	0	0	0	0	0
Other dangerous weapons	0	0	0	0	0
Selling, soliciting or possession of	0	0	0	0	0
Assault or physical fighting	0	0	0	0	0
Sexual offense*	0	0	0	0	0
Total	0	0	0	0	0

\*Includes harassment and assault

Trends Over Time	1999-2000	2000-2001	2001-2002
Rate of Expulsions**	0.00	0.00	
Statewide Average Expulsion Rate**	0.14	0.02	
Rate of Out-of-school Suspensions**	0.00	0.00	
Statewide Avg Out-of-school Suspension Rate**	6.74	7.49	

\*\*All types of incidents per 100 students

School Safety Promotion Efforts

Safety Plan	N/A	Crisis Plan	N/A
Zero Tolerance Policy(ies)	N/A	Alcohol/Drug Education	N/A
Anti-Violence/Anti-Bullying Programs	N/A	Crisis Plan	N/A

## Student Participation ☆☆☆☆☆ (No star rating in 2003)

Student participation is key to a foundation for academic success.

2001-2002 School Year	School Total	State Avg.
Number of Students Enrolled	331	449
Average Hours of Instruction	1006	1,054
Total Student Instructional Days	170	172
Total Teacher Contract Days	183	184
AYP Attendance Rate	96%	94%
AYP Graduation Rate	0%	%
Student Dropout Rate	%	%
Co/extra Curricular Activity Participation	%	%

## Parent

School annually surveys for parent satisfaction	N/A
School publicly reports parent survey results	N/A
School annually surveys for student satisfaction	N/A
School publicly reports student survey results	N/A

http://education.state.mn.us

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## Staff Characteristics

Student achievement can be directly related to the quality of teachers and professional staff. Characteristics of the staff in your school in the 2001 - 2002 school year are described below:

(Note: Some data is displayed at the district level.)

School Staffing	# of School FTE*	% of School FTE*
Teachers	48.61	55%
Student Support Services	4.00	5%
Library/Media Staff	1.00	1%
Paraprofessionals	18.26	21%
Administrators	1.00	1%
Other	15.33	17%
Total Staff	88.20	100%

\*FTE = Full Time Equivalent Staff

Teacher & Support Service Licenses	School	State
Licensed Teachers	%	%
Emergency Licenses	%	%
Unlicensed Teachers	%	%
Teacher Characteristics	District	State Average**
Percent of Teachers Meeting Federal Requirements for Highly Qualified Teachers	%	%
Number of Opportunities for Teacher Professional Development	#	#
Average Years Teaching	13	12
Less than Bachelors Degree	0.00%	0.16%
Bachelors Degree	49.76%	49.47%
Masters Degree and Above	48.82%	45.50%
Other or Not Reported	1.42%	4.85%
Percentage of Teachers Leaving	District	State Average**
Due to Retirement	2.12%	2.08%
Other Reasons	3.30%	7.19%
Average Salaries	District	State
Teachers	\$40,064	\$38,144
Administrators	\$80,374	\$69,163

\*\*The average computed for this year's report card is a simple average. Future report cards will calculate the average for comparable schools.

## Open Enrollment

State law permits students to enroll in any public school in the state that has space.

Number of students transferring into the district under enrollment options statutes	#
Number of students transferring out of the district under enrollment options statutes	#
Ratio of transfers into and out of the district. (If the ratio is a 1 or greater, then parents tend to choose this district for their children)	#

For more information about Minnesota schools visit:

<http://education.state.mn.us>

Grayed items will be reported in a future year.

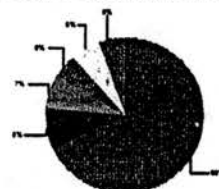
## Report to Taxpayers for 2001-2002

District General Fund Operating Revenue \$45,647,295



State Grants	\$2,263,822
Local Property Tax	\$3,824,267
Other	\$897,071
Private Foundation Grants	\$15,730
State Aid & Grants	\$37,588,005
Student Fee/Contributions	\$182,051
Tuition from Other Districts	\$897,702
Total	\$45,647,295

District General Fund Operating Expenditure \$40,745,938



Classroom Instruction	\$27,756,291
Plant & Instructional Support	\$2,482,238
Administration Expenses	\$2,786,619
Oper. Maint. & Other	\$2,247,791
Student Transportation	\$2,286,290
Capital Expenditures	\$2,237,139
Total	\$40,745,938

(Classroom Instruction includes regular, special & vocational education)

General Fund Revenues/Property Taxes	District	State Avg.
Total Number of Public School Students Served (average daily membership)	5,638	2,076
Total General Fund Revenue per Student	\$8,097	\$7,759
Voter Approved Operating Referendum per Student (included in above revenue)	\$440	\$649
2001 School District Property Tax for \$100,000 Home	\$289	\$403
2001 School District Property Tax for \$200,000 Home	\$1,034	\$1,287

Long Term Debt (facilities & equipment)	Total	Per Student
Total Outstanding Debt	\$69,662,951	\$12,356
2001-2002 Debt Service Revenue:		
Property Tax	\$472,749	\$84
State Aid/Other	\$89,676	\$16

Other 2001-2002 Revenues/Expenditures	Revenue	Expenditure
Food Service	\$1,485,481	\$1,407,120
Community Service	\$1,688,272	\$1,562,093

Trends Over Time	1999-2000	2000-2001	2001-2002
General Fund Revenue per Student	\$7,076	\$7,904	\$8,095
Unreserved General Fund Balance per Student	\$613	\$972	\$1,164

To compare your district finances with other schools visit

<http://education.state.mn.us>

# Minnesota Department of Education

2003

## Report Card

ROBERT ASP EL.

(218) 299-6284

## Academic Achievement Reading Mathematics

This report card provides parents and public with information about the academic achievement and educational indicators that describe your school.

### 5 Star School Determination

Stars	Meeting AYP Goals	10% or Fewer Students Score at the Lowest Levels on State Test	Performs Among Top 25% of Comparable Schools*	Performs in Top 10% of Similar Size Schools	30% or More Students Score at the Highest Level on State Tests
5	Yes				Meets criteria in 2 of the above categories
4	Yes				Meets criteria in 1 of the above categories
3	Yes				Making Adequate Yearly Progress this year
2	No				Not making Adequate Yearly Progress this year
1	No				Not making Adequate Yearly Progress for 2 consecutive years Not showing sufficient improvement

\*Comparable schools based on percentage of test takers eligible for Free and Reduced Priced Lunch.

For more information about Minnesota schools visit:

<http://education.state.mn.us>

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## Academic Achievement



(No star rating in 2003)

AYP ratings and changes in students performance from year to year provide important information about academic achievement.

### Does this school meet annual performance goals?

	Reading		Mathematics		Other	
	Participation*	Proficiency**	Participation*	Proficiency**	Attendance	Graduation
All Students	Yes	Yes	Yes	Yes	Yes	NA
American Indian / Alaskan Native	NA	NA	NA	NA	*Participation To meet AYP participation goals, a participation level of 95% must be reached.	
Asian / Pacific Islander	NA	NA	NA	NA		
Hispanic	NA	NA	NA	NA		
Black, not of Hispanic Origin	NA	NA	NA	NA		
White, not of Hispanic Origin	Yes	Yes	Yes	Yes		
Limited English Proficient	NA	NA	NA	NA	**Proficiency A calculation that determines whether students have achieved adequate academic progress.	
Special Education	Yes	Yes	Yes	Yes		
Free / Reduced Priced Meals	Yes	Yes	Yes	Yes		

## Change in Student Performance

Reading		
Students Scoring:	2002	2003
Below grade level	25%	15%
Above grade level	59%	71%

Mathematics		
Students Scoring:	2002	2003
Below grade level	31%	23%
Above grade level	58%	58%

## Academic Opportunity



(No star rating in 2003)

Successful schools offer students a wide variety of opportunities to support high levels of academic achievement.  
Elementary Schools (one star per indicator)

Offers teachers professional development to meet the needs of gifted & talented students	Provides gifted & talented services during the school day	Provides opportunities for academic enrichment outside the school day or beyond the school year	Provides opportunities for academic acceleration	Provides opportunities for academic competition, such as spelling bees or science fairs
N/A	N/A	N/A	N/A	N/A

Middle Schools and Junior High Schools (one star per indicator)

\*Comparable schools based on free or reduced price lunch counts

Offers teachers professional development to meet the needs of gifted & talented students	Provides gifted & talented program and services during the school day	Provides opportunities for academic competition, such as spelling bees and science fairs	Students who take and complete high school and on-line courses	Provides opportunities for academic acceleration
N/A	N/A	N/A	This School X%	Avg Comp X%

High Schools (one star per indicator)

\*Comparable schools based on free or reduced price lunch counts

College Readiness									
Advanced Placement / International Baccalaureate courses completed		Students scoring 3 and above on AP or 4 and above on International Baccalaureate		Students taking and completing higher-level math courses		National Merit Scholars (commended and finalists)		Post Secondary Enrollment Options or College in the Schools courses completed	
This School	Comp School*	This School	Comp School*	This School	Comp School*	This School	Comp School*	This School	Comp School*
#	%	#	%	#	%	#	%	#	%

## Student Demographics

Minnesota schools educate a wide variety of students.

Am Indian	Asian	Hispanic	Black	White	LEP	Sp Ed	Free/Red
16	5	51	8	549	41	136	202
3%	1%	8%	1%	87%	7%	22%	32%

Grayed items will be reported in a future year.

To compare your district finances with other schools visit:

## School Safety



(No star rating in 2003)

Important information about serious incidents and the disciplinary responses of the school for the 2001-2002 school year is listed below.  
Is this school currently designated as persistently dangerous? No

Incidents Involving Discipline Deemed Most Serious	Number Incidents Reported	Action Taken by School (Preliminary statewide data for 2001/02)			
		Out of School Suspension	Expulsion	Other Action	Referred to Law Enforcement
Firearms	0	0	0	0	0
Other dangerous weapons	0	0	0	0	0
Selling, soliciting or possession of	0	0	0	0	0
Assault or physical fighting	0	0	0	0	0
Sexual offense*	0	0	0	0	0
Total	0	0	0	0	0

\*Includes harassment and assault

Trends Over Time	1999-2000	2000-2001	2001-2002
Rate of Expulsions**	0.00	0.00	
Statewide Average Expulsion Rate**	0.14	0.02	
Rate of Out-of-school Suspensions**	0.92	0.00	
Statewide Avg Out-of-school Suspension Rate**	6.74	7.49	

\*\*All types of incidents per 100 students

School Safety Promotion Efforts

Safety Plan	N/A	Crisis Plan	N/A
Zero Tolerance Policy(ies)	N/A	Alcohol/Drug Education	N/A
Anti-Violence/Anti-Bullying Programs	N/A	Crisis Plan	N/A

## Student Participation



(No star rating in 2003)

Student participation is key to a foundation for academic success.

2001-2002 School Year	School Total	State Avg.
Number of Students Enrolled	629	449
Average Hours of Instruction	1006	1,054
Total Student Instructional Days	170	172
Total Teacher Contract Days	183	184
AYP Attendance Rate	95%	94%
AYP Graduation Rate	0%	%
Student Dropout Rate	%	%
Cofextra Curricular Activity Participation	%	%

## Parent

School annually surveys for parent satisfaction	N/A
School publicly reports parent survey results	N/A
School annually surveys for student satisfaction	N/A
School publicly reports student survey results	N/A

http://education.state.mn.us

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## Staff Characteristics

Student achievement can be directly related to the quality of teachers and professional staff. Characteristics of the staff in your school in the 2001 - 2002 school year are described below:

(Note: Some data is displayed at the district level.)

School Staffing	# of School FTE*	% of School FTE*
Teachers	43.71	57%
Student Support Services	8.00	11%
Library/Media Staff	0.00	0%
Paraprofessionals	11.62	15%
Administrators	1.00	1%
Other	11.81	16%
Total Staff	76.14	100%

\*FTE - Full Time Equivalent Staff

Teacher & Support Service Licenses	School	State
Licensed Teachers	%	%
Emergency Licenses	%	%
Unlicensed Teachers	%	%
Teacher Characteristics	District	State Average**
Percent of Teachers Meeting Federal Requirements for Highly Qualified Teachers	%	%
Number of Opportunities for Teacher Professional Development	#	#
Average Years Teaching	13	12
Less than Bachelors Degree	0.00%	0.18%
Bachelors Degree	49.76%	49.47%
Masters Degree and Above	48.82%	45.50%
Other or Not Reported	1.42%	4.85%
Percentage of Teachers Leaving	District	State Average**
Due to Retirement	2.12%	2.08%
Other Reasons	3.30%	7.19%
Average Salaries	District	State
Teachers	\$40,064	\$38,144
Administrators	\$80,374	\$69,163

\*\*The average computed for this year's report card is a simple average. Future report card will calculate the average for comparable schools.

## Open Enrollment

State law permits students to enroll in any public school in the state that has space.

Number of students transferring <i>into</i> the district under enrollment options statutes	#
Number of students transferring <i>out of</i> the district under enrollment options statutes	#
Ratio of transfers into and out of the district. (If the ratio is a 1 or greater, then parents tend to choose this district for their children.)	#

For more information about Minnesota schools visit:

<http://education.state.mn.us>

Grayed items will be reported in a future year.

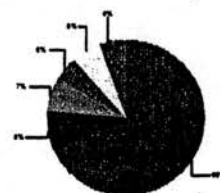
## Report to Taxpayers for 2001-2002

District General Fund Operating Revenue \$45,647,295



State Grants	\$2,303,000
Local Property Tax	\$3,893,300
Other	\$867,000
Private Partnership Grants	\$16,700
State Aid & Grants	\$37,280,000
Student Fundraising	\$162,000
Tuition from Other Districts	\$867,000
Total	\$45,647,295

District General Fund Operating Expenditure \$40,745,938



Classroom Instruction	\$27,100,000
Plant & Instructional Support	\$3,100,000
Administration Expenses	\$1,700,000
Oper. Maint. & Other	\$2,500,000
Student Transportation	\$2,300,000
Capital Expenditures	\$2,500,000
Total	\$40,745,938

(Classroom instruction includes regular, special & vocational education)

General Fund Revenues/Property Taxes	District	State Avg.
Total Number of Public School Students Served (average daily membership)	5,638	2,076
Total General Fund Revenue per Student	\$8,097	\$7,759
Voter Approved Operating Referendum per Student (included in above revenue)	\$440	\$649
2001 School District Property Tax for \$100,000 Home	\$289	\$403
2001 School District Property Tax for \$200,000 Home	\$1,034	\$1,287

Long Term Debt (facilities & equipment)	Total	Per Student
Total Outstanding Debt	\$69,662,951	\$12,356
2001-2002 Debt Service Revenue:		
Property Tax	\$472,749	\$84
State Aid/Other	\$89,676	\$16

Other 2001-2002 Revenues/Expenditures	Revenue	Expenditure
Food Service	\$1,465,481	\$1,407,120
Community Service	\$1,668,272	\$1,562,093

Trends Over Time	1999-2000	2000-2001	2001-2002
General Fund Revenue per Student	\$7,076	\$7,904	\$8,095
Unreserved General Fund Balance per Student	\$613	\$972	\$1,164

To compare your district finances with other schools visit

<http://education.state.mn.us>

# Minnesota Department of Education 2003 Report Card

WASHINGTON EL.  
MOORHEAD, MN  
(218) 299-6266

## Academic Achievement Reading Mathematics

This report card provides parents and public with information about the academic achievement and educational indicators that describe your school.

### 5 Star School Determination

Stars	Meeting AYP Goals	10% or Fewer Students Score at the Lowest Levels on State Test	Performs Among Top 25% of Comparable Schools*	Performs in Top 10% of Similar Size Schools	30% or More Students Score at the Highest Level on State Tests
5	Yes	Meets criteria in 2 of the above categories			
4	Yes	Meets criteria in 1 of the above categories			
3	Yes	Making Adequate Yearly Progress this year			
2	No	Not making Adequate Yearly Progress this year			
1	No	Not making Adequate Yearly Progress for 2 consecutive years Not showing sufficient improvement			

\*Comparable schools based on percentage of test takers eligible for Free and Reduced Priced Lunch.

For more information about Minnesota schools visit: <http://education.state.mn.us>

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## Academic Achievement ☆☆☆☆☆ (No star rating in 2003)

AYP ratings and changes in students performance from year to year provide important information about academic achievement.

### Does this school meet annual performance goals?

	Reading		Mathematics		Other	
	Participation*	Proficiency**	Participation*	Proficiency**	Attendance	Graduation
All Students	Yes	Yes	Yes	Yes	Yes	NA
American Indian / Alaskan Native	NA	NA	NA	NA	*Participation To meet AYP participation goals, a participation level of 95% must be reached.  **Proficiency A calculation that determines whether students have achieved adequate academic progress.	
Asian / Pacific Islander	NA	NA	NA	NA		
Hispanic	NA	NA	NA	NA		
Black, not of Hispanic Origin	NA	NA	NA	NA		
White, not of Hispanic Origin	Yes	Yes	Yes	Yes		
Limited English Proficient	NA	NA	NA	NA		
Special Education	NA	NA	NA	NA		
Free / Reduced Priced Meals	Yes	Yes	No	Yes		

### Change in Student Performance

Reading		
Students Scoring:	2002	2003
Below grade level	41%	31%
Above grade level	43%	48%

Mathematics		
Students Scoring:	2002	2003
Below grade level	49%	38%
Above grade level	34%	35%

## Academic Opportunity ☆☆☆☆☆ (No star rating in 2003)

Successful schools offer students a wide variety of opportunities to support high levels of academic achievement.  
Elementary Schools (one star per indicator)

Offers teachers professional development to meet the needs of gifted & talented students	Provides gifted & talented services during the school day	Provides opportunities for academic enrichment outside the school day or beyond the school year	Provides opportunities for academic acceleration	Provides opportunities for academic competition, such as spelling bees or science fairs
N/A	N/A	N/A	N/A	N/A

Middle Schools and Junior High Schools (one star per indicator)

\*Comparable schools based on free or reduced price lunch counts

Offers teachers professional development to meet the needs of gifted & talented students	Provides gifted & talented program and services during the school day	Provides opportunities for academic competition, such as spelling bees and science fairs	Students who take and complete high school and on-line courses	Provides opportunities for academic acceleration
N/A	N/A	N/A	This School X% Avg Comp X%	N/A

High Schools (one star per indicator)

\*Comparable schools based on free or reduced price lunch counts

Advanced Placement / International Baccalaureate courses completed	Students scoring 3 and above on AP or 4 and above on International Baccalaureate		Students taking and completing higher-level math courses		National Merit Scholars (commended and finalists)		Post Secondary Enrollment Options or College in the Schools courses completed		College Readiness			
	This School	Comp School*	This School	Comp School*	This School	Comp School*	This School	Comp School*	Average ACT Test Score		Students making college remedial courses in state post-secondary institutions	
	#	%	#	%	#	%	#	%	This School	Comp School*	This School	Comp School*
	14	2%	5	1%	83	14%	4	1%	490	12%	74	41%

## Student Demographics

Minnesota schools educate a wide variety of students.

Am Indian	Asian	Hispanic	Black	White	LEP	Sp Ed	Free/Red
14	5	83	4	490	69	74	244
2%	1%	14%	1%	82%	12%	12%	41%

Grayed items will be reported in a future year.

To compare your district finances with other schools visit:

## School Safety ☆☆☆☆☆ (No star rating in 2003)

Important information about serious incidents and the disciplinary responses of the school for the 2001-2002 school year is listed below.  
Is this school currently designated as persistently dangerous? No

Incidents Involving Discipline Deemed Most Serious	Number Incidents Reported	Action Taken by School (Preliminary statewide data for 2001/02)			
		Out of School Suspension	Expulsion	Other Action	Referred to Law Enforcement
Firearms	0	0	0	0	0
Other dangerous weapons	0	0	0	0	0
Selling, soliciting or possession of illegal drugs	0	0	0	0	0
Assault or physical fighting	0	0	0	0	0
Sexual offense*	0	0	0	0	0
Total	0	0	0	0	0

\*Includes harassment and assault

Trends Over Time	1999-2000	2000-2001	2001-2002
Rate of Expulsions**	0.00	0.00	
Statewide Average Expulsion Rate**	0.14	0.02	
Rate of Out-of-school Suspensions**	0.15	0.00	
Statewide Avg Out-of-school Suspension Rate**	6.74	7.49	

\*\*All types of incidents per 100 students

### School Safety Promotion Efforts

Safety Plans	N/A	Crisis Plan	N/A
Zero Tolerance Policy(ies)	N/A	Alcohol/Drug Education	N/A
Anti-Violence/Anti-Bullying Programs	N/A	Crisis Plan	N/A

## Student Participation ☆☆☆☆☆ (No star rating in 2003)

Student participation is key to a foundation for academic success

2001-2002 School Year	School Total	State Avg.
Number of Students Enrolled	596	449
Average Hours of Instruction	1006	1,054
Total Student Instructional Days	170	172
Total Teacher Contract Days	183	184
AYP Attendance Rate	95%	94%
AYP Graduation Rate	0%	%
Student Dropout Rate	%	%
Co/extra Curricular Activity Participation	%	%

## Parent

School annually surveys for parent satisfaction	N/A
School publicly reports parent survey results	N/A
School annually surveys for student satisfaction	N/A
School publicly reports student survey results	N/A

http://education.state.mn.us

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8/21/03

OFFICE OF TEACHING & LEARNING MEMO #: I.04.023



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Preliminary Minnesota Academic Standard Transition Plan  
DATE: August 20, 2003

Attached is the preliminary plan to begin the process of the transition from the Profile of Learning to Minnesota's Academic Standards.

The focus over the past few years has been on instructional best practices, including performance assessment and rubric scoring. Those practices will continue with a continued emphasis on student learning.

This plan will retain the best of the profile while implementing the Minnesota Academic Standards.

**SUGGESTED RESOLUTION:** Move to approve the Minnesota Academic Standard Transition Plan.

LAK/kjg

## **RECOMMENDATION FOR THE TRANSITION OF THE PROFILE OF LEARNING**

The end of the 2003 Minnesota legislature session resulted in many changes to K-12 education. The retirement of the Profile of Learning and the development of both new Minnesota Academic Standards and Graduation Requirements have created the need for a comprehensive transition plan. This plan will place the district in full compliance with the new standards and expectations and allow current 9th - 12th grade students the opportunity to complete their high school career following the Profile of Learning.

### **Action Timeline:**

#### **June - July 2003**

- ◇ Share preliminary data and information on NCLB, new academic standards, and new graduation requirements with the Board of Education
- ◇ Share preliminary data and information on NCLB, new academic standards, and new graduation requirements with the administrative team.
- ◇ Attend a Department of Education meeting on new standards, new graduation requirements, and transition from the Profile of Learning
- ◇ Begin work to align district curriculum frameworks and resources with new academic standards in Language Arts, Mathematics and Art.
- ◇ Determine transition plan and determine study group to prepare district recommendations to implement new graduation requirements beginning with students entering 9th grade during the 2004-05 school year.

#### **August 2003**

- ◇ Report to board on NCLB, as related to Minnesota Comprehensive Assessment and Annual Yearly Progress
- ◇ Develop secondary research team to focus on implications of NCLB and graduation requirements and new standards

#### **October 2003**

- ◇ Present preliminary recommendations on implementing to graduation requirements for students entering 9th grade during the 2004-05 school year to the Instruction and Curriculum Advisory Committee.
- ◇ Present preliminary recommendation on implementing new standards to ICAC.

#### **June 2004**

- ◇ Align district curriculum frameworks and resources with new academic standards in science and social studies
- ◇ New curriculum documents will articulate the standards, learner outcomes and assessments used to measure learning.

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**September 2004**

◇ Minnesota Academic Standards and Graduation Requirements fully implemented.

## **RECOMMENDATION FOR THE PROFILE OF LEARNING**

### **Recommendation # 1:**

Replace the preparatory standards (K-8) with the district curriculum frameworks and maps that will be aligned with new Minnesota Academic Standards.

- Implications

1. Discontinue the use of required performance assessment and the scoring and recording of student work on a separate reporting system.

2. Assessment of student achievement, based on the district's curriculum framework, will be the responsibility of the classroom teacher and will be reported on progress reports.

### **Recommendation # 2:**

Revise or remove district policies that relate to the preparatory standards.

- Implications:

1. District Policy 650 - School District System Accountability should be revised with language referencing preparatory standards being deleted.

2. District Policy 651 - Moorhead Area Public Schools Ensurance of Preparatory and High School Standards should be revised with language referencing preparatory standards being delete.

3. District Policy 657 - Assessment of Graduation Standards Achievement should be deleted.

## **High School Content Standards**

### **Recommendation # 1:**

Retain the graduation requirements currently outline in District Policy 640 - Moorhead Area Public Schools Graduation Policy for students entering 9th grade and in 10th, 11,th and 12th grade during the 2003-04 school year.

- Implications:

1. Student in the 9th - 12th grade beginning during the 2003-04 school year will need to complete 21 total credits, 24 high school continent standards and pass the Basic Standards Test in Reading, Mathematics and Writing.
2. These requirements will remain until the students entering 9th grade in 2003-04 graduate in 2007.

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3. Students entering 9th grade during the 2004-05 school year will need to complete Minnesota's new Graduation requirements.

**Recommendation # 2:**

Retain the current content standards requirement of 24 standards necessary for graduation. The standards would remain imbedded in the current courses.

- Implications:

1. This recommendation insures that the district is in compliance with M.R. 3501.0120 requiring written notification to parents/students on changes in graduation requirements.

2. This recommendation, coupled with the following recommendations, eliminates the problematic areas of the Profile of Learning - student work on packages and staff paperwork.

**Recommendation # 3:**

The district would discontinue the use of packages and the scoring and recording of student work on a separate reporting system.

- Implications:

1. This recommendation removes the requirement for the use of performance packages or other extra assessments by students.

2. Student work on content standards within the course would be assessed through teacher determined classroom performance assessments and teacher determined assessments.

**Recommendation # 4:**

Teachers would assess student work on the standards as a part of the regular classroom assessment using performance assessment and report attainment of the standard through the grade earned on the report card.

- Implications:

1. A passing grade in the course would also indicate successful completion of the content standard by a student.

2. This recommendation eliminates the paper work that staff has been required to do and allows teachers to assess student work on the content standard through performance assessment and teacher designed rubric.

3. This allows for the continuation of best practice in the area of assessment and scoring of student work.

**Recommendation # 5:**

Delete district policy that related to the assessing of student work (packages) through the use of state

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- Implications:

determined criteria or rubrics.

1. District Policy 657 - Assessment of Graduation Standards Achievement should be deleted.

**Recommendation # 6:**

The School Board may waive any graduation requirement for a student or group of students who entered ninth grade and above during the 2003-04 school year if the board determines that the student(s) could not meet a graduation requirement due to circumstances related to implementing the profile of learning transition plan that were beyond students control.

- Implications:

The decision of the board will be final.

**BUSINESS SERVICES MEMO#: B.04.010**

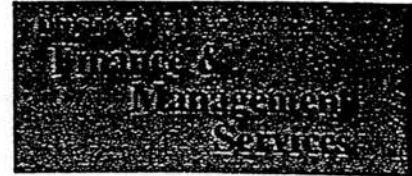


To: Dr. Larry P. Nybladh  
From: Mark Weston *MLW*  
Date: August 19, 2003  
RE: Structural Balance

The Omnibus K-12 Education Act of 2001 requires a school board to pass a resolution verifying that any collective bargaining agreement approved after July 1, 2001, does not cause structural imbalance in the school district's budget during the period of the agreement. At this time I am recommending the following resolution, which is supported with the attached information. If you have further questions regarding this matter please contact me at your convenience.

Suggested Resolution: Move to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the Master Agreement for Education Moorhead.

MLW/dmh



**Settlement Information and Balanced Budget Projection Summary**  
(Minn.Stat.123.B.749 Structurally Balanced School District Budget)

**DISTRICT NAME:** MOORHEAD

**DISTRICT NUMBER:** 0152

Name of bargaining unit	Education Moorhead
Date of ratification of contract	2003-08-25
Effective term of the contract (start)	2004
Effective term of the contract (end)	2005
The date of the "one year following" the settlement conclusion	2006
Number of people directly affected by the contract, i.e. membership	419
Was the settlement the result of interest arbitration? (y/n)	N
Did this settlement cause structural imbalance? (y/n)	N

**INDIVIDUAL SUMMARY**

General Fund(01)	(2001)	(2002)	(2003)	(2004)	(2005)	(2006)
Revenues (ALL General)						
01 - Current Revenue				45,713,089	47,231,744	44,250,235
Anticipated Revenue		0	0	0	0	0
Expenditures						
Settlement Salary/Benefits				1,192,460	1,344,117	1,276,711
All Other 01 Costs				46,045,344	47,330,199	47,892,864
Total General Fund (01) Balance			10,877,329	9,352,613	7,910,040	2,990,701

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Food Service Fund (02)	(2001)	(2002)	(2003)	(2004)	(2005)	(2006)
Revenues (ALL General)						
02 - Current Revenue		0	0	0	0	0
Anticipated Revenue		0	0	0	0	0
Expenditures						
Settlement Salary/Benefits		0	0	0	0	0
All Other 02 Costs		0	0	0	0	0
Total General Fund (02) Balance	0	0	0	0	0	0
Community Service (04)	(2001)	(2002)	(2003)	(2004)	(2005)	(2006)
Revenues (ALL General)						
04 - Current Revenue		0	0	0	0	0
Anticipated Revenue		0	0	0	0	0
Expenditures						
Settlement Salary/Benefits		0	0	0	0	0
All Other 04 Costs		0	0	0	0	0
Total General Fund (04) Balance	0	0	0	0	0	0
	(2001)	(2002)	(2003)	(2004)	(2005)	(2006)
Staff changes affected by settlement		0	0	0	0	0
Actual staff count in the unit affected by the settlement				405	398	398
Anticipated Cuts		0	0	0	0	0
District Characteristics:						



State Aid Formula						
AMCPU's						
Narrative:						

## DISTRICT SUMMARY

General Fund(01)	(2001)	(2002)	(2003)	(2004)	(2005)	(2006)
Revenues (ALL General)						
01 - Current Revenue				45,713,089	47,231,744	44,250,235
Anticipated Revenue		0	0	0	0	0
Expenditures						
Settlement Salary/Benefits				24,190,111	25,534,228	26,810,939
All Other 01 Costs				23,047,693	23,140,088	22,358,636
Total General Fund (01) Balance			10,877,329	9,352,613	7,910,040	2,990,701
Food Service Fund (02)	(2001)	(2002)	(2003)	(2004)	(2005)	(2006)
Revenues (ALL General)						
02 - Current Revenue				1,370,311	1,397,710	1,425,650
Anticipated Revenue		0	0	0	0	0
Expenditures						
Settlement Salary/Benefits				481,389	495,830	510,710
All Other 02 Costs				932,822	958,450	986,901
Total General Fund (02) Balance			415,148	371,248	314,678	242,717
Community Service (04)	(2001)	(2002)	(2003)	(2004)	(2005)	(2006)
Revenues (ALL						

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<b>General)</b>						
04 - Current Revenue			1,293,145	1,221,547	1,217,771	
Anticipated Revenue	0	0	0	0	0	0
<b>Expenditures</b>						
Settlement Salary/Benefits	0	0	0	0	0	0
All Other 04 Costs			1,366,672	1,277,385	1,268,293	
Total General Fund (04) Balance		228,856	155,329	99,491	48,969	
	(2001)	(2002)	(2003)	(2004)	(2005)	(2006)
Staff changes affected by settlement		0	0	0	0	0
Anticipated Cuts		0	0	0	0	0
<b>District Characteristics:</b>						
State Aid Formula			4,601	4,601	4,693	4,787
AMCPU's			6,273	6,156	6,124	6,036
Did any settlement cause structural imbalance in the budget?						N
<b>Narrative:</b>						

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HUMAN RESOURCE

MEMO #: HR.04.095



TO: Dr. Larry Nybladh  
FROM: *[Signature]*  
Ben Nielsen  
Mark Weston  
SUBJECT: 2003-2005 Teacher Settlement  
DATE: August 19, 2003

The school district and Education Moorhead have reached settlement on the 2003-2005 Teacher's contract. Teacher ratified the contract on August 21, 2003.

Significant changes in language include:

- Article 2. Definitions
- Article 23. Discontinuance of Teaching Position(s), Layoff and Recall
- Article 34. Teacher Insurance Benefits
- Article 36. Early Retirement Policy
- Article 38. Leave Due to Sickness or Emergency
- Article 39. Parental Leave for Teachers
- Article 41. Personal Leave
- Appendix B Extended Contract & Extra Assignment Pay Schedule
- Appendix D Extra Curricular Pay Schedule

The total cost of the settlement was:

	Percent	Cost
2003-2004	5.19	\$1,192,460.00
2004-2005	<u>5.56</u>	<u>\$1,344,117.00</u>
	10.75	\$2,536,577.00

**SUGGESTED RESOLUTION:** Move to approve the 2003-2005 Master contract for the Education Moorhead Association.

RN/smw

OFFICE OF TEACHING & LEARNING MEMO #: I.04.024



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: High School Study Group Proposed  
DATE: August 20, 2003

At the August 8, 2003, Board Meeting a proposal was presented to the board to establish a study group to study the effects of the No Child Left Behind Act and the Minnesota Academic Standards on the high school program.

The board suggested the addition of broader parent participation in the group. This addition has been made to the proposal.

**SUGGESTED RESOLUTION:** Move to approve the High School Enhancement Research Study Group Proposal.

LAK/kjg

## **High School Enhancement RESEARCH STUDY GROUP**

### **Purpose:**

This research study group will focus on the impact of new accountability standards on students in Moorhead Area Public Schools. The group will also focus on research and best practices, methods and or structures to enhance the quality of student learning at Moorhead High School.

### **Process:**

- Refine questions. Determine the issues and questions to be considered. Identify the main concepts or keyword in the question.
- Find background information. Share research and data that has been collected to date. Critically analyze and summarize information into a report complete with finding and references.
- Determine next steps after research.

### **Specific Responsibilities:**

- Provide a comprehensive examination of concepts related to the new accountability standards (for example: divisions, course scheduling options, academies, houses for student learners).
- Address the following questions:
  - What are the standards at the state and national levels?
  - What are the strategies required at the secondary level to meet the No Child Left Behind Act ?
  - What are the strategies required to meet state requirements/expectations/standards?
  - What are the best practices in the field of secondary education?
  - What organizational structures, academies, houses, schedules, division etc. are needed to provide the optimum learning for all students?
- Consider implications to the district's budget, staffing, programs and services.
- Consult with appropriate officials from the Minnesota Department of Education, consultants, etc.
- Develop a timeline and framework for any recommended options.
- Prepare and submit a report, complete with findings and recommendations, to

8/20/03

the Superintendent of Schools.

- Agendas, minutes and information will be posted on the district website.

**Time Frame:**

- Preliminary information to the ICAC and superintendent in October.  
Complete and submit the report to the Superintendent of Schools on or before December 1.

**Committee Composition:**

- Department chairs
  - EM Representative
  - 2 BLT Representatives
  - 4-6 members of the high school faculty (at large)
  - Representatives from high school administration
  - Representative from central office administration
  - Representative from school board
  - 6 Representatives from parents representing elementary through high school students (may include PTAC members or other community members)
  - 2 Representatives from the student body
- The committee members will be selected from the representative groups.

**Lead Administrators:**

- Mr. Gene Boyle, Principal
- Mr. Russ Henegar, Assistant Principal
- Dave Lawrence, Assistant Principal
- Lynne Kovash, Assistant Superintendent

8/20/03



S-M9-B05  
11 September 2003

**INDEPENDENT SCHOOL DISTRICT #152**

**School Board Special Meeting**

**Board Room - Townsite Centre**

**810 Fourth Avenue South**

September 11, 2003

5:30 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. SCHOOL BOARD ELECTION RESOLUTION: Nybladh**

Pages 4-7 (Candidate names will be included in the final resolution which will be distributed at the meeting.)

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

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

**SCHOOL BOARD AGENDA - September 11, 2003**

**PAGE 2**

3. **SCHOOL BOARD ELECTION NOTICE**: Nybladh

Pages 8-10 (Candidate names will be included in the final resolution which will be distributed at the meeting.)

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

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

Comments \_\_\_\_\_

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

5. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - September 11, 2003****PAGE 3****CALENDAR OF EVENT**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Early Childhood Family Educ			
Advisory Council	September 11	7 pm	Lincoln
District Care Team	September 15	3:30 pm	Board Room
High School PTAC	September 15	6:30 pm	Library
Probstfield PTAC	September 15	7 pm	Library
Policy Review Committee	September 15	7-8:30 pm	Board Room
Riverside PTAC	September 16	7 pm	Library
Com Ed Adv Council	September 16	7 pm	Board Room
Interagency Early Interv	September 17	12 pm	Family Service Center
Clay County Joint Powers Collaborative Board	September 17	3:30 pm	Family Service Center
Safety Committee	September 18	9:30 am	Townsite Centre
Instr and Curr Adv Com	September 18	7-8:30 am	Board Room
Supt's Adv Council	September 18	7-8:30 pm	Board Room
School Board	September 22	7 pm	Board Room
Technology Com	September 23	3:45 pm	Townsite Centre
Robert Asp PTAC	September 23	7 pm	Library
 School Board	 October 13	 7 pm	 Board Room
School Board	October 27	7 pm	Board Room

**MEMO #:** S-04-027

**TO:** School Board

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

**DATE:** September 9, 2003

**RE:** Election Resolutions

Please find attached two election resolutions requesting your approval. Please note the candidate names will be included in final resolutions which will be distributed at the meeting. This is due to the deadlines for candidate filing and withdrawal (9/9 5 p.m. and 9/11 5 p.m.).

Please contact me if you have questions.

LPN:mde

Attachments

RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS  
AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION

BE IT HEREBY RESOLVED by the School Board of Independent School District No. 152, State of Minnesota as follows:

1. It is necessary for the school district to hold its general election for the purpose of electing four (4) school board members for terms of four (4) years each.

The following individuals have filed affidavits of candidacy for said election during the period established for filing such affidavits:

Candidate U  
Candidate V  
Candidate W  
Candidate X  
Candidate Y

If additional affidavits are received for the general election during the filing period, the clerk shall include their names on the ballot as though they had been included by name in this resolution.

2. The general election is hereby called and directed to be held on Tuesday, the 4th day of November, 2003, between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m.

3. Pursuant to Minnesota Statutes, Section 205A.11, the school district combined polling places and the precincts served by those polling places, as established and designated by school board resolution for school district elections not held on the day of a statewide election, are hereby designated for said general election.

4. The clerk is hereby authorized and directed to cause written notice of said general election to be provided to the county auditor of each county in which the school district is located, in whole or in part, at least forty-nine (49) days before the date of said election. The notice shall include the date of said general election and the office or offices to be voted on at said general election.

The clerk is hereby authorized and directed to cause notice of said general election to be posted at the administrative offices of the school district at least ten (10) days before the date of said general election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said general election and to cause a sample ballot to be posted in each polling place on election day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates and rotation sequence on the ballots used in that polling place.

The clerk is hereby authorized and directed to cause notice of said general election to be published in the official newspaper of the school district for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.

The notice of election so posted and published shall state the offices to be filled set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

5. The clerk is authorized and directed to secure ballot boxes for the deposit of ballots at each polling place, to acquire and distribute such election materials as may be necessary for the proper conduct of this election, and generally to cooperate with election authorities conducting other elections on that date.

6. The clerk is further authorized and directed to cause buff colored printed ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system.

#### SCHOOL DISTRICT BALLOT

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD  
GENERAL ELECTION  
NOVEMBER 4, 2003

↓ Put an (X) in the square opposite the name of each candidate you wish to vote for.

SCHOOL BOARD MEMBER  
VOTE FOR UP TO FOUR

---

☐ Candidate U

☐ Candidate V

☐ Candidate W

☐ Candidate X



<input type="checkbox"/>	Candidate Y
<input type="checkbox"/>	_____
	Write-in, if any
<input type="checkbox"/>	_____
	Write-in, if any
<input type="checkbox"/>	_____
	Write-in, if any
<input type="checkbox"/>	_____
	Write-in, if any

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On the back of all ballots shall be printed "OFFICIAL BALLOT," the date of the election, and lines for the initials of two judges. The printing shall be so placed as to be visible when the ballot is properly folded for deposit.

7. The name of each candidate for office at this election shall be rotated with the names of the other candidates for the same office so that the name of each candidate appears substantially an equal number of times at the top, at the bottom and at each intermediate place in the group of candidates for that office.

8. If the school district will be contracting to print the ballots for this election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer shall furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

9. The slate of individuals, on file in the Office of the Superintendent, each of whom is qualified to serve as an election judge, are hereby appointed as judges of election to act as such at the respective polling places and for the respective precincts.

The election judges shall act as clerks of election, count the ballots cast and submit the results to the school board for canvass in the manner provided for other school district elections.

Dated: \_\_\_\_\_

BY ORDER OF THE SCHOOL BOARD

/s/ \_\_\_\_\_  
School District Clerk

NOTICE OF GENERAL ELECTION

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD  
STATE OF MINNESOTA

NOTICE IS HEREBY GIVEN, that the general election has been called and will be held in and for Independent School District No. 152, (Moorhead), State of Minnesota, on Tuesday, the 4th day of November, 2003, for the purpose of electing four (4) school board members for four year terms. The ballot shall provide as follows:

---

↓ Put an (X) in the square opposite in the name of each candidate you wish to vote for.

SCHOOL BOARD MEMBER  
VOTE FOR UP TO FOUR

---

- |                          |                  |
|--------------------------|------------------|
| <input type="checkbox"/> | Candidate U      |
| <input type="checkbox"/> | Candidate V      |
| <input type="checkbox"/> | Candidate W      |
| <input type="checkbox"/> | Candidate X      |
| <input type="checkbox"/> | Candidate Y      |
| <input type="checkbox"/> | _____            |
|                          | Write-in, if any |
| <input type="checkbox"/> | _____            |
|                          | Write-in, if any |
| <input type="checkbox"/> | _____            |
|                          | Write-in, if any |
| <input type="checkbox"/> | _____            |
|                          | Write-in, if any |

---

The combined polling places for this election and the precincts served by those polling places will be as follows:

PRECINCT  
NUMBER

1. All territory in Independent School District No. 152 located in Moorhead city Ward 1, Precinct 1.
2. All territory in Independent School District No. 152 located in Moorhead city Ward 1, Precinct 2.
3. All territory in Independent School District No. 152 located in Moorhead city, Ward 1, Precinct 3;
4. All territory in Independent School District No. 152 located in Moorhead city, Ward 2, Precinct 1.
5. All territory in Independent School District No. 152 located in Moorhead city, Ward 2, Precinct 2.
6. All territory in Independent School District No. 152 located in Moorhead city, Ward 2, Precinct 3.
7. All territory in Independent School District No. 152 located in Moorhead city, Ward 3, Precinct 1.
8. All territory in Independent School District No. 152 located in Moorhead city, Ward 3, Precinct 2.
9. All territory in Independent School District No. 152 located in Moorhead city, Ward 3, Precinct 3.
10. All territory in Independent School District No. 152 located in Moorhead city, Ward 4, Precinct 1.
11. All territory in Independent School District No. 152 located in Moorhead city, Ward 4, Precinct 2.
12. All territory in Independent School District No. 152 located in Moorhead city, Ward 4, Precinct 3.
13. All territory in Independent School District No. 152 located in Dilworth city.

POLLING  
PLACE

Mhd. National Guard Armory  
1002 No. 15th Ave.

Geo. Washington School  
901 No. 14th St.

City Hall - Mall Area  
500 Center Avenue

Trinity Lutheran Church  
210 So. 7th St.

Grace United Methodist Church  
1120 17th St. So.

Moorhead Sports Center  
324 24th St. So.

Lutheran Church of the Good Shepherd  
1500 So. 6th St.

Concordia College Fieldhouse  
7th St. & 12th Ave. So.

Bethesda Lutheran Church  
401 40th Ave. So.

Christ the King Lutheran Church  
1900 So. 14th St.

Triumph Lutheran Brethren Church  
2901 20th St. So.

Triumph Lutheran Brethren Church  
2901 20th St. So.

Dilworth Community Center

PRECINCT  
NUMBER

POLLING  
PLACE

- |  |  |
|--|--|
| 14. All territory in Independent School District No. 152 located in Sabin city.  | Sabin Community Center   |
| 15. All territory in Independent School District No. 152 located in Elmwood Township; Kurtz Township; Glyndon Township; Alliance Township; and, Holy Cross Township (all Townships south of Moorhead city except Moorhead Township). | Sabin Community Center   |
| 16. All territory in Independent School District No. 152 located in Georgetown Township; Kragnes Township; Morken Township; Moland Township; and, Georgetown city. (all townships north of Moorhead city except Oakport).            | Georgetown Community Center  |
| 17. All territory in Independent School District No. 152 located in Oakport Township and Moorhead Township.  | Clay County Courthouse<br>807 11th Street North<br>(1st Floor Conference Room) |

Any eligible voter residing in the school district may vote at said election at the polling place designated above for the precinct in which he or she resides. The polls for said election will open at 7:00 o'clock a.m. and will close at 8:00 o'clock p.m. on the date of said election.

A voter must be registered to vote to be eligible to vote in this election. An unregistered individual may register to vote at the polling place on election day.

Dated: \_\_\_\_\_

BY ORDER OF THE SCHOOL BOARD

/s/ \_\_\_\_\_  
School District Clerk

S-M-805  
9-8-03

**INDEPENDENT SCHOOL DISTRICT #152**

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

September 8, 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. Matters Presented by Citizens/Other Communications  
(Non-Agenda Items)

2. **CONSENT AGENDA**

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

## SCHOOL BOARD AGENDA - September 8, 2003

### PAGE 2

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

- A. TEACHING/LEARNING MATTERS - Kovash
  - (1) Approval of Contracts - Pages 6-18
- B. BUSINESS SERVICE MATTERS - Weston
- C. HUMAN RESOURCE MATTERS- Nielsen
  - (1) Approval of New Employees - Page 19
  - (2) Approval of Change in Employment Contract - Page 20
  - (3) Approval of Family/Medical Leave - Page 21
  - (4) Acceptance of Resignations - Page 22
  - (5) Approval of Leave of Absence - Page 23
  - (6) Approval of Retirement Withdrawal - Page 24
  - (7) Approval of Rehire - Page 25
- D. SUPERINTENDENT MATTERS - Nybladh
  - (1) Approval of August 11 and 25, 2003 Meeting Minutes - Pages 26-33
  - (2) Approval of September Claims

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

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

Comments \_\_\_\_\_

### 3. COMMITTEE REPORTS

### 4. SCHOOL BOARD/STAFF DIALOGUE: Kovash

(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.)

Scotland Field Trip - Kovash

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**SCHOOL BOARD AGENDA - September 8, 2003**

**PAGE 3**

**5. CITY OF MOORHEAD AND MOORHEAD AREA PUBLIC SCHOOLS  
PARTNERSHIP FOR THE MINNESOTA HOUSING FINANCE AGENCY GRANT**

**APPLICATION:** Nybladh

Pages 35-40

Suggested Resolution: Move to approve the grant application to the Minnesota Housing Finance Agency, in partnership with the City of Moorhead, as presented.

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

Comments \_\_\_\_\_

**6. JOBZ APPLICATION: Weston**

Pages 41-46

Suggested Resolution: Move to approve the following: WHEREAS, job creation, business development, and individual wealth growth in the City of Moorhead, Minnesota have been less than the national and state averages; and, WHEREAS, the resulting affects of such lagging job creation, business development, and individual wealth growth have harmed and are forecasted to continue to harm the economy of the City of Moorhead; and, WHEREAS, the Job Opportunity Building Zone (JOBZ) Program created in Minnesota Session Laws 2003, 1st Special Session, Chapter 21, Article 1 allows for the formation of tax free zones; WHEREAS, an application for tax free zone designation in the City of Moorhead is being prepared for submission to the Minnesota Department of Employment and Economic Development via the West Central Initiative; therefore, NOW, THEREFORE, BE IT RESOLVED by the Moorhead School Board (ISD #152) that, upon careful consideration and review, do hereby approve the specific areas designated in the application for tax free zones, approve of the use of tax exemptions and tax credits within the designated zones (subject to proper review and approval by the other appropriate taxing authorities within the zone), and encourage the Minnesota Department of Employment and Economic Development to approve the Tax Free Zone Application being submitted by the West Central Initiative. BE IT FURTHER RESOLVED by the Moorhead School Board (ISD #152) that we hereby agree to provide all of the local exemptions and credits required and provided for under the Job Opportunity Building Zones (JOBZ) Legislation and agree to forego the tax benefits resulting from the local and state tax exemptions and credits provided under the Job Opportunity Building Zones (JOBZ) Legislation.

**SCHOOL BOARD AGENDA - September 8, 2003**

**PAGE 4**

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

7. **OPENING ENROLLMENT:** Kovash

Pages 47-54

8. **SPECIAL SCHOOL BOARD MEETING:** Nybladh

Page 55

Suggested Resolution: Move to approve Thursday, September 11, 2003 at 5:30 p.m. to conduct a Special School Board meeting to accommodate election requirements.

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

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

10. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - September 8, 2003****PAGE 5****CALENDAR OF EVENT**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Last Day to File for School Board Election	September 9	5 pm	Townsite Centre
Youth Advisory Com	September 10	7 am	Law Enforcement Cntr
Last Day to File Affidavits of Withdrawal of School Board Candidacy	September 11	5 pm	Townsite Centre
Indian Educ Parent Com	September 11	5 pm	Board Room
Early Childhood Family Educ Advisory Council	September 11	7 pm	Lincoln
District Care Team	September 15	3:30 pm	Board Room
Staff Development Com	September 15	3:45 pm	Townsite Centre
High School PTAC	September 15	6:30 pm	Library
Probstfield PTAC	September 15	7 pm	Library
Policy Review Committee	September 15	7-8:30 pm	Board Room
Riverside PTAC	September 16	7 pm	Library
Com Ed Adv Council	September 16	7 pm	Board Room
Interagency Early Interv	September 17	12 pm	Family Service Center
Clay County Joint Powers Collaborative Board	September 17	3:30 pm	Family Service Center
Safety Committee	September 18	9:30 am	Townsite Centre
Instr and Curr Adv Com	September 18	7-8:30 am	Board Room
Supt's Adv Council	September 18	7-8:30 pm	Board Room
School Board	September 22	7 pm	Board Room
Technology Com	September 23	3:45 pm	Townsite Centre
Robert Asp PTAC	September 23	7 pm	Library
School Board	October 13	7 pm	Board Room
School Board	October 27	7 pm	Board Room

OFFICE OF TEACHING & LEARNING MEMO #: I.04.027



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: 2002-2003 Clay County Public Health Contract  
DATE: September 2, 2003

Attached is a contract with Clay County Public Health for early childhood screening services. Clay County Public Health will provide a developmental screening including vision, hearing and immunization. Clay County Public Health and Moorhead School District responsibilities have been outlined in the contract. The rate will be \$35.00 per child. This agreement shall be retroactive to July 1, 2002 and for services provided through June 30, 2003.

**SUGGESTED RESOLUTION:** Move to approve the contract with Clay County Public Health to provide early childhood screening services at a rate of \$35.00 per child. This agreement is retroactive to July 1, 2002 and for services provided through June 30, 2003.

LAK/kjg  
Attachment

**AGREEMENT BETWEEN  
CLAY COUNTY PUBLIC HEALTH  
AND  
MOORHEAD SCHOOL DISTRICT**

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

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

**I. PROVIDER RESPONSIBILITIES:**

1. Assist with mailings to families in the school district with children 3 1/2 to 5 years of age.
2. Perform the ECS required components of:
  - \*Growth: height and weight
  - \*Immunization review/referral
  - \*Hearing screening
  - \*Vision screening
  - \*Developmental screeningThe components provided will be for screening purposes only and do not include diagnosis or treatment.
3. Provide computer printout for state report and assist with completion.
4. Provide supplies and equipment necessary to complete the components.

**II. SCHOOL RESPONSIBILITIES**

1. Send mailings to families in the school district with children 3 1/2 to 5 years of age.
2. Provide appropriate space to complete the components of ECS.

3. Provide the Summary interview with those families participating in the screening process, as well as Referral and Follow-up.
4. Prepare and submit annual report to Minnesota Department of Children, Families, and Learning by August 15th of each year.
5. No person or persons shall, on the ground of race, color, national origin, handicap, age, sex, or religion, be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination under any program service or benefit advocated, authorized, or provided by this Department.

### **III. STAFF:**

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

### **IV. RECORDS:**

1. Screening results will be submitted to the school district. Individual school health records will be maintained and kept on file in the School in accordance with school policy.
2. When rescreening by the Provider is required, the records will be kept with Provider until rescreening is completed. Upon completion, they will be sent to the school district.
3. Information exchanged will be done in compliance with the Data Privacy Act which includes notification of data collected, release of information, and safeguarding the record.
4. Computer runs of ECS will be sent to the school district.
5. When the Provider does a complete Child and Teen Checkup and the parent wants it used as an ECS, the ECS paperwork will be sent to the school district.



**V. COST OF SERVICES:**

1. Provider will bill third party payer for eligible children.
2. For those children for whom third party payer reimbursement is not received, the School will be billed at \$35.00 per child.
3. The School agrees to pay the Provider, upon receipt of the bill, \$35.00 per child. The Provider will bill the School monthly specifying the dates and number of children screened and the amount being billed. The bill will be payable upon receipt.

**VI. TERMS OF AGREEMENT:**

This agreement shall be effective July 1, 2002 and shall be in effect until June 30, 2003. This agreement may be canceled by the School or Provider at any time, with or without cause, upon thirty (30) days written notice to the other party and subject to approval by the Clay County Board of Commissioners.

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

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

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

**VII. INDEMNIFICATION:**

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

\_\_\_\_\_  
School Superintendent (date)

\_\_\_\_\_  
Chair, School Board (date)

Kathy McKay 8-28-03  
Director of Family Health, Clay County Public Health (date)

Barbara Indorn. Lusch 8/28/03  
Administrator, Clay County Public Health (date)

OFFICE OF TEACHING & LEARNING MEMO #: I.04.026



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: 2003-2004 Clay County Public Health Contract  
DATE: September 2, 2003

Attached is a contract with Clay County Public Health allowing Moorhead Schools to purchase nursing services as outlined. This contract will provide services when both school nurses are out of the district or absent from work. The rate will be \$37.00 per hour and will not exceed \$1,850.00 per year or 50 hours for the 2003-2004 school year.

**SUGGESTED RESOLUTION:** Move to approve the contract with Clay County Public Health for nursing services for times that both school nurses may be out of the district at a rate of \$37.00 per hour not to exceed \$1,850.00 per year or 50 hours for the 2003-2004 school year.

LAK/kjg  
Attachment

**AGREEMENT BETWEEN  
CLAY COUNTY PUBLIC HEALTH  
AND  
MOORHEAD SCHOOL DISTRICT**

The Moorhead School District, hereinafter referred to as the "School" and Clay County Public Health, Moorhead, Minnesota hereinafter referred to as the "Provider" enter into this agreement for the period July 1, 2003 through June 30, 2004. These dates allow the school district to cover the fiscal year. Provider services will be requested starting two weeks prior to the first day of classes, throughout the school academic year and lasting two weeks after the last day of classes.

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

**I. PROVIDER RESPONSIBILITIES:**

1. Provide nursing services as a back-up in the School as requested.
2. Provide nursing consultation per phone or in person to the School as requested.
3. Assist with immunizations as requested by the school.
4. Assistance with communicable disease control as requested by the School.
5. The public health nurse shall provide the above services to the school district. The day of the week and the length of time spent in the school may vary according to the activity planned and requested by the school.

**II. SCHOOL RESPONSIBILITIES:**

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

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

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

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

III. STAFF:

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

IV. RECORDS:

1. Individual school health records will be maintained by the school health aide and kept on file in the School in accordance with school policy.
2. Necessary health forms will be provided by the School.
3. The School is responsible to comply with the Data Practices Act which includes notification of data collected, release of information and safeguarding the record.

V. COST OF SERVICES:

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

VI. INDEMNIFICATION:

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

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

 8-28-03  
Director of Family Health, Clay County Public Health (date)

 8/28/03  
Administrator, Clay County Public Health (date)

OFFICE OF TEACHING & LEARNING MEMO #: I.04.028



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: 2003-2004 Clay County Public Health Contract  
DATE: September 2, 2003

Attached is a contract with Clay County Public Health for early childhood screening services. Clay County Public Health will provide a developmental screening including vision, hearing and immunization. Clay County Public Health and Moorhead School District responsibilities have been outlined in the contract. The rate will be \$35.00 per child. This agreement shall be effective July 1, 2003 until June 30, 2004.

**SUGGESTED RESOLUTION:** Move to approve the contract with Clay County Public Health to provide early childhood screening services at a rate of \$35.00 per child. This agreement is in effect July 1, 2003 until June 30, 2004.

LAK/kjg  
Attachment



**AGREEMENT BETWEEN  
CLAY COUNTY PUBLIC HEALTH  
AND  
MOORHEAD SCHOOL DISTRICT**

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

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

**I. PROVIDER RESPONSIBILITIES:**

1. Assist with mailings to families in the school district with children 3 1/2 to 5 years of age.
2. Perform the ECS required components of:
  - \*Growth: height and weight
  - \*Immunization review/referral
  - \*Hearing screening
  - \*Vision screening
  - \*Developmental screeningThe components provided will be for screening purposes only and do not include diagnosis or treatment.
3. Provide computer printout for state report and assist with completion.
4. Provide supplies and equipment necessary to complete the components.

**II. SCHOOL RESPONSIBILITIES**

1. Send mailings to families in the school district with children 3 1/2 to 5 years of age.
2. Provide appropriate space to complete the components of ECS.

3. Provide the Summary interview with those families participating in the screening process, as well as Referral and Follow-up.
4. Prepare and submit annual report to Minnesota Department of Children, Families, and Learning by August 15th of each year.
5. No person or persons shall, on the ground of race, color, national origin, handicap, age, sex, or religion, be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination under any program service or benefit advocated, authorized, or provided by this Department.

### **III. STAFF:**

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

### **IV. RECORDS:**

1. Screening results will be submitted to the school district. Individual school health records will be maintained and kept on file in the School in accordance with school policy.
2. When rescreening by the Provider is required, the records will be kept with Provider until rescreening is completed. Upon completion, they will be sent to the school district.
3. Information exchanged will be done in compliance with the Data Privacy Act which includes notification of data collected, release of information, and safeguarding the record.
4. Computer runs of ECS will be sent to the school district.
5. When the Provider does a complete Child and Teen Checkup and the parent wants it used as an ECS, the ECS paperwork will be sent to the school district.

**V. COST OF SERVICES:**

1. Provider will bill third party payer for eligible children.
2. For those children for whom third party payer reimbursement is not received, the School will be billed at \$35.00 per child.
3. The School agrees to pay the Provider, upon receipt of the bill, \$35.00 per child. The Provider will bill the School monthly specifying the dates and number of children screened and the amount being billed. The bill will be payable upon receipt.

**VI. TERMS OF AGREEMENT:**

This agreement shall be effective July 1, 2003 and shall be in effect until June 30, 2004. This agreement may be canceled by the School or Provider at any time, with or without cause, upon thirty (30) days written notice to the other party and subject to approval by the Clay County Board of Commissioners.

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

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

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

## VII. INDEMNIFICATION:

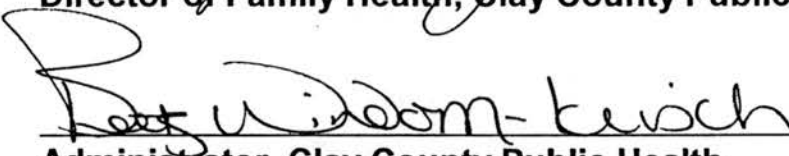
The School hereby agrees, to the extent permitted by law, to at all times indemnify provider against any and all claims, suits, actions, debts, damages, costs, charges, and expenses, including court costs and attorneys fees, and against all liability, losses, and damages of any nature whatever, that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

\_\_\_\_\_  
School Superintendent (date)

\_\_\_\_\_  
Chair, School Board (date)

  
\_\_\_\_\_  
Director of Family Health, Clay County Public Health

8-28-03  
(date)

  
\_\_\_\_\_  
Administrator, Clay County Public Health

8/28/03  
(date)

HUMAN RESOURCE

MEMO #: HR.04.100



TO: Dr. Larry Nypladh  
FROM: Ron Nielsen  
SUBJECT: New Employees  
DATE: September 2, 2003

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

Jessica Ebsen Math Teacher, Junior High, BA+15 (2) .286 FTE, \$8,626.90 effective for the 2003-2004 school year. (Replace Brent Aasby)

Deb Buth Title 1 Paraprofessional, Edison, B21 (0-2) \$11.52 per hour, 5 hours per day for 131 days (Replace Barb Lien)

Ryan Parker Paraprofessional, MMMI Senior High (B21) 0-2 \$11.52 per hour, 6.5 hours daily, effective August 27, 2003. (Replace Gary Branden)

Michael Hennessey Paraprofessional, Outreach, B21(3) \$11.70 per hour, 6.5 hours daily effective August 29, 2003 (Replace Faysal Hassan)

Cheryl Adams Paraprofessional, Title 1, Riverside B21 (0-2) \$11.52, 2.5 hours a day, 5 days a week (Title 1 funds)

Monique Maack Web Programmer, Townsite, B32 (5) \$17.24 per hour effective September 10, 2003. (Replace Kevin McMurphy)

**SUGGESTED RESOLUTION:** Move to approve the employment of Jessica Ebsen, Deb Buth, Ryan Parker, Michael Hennessey, Cheryl Adams and Monique Maack as presented.

RN/smw

**HUMAN RESOURCE**

**MEMO #: HR.04.098**



TO: Dr. Larry Nybladh  
FROM: Ron Nielsen  
SUBJECT: Change in Employment Contract  
DATE: September 2, 2003

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

Megan Ramsey	Paraprofessional, RRALC from 32.5 hours to 20 hours per week
Juan Sanchez	Migrant Liaison, District Wide from 6 hours per day 131 days per year, to 7 hours per day 183 days per year. (Reallocated funds)
Jane Sweeney	Paraprofessional, Edison from part time to full time effective 03-04 school year. (Replace Barb Cote)
Diane Wicklund	Business Teacher, Sr. High to Tech Ed Teacher at the Jr. High effective for the 2003-2004 school year. (Replace Steve Mathiowetz)
Sandy Kortan	District Wide Data Analysis & School Improvement Specialist (Vacant)
Brenda Krueger	Washington Title 1 Teacher from .50 FTE to 1.00 FTE (Replace .50 Sandy Kortan)

**SUGGESTED RESOLUTION:** Move to accept the change in contract for Megan Ramsey, Juan Sanchez, Jane Sweeney, Diane Wicklund, Sandy Kortan and Brenda Krueger as presented.

RN/smw



HUMAN RESOURCE

MEMO #: HR.04.097



TO: Dr. Larry Nybladh  
FROM: Ron Nielsen  
SUBJECT: Family Medical Leave  
DATE: September 2, 2003

The administration requests Medical Leave for the following person:

Julie Reno Math Teacher, Sr. High, to begin approximately November 15, 2003 until February 16, 2004.

**SUGGESTED RESOLUTION:** Move to approve the Family Medical Leave for Julie Reno pursuant to Article 39, Section 1, of the Teachers' Master Contract.

RN/smw

HUMAN RESOURCE

MEMO #: HR.04.096



TO: Dr. Larry Nybladh  
FROM: Ron Nielsen  
SUBJECT: Resignation  
DATE: September 2, 2003

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

Deb Holden	Paraprofessional	Robert Asp
Barb Cote	Paraprofessional	Edison
Michael Ochoa	Paraprofessional	Detention Center
Ardelle Kolle	Paraprofessional	Edison
Diane Ellwanger	Food Server	Washington
Mary Sara Dalen	Paraprofessional	Washington
Lori Kuball	Interpreter	Sr. High

**SUGGESTED RESOLUTION:** Move to accept the resignation of Deb Holden, Barb Cote, Michael Ochoa, Ardelle Kolle, Diane Ellwanger, Mary Sara Dalen and Lori Kuball as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR.04.099



TO: Dr. Larry Nybladh  
FROM: Ron Thiesen  
SUBJECT: Leave of absence  
DATE: September 2, 2003

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

Juneve Givers Paraprofessional, RRALC to begin on October 1, 2003 for the remainder of the 03-04 school year.

**SUGGESTED RESOLUTION:** Move to accept the leave of absence pursuant to Section 8 of the Paraprofessional contract.

RN/smw

**MEMO #: HR.04.101**



TO: Dr. Larry Nybladh

FROM: Ron Nielsen

SUBJECT: Retirement Withdrawal

DATE: September 2, 2003

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

Rosalind Kilde Paraprofessional, Sr. High effective August 29, 2003  
(Vacant)

**SUGGESTED RESOLUTION:** Move to withdraw the retirement of Rosalind Kilde effective August 29, 2003.

RN/smw

HUMAN RESOURCE

MEMO #: HR.04.102



TO: Dr. Larry Nybladh  
FROM: Ron Nielsen  
SUBJECT: Rehire  
DATE: September 2, 2003

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

Carrie Lawrence ESL Teacher, Probstfield, .786 FTE effective for the 2003-2004 school year. (Vacant)

**SUGGESTED RESOLUTION:** Move to approve the rehire of Carrie Lawrence as presented.

RN/smw

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
AUGUST 11, 2003  
PAGE 1**

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

**MEMBERS ABSENT:** 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 6-0.

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

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

**Grant Application** - Approve the 2003-2004 grant application in the following amounts: Title I - Part A \$992,502; Title I - Part C Migrant \$46,967; Title I - Part D Delinquent \$24,854; Title II - Part A Class Size Reduction and Staff Development \$349,179; Title III LEP Program \$35,990; and Title V \$38,216 (grand total of funds \$1,487,708).

**Agreement** - Approve the agreement between Fergus Falls Area Independent School District Special Education Cooperative #395 and Moorhead Independent School District #152 to provide for sharing a teacher of the Deaf/Hard of Hearing between the two school districts from August 25, 2003 through June 4, 2004. The total district cost will be approximately \$18,607.50.

**Early Retirement**

Rosalind Kilde - Paraprofessional, Senior High, effective August 16, 2003.

**Change in Vendor** - Approve Lakes Country Service Cooperative as the vendor for Health and Safety services for the 2003-2004 school year.



**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
AUGUST 11, 2003  
PAGE 2**

New Employees

Kathleen Grove - Teaching and Learning Secretary, Townsite Centre, B24 (3), \$13.18 per hour, 8 hours a day, 12 months. (Replace Sue Winter.)

Melissa Barber - Third Grade Teacher, Riverside Elementary, BA+30 (2), \$31,462, effective for the 2003-2004 school year. (Replace Stephanie Herbranson)

Change in Employment Contract

Catherine Rockstad - Third Grade Teacher, Probstfield Elementary, 1.0 FTE to Title I Teacher, Washington, .50 FTE effective for the 2003-2004 school year. (Replace Jennifer Beyer.)

Minutes - Approve the July 14 and 28, 2003 meeting minutes as presented.

Claims - Approve the August Claims, subject to audit, in the amount of \$5,356,908.67.

General Fund:	\$1,916,583.30
Food Service:	3,598.82
Community Service:	25,340.36
Building Construction	3,411,386.19
TOTAL	\$5,356,908.67

Motion carried 6-0.

COMMITTEE REPORTS: None.

SCHOOL BOARD/STAFF DIALOGUE

High School Enhancements - High School Principal Gene Boyle and Assistant Principals Russ Henegar and David Lawrence presented information on a research study group that will study the implications of the No Child Left Behind Act and the new Minnesota academic standards and credit requirements on programming at Moorhead High School.

The research group will focus on the impact of new accountability standards on students and also focus on research and best practices, methods and/or structures to enhance the quality of student learning at Moorhead High School. Preliminary information will be presented to the Instruction and Curriculum Advisory Committee and the Superintendent in October. A report will be

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
AUGUST 11, 2003  
PAGE 3**

completed and submitted to the Superintendent on or before December 1. Meeting minutes and other information will be posted on the district's Web site. The Board requested more parent representation to be included on the committee. Final approval will be requested at the August 25th School Board meeting.

**ANNUAL YEARLY PROGRESS STATUS:** Kovash reviewed information regarding the Annual Yearly Progress (AYP) as released by the Minnesota Department of Education on August 11. Results and related information were delayed by MDE until August 14.

**APPROVAL OF POLICY:** Ladwig moved, seconded by Erickson, to approve policy, Community Education Advisory Council (237), as presented. Motion carried 6-0.

**APPROVAL OF POLICY:** Hohnadel moved, seconded by Cummings, to approve policy, Superintendent Contract, Duties and Evaluation (311), as presented. Motion carried 6-0.

**APPROVAL OF POLICY:** Erickson moved, seconded by Cummings, to approve policy, Moorhead Area Public School District Weapons Policy (576), as presented. Motion carried 6-0.

**APPROVAL OF POLICY:** Cummings moved, seconded by Erickson, to approve policy, Student Dress and Appearance (577), as presented. Motion carried 6-0.

**APPROVAL OF POLICY:** Erickson moved, seconded by Ladwig, to approve policy, Instructional Goals of Moorhead Area Public Schools (601) as presented. Motion carried 6-0.

**APPROVAL OF POLICY:** Hohnadel moved, seconded by Ladwig, to approve policy, Community Education (930), as presented. Motion carried 6-0.

**ELEMENTARY SCHOOL ATTENDANCE AREA TASK FORCE:** Nybladh requested the establishment of an elementary school attendance area task force. The task force will research, examine, and consider alternative options for the district's elementary school attendance areas for implementation in 2004-05. A recommendation report will be submitted to him by December 15, 2003.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
AUGUST 11, 2003  
PAGE 4**

Hohnadel moved, seconded by Hastad, to approve the recommendation to establish the Elementary School Attendance Area Task Force as presented and direct the administration to commence the decision making process. Motion carried 6-0.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Thompson noted she had received information regarding the Magna Awards application. Arrangements for the MSBA Summer Conference was discussed. Copies of the High School Hall of Fame Nomination Forms were distributed and are due August 15.

**CLOSE PUBLIC MEETING:** Ladwig moved, seconded by Cummings, to close the public meeting at 8:04 p.m., pursuant to M.S. 471.705 for the purpose of discussing negotiations strategies. Motion carried 6-0.

The meeting recessed at 8:05 p.m.; the Chair reconvened the meeting at 8:17 p.m.

**OPEN PUBLIC MEETING:** Erickson moved, seconded by Hohnadel, to reopen the public meeting at 8:47 p.m. Motion carried 6-0.

**ADJOURNMENT:** Hearing no objections, the meeting adjourned at 8:51 p.m.

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Carol Ladwig, Clerk

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
AUGUST 25, 2003  
PAGE 1**

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

**MEMBERS ABSENT:** None.

**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 Hohnadel, to approve the agenda as presented. Motion carried 7-0.

**MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS:** Cummings announced he would not be filing for re-election to the School Board. He said the decision not to run was a very hard one for him to make and stated it had been an honor to serve this school district. He thanked the administration and board members for the opportunity to work with them.

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

**Agreement** - Approve the five-year agreement with Fergus Falls Community College for clinical supervision for the Associate Degree Nursing Program effective from July 1, 2003 through June 30, 2008.

**Position Proposal** - Approve the position of Data and School Improvement Specialist for the 2003-2004 school year. The position is funded through the Elementary and Secondary Schools Federal Consolidated grant.

**Resignations**

Faysal Hassan - Somali Paraprofessional, Sr. High.

Barbara Lien - Title 1 Paraprofessional, Edison

**REGULAR MEETING  
BOARD OF EDUCATION  
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Bambi Owens - Interpreter, Edison.

Gary Branden - PT/OT Paraprofessional, Sr. High.

Family/Medical Leave

Betty Richards - OHI Paraprofessional, Sr. High for the school year of 2003-2004, effectively immediately.

New Employees

Lucia Schroeder - Family Consumer Science, Jr. High, MA+45 (7), effective for the 2003-2004 school year. (Replace Mary Jo Johnson)

LaRae Rosenfeldt - Family Consumer Science, Jr. High, BA (1) .214 FTE, effective for the 2003-2004 school year. (Replace Christine George)

Jennifer George - Social Studies Long Term Sub, Sr. High, BA+15 (0), effective for the 2003-2004 school year. (Replace Chad Olson on Military Leave)

Lori Spaeth - Food Server, Jr. High, \$7.60 per hour, 2.75 hours per day, effective August 29, 2003. (Replace student worker)

Lana Shaw - Food Server, Robert Asp, \$7.60 per hour, 1.5 hours per day, effective August 29, 2003. (Replace Deloris Hogenson)

Faith Lahlum - Food Server, Riverside, \$7.60 per hour, 2 hours per day effective August 29, 2003. (Replace Angela Maldonado)

Sharee Monilaws - Interpreter of the Deaf, Edison, B32 (0-2) \$14.16 effective August 27, 2003. (Replace Bambi Owens)

Regina Sherod - Interpreter of the Deaf, Sr. High, B32 (0-2) \$14.16 effective August 27, 2003. (Replace Kristi Hilton)

Trent Leitheiser - 2nd Grade Teacher, Probstfield BA (0), effective for the 2003-2004 school year. (Replace Stephanie Herbranson)

Mark Jenkins - Custodian, Washington Elementary A12 (0-2) \$11.15 per hour effective August 20, 2003 (Replace Eugene Cuadra)

Michael Cossette - Custodian, Probstfield Elementary A12 (0-2) \$11.15 per hour effective August 21, 2003. (Replace Brian Rheault)

Motion carried 7-0.

COMMITTEE REPORTS: None.

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
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**ADEQUATE YEARLY PROGRESS (AYP) UPDATE:** Kovash presented information regarding test participation for students in grades 3 and 5 for the Minnesota Comprehensive Assessment and the Minnesota Department of Education elementary school report cards. This is the first year participation has been a required measure therefore there is no comparative data. The participation data is a determining factor for a school's inclusion on the AYP test. The two schools that did not meet the 95 percent target for test participation were Edison and Washington Elementary Schools. The test participation of students in the free and reduced lunch category on the mathematics test was below the target. The number of absentees on the test day that determined the low participation was between one to three students. The corrective action the district will take will include make-up provisions for the test and information to parents on the importance of the test and attendance on test day.

The Minnesota Department of Education school report cards were released on Thursday, August 21st. These report cards provide information regarding academics, staff characteristics, and finance. The elementary schools were given star ratings in the academic areas of mathematics and reading.

**APPROVAL OF MINNESOTA ACADEMIC STANDARDS TRANSITION PLAN:** Kovash explained the preliminary plan to begin the process of transition for students in the district toward the new Minnesota Academic Standards.

Tomhave moved, seconded by Cummings, to approve the Minnesota Academic Standards Transition Plan. Motion carried 7-0.

**APPROVAL OF STRUCTURAL BALANCE:** Hastad moved, seconded by Erickson, to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the Master Agreement for Education Moorhead. Motion carried 7-0.

**APPROVAL OF 2003-2005 TEACHER SETTLEMENT:** Ladwig moved, seconded by Cummings, to approve the 2003-2005 Master Contract for the Education Moorhead Association. Motion carried 7-0.

Ladwig thanked administration and Education Moorhead for their hard work on the new contract and for completing it in a timely manner.



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Charlie Fisher, President of Education Moorhead, thanked the administration and school board for the positive attitude and partnership through the negotiating process.

Nybladh described the negotiating process and why it worked successfully.

**APPROVAL OF HIGH SCHOOL ENHANCEMENT RESEARCH STUDY GROUP**

**PROPOSAL:** Cummings moved, seconded by Tomhave, to approve the High School Enhancement Research Study Group Proposal. Motion carried.

Hastad stated he would be interested in serving as a Board or community representative on the the research study group.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Thompson commented on the MSBA communication related to the upcoming 2003 Fall Area Meetings to be held Wednesday, September 24 in Pelican Rapids. Board members were asked to work with Michelle regarding travel arrangements.

Ladwig complimented the theater students and staff for their outstanding performances and representation of the school district at the Fringe Festival in Edinburgh, Scotland.

Nybladh announced the Board would be viewing a just released 15-minute video titled "Blueprint for Excellence -- Construction Overview." The video was produced by district employees Pam Gibb and Todd Kaste.

After viewing the video, Nybladh commented it would be available at buildings for staff to view and also on the school district's Web site.

**ADJOURNMENT:** Hearing no objections, the meeting adjourned at 8:08 p.m.

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Carol Ladwig, Clerk

OFFICE OF TEACHING & LEARNING MEMO #: 1.04.030



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Dialogue  
DATE: September 3, 2003

Rebecca Meyer-Larson and theater students will discuss with the board the recent trip to the Fringe Festival in Edinburgh, Scotland. The students received many accolades for their performance and would like to share with the board a taste of the Fringe.

I have included a couple of reviews from the website:

**Gary Soppitt** 18 Aug 2003  
**reviewer:** Gary Soppitt England  
Fantastic

After the first couple of numbers in this show I knew that something special was going on. This is not great amateur theater - this was great professional theater. I've never seen such a group of talented young singers, dancers and actors on one stage. The energy, dancing and excellent singing voices blew me away and I would recommend this show to any musical lovers (or theater lovers in general). This is a show worthy of the West End stage or Broadway. (p.s I'm not connected to the company in anyway. Just a visitor who thoroughly enjoyed what he saw)

**Graham Taylor** 18 Aug 2003  
**reviewer:** Graham Taylor Scotland UK  
Working: It Really Works!

This musical was a complete joy to behold- well done to all the cast and production team! From start to finish, it grabbed the emotions of the audience, serving beautiful set pieces delivered with honest enjoyment and masses of skill. It was only too easy to forget that this was a High School production, these super young actors have got fine careers awaiting them, whether on or off the stage. If you can only see one show this Fringe season, make it 'Working': we \*loved\* it!

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LAK/kjg

MEMO #: S-04-024

TO: School Board

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

DATE: August 27, 2003

RE: City of Moorhead and Moorhead Area Public Schools Partnership  
for the Minnesota Housing Finance Agency Grant Application

Attached please find an application for a Minnesota Housing Finance Agency grant that seeks funding for employee/student recruitment in Moorhead. This application reflects a partnership between the City of Moorhead and Moorhead Area Public Schools. The purpose of the grant is to promote the purchase of new or existing homes in the City of Moorhead, so as to support local employers and schools, recruit and retain employees, and encourage home ownership. The funding request is for \$750,000.

This partnership does not require any financial or contractual obligations from the school district. The school district will utilize existing staff resources to promote Moorhead as a residential choice option, and, more specifically, as Moorhead's largest employer, to target school district employees as potential new residents and homeowners.

This partnership is an extension of the collaboration between the school district and the city to promote residential growth in Moorhead.

Suggested Resolution: Move to approve the grant application to the Minnesota Housing Finance Agency, in partnership with the City of Moorhead, as presented.

LPN:mde  
Attachment

Dr Nybladh,

Attached is a mortgage program application that I want to submit to the State Housing Finance Agency (MHFA) for Community Activity Set Aside (CASA) mortgage initiative, offering their lowest interest rate to first time homebuyers earning \$52,100 or less (households 1 - 4). I've drafted the application listing Moorhead Schools and the City of Moorhead as community partners, focusing on student and employee recruitment, local business support, and community growth. It requires no financial investment or contractual obligation of the City or the School District, just my coordination of the application for lenders and our organizations' mutual marketing and communication support. I submitted this draft to our MHFA rep, and she thinks it will be approved by their Board.

It targets people employed within 25 miles of Moorhead, which, if approved, would be the broadest demographic MHFA has allowed for Moorhead since we began working with these programs.

If Moorhead Schools would consider becoming a community partner, would you please sign two hard copies and return them to me. I'll work with the lenders on their participation and submit the application to MHFA. Let me know if you have any questions about the program or the application.

Thanks! Lisa

Lisa J. Vatnsdal  
Community Development Planner  
City of Moorhead  
500 Center Avenue  
Moorhead MN 56560  
Voice 218-299-5372  
Fax 218-299-5399

Visit our web site at [www.cityofmoorhead.com](http://www.cityofmoorhead.com)

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August 25, 2003

**Application for Funding - CASA I  
Minnesota Housing Finance Agency  
Community Activity Set Aside  
EMPLOYEE/STUDENT RECRUITMENT**

Applicant Information:

This is a joint application of the following Moorhead/Fargo lenders:

Bremer Bank  
Community First  
F-M Mortgage  
First Mortgage Service, Inc.  
Gate City Federal Savings Bank  
Northwestern State Bank  
State Bank of Fargo  
State Bank of Moorhead  
Wells Fargo Mortgage

Applicant contact information for each lender is attached to this application as Exhibit A.

Community Partners:

**City of Moorhead**

Lisa J. Vatnsdal, Community Development Planner  
PO Box 779, 500 Center Avenue  
Moorhead MN 56561-0779  
Phone 218-299-5372 Fax 218-299-5399  
E-mail [lisa.vatnsdal@ci.moorhead.mn.us](mailto:lisa.vatnsdal@ci.moorhead.mn.us)

**Moorhead Public Schools**

Dr. Larry Nybladh  
810 4<sup>th</sup> Avenue South  
Moorhead MN 56560  
Phone 218-284-3330

Project Description:

Amount Requested: \$750,000

Demographic Targeting: This CASA Initiative will target persons working within 25 miles of Moorhead to purchase homes in the City of Moorhead, so as to support local employers and schools, recruit and retain employees and students, and encourage homeownership.

Geographic Targeting:

This initiative will be available for existing and newly constructed homes within the City of Moorhead.

Income Limits:

Funds will be available at CASA maximum income limits, currently:

Household Size	Maximum Income
1 - 4	\$52,100
5	\$56,300
6	\$60,450
7	\$64,650
8	\$68,800

House Price Limits:

CASA maximum purchase price limits (*\$121,232 for existing homes, \$131,070 for new construction*)

Demand:

Moorhead has suffered a slight population *loss*, while other communities in the metropolitan area (North Dakota communities) have experienced significant population *gains*. This indicates there is great demand for housing in our community, but Moorhead is not getting its proportionate share. The population decline affects Moorhead schools, Moorhead retailers and other employers. Homebuyer education participation continues to increase, indicating a strong demand for home ownership opportunities.

The application for this initiative is not limited to households with children as many first time homebuyers have children after they purchase their homes.

Community Partners:

The City of Moorhead will work with lenders, Realtors®, community organizations, and prospective home buyers to encourage the usage of CASA program through affirmative marketing, public speaking, home ownership promotions, and other communication tools. The City has communication systems in place with many nonprofit



organizations in the community and will use those systems to promote CASA to underserved populations.

Moorhead Public Schools will continue its partnership working to promote the community and the school district. There are two new schools (elementary and middle school) under construction and all other facilities will be renovated. Moorhead Public Schools, the City's largest employer, is encouraging existing and new employees to live in the community in which they work.

*Participating lenders have been active community partners by volunteer services at homebuyer education seminars, the annual Home and Garden Show, and other community functions.*

**Training and Counseling:**

Homebuyer education will be required through Village Family Service Center. The Village Homebuyer Education Program utilizes an MHFA-approved curriculum and is funded in part by the City of Moorhead and MHFA. Classes are offered at least once and typically twice per month in Moorhead. The Village offers interpreter services to persons with limited English proficiency attending home buyer education for CASA eligibility.

**Certification and Signature:** *The undersigned hereby certify that the information contained herein is true and correct:*

**City of Moorhead:**

\_\_\_\_\_  
Bruce A. Messelt, City Manager

\_\_\_\_\_  
Mark Voxland, Mayor

**Moorhead Public School District 152:**

\_\_\_\_\_  
Dr. Larry Nybladh, Superintendent

## Participating Lender Contacts

### American Federal Bank

Pam Schmidt  
601 Center Avenue  
PO Box 540  
Moorhead MN 56561-0540

phone 218-233-2791  
fax 218-233-6609  
e-mail [pschmidt@americanfederal.net](mailto:pschmidt@americanfederal.net)

### Bremer Bank

3131 Frontage Rd S  
Moorhead MN 56560

phone 218-299-7605  
fax 218-299-7610

### F-M Mortgage

Marles Hass  
801 10<sup>th</sup> Street South-Suite 100  
 Fargo ND 58103-2625

phone 701-234-9000  
fax 701-234-0065

### First Mortgage Service, Inc.

Phil McShane  
2731 12<sup>th</sup> Avenue Southwest  
 Fargo ND 58103

phone 701-239-2671  
fax 701-239-2668  
e-mail [pmcshane@firstmortgageservice.com](mailto:pmcshane@firstmortgageservice.com)

### Gate City Federal Savings Bank

Kristy Brink  
305 8<sup>th</sup> Street South  
Moorhead MN 56560

phone 218-298-2872  
fax 218-298-2859  
e-mail [kristy.brink@gatecitybank.com](mailto:kristy.brink@gatecitybank.com)

### Northwestern State Bank

Jessica Mears  
2405 8<sup>th</sup> Street South  
Moorhead MN 56560

phone 218-233-2371  
fax 218-233-6589  
e-mail [jmears@nwbanks.com](mailto:jmears@nwbanks.com)

### State Bank of Fargo

Susie Barta  
3100 13<sup>th</sup> Ave S-PO Box 10877  
 Fargo ND 58106-0877

Phone 701-298-1540  
Fax 701-298-1549  
e-mail [sbarta@statebanks.net](mailto:sbarta@statebanks.net)

### State Bank of Moorhead

Kathy Weiss  
1333 8<sup>th</sup> Street South  
Moorhead MN 56560

Phone 218-233-3107  
Fax 218-233-3187  
e-mail [kweiss@statebanks.net](mailto:kweiss@statebanks.net)

### Wells Fargo Mortgage

Vikki Johnson  
730 Center Ave-PO Box 340  
Moorhead MN 56561-0340

Phone 218-287-3515  
Fax 218-287-3501  
e-mail [vikki.m.johnson@mortgage.wellsfargo.com](mailto:vikki.m.johnson@mortgage.wellsfargo.com)

**BUSINESS SERVICES MEMO#: B.04.011**



To: Dr. Larry P. Nybladh  
From: Mark Weston *mw*  
Date: September 5, 2003  
RE: JOBZ Application

Please find the attached summary describing the Job Opportunity Building Zone (JOBZ) as provided by the City of Moorhead. After a conversation with Mr. Tom Melcher from the Minnesota Department of Education on September 4, it would appear that taxable entities within a Job Opportunity Building Zone would not be exempt from any school district debt service levy or new excess levy referendum. Beth Grossen from the City of Moorhead has stated she will be in attendance for the September 8, Board Meeting.

A resolution as well as a summary describing the Job Opportunity Building Zone has been provided by the City Of Moorhead.

Suggested Resolution: As provided by the City of Moorhead.

MLW/*dmh*

Attachments:

September 8, 2003

**Subject:** Job Opportunity Building Zone (JOBZ)

**Recommendations:** The Moorhead School Board is respectfully requested to approve a resolution in support of Moorhead's JOBZ application. The Moorhead City Council and the Clay County Commission approved similar resolutions at their September 2, 2003 meetings.

**Background:** The new JOBZ legislation passed in 2003 allows 10 zones statewide. Because Moorhead's demographic and income statistics show little "distress", Moorhead is only able to participate as a sub-zone of a regional applicant, West Central Initiative. The application must be submitted to West Central Initiative by September 15. The regional zone must be 5000 acres or less, and sub-zones must identify specific sites and exact acreage. All zone incentives will be available for qualifying businesses through 2016. JOBZ is almost exclusively for industrial projects; retail and housing projects are not eligible.

The property tax exemption does not apply for certain debt and other governmental costs; there is no negative impact on the school district, city or county to pay debt service. In Moorhead the exemption would, on average, reduce the net taxes to the taxpayer by half, compared to the regular Disparity Reduction Credit. The more compelling incentive of JOBZ is the up-to-twelve-year state income tax exemption on income generated in the zone and capital gains from sale of zone property. Sales tax exemptions on building materials and equipment are also available, as well as vehicle tax exemption for purchases by zone businesses.

All of the incentives are available for new construction in the community's JOBZ zone if the business qualifies and the City enters into a business subsidy agreement clarifying the amount of new jobs and new building value to be created. If the business does not perform, and the jobs aren't created, there are "claw back" provisions requiring the business to pay back the subsidy.

Over the years, Moorhead has participated in a variety of special state-paid incentive programs. The Enterprise Zone program has offered special income tax credits in a 400 acre Target Area and less generous credits citywide, which have usually been income tax credits based on workers comp costs. The Development zone program has been used to provide property tax exemptions on new building value and sales tax refunds on building materials and equipment. The property tax exemptions have been applied on a sliding scale, with an increased value of more than \$1 million needed in order to qualify for a full



5 year exemption; with a separate "in lieu of taxes" agreement, the "out years" for large projects in years 6-20 could also be exempted by a percentage up to 99%. The Disparity Reduction Credit broadly writes down property taxes for all commercial/industrial property in Moorhead to 2.3% of value (at least a 30% reduction). These programs have been flexible and largely used citywide in a "mix and match" way to meet the individual business's needs. The JOBZ program is yet another tool that will be very attractive for certain types of business.

**Financial Considerations:** Only vacant industrial parcels (and primarily owned by the City) are proposed to be in the JOBZ subzone. All development that occurs on the property will meet the "but for" test, so the foregone property tax and other state tax exemptions are temporary sacrifices and ultimately the development will contribute significantly to our community and the state.

The School District will receive the property taxes due from local GO Bond debt and school operating levies on new projects in the JOBZ zone. All taxing jurisdictions will also receive taxes on the land value, *even as it appreciates*. The County Auditor has estimated that with a JOBZ project, the district will receive approximately 85% of the property tax normally received from commercial/industrial property. The taxing jurisdictions will receive taxes on the full building value of JOBZ projects after 2016.

**Legal Considerations:** After considerable study, Moorhead city staff has recommended designation of 984.5 acres as a JOBZ sub-zone, including vacant land in the Moorhead Industrial Park, the MCCARA 1<sup>st</sup> and 2<sup>nd</sup> Addition, as well as the land recently acquired to expand the Industrial Park to the south. The parcel earlier purchased by the City for a large agricultural processor will also be included in the Moorhead sub-zone. (See Attached Map) As prospects are identified that are interested in the land, but are not a good fit for JOBZ, the City of Moorhead can ask the state to remove that acreage from the sub-zone, so development zone incentives can be offered instead. At that time, Moorhead could identify another site in the City to gain the JOBZ designation, or another sub-zone in West Central Initiative's area could gain the acres.

**Policy Considerations:** JOBZ is another tool for Moorhead's economic development. It is necessary to participate, as most other Greater Minnesota communities will be applying to utilize this tool. From a competitive perspective, Moorhead must be on the list of JOBZ communities to be considered for regional projects.

**Attachments:** map



ITEM DESCRIPTION: Approve Submission of Application for Job Opportunity Building Zones (JOBZ) to MN Dept. of Employment and Economic Development via the West Central Initiative

### DRAFT RESOLUTION

WHEREAS, job creation, business development, and individual wealth growth in the City of Moorhead Minnesota have been less than the national and state averages; and,

WHEREAS, the resulting affects of such lagging job creation, business development, and individual wealth growth have harmed and are forecasted to continue to harm the economy of the City of Moorhead; and,

WHEREAS, the Job Opportunity Building Zone (JOBZ) Program created in Minnesota Session Laws 2003, 1<sup>st</sup> Special Session, Chapter 21, Article 1 allows for the formation of tax free zones;

WHEREAS, an application for tax free zone designation in the City of Moorhead is being prepared for submission to the Minnesota Department of Employment and Economic Development via the West Central Initiative; therefore,

NOW, THEREFORE, BE IT RESOLVED by the Moorhead School Board (I.S.D. #152) that, upon careful consideration and review, they do hereby approve of the specific areas designated in the application for tax free zones, approve of the use of tax exemptions and tax credits within the designated zones (subject to proper review and approval by the other appropriate taxing authorities within the zone), and encourage the Minnesota Department of Employment and Economic Development to approve the Tax Free Zone Application being submitted by the West Central Initiative.

BE IT FURTHER RESOLVED by the Moorhead School Board (I.S.D. #152) that they do hereby agree to provide all of the local exemptions and credits required and provided for under the Job Opportunity Building Zones (JOBZ) Legislation and agree to forego the tax benefits resulting from the local and state tax exemptions and credits provided under the Job Opportunity Building Zones (JOBZ) Legislation.

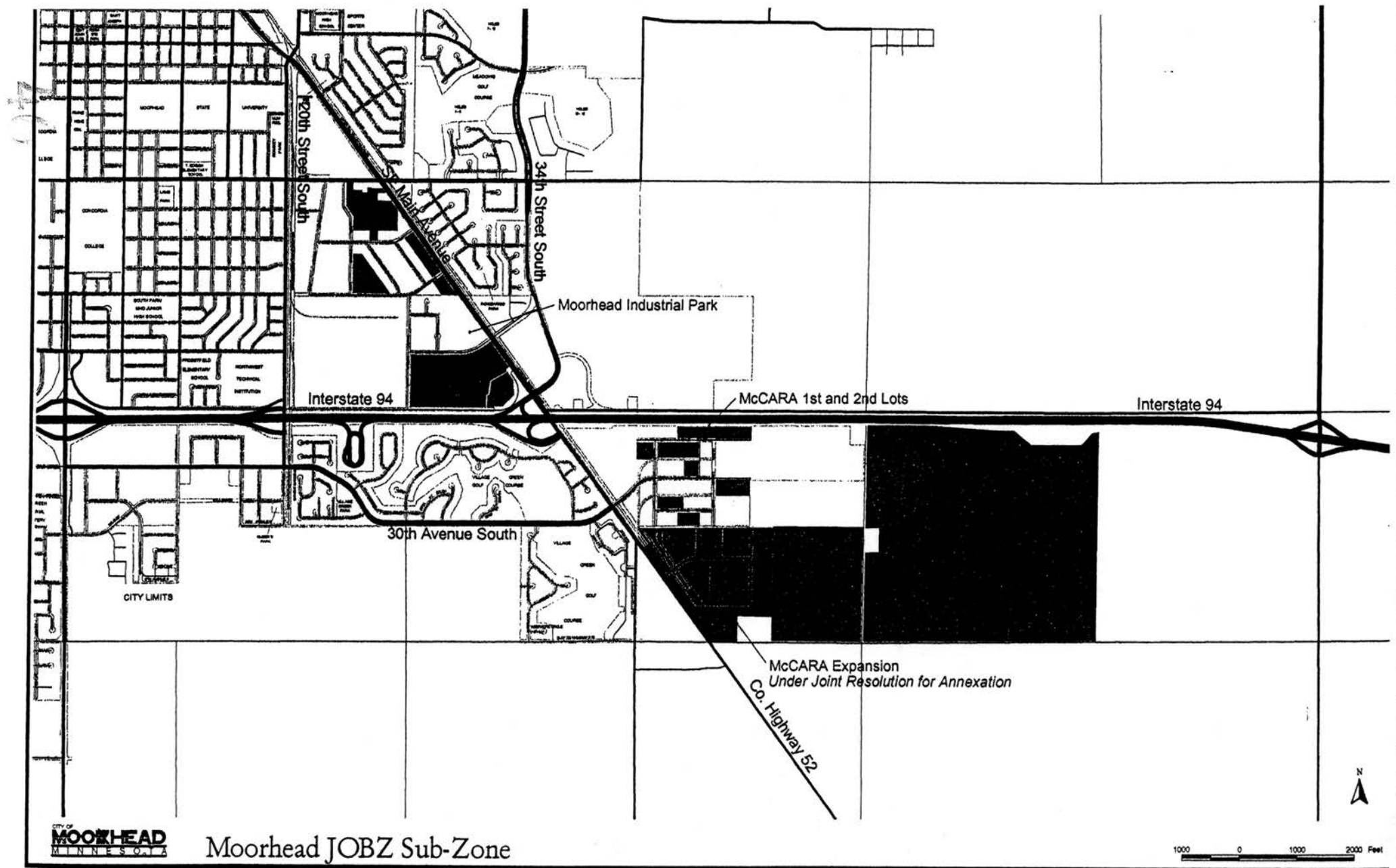
PASSED by the Moorhead School Board (I.S.D. #152) this 8th day of September, 2003.



Parcel Number	Zoning	Acreage
585260030	I3	34.97
585260035	I3	13.88
589001020	TZ	3.35
589001030	I3	5.23
585260020	I3	0.6
593001040	I3	4.59
589001060	I3	0.69
589001000	I3	3.83
584170290	I3	1.98
584170300	I3	1.92
584170310	I3	1.92
584180030	I3	1.75
584180020	I3	1.87
584180010	I3	1.86
584170270	I3	3.58
584170250	I3	2.94
584170240	I3	2.94
584170230	I3	2.94
584170200	I3	2.94
584180080	I3	3.25
584180070	I3	3.28
584170070	I3	1.87
584170080	I3	1.87
210233000	N/A	128.88 *
589001504	TZ	123.85
589001505	TZ	561.98
585010010	I3	2.6
589001080	I3	19.83
585050070	I3	0.4
589000930	I3	6.02
589000930B	I3	3.43
585070091	I3	3.99
585070090	I3	7.21
584170170	I3	2.13
584170160	I3	2.13
589001506	TZ	17.55

\*Currently under annexation agreement.

<b>Summary Table</b>	
Zoning District	Acreage
I3	148.44
TZ	706.73
N/A	128.88
Total	984.05



**CITY OF MOORHEAD**  
MINNESOTA

# Moorhead JOBZ Sub-Zone

1000 0 1000 2000 Feet

OFFICE OF TEACHING & LEARNING MEMO #: I.04.029



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Opening Enrollment  
DATE: September 3, 2003

Attached is a copy of the opening day enrollment figures from September 2, 2003.

The opening enrollment page provides information from each elementary, secondary school and program. The elementary school's information also lists each section by each grade level.

The projected opening day decline was 163 students. While the actual decline was 118 students, there were 46 students more than projected. Based upon projections, it is expected that enrollment will stabilize as early as next year. The smallest classes are at the elementary level with the largest classes continuing in the secondary schools.

It is expected that enrollment will fluctuate over the next few days and will stabilize with October enrollment information. Also attached are opening day enrollment comparisons, a monthly enrollment chart and a chart depicting enrollment from 1981-82 to present.

LAK/kjg  
Attachment

**MOORHEAD PUBLIC SCHOOLS**  
09/02/2003

Target	20		21		25		27		29		29		30			
SCHOOL BUILDING	K		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Self	TOTAL
EDISON	18	17	21	22	24	23	22	23	22	21	26	28				
	19	16	21	21	24	24	22	24	22	22	27	27				543
		70		85		95		91		87		108				536
PROBSTFIELD	20	16	21	21	22	26	24	26	24	28	28					
	20	16	23			26	26	25	25	28						
	20	3														
	21	20	24		24	21	13	12	26	28						673
		136		135		136		138		112					5	662
Multi Age	19		19			25		22	21	24	25	26	25			
	18											26	27			
					10	14			14	8		26	26			302
RIVERSIDE		37		29		39		57		57		177			5	401
full day	17	15	21	18	22	22	21	23	23	27	27	25	25			
Multi Age	18				10	12		22	23	28		25	25			
Multi Age	16	17			10	12		23				25				
Multi Age					10	13										
Multi Age					9	12										581
WASHINGTON		83		100		92		114		82		125				596
Average class	18.67		21.2		24.1		23.5		25		25.6		27.3			616
ROBERT ASP													436			436
RRALC													1			1
TOTAL BY GRADE	326		349		362		400		338		410		437		10	2716 2632
ELEMENTARY PRESCHOOL																94
TOTAL ELEMENTARY (INCLUDING PRESCHOOL AND SPECIAL EDUCATION)																
	GRADE 7		GRADE 8		GRADE 9		GRADE 10		GRADE 11		GRADE 12					
MOORHEAD JUNIOR HIGH	402		413													861 815
MOORHEAD SENIOR HIGH					422		403		455		430					1736 1710
RRALC	8		20		20		26		11		29				114	
OUTREACH	0		0		2		0		1		0				3	
DET/SHELTER	4		6		5		10		14		11				50	
TOTAL KINDERGARTEN THROUGH GRADE 12 (INCLUDING SPECIAL ED)																5442 5324
TOTAL PRESCHOOL THROUGH GRADE 12 (INCLUDING SPECIAL ED)																5536 5418
Numbers in italics in column indicate September 3, 2002 totals.																
Self = Self Contained																

# Enrollment Comparisons Actual 2003 to projected opening and 2002 opening enrollment

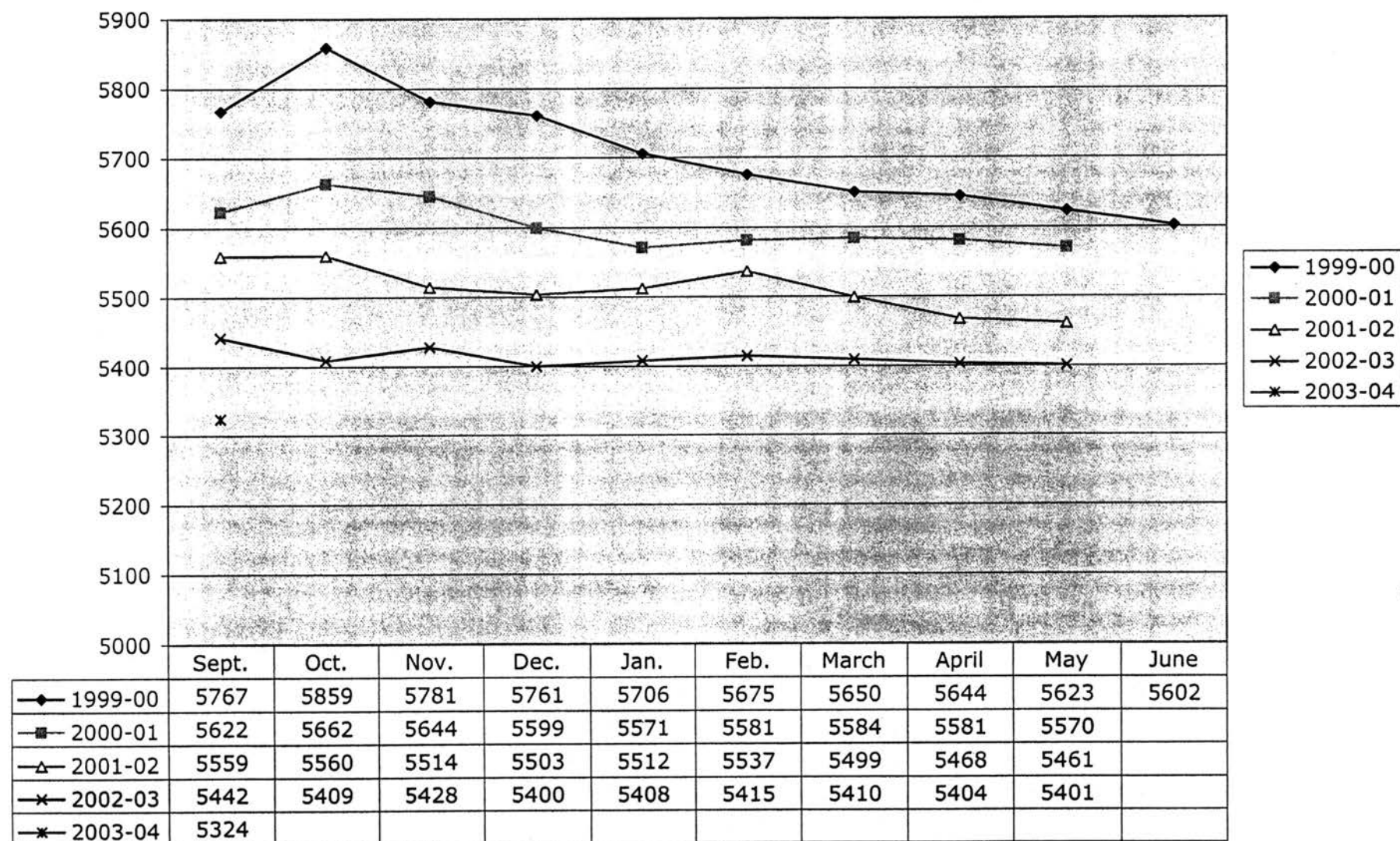
	Actual 2003	Projected Opening Enrollment	Variance	Sept. 2002	Variance
Kindergarten	326	380	-54	369	-43
Grade 1	349	366	-17	365	-16
Grade 2	365	364	1	406	-41
Grade 3	403	402	1	345	58
Grade 4	341	341	0	399	-58
Grade 5	411	397	14	442	-31
Grade 6	437	430	7	390	47
Grade 7	414	403	11	441	-27
Grade 8	439	426	13	449	-10
Grade 9	449	455	-6	436	13
Grade 10	439	422	17	470	-31
Grade 11	481	455	26	465	16
Grade 12	470	437	33	465	5
Total K-12	5324	5278	46	5442	-118
Early Childhood Special Ed.	94	94	0	104	-10
Total Pre K-12	5418	5372	46	5546	-128

## Opening Enrollment by Building

	Actual 2003	Projected Opening Enrollment	Variance	Sept. 2002	Variance
Edison	536	521	15	543	-7
Probstfield	662	670	-8	673	-11
Riverside	401	410	-9	302	99
Washington	596	638	-42	581	15
Robert Asp	436	436	0	617	-181
Junior High	815	803	12	861	-46
Senior High	1710	1700	10	1736	-26
RRALC/Alt.	168	100	68	129	39
Total K-12	5324	5278	46	5442	-118
Early Childhood Special Ed.	94	90	4	94	0
Total Pre K - 12	5418	5368	50	5536	-118

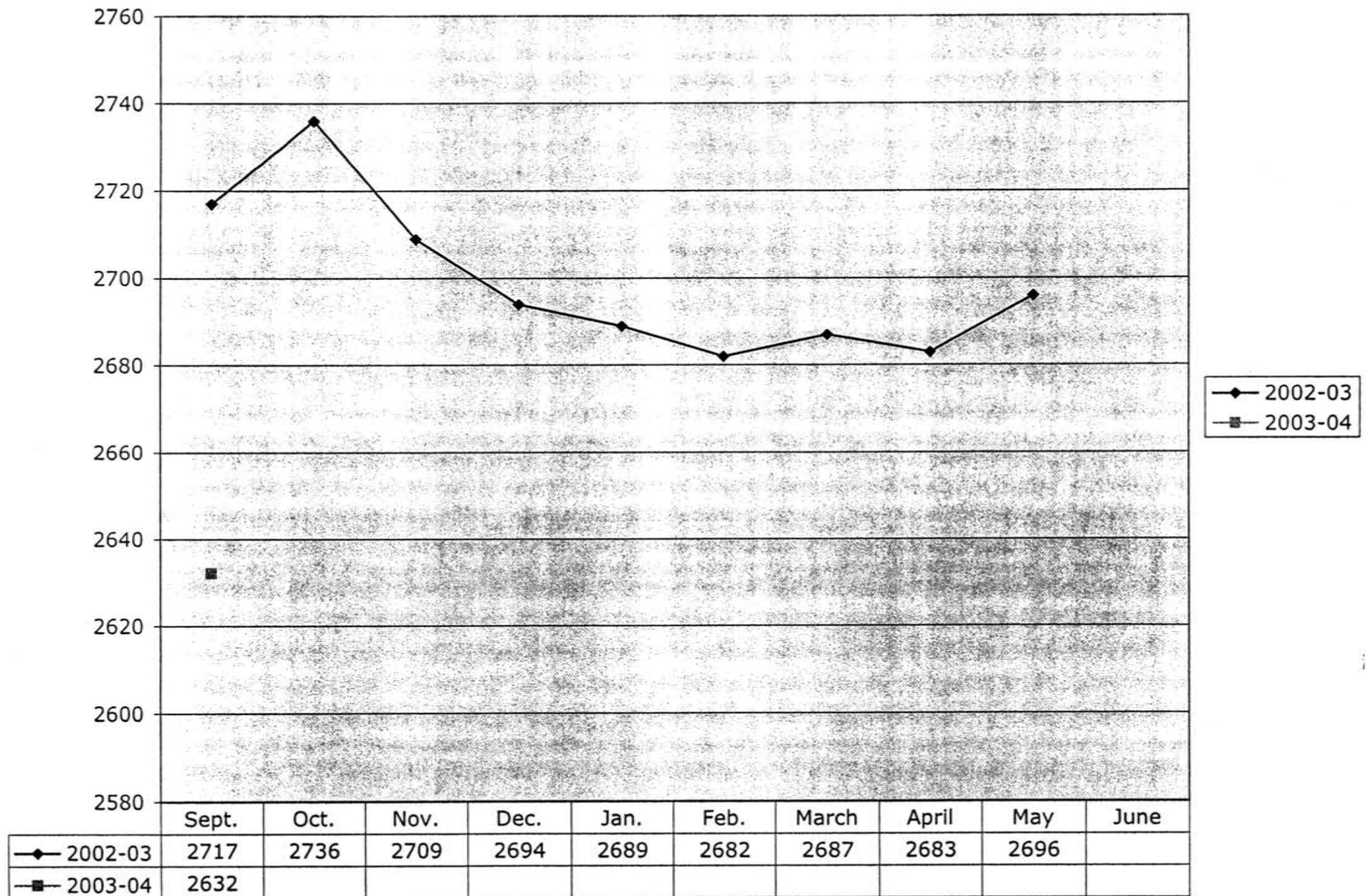
\* Extreme differences in numbers reflect changes in grade levels in buildings, such as Riverside and Robert Asp

### Monthly Enrollment Chart

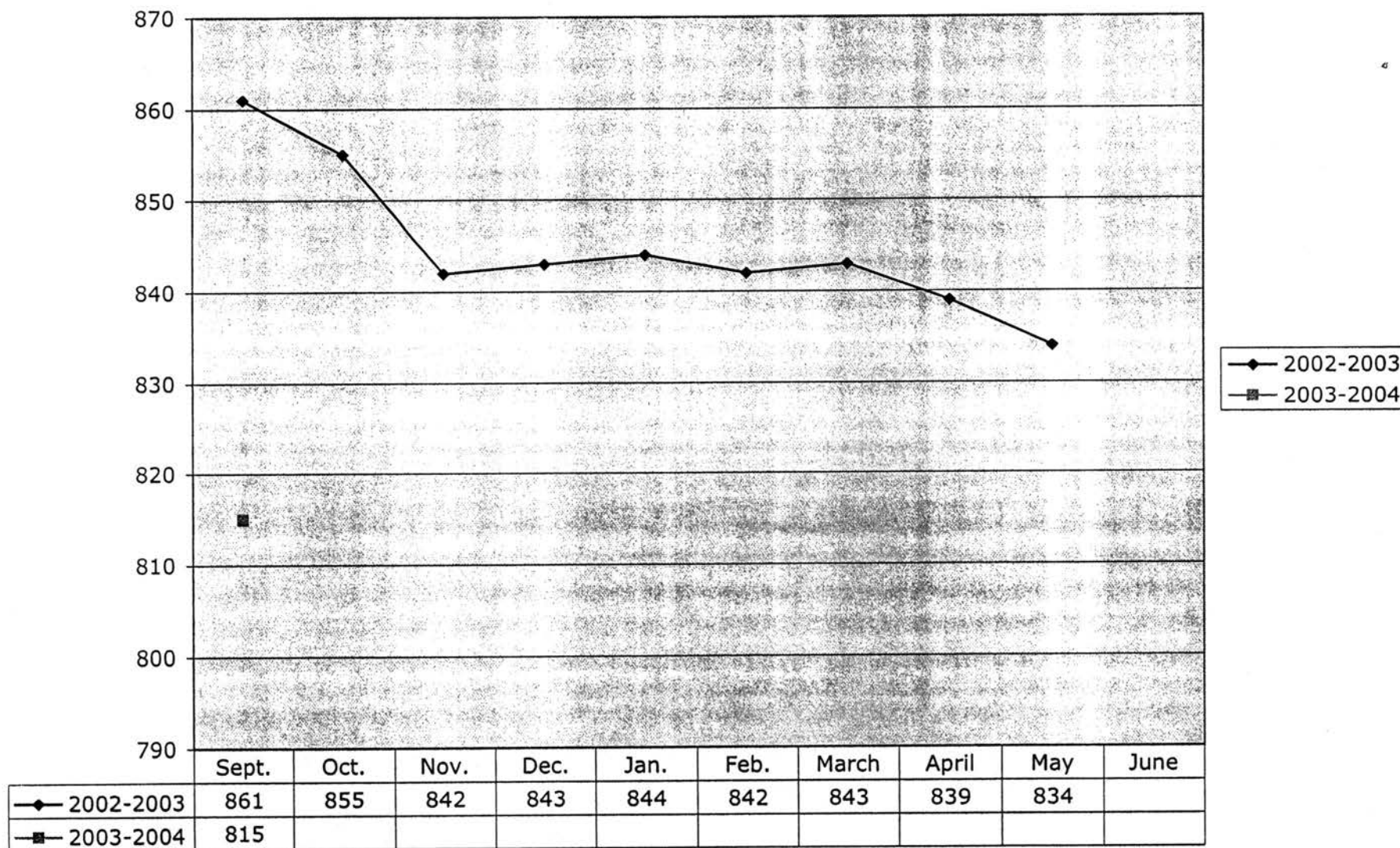




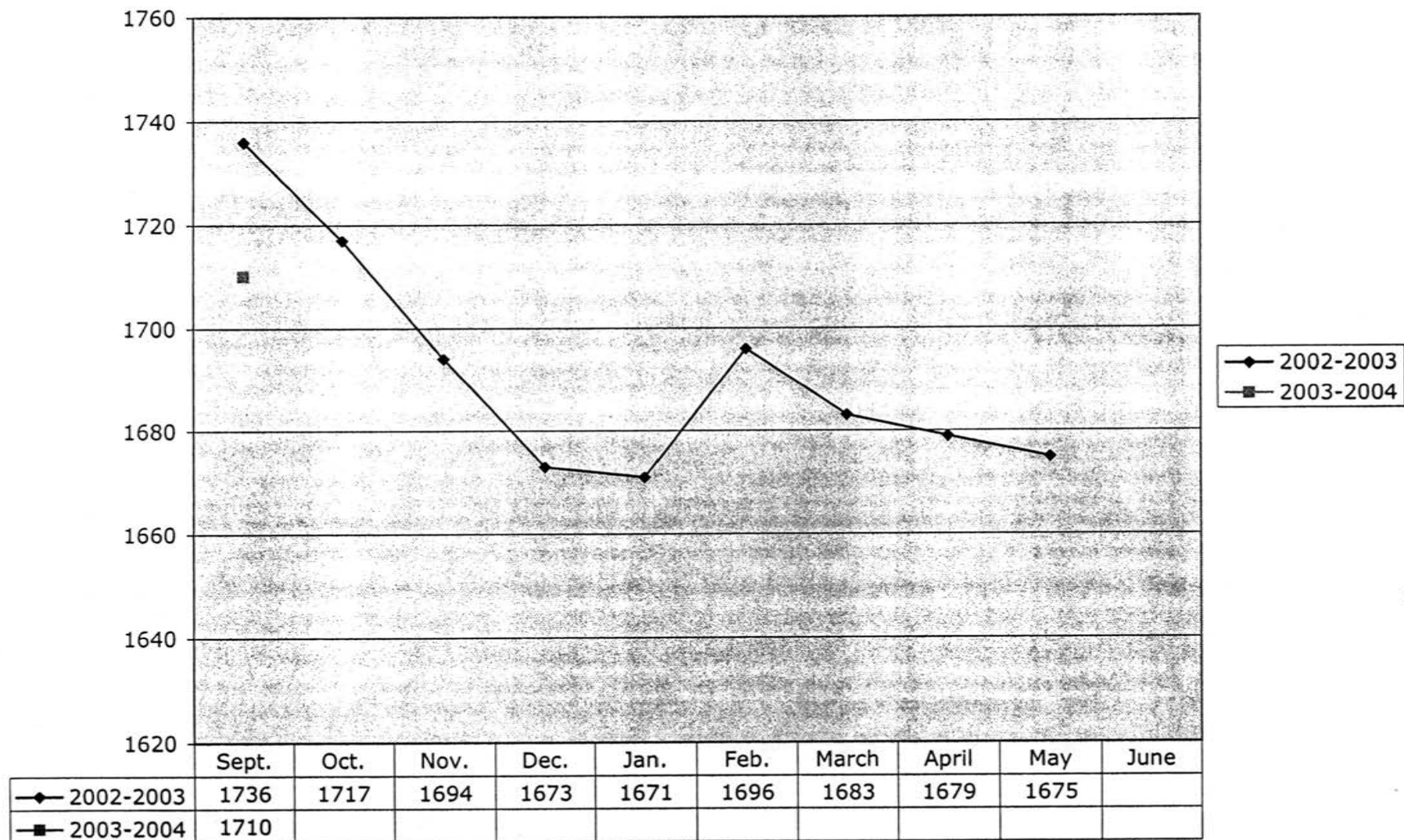
# K-6 Enrollment



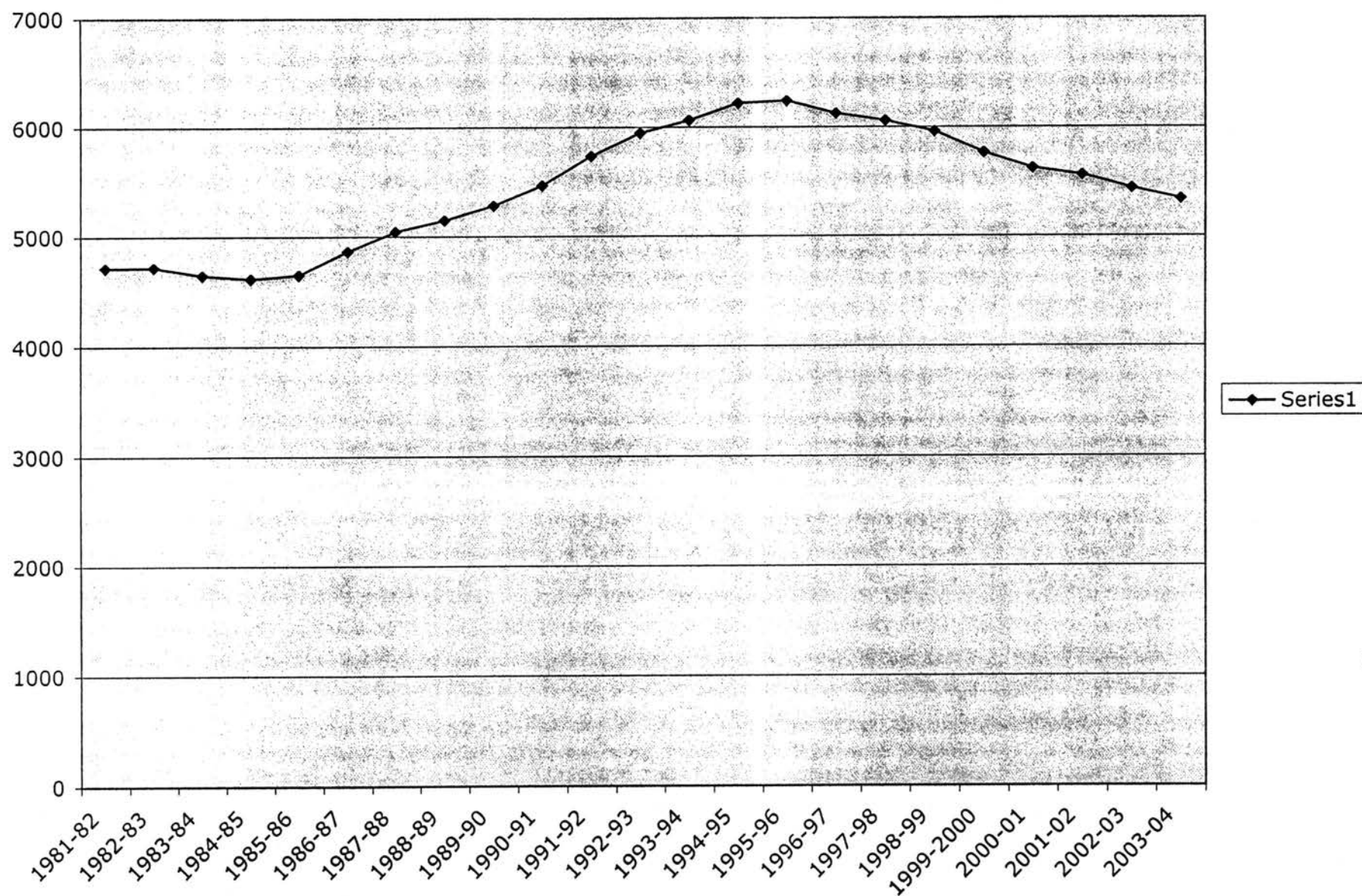
## 7-8 Enrollment



## 9-12 Enrollment




Enrollment History Chart



**MEMO #:** S-04-025

**TO:** School Board

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

**DATE:** September 4, 2003

**RE:** Special School Board Meeting

Due to the election timeline for the upcoming November 4 General Election, a special school board meeting is necessary to adopt required election resolutions. The timeline is as follows: the last day for candidates to file for the November election is September 9; the last day to file Affidavits of Withdrawal of Candidacy is September 11; and the last day the school board can adopt the Resolution Calling the Election and Notice of Election is September 16. (The second regularly scheduled school board meeting is September 22.)

The recommended special school board meeting date is as follows: Thursday, September 11, 2003 at 5:30 p.m. (Townsite Centre Board Room).

Suggested Resolution: Move to approve Thursday, September 11, 2003 at 5:30 p.m. to conduct a Special School Board meeting to accommodate election requirements.

LPN:mde