



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

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0-9-04

**INDEPENDENT SCHOOL DISTRICT #152**

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

February 9, 2004

7:00 p.m.

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

**ATTENDANCE:**

Lisa Erickson _____	Mike Siggerud _____
Cindy Fagerlie _____	Kristine Thompson _____
Sonia Hohnadel _____	Bill Tomhave _____
Carol A. Ladwig _____	Larry P. Nybladh _____

**AGENDA**

1. **CALL TO ORDER**

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

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

- D. "We Are Proud"

**\*\*\* We Are Proud** of Moorhead Junior High School student Franklin Slaby who has been selected for the Minnesota Band Directors Association Middle Level Honor Band for the 2003-04 school year. His director at Moorhead Junior High School is Denise Pesola.

## SCHOOL BOARD AGENDA - February 9, 2004

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Slaby was one of 76 students selected from over 294 students who auditioned this fall for a position in the honor band. The students participating will work with some of the finest music educators in the state as their section coaches and will be conducted by Professor Donald Lovejoy, band director and coordinator of brass studies at Winona State University. The Honor Band will perform a concert at 3 p.m. Sunday, Feb. 15 in the Wayzata High School auditorium.

**\*\*\* We Are Proud** of the following winners of the District Spelling Bee held on January 27:

- 1st Place: Kyle Olson, Grade 7
- 2nd Place: Emily Bruggeman, Grade 8
- 3rd Place: Ethan Dahlsad, Grade 8
- 4th Place: Dakota Potter, Grade 6
- 5th Place: Alison Thompson, Grade 7

All five students will advance to the Fergus Falls Daily Journal Region IV Spelling Bee on February 26. The Spelling Bee advisor is Lois Brown.

**\*\*\* We Are Proud** of the following winners of the Grade Level Spelling Bees held at Robert Asp on January 15 and at Moorhead Junior High on January 8:

- Grade 5: Noah Julin
- Grade 6: Natalie Huckle
- Grade 7: Alison Thompson
- Grade 8: Emily Bruggeman

The Spelling Bee advisor is Lois Brown.

**\*\*\* We Are Proud** of the Young Latina Education Leadership Staff for winning a Moorhead 2004 Human Rights Award. The Young Latina Education Leadership Staff includes members Hilda Acevedo, Belinda Rendon, Desi Gonzales, Amy Cerna and Bianca Mendez. The five young women have worked up to five years with Mujeres Unidas to help other girls improve their academic performance. They also have provided leadership for Mas Que Suenos, The Quinceanera Club and Young Latina Education Fiesta Workshop Day. The program co-directors are Jill Danielson and Monica Trevino.

## **SCHOOL BOARD AGENDA - February 9, 2004**

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**\*\*\* We Are Proud** of Steve Grineski for winning a Moorhead 2004 Human Rights Award for significant contributions to human rights in the community. Grineski, an education professor at MSUM for the last 20 years, has helped create a mentoring program for children in the Romkey, Bennett and Arrowhead neighborhoods. He volunteers for many groups, including the Red River Area Learning Center and the West Central Regional Juvenile Center.

**\*\*\* We Are Proud** of Moorhead School Board member Lisa Erickson who has been honored by the Minnesota School Boards Association with the Directors' Award for 2003-2004. The award recognizes those who complete 100 or more hours of attendance at MSBA and NSBA sponsored meetings and activities. Erickson was recognized at the 2004 MSBA Leadership Conference on January 15, 2004.

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

## **2. CONSENT AGENDA**

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

- A. TEACHING/LEARNING MATTERS - Kovash
  - (1) Approval of Funding - Page 8
  - (2) Acceptance of Gift - Page 9
- B. BUSINESS SERVICE MATTERS - Weston
  - (1) Authorization for Bids - Page 10
  - (2) Approval of NSF Check Collection - Pages 11-12
- C. HUMAN RESOURCE MATTERS- Nielsen
  - (1) Acceptance of Resignation - Page 13
  - (2) Approval of Family/Medical Leave - Page 14
  - (3) Approval of Leave of Absence - Page 15



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- (4) Approval of Extended Leave of Absence - Page 16
- (5) Approval of Return from Extended Leave of Absence - Page 17

**D. SUPERINTENDENT MATTERS - Nybladh**

- (1) Approval of January 12 and 26, 2004 Meeting Minutes - Pages 18-27
- (2) Approval of February Claims

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

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

**3. COMMITTEE REPORTS**

**4. MOORHEAD SCHOOL DISTRICT INDIAN EDUCATION COMMITTEE**

REPORT: Kovash

Pages 28-46

Suggested Resolution: Move to receive the recommendations of the Moorhead School District Indian Education Committee and direct administration to file the report with the Minnesota Department of Education.

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

**5. APPROVAL OF POLICY: Nielsen**

Pages 47-49

Suggested Resolution: Move to approve policy, State and Federal Law Prohibiting Discrimination (102), as presented.

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

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6. **APPROVAL OF POLICY:** Nybladh

Pages 50-53

Suggested Resolution: Move to approve policy, Philosophy of Education of Moorhead Area Public Schools (103), as presented.

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

Comments \_\_\_\_\_

7. **APPROVAL OF POLICY:** Nybladh

Pages 54-55

Suggested Resolution: Move to approve policy, Decision-Making in Moorhead Area Public Schools (220), as presented.

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

Comments \_\_\_\_\_

8. **APPROVAL OF POLICY:** Nybladh

Pages 56-57

Suggested Resolution: Move to approve policy, Superintendent's Advisory Council (SAC) (312), as presented.

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

Comments \_\_\_\_\_

9. **APPROVAL OF POLICY:** Nielsen

Pages 58-60

Suggested Resolution: Move to approve policy, Health Examination (423), as presented.

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

Comments \_\_\_\_\_

**SCHOOL BOARD AGENDA - February 9, 2004**  
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10. **APPROVAL OF POLICY**: Nielsen  
Pages 61-63

Suggested Resolution: Move to approve policy, Employee Assistance (426), as presented.

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

11. **APPROVAL OF POLICY**: Kovash  
Pages 64-65

Suggested Resolution: Move to approve policy, Recording or Audio/Videotaping a Parent-Guardian/Teacher Conference (444), as presented.

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

12. **APPROVAL OF POLICY**: Nielsen  
Pages 66-67

Suggested Resolution: Move to approve policy, Master Agreements with Employee Groups (480), as presented.

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

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

14. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - February 9, 2004****PAGE 7****CALENDAR OF EVENT**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Calendar Committee	February 12	3:45 pm	Board Room
Indian Ed Parent Com	February 12	5 pm	Townsiite Centre
Presidents' Day	February 16	No School	
K-12 Staff Dev Day	February 17	No School	
Early Chldhd Screening	February 17		Lincoln
Policy Review Com	February 17	7 pm	TC Room 266
Com Ed Adv Council	February 17	7 pm	Board Room
Interagency Early Interv Com	February 18	12 pm	Family Serv Center
Clay County Joint Powers	February 18	3:30 pm	Family Serv Center
Health/Safety/Wellness Com	February 19	9:30 am	Townsite Centre
Instr and Curr Adv Com	February 19	7-8:30 am	Board Room
Supt's Adv Com	February 19	7 pm	Board Room
School Board	February 23	7 pm	Board Room
Technology Committee	February 24	3:45 pm	Townsite Centre
Robert Asp PTAC	February 24	7 pm	Media Center
Riverside PTAC	February 24	7 pm	Library
RRALC Family Night	February 24	5-7 pm	RRALC
Activities Council	February 25	7 am	Board Room

JAN 26 2004

OFFICE OF TEACHING & LEARNING MEMO #: I.04.090



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Gift Acceptance

DATE: January 23, 2004

The Moorhead School District has received a one-time donation from H & R Block Education Fund in the amount of \$ 384.00. The funds will be used for textbooks.

**SUGGESTED RESOLUTION:** Move to approve the donation of \$ 384.00 and direct administration to send a thank you letter to:

The Greater Kansas City Community Foundation and Affiliated Trusts  
1055 Broadway, Suite 130  
Kansas City, MO 64105

LAK/kmr

JAN 26 2004

OFFICE OF TEACHING & LEARNING MEMO #: I.04.091



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Carl D. Perkins  
DATE: January 23, 2004

Red River Area Learning Center has been approved to receive funding from the Lakes Country Carl D. Perkins and Tech Prep Consortia for ten (10) Frankling Speaking 11th Edition Collegiate Electronic Dictionaries in the amount of \$ 899.90. The dictionaries are only to be used by the Administrative Support Occupations program at Red River Area Learning Center.

**SUGGESTED RESOLUTION:** Move to approve the Carl D. Perkins funding for \$899.90 to be used at the Red River Alternative Learning Center.

LAK/kmr

**BUSINESS SERVICES MEMO#: B04.035**



To: Dr. Larry P. Nybladh

From: Mark Weston *MLW*

Date: January 30, 2004

RE: Washington Elementary School Demolition

At this time I am requesting permission to go out for bid on the demolition of the Washington Elementary School. As you might recall, the school district has levied through Health & Safety for the demolition of this building. Zerr-Berg Architects have prepared the bid specification relating to the scope of work for this project. After the proposed bid opening on March 16, and school board approval on March 22, 2004 it is estimated the demolition will occur between July 19 and August 14, 2004. Please contact me should you require any further information regarding this project.

Suggested Resolution: Move to approve the advertising of bids for the demolition of Washington Elementary School.

MLW/dmh

**BUSINESS SERVICES MEMO#: B04.034**



To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: January 30, 2004

RE: NSF checks

Request permission to write off the following NSF checks and submit them to Red River Collection Agency.

On the General Acct:

Donna Goehring	\$35.00
Donna Goehring	20.00
Donna Goehring	10.00
Donna Goehring	30.00
Donna Goehring	20.00
Robert Langdahl	20.00
Petra Hernandez	25.00
Kellie Carlson	50.00
Kellie Carlson	35.00
Michelle Buck	50.00
Michelle Buck	30.00
Robyn Carney	25.00
Robyn Carney	25.00
Lonette Schloeder	15.00
Julie Hooten	40.00
D Wagner Enterprises – Diane Wagner	20.00
D Wagner Enterprises – Diane Wagner	10.00
Melissa Goehring	25.00
Todd Kristofferson – dba South Plaza Barbers	19.00
Total	\$504.00

On the Activity Acct:

Donna L. Goehring	25.00
Tara Vosika	20.00
Robert Rhodes	20.00
Robert Dahle	22.00



Rhonda Hoffman-Sura	102.00
Susan Tuckner	24.00
D Wagner Enterprises – Diane Wagner	5.00
Ellen Mccann	25.00
Total	243.00

Suggested Resolution: Move to approve collection of NSF checks listed above.

MLW/dmh

**HUMAN RESOURCE**

**MEMO #: HR .04.163**



TO: Dr. Larry Nybladh  
FROM: Ron Nielson  
SUBJECT: Resignation  
DATE: February 3, 2004

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

Dana Sande                      Web Developer, Townsite, effective February 6, 2004

**SUGGESTED RESOLUTION:** Move to approve the resignation of Dana Sande as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR .04.165



TO: Dr. Larry Nybladh  
FROM: Ron [Signature]  
SUBJECT: Family/Medical Leave  
DATE: February 3, 2004

The administration requests the Family/Medical Leave for the following people:

Sara Lundwall West Central Juvenile Detention Center, to begin approximately May 14, 2004 for the remainder of the 2003-2004 school year.

Jill Filipi Jr. High Teacher, to begin approximately May 20, 2004 for the remainder of the 2003-2004 school year.

Valerie Stevenson Occupational Therapist, District Wide, to begin approximately April 12, 2004 for the remainder of the 2003-2004 school year.

**SUGGESTED RESOLUTION:** Move to approve the Family/Medical Leave for Sara Lundwall, Jill Filipi and Valerie Stevenson pursuant to Section IV, Article 38 of the Teachers' Master Contract.

RN/smw

**HUMAN RESOURCE**

**MEMO #: HR .04.166**



TO: Dr. Larry Nybladh  
FROM: Ron *Nybladh*  
SUBJECT: Leave of Absence  
DATE: February 3, 2004

The administration requests an Leave of Absence for the following person:

Emilia King          Paraprofessional, Riverside, to begin on February 2, 2004 through  
February 13, 2004.

**SUGGESTED RESOLUTION:** Move to approve the request for Leave of Absence for Emilia King pursuant to Article VIII, Section 8 of the Paraprofessional Master Contract.

RN/smw

**HUMAN RESOURCE**

**MEMO #: HR .04.164**



TO: Dr. Larry Nybladh  
FROM: Ron Nielsen  
SUBJECT: Leave of Absence  
DATE: February 3, 2004

The administration requests an Extended Leave of Absence for the following person:

Andrea Langlie	Teacher, Robert Asp, for the 2004-2005 school year
Barbara Mulder	Media Specialist, Probstfield, for the 2004-2005 school year

**SUGGESTED RESOLUTION:** Move to approve the request for an Extended Leave of Absence for Andrea Langlie and Barbara Mulder pursuant to Section IV, Section 40 of the Master Contract for Teachers.

RN/smw

HUMAN RESOURCE

MEMO #: HR .04.167



TO: Dr. Larry Nybladh  
FROM: Ron Nelson  
SUBJECT: Return for Extended Leave of Absence  
DATE: February 3, 2004

The administration requests approval for return from Leave of Absence for the following person:

Sharon Nelson Elementary Teacher, Probstfield, to return to teach for the 2004-2005 school year.

**SUGGESTED RESOLUTION:** Move to approve the return from Extended Leave of Absence for Sharon Nelson, pursuant to Section IV, Article 40 of the Teachers' Master Contract.

RN/smw

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
JANUARY 12, 2004  
PAGE 1**

**MEMBERS PRESENT:** Lisa Erickson, Cindy Fagerlie, Sonia Hohnadel, Carol A. Ladwig, Mike Siggerud, 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 presented.

**APPROVAL OF AGENDA:** Ladwig moved, seconded by Tomhave, to approve the agenda as corrected. Motion carried 7-0.

**WE ARE PROUD:**

\*\*\* **We Are Proud** of Dan Bock, an eighth-grader at Moorhead Junior High School, for winning the school-level competition of the National Geography Bee. Eighth-grader Adam Fitzgerald placed second. The school-level Geography Bee is the first round of the National Geographic Society's Annual Geography Bee. The first place winners from each school take a written test, and the top 100 in each state are eligible to compete in the state Geography Bee in April. The Geography Bee advisor is Beth Thorpe.

\*\*\* **We Are Proud** of the Moorhead High School Music Department for being selected for the third time as a Grammy Signature School by the Grammy Foundation of the National Association of Recording Artists.

Moorhead High School was chosen as one of the 100 finest public high school music programs in America, out of more than 18,000 applicants. The competition was held in three phases, requiring extensive written, audio and video submissions from the contending schools.

Moorhead High School music faculty Doug Engstrom (chair), Dr. Mark Ring and Jon Larson were specifically cited by the Foundation for their outstanding work with the Moorhead High School student ensembles.

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

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
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**OATH OF OFFICE CEREMONY:** Chairwoman Thompson conducted the Oath of Office ceremony for Board members Lisa Erickson, Cindy Fagerlie, Carol Ladwig, and Mike Siggerud elected to the 2004-2008 term. Newly elected members took their seat on the School Board.

**ORGANIZATION OF THE SCHOOL BOARD:** Hohnadel moved, seconded by Fagerlie, to nominate the following slate of officers for the one-year term (2004) on the Moorhead School Board, and cast a unanimous ballot by acclamation:

Chairperson: Kristine Thompson

Vice-Chair: Lisa Erickson

Clerk: Carol Ladwig

Treasurer: Bill Tomhave

Motion carried 7-0.

**COMMITTEE ASSIGNMENTS:** Thompson moved, seconded by Tomhave, to approve the committee assignment changes and adjustments.

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

**Gifts** - Accept the following gifts: One Pro-Cut On-Car Brake Lathe, Rotunda Model 201-00002 with attachments (\$4,500 value), donated by Lunde Lincoln Mercury (Fargo); one Pro-Cut On-Car Brake Lathe, Rotunda Model 201-00002 (\$2,000 value), donated by Luther Valley Ford (Fargo); and \$2,500 from Target Stores in support of a donation on behalf of Sally Doran. Sally Doran attended a Partnering for School Success Conference and was the winner of a drawing that was held. Washington School has received the donation.

**Agreement** - Approve the renewal agreement with Lakeland Mental Health Center, Inc. to continue mental health services to severely emotionally handicapped students and their families as part of the Clay County Day Outreach Treatment Program. The renewal agreement covers the period of January 1, 2004 through December 31, 2004 in the amount of \$569,910. The cost of this program is paid with a combination of state aid, medical assistance funds and payment from Clay County Social Services.



**REGULAR MEETING  
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Bids - Approve advertisement of bids for the high school pool liner replacement and mechanical systems upgrade. The project is estimated to cost \$100,000.

Replats - Approve the replat dated 11/18/03, entitled "Middle School Addition" to the City of Moorhead, Minnesota and dedicate to the public for public use, all streets, avenues and easements. This replat is a direct result of the construction project and development of the Moorheadville Subdivision to the City of Moorhead and approve the replat dated 11/15/03, entitled "South Elementary Addition" to the City of Moorhead, Minnesota and dedicate to the public, for public use, all streets, avenues and easements. This replat is a direct result of the construction project and development of the S.G. Reinertsen Elementary School, to the City of Moorhead.

New Employees

Robyn Yliniemi - Media Secretary, Sr. High, A13(3) \$11.39 per hour, effective January 5, 2004.  
(Replace Paula Myers)

Bonnie Beedy - Paraprofessional, Riverside, 6.5 hours a day, B21 (0-2) \$11.52 per hour,  
effective January 5, 2004 (Replace Kelly Edwards)

Tom Oelrich - Custodian, Jr. High, 8 hours per day, B21 (3) \$11.82 per hour, effective  
December 8, 2003. (Replace Ernie Klementson)

Stacy Keeping - Work Experienced Handicapped Teacher, Sr. High, BA (2.5) \$17,004.75,  
effective January 5, 2004. (Replace Arnie Grossman)

Nathan Schultz - Computer Technician, Edison, B24 (3) \$12.83 per hour, effective December 29,  
2003. (Replace Mike Williams)

Resignations

Jeanette Grinde - Paraprofessional, Probstfield, effective December 19, 2003

Michael Cossette - Custodian, Probstfield, effective December 31, 2003

Tom Maki - Hall Monitor, Sr. High, effective December 19, 2003

Debra Krupich - Secretary, RRALC, effective December 22, 2003

Family/Medical Leave

Jennie MacFarlane - 5th Grade Teacher, Riverside, January 5, 2004 to March 1, 2004

Leave of Absence

Aisha Salih - Food Server, Riverside, to begin January 5, 2004 through February 6, 2004.

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INDEPENDENT SCHOOL DISTRICT #152  
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Minutes - Approve the December 1, 2003 Special and December 8 Regular Meeting Minutes as presented.

Claims - Approve the December Claims, subject to audit, in the amount of \$5,601,538.81.

General Fund:	\$777,295.41
Food Service:	91,571.92
Community Service:	14,679.97
Building Construction	4,717,991.51
TOTAL	\$5,601,538.81

Motion carried 7-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Joint Powers Committee, Intergovernmental Retreat agenda and Junior High PTAC meetings.

STRUCTURAL BALANCE: Erickson moved, seconded by Ladwig, to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the Master Agreement for Bus Drivers/Assistants. Motion carried 7-0.

2003-2005 BUS DRIVERS'/ASSISTANTS' MASTER AGREEMENT: Ladwig moved, seconded by Tomhave, to approve the 2003-2005 Bus Drivers'/Assistants' Master Agreement as presented. Motion carried 7-0.

SALE OF EDISON, LINCOLN AND RIVERSIDE SCHOOLS: Fagerlie moved, seconded by Hohnadel, to authorize administration to hire Coldwell Banker as commercial real estate brokers for the sale of Edison, Lincoln and Riverside Schools. Motion carried 7-0.

ELEMENTARY SCHOOL ATTENDANCE AREA TASK FORCE REPORT: Nybladh reported that with full implementation of the district's Master Facilities Plan in the fall of 2004, there is a need to reconfigure the district's elementary attendance area. The task force began meeting in October 2003 and developed the report through research, examination and consideration of alternative options for the district's elementary school attendance areas for implementation in 2004-2005. The task force's work was conducted according to the district's goals for this process: efficiency, effectiveness, equity, and future growth. Board action will be requested at the January 26, 2004 meeting. Nybladh expressed his deep appreciation to the

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parents, citizens, and staff who diligently worked on the project.

Weston and Bacon assisted with questions related to the recommended report.

**MOORHEAD HIGH SCHOOL ENHANCEMENT RESEARCH STUDY GROUP**

**PROPOSAL:** Kovash reported that the proposed recommendation consists of a student schedule with a combination of 45 or 90 minute class periods. The number of credits will be increased from the present 21 to 26. These changes incorporate the new Minnesota Academic Standards and Graduation Requirements.

Siggerud moved, seconded by Ladwig, to approve the schedule and credit recommendations for implementation in the 2004-05 school year. Motion carried 7-0.

Nybladh thanked Gene Boyle, administration and staff for their tenacity in completing the recommended proposal to meet the necessary timeline.

**MIDDLE SCHOOL IMPLEMENTATION TEAM RECOMMENDATION REPORT:**

Kovash reported that the group began meeting in December 2002 and developed a recommendation that was presented to the Instruction and Curriculum Advisory Committee. The proposal will be presented to the Board at the January 26 meeting requesting Board action. Kovash commented that the administration would like to note appreciation to all members of the staff and community who dedicated time and energy to define the middle school schedule and curriculum.

Tupper and Myers highlighted the recommendation regarding the middle school curriculum, scheduling and philosophy.

Bryce Haugen, 3516 Westmoor Circle (Moorhead), expressed concerns from students and staff related to what the proposed recommendation provides for gifted and talented learners.

Zachary Kenz, 816 15th Street North (Moorhead), questioned how much direct student input was considered by the committee.

Lauren McDermott, 1711 18th Street South (Moorhead), commented on her concern that the schedule forced gifted and talented learners to limited class time.

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Benjamin Hanna, 3626 Westmoor Drive (Moorhead), also expressed concern related to opportunities for gifted and talented learners.

Athena Gracyk, 1210 15th Street South (Moorhead), questioned if there was a guarantee that STEP would be available in each house.

Coralie Wai, 1015 10th Avenue South (Moorhead), commended the students for expressing their concern related to the gifted and talented kids attending at the middle school level.

Denise Paulson, 4009 South 3rd Street, Moorhead, questioned how the the fifth grade orchestra program will be handled with the recommended proposal.

Julie Morlock, Moorhead, expressed her appreciation to the group for recommending the middle school curriculum.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Thompson reminded Board members of the upcoming January 23-24 Intergovernmental Retreat in Detroit Lakes. Thompson highlighted her attendance at the December 8 Delegate Assembly meeting commenting on discussions related to the state education budget.

**ADJOURNMENT:** Hearing no objections, the meeting adjourned at 8:50 p.m.

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Carol Ladwig, Clerk

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
JANUARY 26, 2004  
PAGE 1**

**MEMBERS PRESENT:** Cindy Fagerlie, Sonia Hohnadel, Carol A. Ladwig, Mike Siggerud, Bill Tomhave, 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 corrected.

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

**WE ARE PROUD:**

**\*\*\* We Are Proud** of Moorhead High School's Knowledge Master team for placing first in the state in the Fall Knowledge Master Open held December 3, 2003. Thirty-three other high school teams from Minnesota participated in the competition. Moorhead placed 29th out of 872 participating high schools nationwide.

Members of the Moorhead High School Knowledge Master Team are Mia Bonitto, Andrew Chen, Loghman Fattahi, Jeremy Holm, Nick Holschuh, Kelsey Keimig, Sebastian Wai, Andrew Bakken, Sean Benedict, Sam Cameron, Adam Klinnert, Sarah Mogen, Sean Richards, Dana Rognlie, Stephen Zitzow, Ben Hanna, Thomas Kvamme, Cassie Palmer, Jamie Shaw, Annie Bakken, Matthew Dahlen, Zack Kenz, Alex Magelky, Nick Sternhagen, and Tim Weaver. The team is coached by Audrey Erickson and Eric Tollefson.

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

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

**Gifts** - Accept the following gifts: \$50 from Moorhead State Bank and Trust and \$100 from the American Legion Post #21 for Probstfield School to fund 12 months of Dish Network fees for Spanish language television channels.

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Approved donations to the Moorhead Junior High Before/After School Program as follows:  
American Legion Post #21 - \$500; Brunsvold Law Office - \$40; Gate City Bank - \$200; Kadrmas  
Lee & Jackson - \$200; Selland Motors - \$40; Smith, Bakke, Oppegard, Porsborg & Wolf - \$100;  
The Big Lot - \$100; and Ward Muscatell - \$75.

New Employees

Shawna Gregerson - Media Specialist, Robert Asp, BA (0) \$12,796.75, effective February 2,  
2004. (Replace Carol Johnson)  
Frank Wieser - Custodian, Probstfield, A13 (3) \$11.48 per hour, effective January 26, 2004.  
(Replace Michael Cossette)

Resignations

Melinda Swanson - Food Service, Washington, effective January 14, 2004  
Amy LaBounty - Food Service, Jr. High, effective January 13, 2004  
Rachel Hanson - Food Service, Jr. High effective January 9, 2004

Family/Medical Leave

Michelle Martin - Sr. High Teacher, January 5, 2004 to April 2, 2004.

Change in Employment Contract

Connie Filley - Computer Technician from 10.5 months to 12 months, effective January 12,  
2004. (Replace 1.5 months of Mike Williams position)

Leave of Absence

Dawn Cox - Paraprofessional, Probstfield, to begin on January 17, 2004 for one year.

Motion carried 6-0.

**COMMITTEE REPORTS:** Brief reports were heard regarding the Probstfield PTAC,  
Instruction and Curriculum Advisory Council, Riverside PTAC, and Policy Review Committee  
meetings.

**APPROVAL OF BID PACKAGE 1 PROBSTFIELD CENTER FOR EDUCATION:**

Hohnadel moved, seconded by Siggerud, to award contracts in the amount of \$2,922,945 for bid  
divisions 1 through 21, excluding 9 of Bid Package 1 relating to Probstfield Center for



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Education as described in the attachment from Kraus-Anderson Construction Company. Motion carried 6-0.

**APPROVAL OF BID FOR MOORHEAD HIGH SCHOOL PARKING LOT:** Ladwig moved, seconded by Tomhave, to approve the bid of \$223,365.00 from Aggregate Industries for the north parking lot reconstruction at Moorhead High School. Motion carried 6-0.

**EDISON ELEMENTARY PURCHASE AGREEMENT:** Hohnadel moved, seconded by Ladwig to approve the following: Whereas, the School District has offered Edison Elementary for sale; and Whereas, competitive bidding is not required by statute for the sale of real property; and Whereas, John Ommen made the highest purchase offer in the amount of \$975,000 plus contingencies as per purchase agreement. Be it hereby resolved, by the School Board of Independent School District No. 152, that the Edison Elementary be sold to John Ommen for the amount of \$975,000 plus contingencies as per purchase agreement and that the Chair and Clerk be authorized to sign all documents necessary to complete the sale. Motion carried 6-0.

**APPROVAL OF BID FOR METROPOLITAN AREA NETWORK:** Ladwig moved, seconded by Siggerud, to approve the bid of \$24,000 annually from Moorhead Public Service for the Metropolitan Area Network. Motion carried 6-0.

**ELEMENTARY SCHOOL ATTENDANCE AREA TASK FORCE REPORT:** Tomhave moved, seconded by Fagerlie, to approve the Elementary School Attendance Area Task Force Recommendation Report as presented for implementation in the 2004-2005 school year. Motion carried 6-0.

**RESOLUTION FOR DISCONTINUING AND REDUCING PROGRAMS AND POSITIONS:** Siggerud moved, seconded by Hohnadel, to direct the administration to recommend reductions in programs and positions as needed to reduce expenditures as a result of declining enrollment and financial limitations. Motion carried 6-0.

**FIRST READING OF POLICIES:** The Board conducted a first reading of the following policies: State and Federal Law Prohibiting Discrimination (102), Philosophy of Education of Moorhead Area Public Schools (103), Decision-Making in Moorhead Area Public Schools (220), Superintendent's Advisory Council (SAC) (312), Health Examination (423), Employee Assistance (426), Recording or Audio/Videotaping a Parent-Guardian/Teacher Conference (444),

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and Master Agreements with Employee Groups (480).

**MIDDLE SCHOOL IMPLEMENTATION TEAM RECOMMENDATION REPORT**

**PROPOSAL:** Kovash provided a statement related to the schedule of core curriculum and exploratory classes, middle school activities and gifted and talented programs as discussed at the previous meeting about the Middle School Implementation Team Recommendation Report.

Siggerud moved, seconded by Tomhave, to approve the schedule and curriculum for Horizon Middle School for implementation in the 2004-2005 school year. Motion carried 6-0.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Board members shared information related to workshops they attended at the MSBA Annual Leadership Conference in Minneapolis and the Integovernmental Retreat in Detroit Lakes.

**ADJOURNMENT:** Hearing no objections, the meeting adjourned at 8:12 p.m.

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Carol Ladwig, Clerk



OFFICE OF TEACHING & LEARNING MEMO #: I.04.093



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Moorhead School District Indian Education Committee Report  
DATE: February 4, 2004

Attached is the report of the Moorhead School Indian Education Committee. The recommendations of the committee and the transmittal as required by the state of Minnesota are attached. The recommendations of the committee have been reviewed by the Instruction and Curriculum Advisory Committee and the Human Rights Committee. Administration will review the report and develop a plan for action regarding the resolution. Sarah King, Faye Smiley-Aakre and Donna Longie will review the recommendations with the board.

**SUGGESTED RESOLUTION:** Move to receive the recommendations of the Moorhead School District Indian Education committee and direct administration to file the report with the MN Department of Education.

LAK/kmr  
Attachment



## Moorhead School District Indian Education Program

Sarah King, Program Manager  
Donna Norquay (Longie), Home School Liaison  
Faye Smiley-Aakre, Resource Teacher  
Vanessa Reyes, Indian Education Committee Chairperson

810 4th Ave So  
Moorhead, MN 56560  
(218) 284-3465



January 16, 2004

### American Indian Education Resolution 03-04 (Final)

#### History and Process Information

American Indian students differ from those of other children in the country. Their cultural history and the laws surrounding American Indians has created a unique education situation. Since 1924, Minnesota has assumed the responsibility for educating American Indian children residing in the state, on or off the American Indian reservations. Currently drop out rate for American Indian students is the highest in the state (Approximately 60%). This holds true for the nation as well. Both the federal and state legislatures recognize that more adequate education is needed for American Indian people. Federal and state laws mandate that American Indian children must receive education that acknowledges the heritage and culture of the American Indian people. The passing of the American Indian Education Act of 1988 requires that the state of Minnesota provide for the unique educational and culturally related academic needs of American Indian people. It also recognizes the need for more American Indian teachers in the state. Due to these educational mandates, some special programs and funding are provided by both the federal and state governments. These programs include:

#### Federal programs:

**Title VII (Formerly Title IX)-** This is a grant program funded under the Indian Education Act. This grant provides financial assistance to local education agencies to meet the unique educational and culturally related academic needs of American Indian children. Schools that have identified ten or more American Indian students are mandated by the Indian Education Act to have a parent advisory committee (LIEC). Grants are based on enrollment figures and \$ amount per student. This grant is administered by the Office of Indian Education within the Office of Elementary and Secondary Education in the U.S. Department of Education. In Moorhead this grant currently covers a portion of the American Indian Home School Liaison's salary, a portion of the American Indian Resource Teacher's salary, and American Indian program supplies. Moorhead has received this funding for the last 16 years except for the 01-02 year (was lost in the mail). We have been funded for the current year based on enrollment figures of 172 students for a total amount of \$39,744.

**Impact Aid-** Federal program designed to assist states and local communities impacted by federal activities such as a military base, HUD housing, or a reservation. In these districts the federal presence reduces the local property tax base that ordinarily serves as a major source of school funding. Impact Aid is intended to help with this lost revenue. Moorhead does not qualify for these funds.

**Johnson-O' Malley-** The JOM Act was passed in 1934 and amended various times, but its main objective remains the same: To ensure that American Indian children receive the educational opportunities that would not otherwise be provided. JOM is a supplementary program. JOM also needs a parent committee (LIEC). JOM and Title VII committees may meet together. Contract holders for this grant are area reservations. Moorhead receives JOM funding through the White Earth Indian Reservation. Moorhead uses these funds for part of the American Indian Home School Liaison's salary and American Indian program cultural supplies and activities. Funding for the current year is \$8,000.

**Indian Home School Liaison Program-** is a state funded program for school districts that have identified themselves as having 10 or more American Indian students. Indian Home School Liaisons work specifically with American Indian youth in Special Education or those students who are "at risk". Approximately 40% of the Indian Home School Liaison position is funded through the **Special Education Program** within the Minnesota Department of Education. The other portion of the salary is picked up by the local district or by the Title VII grants. In Moorhead, the Indian Home School Liaison's salary is proportionally funded by Special Education in relation to the number of American Indian students served in Special Education.

**Title I-** Moorhead receives Title I funding which is determined by the number of students receiving free and reduced lunch. Eligibility for Title I services is depended upon educational need. A portion of American Indian students are served through these funds in programs like Reading Recovery and reading/writing/math support.

### **State Programs:**

**Success for the Future Grants-** This is a competitive grant that combined and increased the funds of two previous grants, the American Indian Language and Culture Education Grant and the Post-Secondary Preparation Grant. The funding limit for each school district is \$75,000. This is a five-year grant, depending on funding approval by the legislation each biennium. This grant is administered through the Office of Indian Education within the Minnesota Department of Children, Families and Learning. Moorhead applied in May of 2001 and appealed in November of 2001 but did not receive funding.

**Support for American Indian Education-** Funding for American Indian education programs for 6 school districts that have high concentrations of American Indian students.

**American Indian Scholarships-** Scholarships for full- and part-time American Indian college students in undergraduate and graduate education.

**Indian Teacher Preparation Grants-** Grants to be made jointly to a school district and a post-secondary institution to assist American Indian people in becoming teachers.

**Indian Adult Basic Education Program-** This is a program that provides American Indian adults with basic education instruction in order to meet GED requirements.

**This Resolution comes about through the requirements of the American Indian Education Act of 1988.** M.S., Section 126.51 requires that school districts which enroll ten or more American Indian students establish or identify a **PARENT COMMITTEE** to afford parents the necessary information and the opportunity effectively to express their views concerning all aspects of American Indian Education and the educational needs of the American Indian children enrolled in the school or program, and address the need for adult education programs for American Indian people in the community. The parent committee must review programs offered and develop its recommendations in consultation with the curriculum advisory committee (required by M. : Section 126.666, Subd. 2), and review policies and procedures in the district and submit to the local school board a **RESOLUTION** reflective of parent and community views of program offerings, with applicable recommendations. In cases of non-concurrence, the school board is required to respond to the recommendations forwarded by the parent Committee. M.S., Section 126.51, Subd.1a requires the school boards of the above districts receiving such a resolution to submit a copy to the Minnesota Department of Education.

# **Moorhead Public Schools American Indian Education Resolution 03-04**

Working Document since August 2000

## **1. Staff Development/Curriculum Integration**

A comprehensive and on going staff development plan (including all support services staff) which addresses the unique needs of American Indian students must be implemented annually. The District Staff Development Committee needs to work with the plan. The District will provide Staff Development opportunities to assist teachers in integrating the state adopted Indian Education curriculum, and other instructional materials needed for the effective teaching of American Indian students. Communication between the chair of the Staff Development Committee and the Indian Education Committee needs to be ongoing.

### **Progress:**

- The District Staff Development Committee has supported Staff Development on Indian Education topics with various projects. [Early Literacy Development Research/Intervention, SEED (Seeking Educational Equity and Diversity), incentive grant, Phonemic Awareness, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Curriculum Based Measurements, Scott Foresman Reading Curriculum, Strengthening the Circle, etc.] Communication between the Director of Staff Development and the Indian Education program has been ongoing and supportive.
- Computer network connection has provided the Indian Education Program the ability to deliver timely staff development information to teachers and other staff members. Many staff have commented that this has been very significant & helpful.
- Increased staff development opportunities to present information on American Indian Educational topics has increased during staff development days and Academy offerings. Paraprofessionals that attended the spring 01 workshop and Staff that attended the fall 01 workshop on American Indian topics were provided with American Indian curricular information and resources.
- The Moorhead School District Human Rights Committee continues to meet quarterly to evaluate issues/action plans and progress as it relates to diversity issues including those for American Indian students in the district.
- All district staff are being exposed to diversity issues/information through District wide assemblies, workshops and e-mails (ex. Universal Declaration of Human Rights, Columbus Day information, Clifton Taulbert presentations.)
- Over the last several years, American Indian students struggling with reading have been consistently receiving assistance in reading skills through the Reading Recovery program in First grade.
- The Phonemic Awareness Curriculum which has been recommended by the MSUM American Indian Language research/intervention and the districts Literacy Initiative Program Manager was implemented in several classrooms in 00-01, 01-02, and 02-03. It was also used with EXCEL summer school students in 02.



- In order to adequately identify students in need of interventions, initial testing in Kindergarten and for students new to the district needed to be done and their progress needed to be monitored. this information is also needed for reports/grant applications to state and federal agencies. An increasing amount of staff at each elementary have been trained in (DIBELS), a Curriculum Based Measurement to assess and track at risk students, and all kindergarten students and at-risk First grade students at three sites are being monitored three times a year. Staff training is continuing on the DIBELS.
- An informational brochure for the Moorhead Indian Education Department has been developed for distribution to staff/parents.
- A 6 session Staff development training "Strengthening the Circle Effective Interventions for American Indian Students" that focuses on Indian Education Issues and prereferral interventions will started in January.
- The State Adopted American Indian History, Culture and Language Curriculum was purchased for each school Media Center in the spring of 2000. It was partially available on the MDE web site allowing for better access to it for teachers, but is currently difficult to access until their web site becomes more functional.

#### **In Process:**

- Although it didn't happen this fall, Indian Education Program introductions are to be presented for this year at each building to inform staff about what is available to them regarding instructional support and materials.
- An Indian Education web page is being discussed/planned for development in the Moorhead Area Public Schools web site. The page would offer parents basic information about the program and staff easier access to American Indian curricular information and materials.
- Early Childhood Family Education plans on purchasing the American Indian History, Culture and Language Curriculum for staff in their program. It is currently being updated by the MDE and is unavailable for purchase at this time.
- New building plans and classroom configurations will provide better opportunities for intervention strategies and alternative teaching strategies.
- Targeted Services/EXCEL are implementing assessments and intervention curriculums for grades 2-12 to increase student success.
- Powerschool training has increased access to needed and timely information for internal recordkeeping and reporting to State and Federal granting agencies.

#### **Weaknesses:**

- Results of last years and the previous years American Indian Needs Assessments show that most teachers are still unaware of the curriculum available or if they are aware, are not using it for various reasons. Also many do not understand the reasons behind the existence of American Indian Programs as a requirement stemming from American Indians belonging to Sovereign Nations within the United states and the governmental laws/ treaties between them concerning education of American Indian youth.
- Acquisition of more multimedia products and materials related to American Indian curriculum are needed.

- Other Interventions for students struggling in 2nd grade-12th grade need to be explored and implemented.
- Although the Indian Education Department now has access to Powerschool information, the system is not always helpful in gathering the kind of information needed for reporting purposes, (ex. access to test data, and ethnicity segregated data). The District Technology Department has acknowledged the need to meet and discuss needs/changes.

### **Recommendations for Concurrence:**

- Introductory information on the Indian Education programs, instructional support, and resources needs to continue to be presented annually, preferably in the fall. The information needs to be presented at all buildings including ECFE and EIS to all staff, not just licensed teachers.
- Adopted American Indian curriculum materials need to be presented to teachers in the spring so that planning can take place before class begins in the fall, with support workshops throughout the year as needed, to support teachers integration of the curriculum.
- Even though staff development opportunities have been offered for staff, there are many competing topics from which teachers can choose. Continuing and ongoing efforts of the Staff Development Committee, Indian Education, and the Human Rights Committee are needed to convey the importance of the information for non-Indian students as well as for American Indian students.
- Ongoing and timely promotion of the American Indian History, Culture and Language Curriculum, the Phonemic Awareness curriculum, the Positive Indian Parenting curriculum, the Expanding the Circle Curriculum, etc. needs to be done so that teacher planning can integrate them into classroom content and build it into the overall scope and sequence.
- More funds need to be available to purchase necessary American Indian curriculum and other books/materials/videos/software for all levels of education, Early Childhood through High School and Adult Education.
- Although some curriculum has been purchased, without adequate teacher training on the availability, need for, and proper use of the curriculum it is not going to be implemented. The current processes do not convey to teachers the underlying reasons and importance of why these curriculum materials and cultural issues need to be addressed in their classrooms, not only to benefit American Indian students but all students, and without that information and understanding, much of the information presented will not be accessed. The Strengthening the Circle Staff Development sessions are a start but efforts need to continue consistently.
- Promoting/Advertising Indian Education services through the web site and other printed promotional tools for the district could make Moorhead Schools more inviting to American Indian families and provide them with easier access to information.

## **2. Special Education/Alternative Programs**

The Assistant Superintendent of Teaching and Learning, the Learner Support Person, the Red River Area Learning Center Director, the Indian Education Program Manager, Special Education teachers, and principals will review the process of prereferral, subsequent interventions and referral of American Indian students to Special Education and Alternative Education Programs on a yearly basis. An American Indian cultural representative needs to attend initial and successive IEP meetings.

### **Progress:**

- Due to past in-service training like "Reducing Bias in Special Education Assessment for American Indian and African American students", Child Study Facilitators at meetings involving American Indian students, have begun to guide teams through more careful consideration of exclusionary factors and are placing more emphasis on implementing prereferral strategies before assessment and placement in Special Education.
- In past years, the percentage of American Indian students in Special Education exceeded the average percentage in Moorhead Schools. During the past few years, the percentage of American Indian students in Special Education has been more in line with the district average.
- The Indian Education Department is regularly receiving notice of Special Education meetings so that American Indian Cultural Representatives can attend initial assessment and other IEP meetings for American Indian students.
- More parents have begun requesting that a Cultural Representative be present at meetings.
- Teachers are beginning to contact the Indian Education staff as a prereferral activity before a referral is made to Special Education.
- Student placement in the Alternative School and other alternative settings is being discussed and evaluated in several district committees.
- Targeted Services/EXCEL are implementing assessments and intervention curriculums for grades 2-12 to increase student success.
- The Red River Alternative Learning Center hired one full time Home School Liaison who is of American Indian ethnicity.

### **In Process:**

- A 6 session Staff development training "Strengthening the Circle Effective Interventions for American Indian Students" that focuses on Indian Education Issues and prereferral interventions started in January.
- New building plans and classroom configurations will provide better opportunities for prereferral strategies and alternative teaching strategies.
- A current list of cultural representative was sent out to staff in the fall to address any cultural aspects pertaining to family or testing of students.

**Weaknesses:**

- Although the percentage of American Indian students have been reduced in Special Education, the percentage is still greater when compared to overall rates of Special Education.
- American Indians make up 3% of public school students, but 31% of the Red River Alternative learning Center students. Currently, 31% of Moorhead's 6-12th grade American Indian students are attending RRALC. Strategies and a variety of options need to be explored and implemented to support students in the regular educational setting.
- More teachers need to be aware that cultural representatives are available to be involved at the prereferral stage.
- It is difficult for current staff to cover all child study meetings involving American Indian children. In 99-00, three American Indian parents received initial training to become American Indian Cultural Representatives. New training opportunities need to be set up for training of Cultural Representatives for Special Education meetings.

**Recommendations for Concurrence:**

- The Assistant Superintendent of Teaching and Learning, the Learner Support person, the Red River Alternative Learning Center Director, the Indian Education Program Manager, Special Education teacher representatives and principals need to review the process of prereferral, subsequent interventions and referral of American Indian students to Special Education and Alternative Education Programs on a yearly basis.
- Although Child Study teams have begun to be more careful in thinking about the impact of exclusionary factors, and implementing prereferral strategies, efforts need to continue so that more staff understand and consistently use the process.
- Potential American Indian cultural representatives/advocates need to be sought, trained and paid an honorarium through Special Ed for attending training and Special Education meetings.
- The percentage of American Indian students being placed in alternative school classes needs to be dramatically reduced. Other types of academic supports need to be put into place to assure student success, (extra para help, parent involvement, different curriculums, different classroom configurations, after school homework clubs, etc.)
- Staff training in "Reducing Bias in Special Education Assessment for American Indian and African American students" and similar presentations needs to continue and prereferral processes need to be in place. Other types of academic supports need to be explored and teachers need to be informed of options.

### **3. Collaboration between School and Community Committees/Organizations**

The District will continue to work with the Moorhead Healthy Community Initiative, the Moorhead Area Human Rights Committee, the Moorhead Justice Circle, Cultural Diversity, various Moorhead Public Services and other organizations or committees as needed. Two goals would be: to assist American Indian families in removing barriers which restrict them from participating in school and community activities and, to create welcoming environments for American Indian Families.



**Progress:**

- Over the past five years there have been an increasing number of committees/organizations collaboratively communicating over cultural issues and working on various school and community projects. Organizations include: ECFE, Head Start, Moorhead Healthy Community Initiative, Community Education, District and City Human Rights committees, Red River Alternative Learning Center, Wraparound process, Clay County Public Health, Red River Valley Dental Access, Youthworks, Cultural Diversity, Justice Circles, SEED, MSUM, NDSU, Concordia, Native American Christian Ministry, and the Native American Program/Good Medicine, Northern Plains Voices, and others.
- Since 1999, Indian Education and other Moorhead School staff have attended community Justice Circle meetings/events, SEED (Seeking Educational Equity and Diversity) and other related diversity activities to network with other agencies/groups in the Moorhead area for developing effective and ongoing community diversity awareness.
- Since Sept. 2000, the Moorhead School Human Rights Committee has again been meeting on a regular basis and the Indian Education Department representatives have attended. The Committee has also collaborated with the City of Moorhead Human Rights Committee and the Moorhead Justice Circle to address community issues.
- Since 1997, Moorhead Public School and Indian Education have collaborated with MSUM on research, interventions, reducing bias, and other American Indian related projects.
- Home Visitor Meetings/Trainings have been available for district liaisons to attend to discuss and find solutions to problems and to share information. Community Education and ECFE staff also attend these meetings.

**In Process:**

- NDSU has contacted Moorhead Public Schools to collaborate on an Upward Bound program for American Indian youth in grades 9-12 to begin in 04-05.
- Truancy programs have contacted Indian Education for input in programming.

**Weaknesses:**

- Networking between agencies has increased but needs continued sustained support to be effective.
- Written collaborative agreements between agencies would be helpful especially when trying to secure grant funds.

**Recommendations for Concurrence:**

- Additional funding through grantwriting activities is needed to support these collaborative efforts.
- Networking between agencies has increased but needs continued sustained support to be effective.
- As suggested by MSUM's Language research on American Indian students, collaborative efforts with preschool agencies, such as Head Start, ECFE, and Daycares would be beneficial for American Indian students and their families.
- Discussion on Digital Divide and truancy issues needs to continue.

#### **4. Optional Curricular Activities and extracurricular Activities**

A yearly discussion between the Activities Director and other leaders in curricular areas, the Indian Education Program Director and others as needed, will occur. The mission is to find ways to assist American Indian students to participate in school activities and to reduce barriers. The Indian Education Director or representative will report to the Indian Education Committee.

##### **Progress:**

- 99-02, The Indian Education Committee with financial support from Healthy Community Initiative offered cultural activities at the Red River Alternative Learning Center in a very successful program. The cultural coordinator relocated to another district discontinuing the program for 02-03. During 03-04- An American Indian person was hired full time as the Home School Liaison at the Red River Alternative Area Learning Center and each Friday provides American Indian Cultural activities to students.
- Community Education staff have been communicating with Indian Education staff on possible classes and resource persons available.
- Cultural activities have been promoted through E-mails, newsletters, and flyers to District staff, mailings to parents, and newsletter posting and the District Calendar on the Moorhead Public School Web site.
- Some students are accessing scholarship funds through Moorhead Healthy Community Initiative resources for help with fees and equipment.
- Moorhead Healthy Community Initiative sponsored and provided transportation for an American Indian Leadership Building Camp experience the summer of 2002 for 5 American Indian Youth. The registration and admission was funded by a grant from the Wilder Foundation
- A drumming and singing group was organized in 2001 with volunteers and the assistance of the Native American Christian Ministry and Moorhead Healthy Community Initiative the participation in the activity has continued and increased.
- Students on free and reduced meals have their extra curricular activity fees waived at the Senior High. PTAC's also pay some student fees for those that cannot afford them. PTAC's no longer require Indian Education programs to reimburse them for fees paid for American Indian youth.
- During 02-03, The Moorhead Healthy Community Initiative after school activity coordinator-collaborated with the Indian Education staff to offer American Indian cultural projects and materials for use with both Indian and non-Indian students.

##### **In Process:**

- The process for collecting data on the participation of minority students in activities was cumbersome. Powerschool use and access has solved some of the data gathering problems, but input of information into the system is not yet consistent.
- Transportation is also a barrier for many American Indian students. Bus passes have been available during 03-04 for certain activities.

**Weaknesses:**

- Many parents are unaware of the scholarship funds available through Moorhead Healthy Community Initiative and those that are using the scholarships find that it is not adequate to cover expenses for even initial startup participation for most activities.
- MHCI funds were dramatically cut last year so there is less available for scholarships and afterschool activities.
- Parents are not provided with enough information when students join activities as to the ongoing costs and transportation needs of the participant.

**Recommendations for Concurrence:**

- The Activities Director, other leaders in curricular areas, and the Indian Education Director need to meet yearly to review proportional participation of American Indian students and discuss ways to increase student involvement.
- American Indian students need to be actively recruited through all sources into extracurricular activities. Many students assume there is no way that they can participate for various reasons. Promotion/recruitment/and support for parents and by parents for activities needs to begin at the elementary level. Administrative support is needed to find ways to increase minority student participation in activities.
- There needs to be more funds/scholarships available to low-income students for activity fees, equipment purchases, and ongoing participation costs and creative solutions to transportation barriers need to be looked at.
- There needs to be more activity options open to students who don't start out in activities in Elementary school and/or who move into the District from other schools.
- 00-01- Cultural activities were being promoted through the "District Diversity" Calendar on the District web site. This portion of the web sight was discontinued because there was not enough participation by other groups on it. A meeting needs to be set up with other minority groups who would be interested in adding things to this calendar in order to reestablish its use.

## **5. Curriculum Evaluation**

As the School District discusses the purchase of curriculum materials in its yearly cycle, input from the Local Indian Education Committee will be needed. The purpose is to assist curriculum teams to question bias in materials and identify alternatives if needed. The Local Indian Education Committee will have a representative on the ICAC and curriculum committees who will report to the Local Indian Education Committee on a monthly basis.

**Progress:**

- Indian Education Staff and the Local Indian Education Committee are being notified, invited, and representatives have attended the District ICAC meetings.

- MSUM psychologist, Dr. Olivia Melroe's research results from the 97-03 study of Moorhead American Indian students English Language development, demonstrates that changes are required in delivery of curriculum. Interventions using a Phonemic Awareness curriculum were implemented in several K-2 classrooms at each elementary school during 01-02 and 02-03. Follow-up results from the interventions demonstrated skill improvement in the students.
- A representative from Indian Education was included on the Reading Curriculum Adoption Committee. MSUM Research on American Indian literacy issues was presented and discussed with the Reading Curriculum Review Core Committee. The newly adopted Scott Foresman Reading curriculum includes elements needed to support American Indian student success in reading.
- In 2001, teachers and media specialists were sent some information on looking for American Indian bias in children's books. E-mail will continue to be used to pass along information on reducing bias in curriculum, books, web sites, etc.
- An American Indian needs assessment is sent out biannually to teachers/parents which asks what curriculum is needed to address American Indian educational needs.

#### **In Process:**

- The Phonemic Awareness Intervention/Research through Dr. Melroe at MSUM will continue during the 03-04 school year through a renewed grant from the State Department of Education. This year the project will assess the effectiveness of the Scott Foresman Early Reading Curriculum for American Indian students.
- The Office of Teaching and Learning was given two forms as examples to use for assessing curriculum for cultural bias. The District is reviewing these and is developing/adapting their own version.

#### **Weaknesses:**

- Various departments need to consider diversity issues/materials when purchasing curriculum for the District. Communication between departments on what is being considered for purchase and what has been purchased has not been effective.

#### **Recommendations for Concurrence:**

- When a form for evaluating curriculum is decided upon, the form needs to be used by the District Curriculum Review Committees to screen for cultural bias/stereotyping in the curriculum selection process. Results from the use of these forms need to be kept and reviewed in order to supplement curriculum in ways that address weaknesses in curriculum currently used or purchased. These reports need to be accessible by the Indian Education Department and other groups in the District.
- A representative or representatives of the Local Indian Education Committee needs to be on all the Curriculum Review Committees and to report back to the LIEC on curriculum being looked at by the District.

## **6. Secondary Education Issues**

A counselor, classroom teacher, and secondary principal or representative will meet twice a year with the Local Indian Education Committee to discuss progress, issues, and solutions relevant to American Indian students.



**Progress:**

- Career fairs geared especially for American Indian students are available.
- An American Indian Career Specialist visits with American Indian High School students two times a year.
- Tutoring is available for Jr. and Sr. High American Indian students in the afterschool study club at each building. American Indian attendance at these has increased.
- A Home School Liaison of American Indian ethnicity has been hired full time at the Red River Alternative Learning Center.

**In Process:**

- Networking between colleges and other community agencies has increased around educational issues for minority students. Several years ago, the MSUM American Indian Student Educational Services offered to collaborate with the Indian Education Department and the High School to help in the formation of a High School American Indian Student Organization. A meeting was held to discuss possibilities. More recently, several possible collaborative efforts between area colleges and the Moorhead Public Schools have been discussed.
- NDSU has contacted Moorhead Public Schools to collaborate on an Upward Bound program for American Indian youth in grades 8-10 to begin in 04-05.
- New building plans, classroom configurations, and school within a school plans will provide better opportunities for intervention strategies and alternative teaching strategies.
- Targeted Services/EXCEL are implementing assessments and intervention curriculums for grades 2-12 to increase student success.

**Weaknesses:**

- Regularly scheduled ongoing discussions have not been put into place.
- Availability of an American Indian counselor or at least counseling for American Indian students on topics relevant to them would be beneficial.

**Recommendations for Concurrence:**

- A counselor, classroom teacher, and secondary principal or representative, and the Indian Education Committee representative need to meet twice a year to discuss progress issues, and solutions relevant to American Indian students.
- Too many American Indian students are not getting their educational needs met in the traditional education setting resulting in the high proportions of American Indian students in the alternative programs and/or dropping out. New classroom configurations and school within a school plans may help but monitoring and conversation needs to continue.

- Connections with local colleges and tribal colleges need to be strengthened to expand, promote, and encourage post secondary options for American Indian students. For example, explore mentorship opportunities, students/parents/staff attend the Unity Conference in the spring, American Indian professionals to talk with students about career options.
- Efforts to coordinate services between area High School, Alternative school, the YES program and other High School educational options needs to be continued and increased.

## **7. Community Education**

A yearly meeting between the Local Indian Education Committee representative and Community Education representative will be held to discuss educational needs for American Indian adults and young children and to identify solutions. The Indian Education representative will report progress to the Indian Education Committee.

### **Progress:**

- Four years ago, an initial meeting was held with Community Education, Indian Education, and Clay-Wilkin Opportunity Council to discuss Community Education needs for American Indians and American Indian related topics for the general community. There has been continuing discussion between Community Education and Indian Education on needs, possible classes, and resource persons available. Several cultural craft classes have been offered.
- Four years ago, Early Childhood Family Education teamed up with Clay-Wilkin Opportunity Council-Head Start and the Indian Education Programs through the American Indian Project to offer spring classes for American Indian parents and preschool children on Positive Indian Parenting and other culturally related topics and with Clay County Public Health to offer preschool screenings and distribute other health related information at the spring Pow-Wow. ECFE, Indian Education and Clay County Public Health continue to discuss options and offer classes and preschool screenings.
- Yearly meetings and ongoing discussion with ECFE have continued and appropriate curriculums have been shared to find ways to meet the needs of American Indian families in Early Childhood programs and Preschool Screenings.
- The Indian Education Department has offered beginning computer classes for American Indian parents at the Indian Education office several times in the past four years.

### **In Process:**

- Dialog on ideas to make Moorhead a more inviting place for American Indian families needs to continue.

### **Weaknesses:**

- Recruiting of qualified and willing American Indians for the teaching of Community Education classes has been a challenge and efforts need to be increased.
- American Indian people attending Community Education classes have been few for various reasons. For example: Transportation, comfort with the school setting, daycare, costs.

- A Kindergarten Liaison to help involve preschool families in transition to school would be very instrumental in helping students be ready for school and in families that take a more active role in the education system.
- Although few American Indian families with preschool children are currently accessing available Early Childhood programs, these services are needed. At ECCE, lack of a qualified American Indian teacher and low class sizes were barriers.

#### **Recommendations for Concurrence:**

- Continued communication between departments and more active recruiting of American Indian presenters/teachers needs to continue.
- Efforts need to continue in the attraction and recruiting of American Indian Families accessing Community Education and Early Childhood Family Education classes. Active recruiting of American Indians for our classes/programs as well as understanding and finding ways to overcome barriers for them need to be creatively addressed. Many parents may feel out of place or unwelcome in these classes. For example: many parents do not identify well with the lives/problems that the majority of families attending classes may discuss, or have had bad experiences with school in general. We need to change the atmosphere/style of traditional classes to make them more welcoming to American Indian individuals. Possibilities could include providing mentor families for new families.

Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
<b>1. Staff Development / Curriculum Integration</b> <input checked="" type="checkbox"/> Routine publicizing and promotion of Indian Education program services and available materials with staff and the public. <input checked="" type="checkbox"/> Promotion of American Indian History, Culture and Language materials; Phonemic Awareness curriculum. & other curricula. <input checked="" type="checkbox"/> Ongoing staff development opportunities - ongoing Communication with Staff Development Committee; ongoing promotion of educational equity. <input checked="" type="checkbox"/> American Indian web page. <input checked="" type="checkbox"/> Promotion of Indian Education services. <input checked="" type="checkbox"/> Purchase of additional materials.	Faye Smiley-Aakre Donna Longie  Lynn Kovash, Staff Dev. Coordinator, Principals, Faye, Donna, Sarah King  Staff Dev. Coordinator Human Rights Chair Faye, Donna, Sarah  Sarah, Dan Markert, IE staff  Principals, Pam Gibb  Sarah, IE staff	Monthly Newsletter, brochure, workshops, e-mail; presentations  Yearly and ongoing  By January and ongoing planning  Spring 2004  Ongoing Ongoing	American Indian Curriculum, Back to School Flyer, building presentations, Brochures, web site page  American Indian Curriculum resources, promotion of use & trainings SEED; attendance at Human Rights meetings, workshops  Web-site development  Additional Indian Curricular materials	Staff Development opportunities for American Indian issues has increased. Information brochure developed.  DIBELS training & testing of K - 1 to identify those at-risk. Scott Foresman Early Reading program intervention. Strengthening the Circle Staff Dev. workshop.  Initial discussions/planning  Information brochure developed.
<b>2. Special Education / Alternative Programs</b> <input checked="" type="checkbox"/> Yearly review of process for placement in Special Ed. and Alternative programs. <input checked="" type="checkbox"/> Continue emphasis in child study meetings on careful consideration of exclusionary factors. <input checked="" type="checkbox"/> Recruit and train American Indian cultural representatives to attend child study meetings.  <input checked="" type="checkbox"/> Provide other academic supports. <input checked="" type="checkbox"/> Carefully monitor the proportion of minority children in Special Education & Alternative programs.  <input checked="" type="checkbox"/> Provide Ongoing staff dev. regarding Reducing Bias in Special Education Assessment.	Program Directors & Indian Education staff Child Study Facilitators & teachers  Sarah K.  Faye, Donna, Principals, Sarah & Deb Hellekson  Staff Dev. Director; CS Facilitators, Sarah & Jill Carvold	Yearly  Ongoing  Ongoing  Quarterly monitoring  Ongoing	Child Study Facilitator support & staff dev.  Participants, training opportunities, materials, speakers  Technical support  Training opportunities & materials	Ind. Ed. is receiving notice of IEP meetings with AI students. IEP teams have been more careful of exclusionary factors. Teachers/parents are contacting Ind. Ed. staff before assessments begin.  Tutoring in afterschool study clubs. Targeted services is implementing new assessment and intervention curric. to increase student success. Home school Liaison of American Indian ethnicity at RRALC. New building configurations to provide better interventions and teaching strategies.  Strengthening the Circle & Para cultural awareness Staff Dev.




Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
<b>7. Collaboration: School, Community, Organiz.</b> <input checked="" type="checkbox"/> Networking among agencies has increased but needs to be sustained; collaborative grant writing  <input checked="" type="checkbox"/> MSUM pre literacy research suggests that early intervention is important - need to strengthen ties with preschools, Head Start & child care programs.  <input checked="" type="checkbox"/> Continued discussion on digital divide and truancy.	Public Health, Head Start & Indian Ed Staff and director  Head Start Director, Kim Bushaw, Kindergarten teachers, Sarah, Faye & Donna  Indian Ed. Staff, program directors	Quarterly meetings and as needed  Quarterly meetings  Quarterly meetings	Continued support and contacts with agencies.  Representation at joint EIS, Head Start & ECFE meetings; Home Visitor mtgs. Materials for parents.  Program and department support.	Increasing and ongoing number of committees/organizations collaborating over cultural issues.  Continued SEED trainings and other similar staff dev. topics.  Human Rights Committee continues to meet regularly and discuss Indian Education issues.
<b>4. Curricular &amp; Extra Curricular</b> <input checked="" type="checkbox"/> Regular meetings between Indian Ed. staff and Activities Directors.  <input checked="" type="checkbox"/> Promotion, recruitment & support for American Indian student participation.  <input checked="" type="checkbox"/> Creative solutions to barriers.  <input checked="" type="checkbox"/> Activity options to students who don't start out in activities in Elementary school and/or who move into the District from other schools.  <input checked="" type="checkbox"/> Publication of Cultural activities.	Indian Ed staff, Activities Director  Principals, Activity Director, American Indian Parent Committee  Principals, Activity Director, Coaches  Pam Gibb, principals, Faye & Donna; Laurie Winterfeldt-Shanks.; MHCI	Yearly and Ongoing  Ongoing, and particularly before new activities begin  Yearly & ongoing as needed  Monthly & as needed	Department support  Power School information on each student; Activities flyers; resources such as fees & timelines, and transportation.  Continued collaboration with other groups to offer American Indian related activities. Creative solutions. List of community members willing to teach & share talents.  Newsletter or other media as needed	Continued access of MHCI scholarships for financial help.  Home-School Liaison at RRALC providing cultural activities weekly. Local drumming/singing group increased participation.  Continued promotion of activities through e-mail, newsletter, and web site.

Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
<b>5. Curriculum Evaluation</b> <input checked="" type="checkbox"/> District Curriculum Review Committees will screen for cultural bias/stereotyping in the curriculum selection process.  <input checked="" type="checkbox"/> American Indian Education Committee representation on Curriculum Review Committees.	Lynne Kovash, Curriculum Ed. Committee, Human Rights Committee  Indian Education Staff, Lynn Kovash, Committee Chairpersons	Follow curriculum review cycle  Follow curriculum review cycle	Screening tools. Reducing Bias Staff Dev., SEED. American Indian cultural curriculum support material.	Continued research of intervention curriculums.  Continued Indian Ed. participation on ICAC Committee, participation on the Reading Committee and presentation of research.
<b>6. Secondary Education Issues</b> <input checked="" type="checkbox"/> Secondary administration, staff and Indian Education Representative needs to meet to discuss issues and solutions.  <input checked="" type="checkbox"/> Identify American Indian students at risk of not meeting graduation standards.  <input checked="" type="checkbox"/> Strengthen connections with local and tribal colleges to expand, promote, and encourage post secondary options for American Indian students.  <input checked="" type="checkbox"/> Coordinate services between area High School, Alternative school, and the YES program.	Junior High and Secondary principal, Secondary counselor, Indian Education Representative  Indian Ed. Rep., Lynne Kovash, Jr. High & Secondary Principal Secondary Prin., Alternative School Principal, YES Coordinator, Lynn Kovash, Indian education Rep.  Service Directors & Indian Ed. Rep.	2 X/ year  yearly and ongoing as possible  Initial meeting with ongoing process	Assessment information. Technical Department assistance.  Outreach and collaborative meetings.	Informal discussions have taken place. New school configurations may provide solutions to some issues.  Powerschool and other data gathering has been more useful.

7 6 Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
<p><b>Community Education</b></p> <ul style="list-style-type: none"> <li>☑ Continued communication between Community Ed. and Indian Ed. Increase recruitment efforts for American Indian presenters/teachers in Community Education offerings.</li> <li>☑ Increase the number of families accessing Community Education and Early Childhood Family Education classes.</li> </ul>	<p>Laurie W-S, Indian Education Staff, Indian Parent Committee</p> <p>Laurie Winterfeldt-Shanks, Kim Bushaw &amp; Indian Ed. Rep. Am. Indian Parent Committee</p>	<p>Yearly meeting and ongoing</p> <p>Yearly meeting and ongoing</p>	<p>ECFE Home Visitor &amp; American Indian Rep. to make home visits</p>	<p>Continued communication between Indian Ed. and Community Ed. /ECFE staff concerning program planning and offerings.</p>

**MEMO #:** S-04-060

**TO:** School Board

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

**DATE:** February 3, 2004

**RE:** Approval of Policy

Attached please find policy, State and Federal Law Prohibiting Discrimination (102), for your review.

Suggested Resolution: Move to approve policy, State and Federal Law Prohibiting Discrimination (102), as presented.

LPN:mde  
Attachment

## ❖ Policies and Procedures ❖

Code: 102  
Category: Policy of the School Board / Moorhead, MN  
Section: 100 SCHOOL DISTRICT  
Name: State & Federal Law Prohibiting Discrimination  
Adopted: 4/24/1984  
Revised: 12/13/1999  
Reviewed: 10/22/1990 3/13/1995 12/13/1999  
Policy: I. PURPOSE

The purpose of this policy is to outline the district's responsibility in complying with state and federal law regarding discrimination.

### II. GENERAL STATEMENT OF POLICY

~~Independent School District No. 152~~ Moorhead Area Public Schools shall comply with federal and state law prohibiting discrimination and with the requirements imposed by or pursuant to regulations issued thereto, to the end that no person in ~~Independent School District No. 152~~ the Moorhead Area Public Schools shall on the grounds of race, color, national origin, creed, religion, sex, marital status, age, limited English proficiency, sexual orientation, status with regard to public assistance, family care leave status, veteran status, or disability be excluded from any educational program or activity, or in employment, or recruitment, consideration, or selection therefore, including hiring, discharge, promotion, compensation, facilities or privileges of employment, whether full time or part time, under an educational program or activity for which the school is responsible. The Moorhead Area Public School District also makes reasonable accommodations for disabled employees and students.

Any inquiries concerning this policy may be referred to:

Office of Superintendent  
Townsite Centre  
810 4th Avenue South  
Moorhead, MN 56560  
(218) 284-3330

The district prohibits the harassment of any individuals for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the district's internal procedures for addressing complaints of harassment, please refer to the district's policy on harassment and violence.

#### Legal References:

29 U.S.C. 794 et. seq. (B 504 of Rehabilitation Act of 1973, Title I and Title V of the Americans with Disabilities Act of 1990)  
Minnesota Statute 123B.03 (Background Checks)

Minnesota Statute 43A.11 (Veteran's Preference)  
Title VII. of the Civil Rights Act of 1964  
Equal Pay Act of 1963  
Age Discrimination in Employment Act of 1967  
Civil Rights Act of 1991  
Minnesota Statute 363 (Minnesota Human Rights Act)  
29 U.S.C. 2615 (Family and Medical Leave Act)  
38 U.S.C. 4301 et. seq. (Vietnam Era Veterans Readjustment Assistance Act)  
38 U.S.C. 4211 et. seq. (Veterans Reemployment Rights Act)


Cross Reference:

Moorhead School Board Policy 401: Equal Employment Opportunity Statement  
Moorhead School Board Policy 402: Grievance Procedure for Equal Opportunity  
Moorhead School Board Policy 404: Employment Disability Nondiscrimination  
Moorhead School Board Policy 410: Employment of Faculty and Staff  
Moorhead School Board Policy 411: Veteran's Preference Hiring  
Moorhead School Board Policy 501: Equal Education Opportunity  
Moorhead School Board Policy 502: Student Disability Non-Discrimination  
Moorhead School Board Policy 570: Prohibition of Harassment and Violence

[Search Again](#)

**MEMO #:** S-04-061

**TO:** School Board

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

**DATE:** February 3, 2004

**RE:** Approval of Policy

Attached please find policy, Philosophy of Education of Moorhead Area Public Schools (103), for your review.

Suggested Resolution: Move to approve policy, Philosophy of Education of Moorhead Area Public Schools (103), as presented.

LPN:mde  
Attachment

## ❖ Policies and Procedures ❖

Code: 103  
Category: Policy of the School Board / Moorhead, MN  
Section: 100 SCHOOL DISTRICT  
Name: Philosophy of Education of Moorhead Area Public Schools  
Adopted: 3/30/1981  
Revised: 1/23/1995  
Reviewed: 7/1/1990 1/23/1995  
Policy: BELIEF STATEMENTS:

Our democratic society depends upon citizens who think effectively, read critically, discuss intelligently, evaluate ideas constructively and creatively, and choose to act wisely based on a commitment to ethical values. The complexities and global nature of today's world require that education work in partnership with the rest of society to promote excellence, accountability, lifelong learning, and receptiveness to change. Each individual has inherent value and dignity, and every individual has the right to a public education throughout life.

### THE LEARNERS NEED:

- to know all students can learn and achieve;
- to know that learning is more important than mere possession of knowledge;
- to have a positive attitude toward learning;
- to have successful experiences and recognition;
- to be partners with parents/families, school staff members, and community in providing a caring, secure climate and supportive environment in which to learn;
- to have feelings of self-worth;
- to strive for physical and emotional well-being;
- to learn the importance of critical thinking, communication, computation, and an appreciation for cultural diversity;
- to possess human relation and decision-making skills;
- to be responsible for his/her actions;
- to become productive and contributing citizens of society;
- to recognize that learning is lifelong;
- to meet physical, academic, social, and emotional needs of learners through programs designed to maximize individual growth in:

A. Self-Concept - to understand themselves and appreciation of their worthiness, potential and right to become meaningful, productive members of society.

B. Human Understanding - to develop a global perspective and the ability to interact, understand and appreciate individual differences in order to become effective citizens of the world.

C. Essential Skills - to assure the mastery of basic communication skills in order to be functionally literate; to be able to think critically in order to solve problems in a constantly changing world; to understand and appreciate the sciences and the arts; and, to demonstrate skills in citizenship, community service and human relations.

D. Creative Development - to have the opportunity and encouragement to be creative and



visionary.

E. Environmental Awareness - to exemplify and implant the obligation to protect and preserve the planet on which we live.

F. Joy  $\Theta$  of Learning - to enhance an eagerness for learning and a positive attitude toward work.

G. Physical and Emotional Well-Being - to procure beneficial health habits and concern for good physical and emotional stability.

H. Self-Sufficiency - to prepare for a productive, honorable and enriched self-sufficient life.

#### THE PARENTS/FAMILIES NEED:

- to provide a positive, supportive home environment where the importance of learning is emphasized;
- to be an informed partner in their child's learning process and progress;
- to be involved in schools and be knowledgeable about the decisions that affect their children's education;
- to appreciate and understand the benefits of cultural diversity;
- to have educational opportunities to grow as parents, families and individuals.

#### THE SCHOOL STAFF MEMBERS NEED:

- to be qualified, committed and effective people participating in an educational partnership;
- to know they have an impact ~~of~~ on self-esteem, growth and success of the learner;
- to know positive expectations influence performance;
- to recognize that excellence and success increase if they are identified and rewarded;
- to utilize various experiences, skills, styles of teaching, time management, choice of materials, assessment and evaluation;
- to be responsible for communicating with the learner, parent/family, other school staff members, and community;
- to use their leadership, integrity and flexibility to grow personally and professionally;
- to exercise opportunities for growth, wellness needs and recognition.

#### THE COMMUNITY NEEDS:

- to embrace that education ~~a~~ is the backbone for a strong cultural, social and economic society;
- to view education as an investment in the future;
- to work in partnership with the educational system realizing the value and mutual benefits;
- to appreciate the cultural impact provided by education;
- to provide the necessary resources to meet the needs of learners;
- to provide a safe, supporting environment for learning.

#### THE EDUCATIONAL SYSTEM NEEDS:

- to design and follow programs that address the abilities, interests, goals and needs of all students;
- to require fiscal responsibility and accountability;
- to be receptive and accommodating to change that is in the best interest of learners, parents/ family, staff and community;
- to provide a nurturing environment in which to learn;
- to communicate effectively and work in partnership with learners, parents/family, staff and community;
- to meet physical, academic, social, and emotional needs of learners through programs designed to maximize individual growth in:

- A. Self-Concept - to understand themselves and appreciation of their worthiness, potential and right to become meaningful, productive members of society.
- B. Human Understanding - to develop a global perspective and the ability to interact, understand and appreciate individual differences in order to become effective citizens of the world.
- C. Essential Skills - to assure the mastery of basic communication skills in order to be functionally literate; to be able to think critically in order to solve problems in a constantly changing world; to understand and appreciate the sciences and the arts; and, to demonstrate skills in citizenship, community service and human relations.
- D. Creative Development - to have the opportunity and encouragement to be creative and visionary.
- E. Environmental Awareness - to exemplify and implant the obligation to protect and preserve the planet on which we live.
- F. Joy of Learning - to enhance an eagerness for learning and a positive attitude toward work.
- G. Physical and Emotional Well-Being - to procure beneficial health habits and concern for good physical and emotional stability.
- H. Self-Sufficiency - to prepare for a productive, honorable and enriched self-sufficient life.

Our philosophy of education recognizes the inevitability of change. As knowledge expands, society will continue to be challenged in its ability to comprehend new information and deal with its implications. It is our belief that the principles outlined in this statement of philosophy are compatible with society as we anticipate it to be in the future, and a prerequisite for a future of which we can be proud.

Cross Reference:

Moorhead School Board Policy 104: Mission Statement

[Search Again](#)

**MEMO #:** S-04-062

**TO:** School Board

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

**DATE:** February 3, 2004

**RE:** Approval of Policy

Attached please find policy, Decision-Making in Moorhead Area Public Schools (220), for your review.

Suggested Resolution: Move to approve policy, Decision-Making in Moorhead Area Public Schools (220), as presented.

LPN:mde  
Attachment

## ❖ Policies and Procedures ❖

Code: 220  
Category: Policy of the School Board / Moorhead, MN  
Section: 200 SCHOOL BOARD  
Name: Decision-Making in Moorhead Area Public Schools  
Adopted: 8/8/1994  
Revised: 4/12/1999  
Reviewed: 08/08/1994 04/12/1999  
Policy: I. PURPOSE STATEMENT

The School Board believes that the opportunity for involvement and input by the stakeholders in the district results in insightful, effective and efficient decisions. The Board also believes that learning is enhanced, accountability increased and innovation and excellence are encouraged when employees and stakeholders are able to make or share in decisions within identified parameters.

The superintendent is charged with encouraging collaboration and participation in decision making as appropriate and implementing a decision-making process within the school district which empowers staff and parents within the following parameters.

### II. GENERAL STATEMENT OF POLICY

Decision-Making Parameters in Moorhead Area Public Schools at all levels must:

- \* Be focused on how the decision will first affect students.
- \* Be directed toward the improvement of instruction and student achievement.
- \* Be inclusive of parents, students and community members.
- \* Be aligned with the mission and beliefs of the District.
- \* Be research based and data driven.
- \* Be aligned with and support the Five Year Educational Plan and the School Improvement/ Program Plan.
- \* Be consistent with the assumptions in the Annual Operation Plan.
- \* Be reflective of School Board Policy and Administrative Regulations.
- \* Be in compliance with federal, state and local laws, regulations and mandates.
- \* Be congruent with bargaining unit master contract language.

The final decision regarding parameters and the level at which decisions are made is determined by the superintendent unless parameters are otherwise specified by the School Board of Education, rules and statutes promulgated by the State of Minnesota, or the federal government.


#### Cross References:

Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation and Review  
Moorhead School Board Policy 301: School District Administration  
Moorhead School Board Policy 810: Establishment, Adoption and Modification of School District Financial Annual Operating Plan

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**MEMO #:** S-04-063

**TO:** School Board

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

**DATE:** February 3, 2004

**RE:** Approval of Policy

Attached please find policy, Superintendent's Advisory Council (SAC) (312), for your review.

Suggested Resolution: Move to approve policy, Superintendent's Advisory Council (SAC) (312), as presented.

LPN:mde  
Attachment

## ❖ Policies and Procedures ❖

Code: 312

Category: Policy of the School Board / Moorhead, MN

Section: 300 DISTRICT ADMINISTRATION

Name: Superintendent's Advisory Council (SAC)

Adopted: 09/12/1989

Revised: 11/16/1998

Reviewed: 08/09/1990 10/20/1997 11/16/1998

Policy: I. PURPOSE

The Superintendent's Advisory Council (SAC) ~~was established~~ exists to provide: a) a communications network with for parents between from all buildings (elementary/junior-high/senior-high) schools across the school district and b) a communication link between parents and the district administration.

II. GENERAL STATEMENT OF POLICY

A. ~~Issues~~ Items for discussion ~~could be~~ may include:

- o Explanation of present policy or practices,
- o Feedback on potential changes or additions to present policy or practice,
- o Concerns regarding the instructional or other programs in the district,
- o Input into short/long range planning for district,
- o Methods of improving communications within the district and community,
- o Sharing among and between buildings.

B. Decision Making Authority

The SAC is advisory in nature and provides input ~~into district decisions~~ and feedback to the Superintendent.

C. ~~Selection of Participants~~ Composition of Membership

The SAC membership shall be comprised of one or ~~two~~ members of each building PTAC group (determined by the PTAC membership), one Indian Education Parent Committee member, one Early Childhood Family Education Advisory Council member, and one Community Education Advisory Council member. The selection and length of term of members shall be determined by the representative groups. The Superintendent may appoint other representatives as deemed appropriate. The Superintendent will invite individual school board member representatives to the monthly meetings on a rotating basis.

D. Length of Term

~~This will be determined by the PTAC.~~

E. Meeting Date/Time

The Council will establish appropriate meeting dates and times at the September meeting.

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**MEMO #:** S-04-064

**TO:** School Board

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

**DATE:** February 3, 2004

**RE:** Approval of Policy

Attached please find policy, Health Examination (423), for your review.

Suggested Resolution: Move to approve policy, Health Examination (423), as presented.

LPN:mde

Attachment



## ❖ Policies and Procedures ❖

Code: 423  
Category: Policy of the School Board / Moorhead, MN  
Section: 400 EMPLOYEE/PERSONNEL  
Name: Health Examination  
Adopted: 5/22/90  
Revised: 6/12/00  
Reviewed: 5/22/90 9/25/95 6/12/00  
Policy: I. PURPOSE

The purpose of this policy is to identify and reserve to the School Board its managerial right to require physical examinations of its employees. In this regard, the superintendent/designee, with the consent of the employee, may require an employee to undergo a physical examination in order to obtain additional medical information for the following purposes:

1. Assessing the employee's continuing ability to perform the job;
2. For employee health insurance eligibility;
3. As mandated by state, local or federal law;
4. Assessing the need to reasonably accommodate an employee;
5. ~~Obtaining information to determine eligibility for the second injury fund under Chapter 176 relating to Workers' Compensation;~~
6. Pursuant to Minnesota Statute Sections 181.950-181.957, relating to drug and alcohol testing in the workplace;
7. Related and consistent with business necessity, not otherwise prohibited by law or inconsistent with the Americans with Disabilities Act.

### II. GENERAL STATEMENT OF POLICY

The superintendent/designee may require the employee to undergo a physical examination as follows:

1. An employee who has been offered employment conditioned upon the employee meeting the physical and mental requirements of the job in accordance with Minnesota Statute Section 363.02, Subd. 1(9)(i).
2. To limit receipt of benefits payable under the fringe benefit plan for disabilities to that period of time which a licensed physician reasonably determines a person is unable to work.
3. To provide special safety considerations for pregnant women involved in tasks which are potentially hazardous to the health of the unborn child as determined by medical criteria.
4. Pursuant to Minnesota Statute Section 176.155 of the Workers Compensation Act.
5. Pursuant to the Family Medical Leave Act, 29 U.S.C. 2601, et seq.

Any information, including reports or findings arising from a physical examination pursuant to this policy will be collected and maintained on separate forms, in separate medical files and treated as a confidential medical record, except that supervisors and managers may be informed regarding necessary restrictions on the work or duties of the employee and reasonable accommodations. First aid safety personnel may be informed, when appropriate, if the disability might require emergency treatment. Government officials investigating compliance with the Americans with Disabilities Act will be provided relevant information upon request. Information may be released for purposes mandated by local, state or federal law.

Legal References:

Minnesota Statute Section 176.155 (Workers Compensation Act)

Minnesota Statute Sections 181.950-181.957 (Drug and Alcohol Testing in the Workplace)

Minnesota Statute Section 363.02, Subdivision 1(9)(i)

29 U.S.C. 2601, et seq. (Family Medical Leave Act of 1993)

42 U.S.C. 12101 et seq. (Americans With Disabilities Act)

[Search Again](#)

**MEMO #:** S-04-065

**TO:** School Board

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

**DATE:** February 3, 2004

**RE:** Approval of Policy

Attached please find policy, Employee Assistance (426), for your review.

Suggested Resolution: Move to approve policy, Employee Assistance (426), as presented.

LPN:mde

Attachment

## ❖ Policies and Procedures ❖

Code: 426  
Category: Policy of the School Board / Moorhead, MN  
Section: 400 EMPLOYEE/PERSONNEL  
Name: Employee Assistance  
Adopted: 4/6/1976  
Revised: 4/13/1998  
Reviewed: 3/9/1993 4/13/1998  
Policy: I. PURPOSE

The School Board of Moorhead Area Public Schools and the respective bargaining units and employee associations recognize that an employee may experience a wide range of problems not directly associated with one's job function that can have an effect on an employee's job performance. In most instances, the employee will overcome such personal problems independently and the effect on job performance will be negligible. In other instances, normal assistance will serve either as motivation or guidance by which such problems can be resolved so the employee's job performance will return to an acceptable level. In some cases, however, the employee cannot resolve his/her problems and unsatisfactory performance persists.

The school district, employee associations and bargaining units believe it is in the best interest of the employee, the employee's family, and the school district that a framework for dealing with such problems be defined.

### II. GENERAL STATEMENT OF POLICY

1. Any employee who has a problem which he/she feels may affect his/her work performance is encouraged to voluntarily seek counseling and information on a confidential basis by contacting a designated agency or resource accessing the employee handbook or contacting the Department of Human Resources or your building Principal's Office.
2. The school district, employee associations and bargaining units recognize that almost any human problem can be successfully resolved provided it is identified in its early stages and appropriate treatment/professional assistance is obtained. This applies whether the problem be one of physical illness, mental or emotional illness, finances, marital or family distress, alcoholism, drug abuse, legal problems, or other concerns.
3. Employees are assured that their reputation will not be jeopardized by seeking assistance the services provided by the district's employee assistance program are confidential. This statement of policy by the school district is intended to encourage employees to utilize appropriate services before the problem affects their job performance.
4. Employees are assured that if such personal problems are the cause of unsatisfactory job performance, they will receive an offer of assistance to help resolve such problems in a confidential manner.

5. When it is noted that job performance has deteriorated or unsatisfactory changes have taken place (e.g. attendance problems) the supervisor of the employee in question should contact the Personnel Department of Human Resource Office. Subsequently, the supervisor should hold a conference with the employee and advise the employee of the following:

- A. Specific job performance areas that are unsatisfactory and must be corrected.
- B. ~~Theat~~ assistance ~~that~~ is available if health/emotional problems are a contributing factor.
- C. That failure to correct job performance ~~will~~ may lead to ~~further~~ disciplinary action by the school district.

6. If the employee's performance does not improve within a reasonable period of time, or the employee is unwilling to correct the situation, the school district may proceed with ~~notice of~~ appropriate disciplinary action with respect to the job performance issues.

7. If the employee seeks treatment/assistance, the proposed disciplinary action will be held in abeyance and reviewed following the completion of treatment/assistance.

8. In instances ~~where it is necessary~~ when a doctor's statement specifies a need, sick leave shall be granted for treatment/assistance or rehabilitation on the same basis it is granted for ordinary health problems and as provided in any applicable collective bargaining agreement.

9. If the job performance issues are not corrected within a reasonable time following the completion of treatment/assistance, the school district may proceed with the appropriate disciplinary action.


Cross Reference:

Moorhead School Board Policy 414: Employee Public/Private Personnel Data

Search Again

MEMO #: S-04-066

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: February 3, 2004

RE: Approval of Policy

Attached please find policy, Recording or Audio/Videotaping a Parent-Guardian/Teacher Conference (444), for your review.

Suggested Resolution: Move to approve policy, Recording or Audio/Videotaping a Parent-Guardian/Teacher Conference (444), as presented.

LPN:mde  
Attachment

## ❖ Policies and Procedures ❖

Code: 444  
Category: Policy of the School Board / Moorhead, MN  
Section: 400 EMPLOYEE/PERSONNEL  
Name: Recording or Audio/Videotaping a Parent-Guardian/Teacher Conference  
Adopted: 4/26/1994  
Revised: 2/8/1999  
Reviewed: 2/8/1999  
Policy: I. PURPOSE

The purpose of this policy is to provide guidance on the use of recording or audio/videotaping of a parent-guardian/teacher conference.

### II. GENERAL STATEMENT OF POLICY

No electronic device shall be used to record or reproduce any part of a parent-guardian/teacher conference unless by mutual written agreement of both parties (administrative procedure 444.1). This is to insure a productive and meaningful conference between parent-guardian and teacher(s) that will benefit and enhance the education of the child.

No recording of any parent/guardian/teacher conference may be released to any other individual, except pursuant to the informed consent of the parent/guardian/teacher, or the student, if the student is 18 years of age or older, or pursuant to a valid court order.\*

\* Note: The release of the information is only pursuant to the consent of parties involved or a court order - not a subpoena.

#### Cross References:


Moorhead School Board Policy 504: Protection and Privacy of Pupil Records

Search Again



**MEMO #:** S-04-067

**TO:** School Board

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

**DATE:** February 3, 2004

**RE:** Approval of Policy

Attached please find policy, Master Agreements with Employee Groups (480), for your review.

Suggested Resolution: Move to approve policy, Master Agreements with Employee Groups (480), as presented.

LPN:mde

Attachment

## ❖ Policies and Procedures ❖

Code: 480  
Category: Policy of the School Board / Moorhead, MN  
Section: 400 EMPLOYEE/PERSONNEL  
Name: Master Agreements with Employee Groups  
Adopted: 12/13/1999  
Revised:  
Reviewed:  
Policy: I. PURPOSE

This policy is intended to minimize misunderstandings related to final, officially approved changes in the master agreement by both parties.

### II. GENERAL STATEMENT OF POLICY

A. Approved negotiated master agreements shall be typed and signed within two weeks of the approval of a new master agreement.

B. Any agreed to retroactive compensation shall occur only when the newly approved master agreements have been signed by all parties.

C. Original signature copies of signed master agreements will be maintained in the Department of Human Resources for the district.

D. Once master agreements have been signed, neither party may change contract language for the duration of the agreement. Memorandums of Understanding (MOU) may be developed during the term of the master agreement to meet specific needs of the parties to the master agreement.

[Search Again](#)

5-M-9-B05  
2-23-04

**INDEPENDENT SCHOOL DISTRICT #152**

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

February 23, 2004  
Tour of Horizon Middle School  
3601 12th Avenue South  
5:00 p.m.

Regular School Board Meeting  
7:00 p.m.  
Board Room - Townsite Centre

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

**ATTENDANCE:**

Lisa Erickson _____	Mike Siggerud _____
Cindy Fagerlie _____	Kristine Thompson _____
Sonia Hohnadel _____	Bill Tomhave _____
Carol A. Ladwig _____	Larry P. Nybladh _____

**A G E N D A**

**1. CALL TO ORDER**

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

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

- D. "We Are Proud"

## SCHOOL BOARD AGENDA - February 23, 2004

### PAGE 2

**\*\*\* We Are Proud** of seven Moorhead students who were chosen for the MNSOTA (Minnesota String and Orchestra Teachers Association) Middle Level Honors Orchestra.

Eighth-graders selected from Moorhead Junior High School are Josh Seaburg (viola), Emma Hughey (viola), and Emily Swedberg (violin). Ninth-graders selected from Moorhead High School are Andrew Chen (violin), Autumn England (cello), Sebastian Wai (cello), and Jeremy Holm (bass). They are students of Doug Neill and Jon Larson.

Students in grades 7-9 were selected for the MNSOTA Middle Level Honors Orchestra after auditioning by tape. The orchestra rehearsed and presented a concert on February 6 and 7 at Augsburg College in Minneapolis.

**\*\*\* We Are Proud** of the Moorhead Junior High School Mathcounts Team for placing first in the chapter competition held at Minnesota State University Moorhead on Wednesday, February 4, 2004. Team members were eighth-graders Reed Langerud, Jayce Schmidt, Harrison Suits-Baer, and Coleman Wagner.

Individual competitors were eighth-graders Adam Fitzgerald and Kaia Hoium and seventh-graders Timothy Lillehaugen and Margaret Worman.

Harrison Suits-Baer captured first place individual and third place in the countdown round. Jayce Schmidt placed third individual and Coleman Wagner placed seventh individual.

Harrison Suits-Baer, Jayce Schmidt, Reed Langerud, and Timothy Lillehaugen will make up the team going to the state Mathcounts competition in Plymouth on March 19. The Mathcounts team is coached by Ken Welken.

Mathcounts, a national competition, tests students on probability, statistics, linear algebra, and polynomials.

**\*\*\* We Are Proud** of Moorhead High School students Preston Boyd and Hugh Kennedy for being selected as finalists for the National Foundation for Advancement in the Arts' (NFAA) Arts Recognition and Talent Search (ARTS) program. Boyd received awards as a National Finalist in Classical Voice, Honorable Mention in

## SCHOOL BOARD AGENDA - February 23, 2004

### PAGE 3

Popular Voice, and Merit Award in Musical Theatre. Kennedy received an award as a National Finalist in Theatre.

Boyd and Kennedy were selected as finalists from over 6,500 applicants auditioning from across the United States. During Arts Week 2004 from January 6-11 in Miami, Florida, the 125 finalists in the performing, visual and literary arts participated in final auditions to compete for ARTS program scholarships. Boyd received a Level III \$1,000 award in voice, and Kennedy received a Level I \$3,000 award in theater.

Kennedy was also named a Presidential Scholar in the Arts Nominee. Each year, NFAA nominates up to fifty ARTS Finalists for consideration by the Commission on Presidential Scholars. The commission selects twenty of the nominees to be named Presidential Scholars in the Arts.

Both students have extensive performance experience with Moorhead High School's theater, speech and music departments as well as Trollwood Performing Arts Schools. They are students of Rebecca Meyer-Larson.

**\*\*\* We Are Proud** of Tom Cerar for being named the 2004 Moorhead Teacher of the Year. Cerar, a fourth-grade teacher at Thomas Edison Elementary School, has been teaching for nearly 30 years — almost all of them in Moorhead. He has been a fourth-grade teacher for 21 years. Cerar was selected as Teacher of the Year by the Education Moorhead Communications Committee.

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

## 2. CONSENT AGENDA

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

**SCHOOL BOARD AGENDA - February 23, 2004**

**PAGE 4**

**A. TEACHING/LEARNING MATTERS - Kovash**

- (1) Approval of Funding - Pages 8-9
- (2) Acceptance of Grants - Pages 10-13

**B. BUSINESS SERVICE MATTERS - Weston**

**C. HUMAN RESOURCE MATTERS- Nielsen**

- (1) Acceptance of Resignations - Page 14
- (2) Approval of Family/Medical Leave - Page 15
- (3) Approval of New Employees - Page 16
- (4) Acceptance of Early Retirements - Page 17

**D. SUPERINTENDENT MATTERS - Nybladh**

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.)

Special Education Continuous Improvement Monitoring Process (CIMP) - Kovash  
Pages 18-21



**SCHOOL BOARD AGENDA - February 23, 2004**

**PAGE 5**

**5. 2004-2005 SCHOOL CALENDAR: Nybladh**

Pages 22-24

Suggested Resolution: Move to approve the 2004-2005 School Calendar as presented.

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

Comments \_\_\_\_\_

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

Pages 25-52

Conduct a first reading of policies: Employee Use of Facilities for Private Gain (441), Cashing Checks Out of Cash Deposits (823), Staff Development for Minnesota Academic Standards (652), Record Keeping/Reporting Advising of Student Achievement (Graduation Standards Implementation Policy F and G) (654), Profile of Learning Appeal Process (Graduation Standards Implementation Policy H) (655), Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodation and Limited English Proficiency (LEP) Students (656), Bullying Prohibition (578), Attendance Areas (510), Student Surveys (520), Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds (532), and Moorhead Public Schools Information Network Acceptable Use and Safety Policy (731),

**7. SALE OF RIVERSIDE ELEMENTARY SCHOOL: Weston**

Pages 53-54

Suggested Resolution: Whereas, the School District has offered Riverside Elementary for sale; and Whereas, competitive bidding is not required by Statute for the sale of real property; and Whereas, Concordia College made the highest purchase offer in the amount of \$550,000 plus contingencies as per purchase offer. Be it hereby resolved, by the School Board of Independent School District No. 152, that Riverside Elementary be sold to Concordia College for the amount of \$550,000 plus contingencies as per purchase offer.

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

Comments \_\_\_\_\_

**SCHOOL BOARD AGENDA - February 23, 2004**

**PAGE 6**

8. **ASBESTOS ABATEMENT BIDS:** Weston

Page 55

Suggested Resolution: Move to authorize the administration to advertise for bids regarding the asbestos abatement at Moorhead High School, as well as Washington and Probstfield Elementary Schools.

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

Comments \_\_\_\_\_

9. **FIXTURE, FURNITURE AND EQUIPMENT BIDS:** Weston

Pages 56-66

Suggested Resolution: Move to approve Brown and Saenger, in the amount of \$75,064.31, for items 1 through 13 and 37 through 39 of Bid Package One; Corporate Express, in the amount of \$321,384.81, for items 14 through 29 and 31 through 36 of Bid Package One; and Embury Ltd., in the amount of \$200,480.82, for Bid Package Two.

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

Comments \_\_\_\_\_

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

11. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - February 23, 2004****PAGE 7****CALENDAR OF EVENT**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Technology Committee	February 24	3:45 pm	Townsite Centre
Robert Asp PTAC	February 24	7 pm	Media Center
Riverside PTAC	February 24	7 pm	Library
RRALC Family Night	February 24	5-7 pm	RRALC
Activities Council	February 25	7 am	Board Room
Washington PTAC	March 1	6:30 pm	Library
Edison PTAC	March 1	7 pm	Library
Continuing Education Com	March 2	6:45 am	T and T Cafe
Precinct Caucuses	March 2	No meetings or activities after 6 p.m.	
Joint Powers Com	March 4	7 am	County Courthouse
Junior High PTAC	March 4	7 pm	Media Center
Early Chldhd Progs Adv Com	March 4	7 pm	Lincoln
School Board	March 8	7 pm	Board Room
Indian Educ Parent Com	March 11	5 pm	Townsite Centre
District Care Team	March 15	3:30 pm	Board Room
Senior High PTAC	March 15	6:30 pm	Library
Probstfield PTAC	March 15	7 pm	Library
Policy Review Com	March 15	7-8:30 pm	Board Room
Riverside PTAC	March 16	7 pm	Library
Com Ed Adv Council	March 16	7 pm	Board Room
Interagency Early Interv	March 17	12 pm	Family Service Center
Clay Cnty Jt Powers Collab	March 17	3:30 pm	Family Service Center
Instr and Curr Adv Com	March 18	7-8:30 am	Board Room
Health/Safety/Wellness Com	March 18	9:30 am	Townsite
Supt's Adv Council	March 18	7-8:30 pm	Board Room
School Board	March 22	7 pm	Board Room
Spec Ed Parent Adv Com	March 23	12 pm	Townsite Centre
Technology Com	March 23	3:45 pm	Townsite Centre
Robert Asp PTAC	March 23	7 pm	Library
End of 3rd Quarter	March 24		
Kind P/T Conf	March 26, 29	No School	
K-12 P/T Conf	March 29	5-8:30 pm	Buildings
K-12 P/T Conf	March 30	No School	
Early Childhood Screening	March 30, 31		
Teacher Comp Day	March 31	No School	

OFFICE OF TEACHING & LEARNING MEMO #: 1.04.096



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Carl Perkins Funding  
DATE: February 13, 2004

The district has received funding for student travel expenses for Kathi Salvevold and Moorhead BPA students to attend state BPA competition in St. Paul, MN on March 11-13, 2004. Registration fees, lodging, or mileage will not exceed \$ 500.00.

The total award is \$ 500.00 from the Lakes Country Carl D. Perkins and Tech Prep Consortia.

**SUGGESTED RESOLUTION:** Move to approve the Carl D. Perkins funding for \$500.00 to be used by the Moorhead High Business Professional Association.

LAK/kmr  
Attachment



# Lakes Country Service Cooperative

DuWayne Balken, Executive Director  
1001 East Mount Faith • Fergus Falls, MN 56537  
Telephone: 218-739-3273 • Fax: 218-739-2459 • Website: www.lcsc.org

*To provide and promote the development of quality services that are sensitive and responsive to customers' needs*

February 6, 2004

To: Kathi Salvevold  
Moorhead Senior High School

From: Inger Churchill *[Signature]*  
Carl Perkins/Tech Prep Specialist

RE: APPROVED STUDENT TRAVEL REQUEST

The following request for student travel expenses have been approved for funding by the Lakes Country Carl D. Perkins and Tech Prep Consortia:

**Travel/Training Event:** Kathi Salvevold and Moorhead BPA Students to attend State BPA Competition in St. Paul, MN on March 11-13, 2004. Registration fees, lodging, or mileage not to exceed \$500.00.

Your total award is \$500.00. You may proceed with the implementation of this activity, with assurances for the above detailed financial support from the Lakes Country Carl D. Perkins and Tech Prep Consortia. You are to request reimbursement from Lakes Country on the enclosed expense voucher. Complete the expense voucher by itemizing all expense and attaching receipts, and return it to my attention at the address above. All expenses must be claimed within 30 days of completion of the activity, no later than April 13, 2004. Please feel free to contact me at 1-800-739-3273, if you have any questions about your award.

Congratulations on student travel award! I hope that you will find that this award will significantly enhance the career preparation of students at Moorhead Senior High School.

CC Larry Nybladh, Superintendent  
Dave Lawrence, Principal

Chairperson  
David Schornack, Perham

Mike Boen, At-Large  
Barry Bergem, Battle Lake  
Supt. Janet Mohr, Ex-officio, Frazee/Vergas

Vice Chairperson  
Norman Kolstad, Underwood

Robert Block, Otter Tail County  
Kim Hasbargen, Breckenridge  
Supt. Dave Pace, Ex-officio, Breckenridge; Campbell-Tintah

#### Service Cooperative Board of Directors

Clerk  
Jim Fish, City of Fergus Falls

Rachel Grieger, New York Mills  
James Wilson, Campbell-Tintah  
Supt. Dave Pace, Ex-officio, Breckenridge; Campbell-Tintah

Treasurer  
Tom Kummrow, Fergus Falls

Roger Peterson, Hawley

9

\*AN EQUAL OPPORTUNITY EMPLOYER\*  
Serving the Counties of: Becker • Clay • Douglas • Grant • Otter Tail • Pope • Stevens • Traverse • Wilkin

OFFICE OF TEACHING & LEARNING MEMO 1.04.092



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Grant Acceptance  
DATE: January 26, 2004

The Moorhead Area Foundation has approved the following grants:

1. Michaela Ludwig - Teacher of English and Theatre Arts **"Blueprint for Home"**

Description: This semester long study focused on the theme of "home" will enable and empower eighth-grade theatre students to create opportunities for dialogue between local citizens and homeless people. It will also teach our community about homelessness issues. Curriculum will be interwoven with direct service to a local shelter as students gather stories about home. These stories will become the basis of a play about the nature of home. The students will produce, direct, and perform a community-wide drama at the shelter and lead an after-show workshop addressing these issues. The funding will be used to purchase books.

Amount: \$ 320.00

2. Kim Bushaw - Early Childhood Program Manager - Lincoln **"Partners in Learning"**

Description: The Partners in Learning Family Literacy project provides English Language Learners and students working toward their GED a family friendly school environment. Many skills are developed here to help new Americans become accustomed to our way of life. This grant project is for the purchase of durable, quality children's books, on a variety of topics, to use in the classroom and on home visits with the Partners in Learning families.

Amount: \$ 500.00

3. Rebecca Meyer-Larson - Theatre Director - Moorhead Senior High  
**"National Federation for the Advancement of the Arts Conference"**

Description: To help fund conference and lodging expenses for Rebecca's attendance at the National Foundation for the Advancement of the Arts Educators Conference Jan 6th-13th. The attendance at the conference will allow networking with professionals who have developed thriving art program and will be another step towards making the long range plan of an Arts Academy at MHS a reality. The funding is a portion of the conference registration

Amount \$ 180.00

**SUGGESTED RESOLUTION:** Move to approve the grants awarded by Moorhead Area Education Foundation as presented above to Michaela Ludwig \$ 320.00, Kim Bushaw \$ 500.00 and Rebecca Meyer-Larson \$ 180.00





# Moorhead Area Public Schools

## Independent School District 152

Townsite Centre • 810 4th Ave. S. • Moorhead, Minnesota 56560

Fax: (218) 284-3333 • [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)

Superintendent's Office: (218) 284-3330 • Teaching and Learning: (218) 284-3310

Business Services: (218) 284-3370 • Human Resources: (218) 284-3350

### Mini-Grant Report for the winter of 2003

A total of 4 applications were received. All applications met the outlined criteria for submissions and consideration. The following applications were approved from committee input:

1. Michaela Ludwig - Teacher of English and Theatre Arts  
**"Blueprint for Home"**

Description: This semester long study focused on the theme of "home" will enable and empower eighth-grade theatre students to create opportunities for dialogue between local citizens and homeless people. It will also teach our community about homelessness issues. Curriculum will be interwoven with direct service to a local shelter as students gather stories about home. These stories will become the basis of a play about the nature of home. The students will produce, direct, and perform a community-wide drama at the shelter and lead an after-show workshop addressing these issues.

Amount: \$ 320.00

2. Kim Bushaw - Early Childhood Program Manager - Lincoln  
**"Partners in Learning Program"**

Description: The Partners in Learning Family Literacy project provides English Language Learners and students working toward their GED a family friendly school environment. Many skills are developed here to help new Americans become accustomed to our way of life. This grant project is for the purchase of durable, quality children's books, on a variety of topics, to use in the classroom and on home visits with the Partners in Learning families.

Amount: \$ 500.00

3. Rebecca Meyer-Larson - Theatre Director - Moorhead Senior High  
**"National Federation for the Advancement of the Arts Conference"**

Description: To help fund conference and lodging expenses for Rebecca's attendance at the National Foundation for the Advancement of the Arts Educators Conference Jan 6<sup>th</sup>-13<sup>th</sup>. The attendance at the conference will allow networking with professionals who have developed thriving art programs and will be another step towards making the long range plan of an Arts Academy at MHS a reality.

Amount \$ 180.00

#### Grants not approved:

1. Bonnie Herman - Partners in Learning  
Purchase *Discover Intensive Phonics* software for Partners in Learning program



## **Grant History**

*MAEF Incentive Grants originated in the spring of 1994 with \$1,000 made available. The first grants awarded in October 1995. The following grants have been awarded.*

### October 1995

Moorhead High School Math Department Start-Up Calculator Lab  
Riverside Multi-Grade MN Science Museum Outreach Program

### February 1996

\$207 Edison Kindergarten-Parent/Child Take Home Packets  
Dean Mollerud, Asp Elementary-Supplemental Lego Program

Amount available increased to \$1,500 in spring, 1996.

### October 1996

\$490 Thordahl/Thiel, Washington-gender Fair Primary Literature  
\$100 Donna Dunlap-Bitz, Special Education -Adapted Reading Curriculum

### February 1997

No Grants met the criteria

### October 1997

No Applications

### February 1998

\$350 Edison Kindergarten-Learning Fair for Parents & Children  
\$444 Elementary Counseling Dept. Drug & Alcohol videos

### October 1998

\$396 Lynn Day - Elementary Computer Upgrades  
\$398 Renee Haapapuro-Junior High Scanner/Camera

### February 1999

\$150 Deb Eidsmoe, Eidson - Big Book Reading  
\$260 Christy Leier, Asp-Environmental Studies  
\$335 Thiel/Thordahl, Washington-Non fiction for Emerging Readers

Amount available increased to \$2,000 in spring 1999.

### October 1999

### February 2000

October 2000

Christen Rich - Implementation of Guided Reading in Immersion Classrooms  
Catherine Olson - Accessing Various Learning Styles in the US History 10 Class  
Denita Clapp - Epson Perfection 636U Flatbed Scanner

February 2001

Stephanie McNab, Wendy Paulson, Dee Pretty - Handwriting Instruction in the Primary  
Grades  
Christy Leier - Building a Multimedia Station

October 2001

Kay Peterson - Automatic External Defibrillator  
Eric Stenehem - Science Probe Package

February 2002

Melissa Eidsness - Math Independent Study Hands On Approach  
Karen Grant - Human Rights/Multicultural Resource Enhancement

January 2003

Brian Cole - Composers in Resident with Moorhead Elementary Orchestra  
Shirley Tweten - Type to Learn Program  
Jan Welken & Sandy Van Dyke - Educational Benefits of Pedometer Usage in Curriculum

January 2004

\$ 320 Michaela Ludwig - Blueprint for Home  
\$ 500 Kim Bushaw - Partners in Learning Program  
\$ 180 Rebecca Meyer-Larson  
National Federation for the Advancement of the Arts Conference

HUMAN RESOURCE

MEMO #: HR .04.172



TO: Dr. Larry Nybladh

FROM: Ron Nielsen

SUBJECT: Resignation

DATE: February 17, 2004

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

Jace Lahlum Math Teacher, Sr. High, effective June 30, 2004

Frank Wieser Custodian, Probstfield, effective February 6, 2004

**SUGGESTED RESOLUTION:** Move to approve the resignation of Jace Lahlum and Frank Wieser.

RN/smw

**HUMAN RESOURCE**

**MEMO #: HR .04.171**



TO: Dr. Larry Nybladh  
FROM: *RN* Melsen  
SUBJECT: Family Medical Leave  
DATE: February 17, 2004

The administration requests the Family/Medical Leave for the following people:

Jean Moe Spanish Teacher, Sr. High, to begin on March 29, 2004 to June 3, 2004.

Amy Zanotti Special Education Teacher, Sr. High, to begin approximately April 27, 2004 for the remainder of the 2003-2004 school year.


**SUGGESTED RESOLUTION:** Move to approve the Family/Medical Leave for Jean Moe and Amy Zanotti pursuant to Section IV, Article 38 of the Teachers' Master Contract.

RN/smw

**HUMAN RESOURCE**

**MEMO #: HR .04.173**



TO: Dr. Larry Nybladh  
FROM: Ron   
SUBJECT: New Employees  
DATE: February 17, 2004

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

Melinda Swanson Food Service, Washington, effective February 9, 2004 for the remainder of the 2003-2004 school year. (Replace Melinda Swanson)  
Amy Krabbenhoff Food Service, Jr. High, effective February 18, 2004, 2.75 hours per day, \$7.60 per hour. (Replace Rachel Hanson)  
Karen Moos Food Service, Jr. High, effective February 23, 2004, 2.75 hours per day, \$7.60 per hour. (Replace Amy LaBounty)  
Leah Christie Paraprofessional, Probstfield, effective February 3, 2004, 6.5 hours per day, B21 (0-2) \$11.52 per hour. (Replace Dawn Cox)

**SUGGESTED RESOLUTION:** Move to approve the employment of Melinda Swanson, Amy Krabbenhoff, Karen Moos an Leah Christie.

RN/smw

**HUMAN RESOURCE**

**MEMO #: HR .04.174**



TO: Dr. Larry Nybladh  
FROM: Ron Hulet  
SUBJECT: Early Retirement  
DATE: February 17, 2004

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

Wayne Ingersoll English Teacher, Jr. High, effective June 4, 2004  
Judith Wallace DCD Resource Teacher, Robert Asp, effective June 4, 2004  
Sharon Hulett Program Teacher, West Central Regional Juvenile Center, effective June 4, 2004.  
James Nigg Fourth grade teacher, Edison Elementary, effective June 4, 2004.

**SUGGESTED RESOLUTION:** Move to accept the Early Retirement for Wayne Ingersoll, Judith Wallace, Sharon Hulett and James Nigg.

RN/smw

**OFFICE OF TEACHING & LEARNING MEMO #: I.04.097**



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Board Dialogue

DATE: February 17, 2004

Jill Skarvold will present information regarding the Special Education Continuous Improvement Monitoring Process (CIMP). Earlier this year, a state committee reviewed more than 240 Minnesota CIMP plans and reports. Based on that review, Moorhead's report process that is in place was recognized for its compliance on each element. In addition, Ms. Skarvold will also provide updated special education child count information.

LAK/kmr  
Attachment



## Special Education Continuous Improvement Monitoring Process

Jill Skarvold, Director of Learner Support Services  
Presentation to the Moorhead School Board  
February, 2004

## ✧ Shift from 3 R's to 4 A's

- Alignment
- Achievement
- Assessment
- Accountability



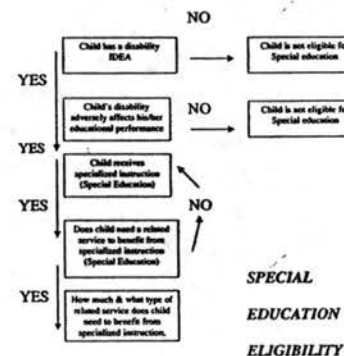
## Special Education

In IDEA, our business is Specially Designed Instruction

Specially designed instruction = Special Education

Specially designed instruction means

- adapting as appropriate to the needs of an eligible child the content, methodology, or delivery of instruction
- addressing the unique needs of the child that result from the disability
- ensuring access of the child to the general education curriculum



## Continuous Improvement Monitoring Process (CIMP)

✧ CIMP is.....

✧ Moving monitoring for compliance to monitoring of student results

- Academic achievement
- Data-based decision making
- Strong goals/objectives
- Progress monitoring
- Interventions when progress is insufficient

## CIMP History

- ✧ Late 1990's - PECI
- ✧ 2000 - PECI review
- ✧ 2001 - CIMP planning
- ✧ 2002 - CIMP self-review
- ✧ 2003 - CIMP continuation of self-review

## Leadership Team Membership

✧ Carol Anderson	Speech Lang Pathologist - Edison, Washington
✧ Laura Nylander	Special Education Teacher - Outreach
✧ Heidi Moe	Special Education Teacher - Washington
✧ Jackie Migler	Program Manager
✧ Jennifer Butze	ECSE Teacher - EIS
✧ Mary Lee Leikas	Physical Therapist - EIS, Edison, Asp
✧ Audrey Ochocki	POHI Teacher - Edison, Junior High, Senior High
✧ Michele Mogen	Districtwide Facilitator
✧ Janet Olson	Occupational Therapist - Washington, Asp
✧ Carol Feir	Special Education Teacher - Senior High
✧ Matt Nagel	Assistant Principal - Junior High
✧ Lynne Kovash	Assistant Superintendent
✧ Jill Skarvold	Director Learner Support Services
✧ Sarah Brendemuhl	Parent

## CIMP -- Record Review of Findings

Areas we are addressing for improvement:

- ✧ Notice of Evaluation / Reevaluation
- ✧ Evaluation Reports
- ✧ SLD Evaluation Team
- ✧ PLEPs (Present Level of Performance)
- ✧ Goals & Objectives
- ✧ LRE (Least Restrictive Environment)
- ✧ Date IEPs are in effect
- ✧ Progress Reporting

## CIMP -- Next Steps

- ✧ Continue Self-Monitoring
- ✧ Validation Review
- ✧ Goals for district:
  - Continuous improvement in Reading & Writing Skills
    - Increase rate of passing of sped students on BST & level of proficiency on MCAs
  - Improve systematic process of identification
    - Increase compliance in areas of evaluation report components
  - Continuous improvement in skills necessary to make successful transitions to post secondary life
    - Increase attribute ratings on transition surveys
  - Assure compliance with sped rules/regulations
    - Improve the rate of compliance in IEP areas

## Surveys

- ✧ General Education Teachers
- ✧ Special Education Teachers
- ✧ Administrators
- ✧ Parents
- ✧ Students

## % Meeting MCA Reading

✧ MCA Average Scale Score: Grade 3 - Reading Performance of Special Education Students		
	Average Scale Score	Number Tested
✧ 2003	1373.3	42
✧ 2002	1297.9	47
✧ 2001	1289.3	67
✧ 2000	1332.3	65
✧ 1999	1234.6	74

✧ MCA Average Scale Score: Grade 5 - Reading Performance of Special Education Students		
	Average Scale Score	Number Tested
✧ 2003	1360.9	78
✧ 2002	1342.1	67
✧ 2001	1346.6	88
✧ 2000	1321.3	85
✧ 1999	1266.7	83

## Scaled Scores of MCA Math

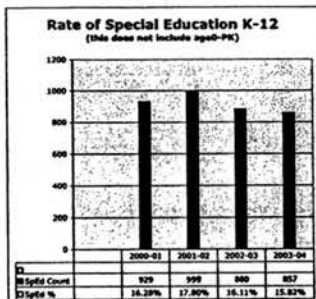
✧ MCA Average Scale Score: Grade 3 - Mathematics Performance of Special Education Students		
	Average Scale Score	Number Tested
✧ 2003	1410.0	40
✧ 2002	1265.9	51
✧ 2001	1307.9	71
✧ 2000	1373.8	65
✧ 1999	1280.1	81

✧ MCA Average Scale Score: Grade 5 - Mathematics Performance of Students with Disabilities		
	Average Scale Score	Number Tested
✧ 2003	1385.7	77
✧ 2002	1310.4	72
✧ 2001	1341.8	92
✧ 2000	1341.1	85
✧ 1999	1258.7	84

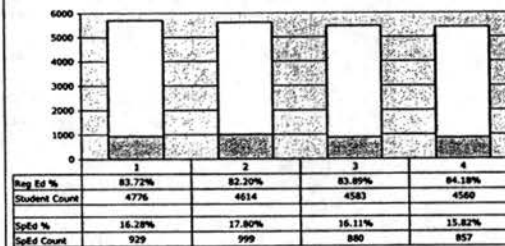
# Profile of Special Education

	2000-01	2001-02	2002-03	2003-04
Sp Ed Count	929	999	880	857
Sp Ed %	16.28%	17.80%	16.11%	15.82%



**Comparison of K-12 Special Ed %  
to Regular Education**

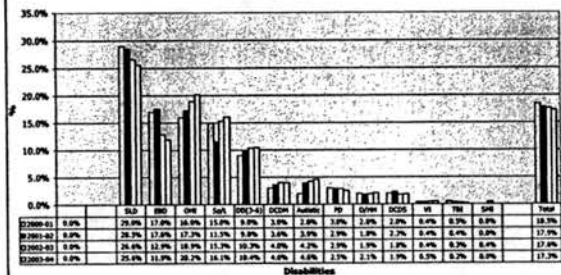
	1	2	3	4
Reg Ed %	83.72%	82.20%	83.89%	84.18%
Student Count	4776	4614	4583	4560
SpEd %	16.28%	17.80%	16.11%	15.82%
SpEd Count	929	999	880	857



**Rate of Disabilities in Moorhead Schools**

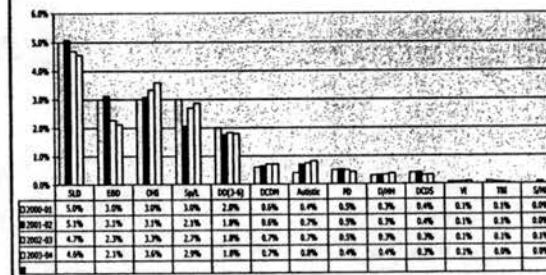
	SLP	EMO	OMR	SpEd	DC001-01	DC004	Autistic	PD	CPWR	DC005	VI	TBI	SWS	Total
2000-01	29.0%	17.0%	18.0%	15.0%	8.0%	3.0%	2.0%	3.0%	2.0%	2.0%	0.0%	0.0%	0.0%	18.0%
2001-02	16.0%	16.0%	17.0%	11.0%	9.0%	3.0%	3.0%	3.0%	1.0%	2.0%	0.0%	0.0%	0.0%	17.0%
2002-03	9.0%	26.0%	12.0%	18.0%	17.0%	10.0%	4.0%	4.0%	3.0%	1.0%	0.0%	0.0%	0.0%	17.0%
2003-04	9.0%	25.0%	11.0%	20.0%	16.1%	18.0%	4.0%	4.0%	2.5%	2.1%	1.0%	0.0%	0.0%	17.0%

**Disabilities**




**Rate of Disabilities in Total Enrollment**


	SLD	EMO	OMI	SpEd	DDSD-6J	DDSD	Autism	PD	OOH	DDSD	VI	TBI	SMO
2000-01	5.0%	3.0%	3.0%	3.0%	2.0%	0.8%	0.4%	0.5%	0.3%	0.4%	0.1%	0.1%	0.0%
2001-02	5.1%	3.1%	3.1%	2.1%	1.8%	0.8%	0.7%	0.5%	0.3%	0.4%	0.1%	0.1%	0.0%
2002-03	4.7%	2.3%	3.3%	2.7%	1.8%	0.7%	0.7%	0.3%	0.3%	0.3%	0.1%	0.1%	0.1%
2003-04	4.6%	2.1%	3.6%	2.9%	1.8%	0.7%	0.8%	0.4%	0.4%	0.3%	0.1%	0.0%	0.0%



*Our mission: to develop the maximum potential of every learner to thrive in a changing world*

- ✧ Reflection: What is our business of supporting children and youth with disabilities?
- ✧ Reflection: Why are we each in the business we are in?



**& Reflection:** Why are we each in the business we are in? 



**MEMO #:** S-04-072

**TO:** School Board

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

**DATE:** February 18, 2004

**RE:** 2004-2005 School Calendar

The attached proposal for the 2004-2005 School Calendar was developed through a consensus process by the District's Calendar Committee. The committee's decision-making process provided for input and review by all district staff. This calendar proposal meets multiple interests and needs, including the accommodation of the Summer, 2004 building construction schedule.

Suggested Resolution: Move to approve the 2004-2005 School Calendar as presented.

LPN:mde  
Attachments

July 2004					August					September				
	1	2			2	3	4	5	6		1	2	3	
5	6	7	8	9	9	10	11	12	13	6	7	8	9	10
12	13	14	15	16	16	17	18	19	20	13	14	15	16	17
19	20	21	22	23	23	24	25	26	27	20	21	22	23	24
26	27	28	29	30	30	31				27	28	29	30	
October					November					December				
		1			1	2	3	4	5		1	2	3	
4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
11	12	13	14	(15)	15	16	17	18	19	13	14	15	16	17
(18)	(19)	20	(21)	(22)	22	23	24	(25)	(26)	20	21	22	(23)	(24)
25	26	27	28	29	29	30				27	28	29	30	31
January 2005					February					March				
3	4	5	6	7		1	2	3	4		1	2	3	(4)
10	11	12	13	14	7	8	9	10	11	(7)	(8)	9	10	(11)
17	18	19	20	21	14	15	16	17	18	14	15	16	17	18
24	25	26	27	28	(21)	22	23	24	25	21	22	23	24	(25)
31					28					28	29	30	31	
April					May					June 2005				
		1			2	3	4	5	6		1	2	3	
4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	20	21	22	23	24
25	26	27	28	29	(30)	31				27	28	29	30	

- ☐ Staff Workshops/No School for Students  
☐ District Staff Development Day/No Classes  
☐ Vacation  
☐ P/T Conference  
☐ Teacher Comp. Day

**Snow Make-Up:**

June 3  
 June 6, 7, 8 and beyond

**Payroll Dates:**

July 30, 2004  
 August 31  
 September 30  
 October 29  
 November 30  
 December 22  
 January 31, 2005  
 February 28  
 March 31  
 April 29  
 May 31  
 June 30

**2004-2005 SCHOOL CALENDAR**

2004			2005 continued....		
Aug.	31-Sept. 3	K-12 Staff Workshops	Jan.	24	K-12 Staff Development Day
Sept.	1	Back to School Night (HMS)		25	Basic Standards Test (Writing)
	2	Back to School Night (Elem.)	Feb.	1	Basic Standards Test (Reading)
	6	Labor Day		3	Basic Standards Test (Math)
	7	K-12 Classes Begin		21	President's Day Holiday
	9	Back to School Night (MHS)	March	4, 7	K - P/T Conferences (day)
Oct.	11-15	Fall Testing		7	K-12 P/T Conferences (5-8:30 p.m.)
	15, 18	K - P/T Conferences (day)		7	End of 2nd Trimester (HMS)
	18	K-12 P/T Conferences (5-8:30 p.m.)		8	K-12 P/T Conferences (8-11, 12-4, 5-8:30)
	19	K-12 P/T Conferences (8-11, 12-4, 5-8:30)		9	K-12 Staff Development Day
	20	K-12 No School/Teacher Comp.		10	K-12 No School/Teacher Comp.
	21-22	Education Minnesota (EM)		11	Spring Break/No School
Nov.	5	K-12 Staff Development Day		25	Vacation/No School
	10	End of 1st Quarter	April	1	End of 3rd Quarter
	25-26	Thanksgiving Holiday		12-14	BST - Seniors Only
Dec.	3	End of 1st Trimester		27	MCA (Grade 5 Writing)
	23	Winter Break Begins	April	25-May 6	MCA Testing Window (Grades 3-8, 10, 11)
2005					
Jan.	3	K-12 Classes Resume	May	30	Memorial Day Holiday
	17	Martin Luther King Jr. Day/	June	2	Last Day for K-12 Students
		K-12 Staff Workshops		3	Last Day for K-12 Staff/Workshops
	21	End of 2nd Quarter/Semester		5	Graduation

**MOORHEAD PUBLIC SCHOOL CALENDAR  
2004-2005**

Month	Student Contact Days	Professional Development Days	Teacher Conference Days	Non Contract Vacation	Non Contract EM	Comp Days	Contract Total
August	0	1					1
September	18	3		1			21
October	17		1		2	1	19
November	19	1		2			20
December	16			7			16
January	19	2					21
February	19			1			19
March	18	1	1	2		1	21
April	21						21
May	21			1			21
June	2	1					3
Totals	170	9	2	14	2	2	183

**Statutory Considerations:**

A school board's annual calendar must include at least three additional days of student instruction or staff development training... beyond the number of days of student instruction... at the beginning of the 1996-97 school year (173)

**Contractual considerations:**

177 teaching contact days;  
no earlier than Aug 26/no later than June 13

**MEMO #:** S-04-071

**TO:** School Board

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

**DATE:** February 18, 2004

**RE:** First Reading of Policies

Attached please find the following policies: Employee Use of Facilities for Private Gain (441), Cashing Checks Out of Cash Deposits (823), Staff Development for Minnesota Academic Standards (652), Record Keeping/Reporting/Advising of Student Achievement (Graduation Standards Implementation Policy F and G) (654), Profile of Learning Appeal Process (Graduation Standards Implementation Policy H) (655), Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodation and Limited English Proficiency (LEP) Students (656), Bullying Prohibition (578), Attendance Areas (510), Student Surveys (505), Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds (554), and Moorhead Public Schools Information Network Acceptable Use and Safety Policy (731), for your review.

LPN:mde  
Attachments



## ❖ Policies and Procedures ❖

Code: 441  
Category: Policy of the School Board / Moorhead, MN  
Section: 400 EMPLOYEE/PERSONNEL  
Name: Employee Use of Facilities for Private Gain  
Adopted: 11/28/89  
Revised: 2/8/99  
Reviewed: 5/10/94 2/8/99  
Policy: I. PURPOSE

The purpose of this policy is to inform eEmployees that they shall not use school district buildings, addresses, telephones, equipment, or other technology to conduct private business ventures. The use of public facilities for personal gain is a direct conflict of interest. Any exceptions must have prior written approval of the building administrator.

### II. GENERAL STATEMENT OF POLICY

Any violation of this policy shall be referred to the appropriate supervisor. On the first offense a written warning will be issued to the staff member with a copy placed in his or her district personnel file. Further violations shall be considered insubordination and shall be dealt with accordingly based on applicable collective bargaining agreements, if any, and Minnesota statutes. Corrective action may be taken by supervisors to address the behavior or performance of employees whose conduct disrupts the activities and goals of the school district. Corrective action may also be taken to address work rule violations and other prohibitive acts. This process may include oral warnings, written warnings, suspension, demotion or termination.

#### Legal Reference:

Minnesota Statute 122A.40 (Employment; Contracts; Termination)

#### Cross Reference:

Moorhead School Board Policy 445: Employees as Vendors of School Supplies

[Search Again](#)

## ❖ Policies and Procedures ❖

Code: 823  
Category: Policy of the School Board / Moorhead, MN  
Section: 800 BUSINESS SERVICES  
Name: Cashing Checks Out of Cash Deposits  
Adopted: 5/1990  
Revised: 4/12/1999  
Reviewed: 5/1990 11/28/1994 4/12/1999  
Policy: I. PURPOSE

The purpose of this policy is to inform staff of the school district's position regarding check cashing from cash deposits.

### II. GENERAL STATEMENT OF POLICY

Since all school district deposits, ~~by statute,~~ are to be made intact, it is the policy of Moorhead Area Schools (ISD #152) that no checks, including third party checks, are to be cashed for anyone (staff or students) out of cash deposits made by the district (food service, tuition & fees or any other cash deposits).

~~Further information is available in the Office of System Support.~~

[Search Again](#)

## ❖ Policies and Procedures ❖

Code: 652  
Category: Policy of the School Board / Moorhead, MN  
Section: 600 EDUCATION PROGRAMS  
Name: Staff Development for Minnesota Academic Standards  
Adopted: 08/26/02  
Revised:  
Reviewed:  
Policy: Note change in policy name: Staff Development for Minnesota Academic Standards  
(~~Graduation Standards Implementation Policy D~~)

### I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Minnesota Academic Standards and with students as they progress to achievement of ~~those Graduation Standards~~ the Minnesota Academic Standards.

### II. GENERAL STATEMENT OF POLICY

The Moorhead School District is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the Graduation Minnesota Academic Standards at all levels.

### III. STANDARDS FOR STAFF DEVELOPMENT

- A. The District Staff Development Committee shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Minnesota Academic Standards at all levels. The Committee will advise the school board and school sites on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Minnesota Academic Standards effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Minnesota Academic Standards implementation throughout all levels of the school district programs.
- D. In service, staff meetings, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Minnesota Academic Standards at all levels for all students, including those with special needs.
- E. The school district will notify staff that the Commissioner of the Department of Children, Families and Learning maintains a high standards tool library that offers examples of assessment tools to assess student's achievement of standards, examples of lesson plans, best practices methods, research on proven methods, and exemplar work aligned to the content standards.

#### IV. TRAINING

Moorhead Area Public Schools will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

#### IV. BEST PRACTICES FOR TEACHING

The teaching philosophy, techniques, methods, strategies, and material should reflect the best knowledge about teaching practices and material that support the achievement of the desired learning results. The building principals with assistance from program staff, shall review the literature and the experience of others to identify and keep current the accepted practices.

~~Accepted best teaching practices include, but are not limited to the following:~~

~~Teaching practices align clearly with the desired outcomes~~

~~High expectations for learning and behavior are set for all students~~

~~Communications and explanations are clear to students~~

~~Constructivist teaching practices are used.~~

~~Effective techniques for classroom management are used~~

~~Effective learning behavior is modeled~~

~~Learning is related to application in the world outside of school~~

~~Lessons are presented using effective questioning techniques and active student participation~~

~~Parents are effectively involved in the education of their children~~

#### Legal References:

~~Minnesota Statute 120B.02 (Results-Oriented Graduation Rule~~ Educational Expectations for Minnesota's Students)

~~Minnesota Statute 120B.031 (Implementing the Profile of Learning)~~

~~Minnesota Statute 120B.11 (School District Process)~~

Minnesota Statute 120B.363 (Credentials for Education Paraprofessionals)

~~Minnesota Statute 122A.60 (Staff Development Program)~~

~~Minnesota Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)~~

~~Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)~~

~~Minnesota Rule Parts 3501.0300 - 3501.0469 (Rules Relating to Graduation Standards - Profile of Learning)~~

~~Minnesota Rule Part 3501.0420 (Implementation Reporting)~~

20 U.S.C. 6301, et. seq. (No Child Left Behind Act)

#### Cross References:

Moorhead School Board Policy 104: School District Mission Statement

Moorhead School Board Policy 601: School District Curriculum and Instruction Goals

Moorhead School Board Policy 640: Graduation Requirements

Moorhead School Board Policy 650: School District System Accountability

[Search Again](#)

## ❖ Policies and Procedures ❖

Code: 654

Category: Policy of the School Board / Moorhead, MN

Section: 600 EDUCATION PROGRAMS

Name: Record Keeping/Reporting/Advising of Student Achievement (Graduation Standards Implementation Policy F and G)

Adopted: 08/26/02

Revised:

Reviewed:

Policy: This policy is recommended for deletion.

### ~~I. PURPOSE~~

~~The purpose of this policy is to establish a process for recording and reporting student achievement and informing students and their parents or guardians of student progress toward achievement of the Graduation Standards and of the learning opportunities available to meet the needs and interests of students.~~

### ~~H. GENERAL STATEMENT OF POLICY~~

~~The school district will inform parents/students as to student progress toward the Preparatory and High School Standards and of the learning opportunities available. This will be achieved through conferences and reporting on a regular basis. Through a planning process the student and parents will be advised about the student's achievement, standards and course offerings the student may take, and career and post-secondary planning as appropriate.~~

~~The school district shall establish a system for recording student completion of primary, intermediate, middle level and high school level content standards that will include content standards completed by the student and the score achieved on each content standard. A content standard is taught in the context of the course, not standing alone as a separate set of activities. This is what is meant by embedding the specifications of the content standard into the course. Students must demonstrate completion of all specification of a content standard if it is one that students are required to complete. What a teacher determines the student's grade for the course (subject), the work done by the student to demonstrate completion of the specifications of the content standard embedded in that course must be factored in and included as part of the student's course grade. The teacher must have a record of the student achievement of all specifications of a required content standard and evaluate and score that work separately in order to document completion of the standard as a graduation requirement. The high school transcript information will be recorded and reported using the format according to specifications provided the the commissioner.~~

### ~~III. RECORD KEEPING~~

~~A. Moorhead School District will employ the state-prescribed format for high school transcripts. High school student transcripts will include at least the following information:~~



1. ~~High school content standards completed by the student;~~
  2. ~~The score achieved on each high school content standard, or a notation that the content standard has been certified as completed through the school district's process for transferring credit;~~
  3. ~~Date of completion of each high school content standard.~~
- B. ~~For high school content standards completed before the 2000-2001 school year, a student may request that the transcript record a "complete" or "incomplete" and not a numeric score recorded in an earlier school year.~~
- C. ~~The Assistant Superintendent for Teaching and Learning will design and implement a preparatory record data system for recording student completion of primary, intermediate, and middle level content standards which will include at least the following information:~~
1. ~~Content standards completed by the student; and~~
  2. ~~Score achieved on each standard.~~
- D. ~~The preparatory record system is an appendix to this policy.~~

#### ~~IV. RECORD REPORTING AND STUDENT/PARENT ADVISING~~

- A. ~~The school district will provide written notice to students and parents or guardians of content standards taught and assessed in the curriculum and the procedures by which students may meet graduation requirements with content standards completed outside of the school district's curriculum. Additionally, the school district shall provide written notice of when reports on student progress and achievement will be issued. The superintendent shall ensure that students and parents or guardians are provided with such notice in an appropriate manner.~~
- B. ~~The school district will provide to students and/or their parents or guardians on a yearly basis, a report of the student progress toward achieving required content standards and information on how to schedule counseling/advisory appointments to discuss the progress and learning opportunities available to the student. The school district will provide reports of student performance on the Profile of Learning pursuant to the method established by the Department of Children, Families and Learning.~~
- C. ~~Parents or guardians may request progress reports, in addition to the periodic reports, by arrangement with the student's counselor.~~

#### ~~V. RECORDS MAINTAINED FOR THE DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING~~

~~The school district shall maintain records of the following to be submitted for audit at the request of the Department of Children, Families and Learning for its periodic review of Graduation Standards, opportunities, and requirements:~~

- A. ~~Examples of local assessments used to measure students' completion of a content standards;~~
- B. ~~Aggregated data of students' completion of each high school content standard;~~
- C. ~~Aggregated data on each year's high school graduates, including the number of high school content standards completed, and the level of achievement earned on each content standard;~~

~~D. Anonymous examples of student work in each high school content standards; and~~

~~E. The number and identity of all available content standards, the number of required content standards, and the number of content standards completed by students.~~

**Legal References:-**

Minnesota Statute 120B.02 (Results-Oriented Graduation Rule)

Minnesota Statute 120B.031 (Implementing the Profile of Learning)

Minnesota Statute 120B.11 (School District Process)

Minnesota Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)

Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)

Minn. Rule Parts 3501.0300 - 3501.0469 (Rules Relating to Graduation Standards - Profile of Learning)

Minnesota Rule Part 3501.0380 (Advising Students)

Minnesota Rule Part 3501.0390 (Preparatory Content Standard Record Data)

Minnesota Rule Part 3501.0400 (High School Transcript Record Data)

Minnesota Rule Part 3501.0410 (Notification to Parents and Students)

Minnesota Rule Part 3501.0420 (Implementation Reporting)

**Cross References:-**

Moorhead School Board Policy 104: School District Mission Statement

Moorhead School Board Policy 504: Protection and Privacy of Pupil Records

Moorhead School Board Policy 601: School District Curriculum and Instruction Goals

Moorhead School Board Policy 640: Graduation Requirements

Moorhead School Board Policy 650: School District System Accountability

Moorhead School Board Policy 651: School District Ensurance of Preparatory and High School Standards

Moorhead School Board Policy 653: Credit for Learning

Moorhead School Board Policy 655: Profile of Learning Appeal Process

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

Moorhead School Board Policy 657: Assessment of Standards Achievement

Moorhead School Board Policy 660: School District Testing Plan and Procedure

[Search Again](#)



## ❖ Policies and Procedures ❖

Code: 655  
Category: Policy of the School Board / Moorhead, MN  
Section: 600 EDUCATION PROGRAMS  
Name: Profile of Learning Appeal Process (Graduation Standards Implementation Policy H)  
Adopted: 08/26/02  
Revised:  
Reviewed:  
Policy: This policy is recommended for deletion.

### I. PURPOSE

The purpose of this policy is to clearly establish how a student and parent or guardian may appeal a decision regarding implementation of the Profile of Learning or any decision made under these policies.

### II. GENERAL STATEMENT OF POLICY

The school district encourages student and parent or guardian involvement in the implementation of and decisions concerning the Profile of Learning. To address the concerns or complaints of students and parents or guardians regarding the implementation of the Profile of Learning or any decisions made under these policies, the school district has established a procedure for review of these issues.

### III. PROCEDURE FOR HANDLING COMPLAINTS

#### A. Initial Complaint or Concern:

1. Students and their parents or guardians may report concerns or complaints regarding the implementation of the Profile of Learning or decisions made under these policies to the building principal. While written reports are encouraged, a complaint may be made orally. When complaints are made orally, the building principal shall reduce the complaint to writing.

2. The building principal shall investigate the complaint within a reasonable time.

3. The building principal shall respond in writing to the complaining party concerning the outcome of the investigation, including any actions taken in response to the complaint and the right to appeal the decision pursuant to this policy. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minnesota Statutes Chapter 13 (Minnesota Government Data Practices Act) or other applicable law.

#### B. Appeal of Decision:

1. A complaining party may appeal the decision of the building principal or designee to the superintendent. Appeals must be made in writing within ten calendar days of the date of the decision. The superintendent shall review the decision of the building principal and conduct such additional investigation as deemed appropriate and necessary. Within a reasonable time from receipt of the appeal, the superintendent shall respond to the complaining party concerning the outcome of the review and the right to appeal the decision pursuant to this policy.

2. A complaining party may appeal the decision of the superintendent to the school board. Appeals must be made in writing within ten calendar days of the date of the decision. The school board shall review the complaint in any manner it deems appropriate. The school board shall issue a decision regarding the appeal at its next regularly scheduled meeting following the conclusion of the school board's review and investigation of the complaint, or as soon thereafter as appropriate. The decision of the school board shall be final.

#### C. Maintenance of Records:

The school district will maintain records of all issues, comments, and concerns about student achievement and system delivery of content standards as may assist the Department of Children, Families and Learning in upgrading or expending student requirements under the Profile of Learning. These records shall be submitted for audit at request of the Department for its review of Graduation Standards, opportunities, and requirements.

#### D. Other:

This policy shall not affect the rights of any party to proceed under other school district policies or laws to address concerns or complaints regarding implementation of the Profile of Learning or decisions made under these policies. This policy also shall not preclude the school district from utilizing other suitable proceedings in responding to such concerns or complaints.

### IV. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in each school's Building Staff handbooks.

#### Legal References:

Minnesota Statute Ch. 13 (Minnesota Government Data Practice Act)  
 Minnesota Statute 120B.02 (Results Oriented Graduation Rule)  
 Minnesota Statute 120B.11 (School District Process)  
 Minnesota Rule Parts 3501.0300 - 3501.0469 (Rules Relating to Graduation Standards -- Profile of Learning)  
 Minnesota Rule Part 3501.0420 (Implementation Reporting)  
 Minnesota Rule Part 3501.0430 (Other District Responsibilities)

#### Cross References:

Moorhead School Board Policy 601: School District Curriculum and Instruction Goals  
 Moorhead School Board Policy 640: Graduation Requirements  
 Moorhead School Board Policy 650: School District System Accountability  
 Moorhead School Board Policy 651: School District Ensurance of Preparatory and High School Standards  
 Moorhead School Board Policy 652: Staff Development for Standards  
 Moorhead School Board Policy 653: Credit for Learning  
 Moorhead School Board Policy 654: Record Keeping/Reporting/Advising of Student Achievement  
 Moorhead School Board Policy 656: Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation and LEP Students  
 Moorhead School Board Policy 657: Assessment of Standards Achievement  
 Moorhead School Board Policy 660: School District Testing Plan and Procedure

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## ❖ Policies and Procedures ❖

Code: 656

Category: Policy of the School Board / Moorhead, MN

Section: 600 EDUCATION PROGRAMS

Name: Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodation and Limited English Proficiency (LEP) Students

Adopted: 08/26/02

Revised:

Reviewed:

Policy: Note change in policy name: Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Plans Programs (IEPs), Section 504 Accommodation and Limited English Proficiency (LEP) Students

### I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having an Individualized Education Plan Program (IEP), Section 504 Accommodation, or Limited English Proficiency (LEP) needs to meet the graduation requirements of basic skills testings.

### II. GENERAL STATEMENT OF POLICY

A. The ~~school district~~ Moorhead Area Public Schools will utilize the existing annual review of IEPs or Section 504 Accommodation plans to review, on a case-by-case basis, the extent of student participation in basic standards testing.

B. Students with LEP needs must be identified and accommodations made.

### III. DEFINITION OF TERMS

See "Basic Standards Testing Accommodations and Modifications" for students with IEPs and 504 Plans and "Basic Standards Testing with Limited English Proficiency" appendix attached.

### IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR BASIC STANDARDS TESTING

See "Basic Standards Testing Accommodations and Modifications" for students with IEPs and 504 Plans and "Basic Standards Testing with Limited English Proficiency" appendix as attached.

### V. RECORDS

For all students with special situations - After results have been obtained from any basic skills testing in grade nine and beyond, a report will be sent to the child study facilitator

and counselors for their review and discussion at a team meeting to determine whether modification and remediation efforts are necessary. As students enter the Moorhead School District from outside other districts, the state records will be reviewed by the guidance staff and special education staff as appropriate to consider testing opportunities, remediation, and waivers for special situations

All test accommodations, modifications, or exemptions shall be reported to the Assistant Superintendent for Teaching and Learning. The Assistant Superintendent for Teaching and Learning shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. This will be done annually by December 1. Testing results will be documented and reported.

**Legal References:**

Minnesota Statute 120B.11 (School District Process)

Minnesota Statute 120B.30 (Statewide Testing and Reporting System)

Minnesota Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)

Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)

~~Minnesota Rule Parts 3501.0300 - 3501.0469 (Rules Relating to Graduation Standards - Profile of Learning)~~

**Cross References:**

Moorhead School Board Policy 104: School District Mission Statement

Moorhead School Board Policy 601: School District Curriculum and Instruction Goals

Moorhead School Board Policy 640: Graduation Requirements

Moorhead School Board Policy 660: School District Testing Plan and Procedure

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## ❖ Policies and Procedures ❖

Code: 578  
Category: Policy of the School Board / Moorhead, MN  
Section: 500 STUDENTS  
Name: Bullying Prohibition  
Adopted:  
Revised:  
Reviewed:  
Policy: I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The Moorhead Area Public School District cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the Moorhead Area Pubic School District in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

### II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school district's policies and procedures. The school district may take into account the following factors:

1. The developmental and maturity levels of the parties involved;



2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. The school district will act to investigate all complaints of bullying and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

### III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. Bullying includes, but is not limited to, conduct by a student against another student that a reasonable person under the circumstances knows or should know has the effect of:

1. harming a student;
2. damaging a student's property;
3. placing a student in reasonable fear of harm to his or her person or property; or
4. creating a hostile educational environment for a student.

B. "Immediately" means as soon as possible but in no event longer than 24 hours.

C. "On school district property or at school-related functions" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

### IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to the appropriate school district officials (teachers, administrators, coaches/advisors and other employees). A student may report bullying anonymously, but action

may not be taken against an alleged perpetrator based solely on an anonymous report.

B. The school district encourages the reporting party or complainant to use the report form (Administrative Procedure 578.1) available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well.

C. The building principal or the principal's designee or the building supervisor is the person responsible for receiving reports of bullying at the building level. Any person may report bullying directly to a school district human rights officer or the superintendent.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building principal immediately.

E. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

G. The Moorhead Area Public School District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

#### V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of bullying, the Moorhead Area School District shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

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

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

D. The Moorhead Area Public School District is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

#### VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person



who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment.

## VII. TRAINING AND EDUCATION

A. The school district annually will provide information and any applicable training to school district staff regarding this policy.

B. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying.

C. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to victims of bullying.

## VIII. NOTICE

The school district will give annual notice of this policy to students, parents or guardians, and staff through student and employee handbooks.

### Legal References:

Minnesota Statute 121A.03 (Sexual, Religious and Racial Harassment and Violence)

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

Minnesota Statute 121A.69 (Hazing Policy)

### Cross References:

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse

Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults

Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 552: Corporal Punishment

Moorhead School Board Policy 504: Protection and Privacy of Pupil Records

Moorhead School Board Policy 501: Equal Educational Opportunity

Moorhead School Board Policy 503: Student Parental, Family and Marital Status Nondiscrimination

Moorhead School Board Policy 571: Hazing Prohibition

Moorhead School Board Policy 554: Notification to Staff Regarding Placement of Students with Violent Behavior

Moorhead School Board Policy 721: Student Transportation Safety Policy

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## ❖ Policies and Procedures ❖

Code: 510  
Category: Policy of the School Board / Moorhead, MN  
Section: 500 STUDENTS  
Name: Attendance Areas  
Adopted: 9/6/1988  
Revised: 12/1/1996  
Reviewed: 12/1/1990 11/1/1994 12/1/1996  
Policy: Please note change in policy name: ~~Boundary Configuration~~ Attendance Areas

### PURPOSE

The purpose of this policy is to describe attendance areas and exceptions.

### GENERAL STATEMENT

#### ATTENDANCE AREAS

Attendance boundaries for ~~Independent School District No. 152~~ Moorhead Area Public Schools shall be revised as necessary between June 1 and August 15 of each year.

#### GRADES K-4 5

Students are required to attend school within the boundaries of the attendance center in which they reside unless a boundary exception request has been authorized or administrative placement is made due to class size restraints.

~~Kindergarten sessions are available at the following child care centers: 1) Moorhead State University, 2) Clay County Family Service Center.~~

Maps and descriptions of attendance boundaries are available in the ~~district~~ office of Teaching and Learning and the district's web site.

Guidelines for handling boundary attendance area exception requests are included as ~~Moorhead School Board Policy 510~~ Administrative Procedure 510.1. Transportation is not provided for attendance area exceptions.

#### GRADE ~~5~~

~~All grade 5 students will attend either Robert Asp, Thomas Edison or Riverside schools. Student placement will be determined by building administrators of those schools.~~

#### GRADE ~~6~~

~~All grade 6 students will attend Robert Asp School.~~

#### GRADES 6, 7, 8

All grades Students in grades 6, 7, 8 students will attend either Moorhead Junior High Horizon Middle School, West Central Regional Juvenile Center, Moorhead Red River Area Learning Center, or the Clay County Outreach Center.

**GRADES 9, 10, 11, 12**

All ~~s~~ Students in grades 9, 10, 11, 12 will attend either Moorhead Senior High School, Clay County West Central Regional Juvenile Detention Center, Moorhead Community Alternative Program Red River Area Learning Center, and or the Clay County Outreach Center. These sites are considered as part of Moorhead Senior High School.

**RESIDENCE DEFINED**

A pupil is classified as a resident of an attendance center when the following conditions are satisfied.

A. The pupil must reside with a parent, legal guardian, ~~or responsible person who has furnished an affidavit of responsibility~~ or an individual acting as a parent of the student in the absence of a parent or guardian.

B. The place of residence is established to be where the parent, legal guardian, or person charged with legal responsibility permanently resides. ~~A temporary move shall not qualify a pupil for attendance in another attendance center.~~

~~The primary purpose of the boundary exception process is to avoid conflicts between home and school. Its basic function is to provide the needs of children. The rationale behind the process assumes that those needs are best satisfied when the parent and child have positive feelings about the school setting and that home-school conflicts are avoided when such feelings prevail.~~

~~An exception to these policies must be based upon extreme circumstances which may be considered by the Superintendent of Schools.~~

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## ❖ Policies and Procedures ❖

Code: 505

Category: Policy of the School Board / Moorhead, MN

Section: 500 STUDENTS

Name: Student Surveys

Adopted:

Revised:

Reviewed:

Policy: I. PURPOSE

Moorhead Area Public School District may utilize surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

### II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. 1232h.

### III. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. There will be no requirement that the student return the survey, and no record of the student's returning a survey will be maintained.

B. The superintendent or designee may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.

C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C.1232g (Family

Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

#### IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;
2. mental and psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, antisocial, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
7. religious practices, affiliations, or beliefs of the student or the student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:

a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting in loco parentis (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.

c. The right of a parent of a student to inspect, on request, any instructional material used



as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.

"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. 1400 et. seq.).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) "Personal information" means individually identifiable information including a student's or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

(a) college or other postsecondary education recruitment or military;

(b) book clubs, magazines, and programs providing access to low cost literary products;

(c) curriculum and instructional materials used by elementary and secondary schools;

(d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

(1) Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.

(3) Any nonemergency invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

"Invasive physical examination" means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2. Subparagraph b., above, are scheduled, or expected to be scheduled.

d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

D. The school district shall give parents and students notice of their rights under this section.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

20 U.S.C. 1232h (Protection of Pupil Rights)

34 C.F.R. Part 99

Cross References:

Moorhead School Board Policy 504: Protection and Privacy of Pupil Records

Moorhead School Board Policy 501: Equal Educational Opportunity

Moorhead School Board Policy 503: Student Parental, Family and Marital Status  
Nondiscrimination

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## ❖ Policies and Procedures ❖

Code: 554

Category: Policy of the School Board / Moorhead, MN

Section: 500 STUDENTS

Name: Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds

Adopted:

Revised:

Reviewed:

Policy: I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

### II. GENERAL STATEMENT OF POLICY

The Moorhead Area Public School District is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

All students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

### III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).

B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a

police officer, or a state patrol trooper.

C. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.

D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.

E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.

F. "Emergency" means a situation in which immediate intervention is necessary to protect a student or other individual from physical injury, emotional abuse due to verbal and nonverbal gestures, or to prevent severe property damage.

G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

#### IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

##### A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

##### B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education

Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and Moorhead School Board Policy 504, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

#### C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a school principal, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another. In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Requiring the student to assume and maintain a specified physical position, activity, or posture that induces physical pain as an aversive procedure;
2. Presenting intense sounds, lights, or other sensory stimuli as an aversive stimulus;
3. Using noxious smell, taste, substance, or spray as an aversive stimulus;
4. Denying or restricting the student's access to equipment and devices such as hearing aids and communication boards that facilitate the student's functioning except temporarily when the student is perceived to be destroying or damaging equipment or devices;
5. Using faradic skin shock;
6. Restricting, totally or partially, the student's auditory or visual sense, except that study carrels may be used as an academic intervention;
7. Withholding regularly scheduled meals or water; and/or
8. Denying the student access to toilet facilities.

#### D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

#### E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

#### F. Effect of Policy in an Emergency; Use of Conditional Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more conditional procedures, the crisis team may employ those conditional procedures, in addition to any reasonable force

that may be necessary, to facilitate the student's removal from school grounds. If the crisis team initiates use of conditional procedures in an emergency, the student's IEP team shall meet as soon as possible, but no later than five (5) school days after emergency procedures have commenced.

Legal References:

20 U.S.C. 1415(k)(9) (Individuals with Disabilities Education Act (IDEA))  
34 C.F.R. 300.529 (IDEA Regulation Regarding Involvement of Law Enforcement)  
20 U.S.C. 1232g et seq. (Family Educational Rights and Privacy (FERPA))  
Minnesota Statute 13.01, et seq. (Minnesota Government Data Practices Act)  
Minnesota Statute 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minnesota Statute 121A.582 (Student Discipline; Reasonable Force)  
Minnesota Statute 121A.61 (Discipline and Removal of Students from Class)  
Minnesota Statute 121A.67 (Aversive and Deprivation Procedures)  
Minnesota Statute 609.06 (Authorized Use of Force)  
Minnesota Statute 609.379 (Permitted Actions)  
Minnesota Rule 3525.0200, Subp. 2c (Definition of "Emergency")  
Minnesota Rule 3525.2900, Subp. 5 (The IEP and Regulated Interventions)

Cross References:

Moorhead School Board Policy 551: Student Discipline  
Moorhead School Board Policy 552: Corporal Punishment  
Moorhead School Board Policy 570: Prohibition of Harassment and Violence  
Moorhead School Board Policy 710: School District Crisis Management Policy  
Moorhead School Board Policy 504: Protection and Privacy of Pupil Records

Search Again



## ❖ Policies and Procedures ❖

Code: 731  
Category: Policy of the School Board / Moorhead, MN  
Section: 700 NON-INSTRUCTIONAL OPERATIONS  
Name: Moorhead Area Public Schools Information Network Acceptable Use and Safety Policy  
Adopted: 02/08/99  
Revised:  
Reviewed:  
Policy: Please note change in policy name: Moorhead Area Public Schools Information Network Acceptable Use and Safety Policy

### I. PURPOSE

The purpose of this policy is to set forth policy and guidelines for access to the school district computer system and safe use of the Internet, including electronic communications. The District's information network shall be used only for educational purposes consistent with the District's mission and goals.

### II. GENERAL STATEMENT OF POLICY

The School Board of the Moorhead Area Public Schools shall operate an information network to support its educational mission. The Moorhead School Board recognizes the need for its staff and students to have access to a global information network. Part of the district's responsibility in preparing students for the future is to provide them access to the tools they will be using as adults. The Moorhead Area Public Schools Information Network is defined as information systems owned by the district as well as other information systems to which the district provides intentional or unintentional access. The district is not responsible for information available from third parties solely for providing access or connection to or from a facility, system or network over which it has no control. An orientation session on appropriate use of the Moorhead Area Public Schools Information Network shall be provided for each user prior to the issuance of a system account. The use of this system shall be consistent with the district's educational mission, district policy, state laws, and federal laws. In accordance with the requirements of the Child Internet Protection Act the district will monitor the online activities of minors and employ technology protection measures during any use of the information network by minors and adults.

### III. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws. Refer to Administrative Procedures 731.1, 731.2 and 731.3 for additional guidelines regarding acceptable use.

#### IV. REGULATIONS

The Superintendent shall establish regulations for student and staff use of the Moorhead Area Public Schools Information Network System.

#### V. NOTIFICATION

All users shall be notified of the school district policies relating to Internet use.

##### Legal References:

17 U.S.C. 101 et. seq. (Copyrights)

15 U.S.C. 6501 et. seq.

Children's Internet Protection Act of 2000 (CIPA) 47 U.S.C. 254

47 C.F.R. 54.520 (FCC Rules Implementing CIPA)

Title III of the Elementary and Secondary Education Act of 1965, 20 U.S.C. 1601, et. seq., as amended

Minnesota Statute 125B.15 to 125B.25

##### Cross References:

Moorhead School Board Policy 414: Employee Public and Private Personnel Data

Moorhead School Board Policy 502: Student Disability Nondiscrimination

Moorhead School Board Policy 503: Student Parental, Family and Marital Status Nondiscrimination

Moorhead School Board Policy 504: Protection and Privacy of Pupil Records

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 601: Instructional Goals of Moorhead Area Public Schools

Moorhead School Board Policy 620: Curricular Selection and Review, Alternative Instruction and Instructional Resource Reevaluation

Moorhead School Board Policy 710: School District Crisis Management Policy

Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools

Search Again

**BUSINESS SERVICES MEMO#: B04.037**



To: Dr. Larry P. Nybladh

From: Mark Weston *MLW*

Date: February 19, 2004

RE: Riverside Elementary Purchase Agreement:

Attached please find an offer to purchase the Riverside Elementary by Concordia College. The purchase price is \$550,000. Should you have any further questions regarding this agreement please contact me at your convenience.

Suggested Resolution: Whereas, the School District has offered Riverside Elementary for sale; and Whereas, competitive bidding is not required by Statute for the sale of real property; and Whereas, Concordia College made the highest purchase offer in the amount of \$550,000 plus contingencies as per purchase offer. Be it hereby resolved, by the School Board of Independent School District No. 152, that the Riverside Elementary be sold to Concordia College for the amount of \$550,000 plus contingencies as per purchase offer.

MLW/dmh

Attachment





# Concordia College

MOORHEAD, MINNESOTA

February 19, 2004

Mr. Mark Weston  
Asst. Superintendent of Business Services  
Moorhead Area Public Schools ISD 152  
810 4<sup>th</sup> Avenue South  
Moorhead MN 56560

Dear Mr. Weston:

Concordia College offers \$550,000.00 for Riverside Elementary School, property legally described as Lots 1 to 22, Block 5, Riverside Addition to the City of Moorhead, in "as is" condition based upon the information you have provided to us. The offer is contingent upon:

1. Purchase agreement in form and substance acceptable to legal counsel;
2. Obtaining appropriate rezoning and conditional use permit (permitting) for Concordia College's intended use.

Thank you for your consideration of this offer.

Sincerely,

Werner M. Faries  
Treasurer and Vice President  
for Business Affairs

WMF/plp

*Business Office*

Concordia College, 901 8th St S, Moorhead MN 56562

(218) 299-3150

*an equal opportunity employer*

**BUSINESS SERVICES MEMO#: B04.036**



To: Dr. Larry P. Nybladh

From: Mark Weston *MLW*

Date: February 18, 2004

RE: Asbestos Abatement

Airtech Environmental, Inc. has completed the asbestos survey of Moorhead High, as well as Washington and Probstfield Elementary. Airtech Environmental, Inc. will be completing the bid specification for the abatement process by February 23, 2004. Coordination with Kraus Anderson, Airtech Environmental and the school district is complete and I anticipate a smooth abatement process. At this time I am requesting authorization to advertise for bids for the abatement projects described above.

Suggested Resolution: Move to authorize the administration to advertise for bids regarding the asbestos abatement at Moorhead High School, as well as Washington and Probstfield Elementaries.

MLW/dmh

**BUSINESS SERVICES MEMO#: B.04.038**



To: Dr. Larry P. Nybladh

From: Mark Weston *MLW*

Date: February 18, 2004

RE: Furniture Fixtures and Equipment bid opening.

On February 17, 2004 at 2:00 p.m. bids were opened for Furniture Fixtures and Equipment. Five vendors submitted bids on a variety of FF&E items that will be used to outfit the three elementary schools and Horizon Middle School. I am pleased to announce a favorable bid opening with nearly all items coming in under budget. Enclosed with this letter you will find a list of quantities and items that were bid.

At this time I am recommending the awarding of items 1 thru 13 and 37 thru 39 to Brown and Saenger in the amount of \$75,064.31. I am also recommending the awarding of items 14 thru 29 and 31 thru 36 to Corporate Express in the amount of \$321,384.81.

In regards to bid package two for media center FF&E items I am recommending that the entire bid package be awarded to Embury Ltd. In the amount of \$200,480.82.

All bid documents are available for review in my office.

Suggested Resolution: Move to approve Brown and Saenger in the amount of \$75,064.31 for items 1 thru 13 and 37 thru 39 of bid package one. To also approve Corporate Express in the amount of \$321,384.81 for items 14 thru 29 and 31 thru 36 of bid package one. To also approve Embury Ltd. In the amount of \$200,480.82 for bid package two.

MLW/dmh

Attachment

**FF & E QUANTITIES AND DESCRIPTOIN  
PACKAGE ONE**

<b>ITEM #</b>	<b>DESCRIPTION OF PRODUCT</b>	<b># REQUESTED</b>
1	H1 HON 84273R	131
2	H2 HON 84835L	131
3	H3 HON 84251	2
4	H4 HON 84962	4
5	H5 HON 7901 GRD 1V	183
6	H6 HON 7991	183
7	H7 HON 312P TWO DRAWER FILE	18
8	H8 HON 314P FOUR DRAWER FILE	1
9	H9 HON 7705 STOOL	2
10	H10 HON SABC30	8
11	H11 HON SABC42	20
12	H12 HON SABC60	0
13	H13 HON SABC72	82
14	C1 COLUMBIA 343 LIFT-LID DESK	732
15	C2 COLUMBIA 1143 13 ½ CHAIR	176
16	C3 COLUMBIA 1145 15 ½ CHAIR	792
17	C4 COLUMBIA 1147 17 ½ CHAIR	2518
18	D1 SMITH FLEX DESK 01370	882
19	S1 SMITH TABLE 25044 48"	9
20	S2 SMITH TABLE 01033 30 X 60	53
21	S3 SMITH KIDNEY 01153 48 X 72	3
22	S4 SMITH TRAP TABLE 30303060	0
23	S5 SMITH TABLES 1093 42 " ROUND	6
24	S6 SMITH TABLE 25104M 30 X 72	56
25	S7 SMITH TABLE 1023 30 X 48	0
26	S8 SMITH TABLE KIDNEY 01143	3
27	S9 SMITH TABLE 25094 36 X 60	16
28	S10 SMITH TABLE 25084 30 X 60	11
29	S11 SMITH BOOKTRUCK 21001	2
30	M1 SAFCO 36 OPENINGS # 9221	12
31	D1 SICO INSTA WALL 3 PANEL 60"H	1
32	T1 SICO GRADUATE TABLES OVAL WITH 8 STOOLS	27
33	SU 1 STORAGE UNITS # 4041 5 SHELF	7
34	SU2 STORAGE UNITS # 4089 COMBO	2
35	SU3 STORAGE UNITS	1

	154300.1.270.000 WITH TRAYS CLEAR (27)	
36	SU4 MOBILE PAPER FILE # 4026	2
37	P1 Pencil sharpeners HUNT 1031	267
38	FH1 Flag Holders	66
39	F1 US Flags	66

# BID PACKAGE TWO

## PROPOSAL 1

### MOORHEAD SCHOOL DISTRICT MOORHEAD SENIOR HIGH SCHOOL MOORHEAD, MINNESOTA

December 18, 2003

ITEM	QTY	MODEL #	DESCRIPTION	UNIT PRICE	TOTAL
<b>TAG: ROOM 137 / STEEL SHELVING</b>					
A	1		RANGE SF WALL SHELVING 15'L x 42"H x 13 1/2"D Periodical Shelves (Fixed) closed base		
B	1		RANGE SF WALL SHELVING 27'L x 84"H x 13 1/2"D		
C	1		RANGE SF WALL SHELVING 27'L x 84"H x 13 1/2"D		
D	1		RANGE SF WALL SHELVING 24'L x 84"H x 13 1/2"D		
E	4		RANGE DF SHELVING 9'L x 72"H x 25 1/2"D		
F	2		RANGE DF SHELVING 9'L x 42"H x 24 1/2"D		
<b>TAG: ROOM 114D / STEEL SHELVING</b>					
G	2		RANGE DF SHELVING 6'L x 84"H x 25 1/2"D, note: use flat shelves W/O integral back.		
<b>TAG: ROOM 229 / STEEL SHELVING</b>					
A	1		RANGE SF WALL SHELVING 24'L x 84"H x 13 1/2"D		
B	1		RANGE SF WALL SHELVING 27'L x 84"H x 13 1/2"D		
C	1		RANGE SF WALL SHELVING 9'L x 84"H x 13 1/2"D		
D	1		RANGE SF WALL SHELVING 21'L x 84"H x 13 1/2"D		
E	1		RANGE SF WALL SHELVING 24'L x 84"H x 13 1/2"D		
F	3		RANGE DF SHELVING 9'L x 72"H x 25 1/2"D		
G	4		RANGE DF SHELVING 9'L x 42"H x 25 1/2"D		
H	2		RANGE DF SHELVING 9'L x 72"H x 25 1/2"D		
I	1		RANGE DF SHELVING 9'L x 42"H x 25 1/2"D		

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ITEM	QTY	MODEL #	DESCRIPTION	UNIT PRICE	TOTAL
<b>TAG: ROOM 137 / WOOD END PANLES &amp; TOPS</b>					
A	2		SF End Panels 44"H x 13 1/2"D x 1 3/16" thick		
	1		SF Canopy Top 12'L x 13"D x 1 3/16" thick		
B	2		SF End Panel, 86"H x 13 1/2"D x 1 3/16" thick		
	1		Corner Filler 90°, 13" x 13" x 1 3/16" thick		
	1		Canopy Top 27'L x 13"D x 1-3/16" thick		
C	2		SF End Panel, 86"H x 13 1/2"D x 1 3/16" thick		
	1		Corner Filler 90°, 13" x 13" x 1 3/16" thick		
	1		Canopy Top 27'L x 13"D x 1-3/16" thick		
D	2		SF End Panel, 86"H x 13 1/2"D x 1 3/16" thick		
	1		Corner Filler 90°, 13" x 13" x 1 3/16" thick		
	1		Canopy Top 24'L x 13"D x 1-3/16" thick		
E	8		DF End Panels 74"H x 25 1/2"D x 1 3/16" thick		
	4		Canopy Tops, 9' L x 24 1/2"D x 1-3/16" thick		
F	4		End Panels 44"H x 25 1/2"D x 1 3/16" thick		
	2		Canopy Tops, 9'L x 24 1/2"D x 1-3/16" thick		
<b>TAG: ROOM 229 / WOOD END PANLES &amp; TOPS</b>					
A	2		SF End Panel, 86"H x 13 1/2"D x 1 3/16" thick		
	1		Corner Filler, 13" x 13" x 1 3/16" thick		
	1		Canopy Top, 24'L x 13"D x 1-3/16" thick		
B	2		SF End Panel, 86"H x 13 1/2"D x 1 3/16" thick		
	1		SF Canopy Top, 27'L x 13"D x 1-3/16" thick		
C	2		SF End Panel, 86"H x 13 1/2"D x 1 3/16" thick		
	1		Canopy Top, 9'L x 13"D x 1-3/16" thick		
D	2		SF End Panel, 86"H x 13 1/2"D x 1 3/16" thick		
	1		Corner Filler 90°, 13" x 13" x 1 3/16" thick		
	1		Canopy Top, 18'L x 13"D x 1-3/16" thick		
E	2		SF End Panel, 86"H x 13 1/2"D x 1 3/16" thick		
	1		SF Canopy Top, 24'L x 13"D x 1-3/16" thick		
F	6		DF End Panel, 74"H x 25 1/2"D x 1 3/16" thick		
	3		Canopy Tops, 9'L x 24 1/2"D x 1-3/16" thick		
G	8		DF End Panels, 44"H x 25 1/2"D x 1 3/16" thick		
	4		DF Canopy Tops, 9'L x 24 1/2"D x 1-3/16" thick		
H	4		DF End Panel, 74"H x 25 1/2"D x 1 3/16" thick		
	2		DF Canopy Top, 9'L x 24 1/2"D x 1-3/16" thick		
I	2		DF End Panel, 44"H x 25 1/2"D x 1 3/16" thick		
	1		Canopy Top, 9'L x 24 1/2"D x 1-3/16" thick		
<b>LIBRARY FURNITURE</b>					
<b>TAG: ROOM 114C</b>					
	1	25044	Round Table, 48" diameter		
<b>TAG: ROOM 137</b>					
	5	25044	Round Tables, 48" diameter		
	9	25024	Square Tables, 48" X 48" X 29"		
	3	25094	Rectangular Tables, 36" x 60"		
	68	177-UBS-18	Side Chairs, Two position, Maple Wood, Upholstered back and 17.5" seat height, Upholstery to be selected from Grade 200		
	8	7760-1	Lounge Chairs, Maple Frame Fabric to be selected from Infinity Collection Grade 100		



TAG	QTY	MODEL #	DESCRIPTION	UNIT PRICE	TOTAL
<b>LIBRARY FURNITURE - CONTINUED</b>					
3		2020P20	Occasional Tables, Maple, 20" x 20" x P20		
24		00813	Task Chairs , pneumatic adjustment, soft casters		
3		1105-TC-BHAA	Task Chairs with arms, pneumatic adjustment, soft casters		
			FABRIC: MILLENNIUM		
2		EM-NTB6-2539	Newspaper Tables, each to have 10 sticks, Maple		
1		EM-AS	Atlas Stand, Maple		
2		EM-DS	Dictionary Stands, Maple		
<b><u>TAG: ROOM 204</u></b>					
17		28156	Two Student Computer Stations, 29"D x 54"W		
			Adjustable Height(s) and leveling glides,		
			Wire management to be secured by lock and key		
33		00813	Task chairs, pneumatic adjustment, soft casters		
<b><u>TAG: ROOM 222B</u></b>					
3		25024	Square Tables, 48" X 48" X 29"		
8		177-UBS-18	Side Chairs, Two position, Maple Wood, Uph. Back & Seat		
<b><u>TAG: ROOM 222C</u></b>					
1		25044	Round Table, 48" diameter		
<b><u>TAG: ROOM 229C</u></b>					
6		25044	Square Tables, 48" X 48" X 29"		
22		25044	Task chairs, pneumatic adjustment, soft casters,		
<b>TOTAL SENIOR HIGH SCHOOL</b>					<b>\$</b>

SENIOR HIGH SCHOOL PERFORMANCE SCHEDULE:  
PRODUCT ON SITE BY JULY 12TH, 2004, NOT BEFORE  
COMPLETION BY JULY 24TH, 2004

NAME OF BIDDER: \_\_\_\_\_  
STREET ADDRESS: \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_  
PHONE NUMBER: \_\_\_\_\_ FAX: \_\_\_\_\_  
CONTACT NAME: \_\_\_\_\_

DID YOU BID ALL ITEMS AS SPECIFIED? YES \_\_\_\_\_ NO \_\_\_\_\_

IF NO, WHO WAS THE SCHOOL'S CONTACT THAT APPROVED THE ALTERNATE  
MANUFACTURER? \_\_\_\_\_  
DATE APPROVED? \_\_\_\_\_

PLEASE PROVIDE ON A SEPARATE SHEET THE ALTERNATE MANUFACTURER, AND  
THE PRODUCT MODEL #'S THAT MATCH TO SPECIFIED MANUFACTURERS MODEL #'S

SIGNATURE OF BIDDER \_\_\_\_\_

DATE \_\_\_\_\_

# BID PACKAGE TWO

## PROPOSAL II

MOORHEAD SCHOOL DISTRICT  
HORIZON MIDDLE SCHOOL  
MOORHEAD, MINNESOTA

December 19, 2003

ITEM	QTY	MODEL NO	DESCRIPTION	UNIT PRICE	TOTAL
<b>TAG: ROOM 228 / STEEL SHELVING</b>					
A	3		RANGE DF SHELVING 9'L x 42"H x 25 1/2"D		
B	4		RANGE DF SHELVING 9'L x 60"H x 25 1/2"D		
C	1		RANGE SF WALL SHELVING 9'L x 72"H x 13 1/2"D		
D	1		RANGE SF WALL SHELVING 21'L x 72"H x 13 1/2"D		
E	1		RANGE SF WALL SHELVING 9'L x 72"H x 13 1/2"D		
F	1		RANGE SF WALL SHELVING 27'L x 72"H x 25 1/2"D		
G	4		RANGE DF SHELVING 12'L x 60"H x 25 1/2"D		
H	2		RANGE DF SHELVING 12'L x 42"H x 25 1/2"D		
I	2		RANGE DF SHELVING 9'L x 42"H x 25 1/2"D		
J	1		RANGE DF SHELVING 12'L x 42"H x 25 1/2"D		
K	1		RANGE DF WALL SHELVING 9'L x 42"H x 13 1/2"D 2 sloped periodical shelves (FIXED)		
L	1		RANGE SF WALL SHELVING 6'L x 30"H with DF Frame 25 1/2"D		
<b>TAG: ROOM 228 / WOOD END PANES &amp; TOPS</b>					
A	8		DF End Panels, 44"H x 25 1/2"D x 1 3/16" thick		
	4		Canopy Tops, 9'L x 24 1/2"D x 1-3/16" thick		
B	10		DF End Panel, 62"H x 25 1/2"D x 1 3/16" thick		
	5		Canopy Tops, 9'L x 24 1/2"D x 1-3/16" thick		
C	2		SF End Panel, 74"H x 13 1/2"D x 1 3/16" thick		
	1		Corner Filler 90", 13" x 13" x 1 3/16" thick		
	1		Canopy Top, 9'L x 13"D x 1-3/16" thick		
D	2		SF End Panel, 74"H x 13 1/2"D x 1 3/16" thick		
	1		SF Corner Filler, 13" x 13" x 1 3/16" thick		
	1		Canopy Top, 33'L x 13"D x 1-3/16" thick		
E	2		SF End Panels, 74"H x 13 1/2"D x 1 3/16" thick		
	1		Canopy Top, 9'L x 13"D x 1-3/16" thick		
F	2		SF End Panel, 74"H x 13 1/2"D x 1 3/16" thick		

ITEM	QTY	MODEL NO	DESCRIPTION	UNIT PRICE	TOTAL
<b>TAG: ROOM 228 / WOOD END PANES &amp; TOPS - cont</b>					
	1		Canopy Top, 27"L x 13"D x 1-3/16" thick		
G	8		DF End Panels, 62"H x 13 1/2"D x 1 3/16" thick		
	4		Canopy Tops, 12"L x 13"D x 1-3/16" thick		
H	4		DF End Panels, 44"H x 25 1/2"D x 1 3/16" thick		
	2		Canopy Tops, 12"L x 24 1/2"D x 1-3/16" thick		
I	2		DF End Panels, 44"H x 25 1/2"D x 1 3/16" thick		
	1		Canopy Top, 9"L x 24 1/2"D x 1-3/16" thick		
J	2		DF End Panels, 44"H x 25 1/2"D x 1 3/16" thick		
	1		Canopy Top, 144"L x 24 1/2"D x 1-3/16" thick		
K	2		SF End Panels, 44"H x 13 1/2"D x 1 3/16" thick		
	1		Canopy Top, 15"L x 13"D x 1-3/16" thick		
			Periodical sloped shelves (fixed)		
L	2		SF End Panels, 32"H x 13 1/2"D x 1 3/16" thick		
			Use DF Frame with closed bases on one side only		
			Flat shelves on one face only (drawing required for approval)		
	1		SF Canopy Top, 6"L x 13"D x 1-3/16" thick		
<b>LIBRARY FURNITURE</b>					
<b>TAG: HORIZIN ROOM 228</b>					
15	25094		Rectangular Tables, 36" x 60", adjustable height(s)		
6	28157		Three Student Computer Stations, 29"D x 81"W		
12	28155		Consisting of six starter stations and twelve adders stations adjustable height(s) leveling glides, wire management secured with lock and key		
<b>LIBRARY FURNITURE - continued</b>					
1	28156		Two Student Computer Stations, 29"D x 54"W adjustable height(s), leveling glides, wire management secured with lock and key		
<b>TAG: HORIZON - ROOM 226</b>					
2	28153		Two-Level Stations, 29"D x 27"W adjustable 1" increments 10-48", leveling glides		
1	28155		One-Level Stations, 29"D x 27"W adjustable, leveling glides		
<b>TAG: HORIZIN ROOM 228</b>					
16	177-UBS-18		Side Chairs, Two position, Maple, Uph. Back & Seat Seat to be double dowel frame construction wit flex-o-lator spring, 17.5" seat height, fabric selection from Grade 200		
20	00605		Stacking Chairs 17.5" seat height, nylon base glides, Plastic Shell, Toucan Design		
8	7760-1		Lounge Chairs with arms, Uph Seat Maple frame, leg base, 17" seat height Fabric to be selected from Infinity Collection Grade 100		
2	2020P16		Occasional Tables, Maple, 20" x 20" x P16		
1	EM-AS		Atlas Stand - Maple		
1	EM-DS		Dictionary Stand - Maple		

TOTAL

TOTAL HORIZON MIDDLE SCHOOL

\$ \_\_\_\_\_

HORIZON MIDDLE SCHOOL PERFORMANCE SCHEDULE:  
PRODUCT ON SITE BY JUNE 21ST, 2004, NOT BEFORE  
COMPLETION BY JULY 2ND, 2004

NAME OF BIDDER: \_\_\_\_\_  
STREET ADDRESS: \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_  
PHONE NUMBER: \_\_\_\_\_ FAX: \_\_\_\_\_  
CONTACT NAME: \_\_\_\_\_

DID YOU BID ALL ITEMS AS SPECIFIED? YES \_\_\_\_\_ NO \_\_\_\_\_

IF NO, WHO WAS THE SCHOOL'S CONTACT THAT APPROVED THE ALTERNATE  
MANUFACTURER? \_\_\_\_\_  
DATE APPROVED? \_\_\_\_\_

PLEASE PROVIDE ON A SEPARATE SHEET THE ALTERNATE MANUFACTURER, AND  
THE PRODUCT MODEL #'S THAT MATCH TO SPECIFIED MANUFACTURERS MODEL #'S

SIGNATURE OF BIDDER \_\_\_\_\_

DATE \_\_\_\_\_

# BID PACKAGE TWO

## PROPOSAL III

### MOORHEAD SCHOOL DISTRICT REINERTSON ELEMENTARY SCHOOL MOORHEAD, MINNESOTA

December 19, 2003

ITEM	QTY	MODEL NO	DESCRIPTION	UNIT PRICE	TOTAL
<b>TAG: REINERTSON / STEEL SHELVING</b>					
A	2		RANGE SF WALL SHELVING 33"L x 60"H x 13 1/2"D		
B	8		RANGE DF SHELVING 9"L x 42"H x 25 1/2"D		
C	2		RANGE SF WALL SHELVING 12"L x 42"H x 25 1/2"D		
D	1		RANGE DF SHELVING 9"L x 42"H x 25 1/2"D sloped periodical shelved (FIXED)		
E	1		RANGE SF WALL SHELVING 18"L x 60"H x 13 1/2"D		
F	1		RANGE SF WALL SHELVING, divider shelves 12"L x 42"H x 13 1/2"D		
G	4		RANGE DF SHELVING 12"L x 42"H x 25 1/2"D divider shelves (5-6" high dividers per shelf)		
<b>TAG: REINERTSON / END PANELS &amp; TOPS</b>					
A	4		BY MIDLANDS SF End Panels, 62"H x 13 1/2"D x 1 3/16" thick		
	2		Canopy Tops, 33"L x 13"D x 1-3/16" thick		
B	16		BY MIDLANDS DF End Panels, 44"H x 25 1/2"D x 1 3/16" thick		
	8		Canopy Tops, 9"L x 24 1/2"D x 1-3/16" thick		
C	4		BY MIDLANDS DF End Panels, 44"H x 25 1/2"D x 1 3/16" thick		
	2		Canopy Tops, 12"L x 24 1/2"D x 1-3/16" thick		
<b>TAG: REINERTSON / END PANELS &amp; TOPS - continue</b>					
D	2		BY MIDLANDS DF End Panels, 44"H x 25 1/2"D x 1 3/16" thick		
	1		Canopy Top, 9"L x 24 1/2"D x 1-3/16" thick		
E	2		BY MIDLANDS SF End Panels, 62"H x 13 1/2"D x 1 3/16" thick		
	1		Canopy Top, 18"L x 13"D x 1-3/16" thick		
F	2		BY MIDLANDS SF End Panel, 44"H x 13 1/2"D x 1 3/16" thick		
	1		Canopy Top, 12"L x 13"D x 1-3/16" thick		
G	8		BY MIDLANDS DF End Panels, 44"H x 25 1/2"D x 1 3/16" thick		
	4		Canopy Tops, 12"L x 24 1/2"D x 1-3/16" thick		

ITEM	QTY	MODEL NO	DESCRIPTION	UNIT PRICE	TOTAL
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#### LIBRARY FURNITURE

##### TAG: ROOM 139

6	25024	Square Tables, 48", adjustable		
8	28157	Three Student Computer Stations, 29"D x 81"W		
16	28155	consisting of (8) starter stations and (16) adders stations, adjustable height(s) leveling glides, wire management secured with lock and key		

##### TAG: PRIMARY AREA

4	TCX-42-VE	Round Tables 42" Diameter x 25"H Lorca Design metal legs. Nylon glides		
1	EM-AS-34	Atlas Stand - Elementary Height, maple wood species		
1	EM-DS-34	Dictionary Stand - Elementary Height, maple wood species		
16	S-2-C-14	Side Chairs - Stackable, molded plywood shell. Wyoming Design, 14" seat height		

##### TAG: ROOM 139

48	S-W-C-18	Stacking Chairs, 18" seat height, Wyoming Design		
8	S-W-C-16	Stacking Chairs 16" seat height, Wyoming Design		
24	00605	Stacking Chairs, 17" seat height Plastic Shell. Waterfall front edge, glides with nylon base. Toucan Design. Color(s) to be selected		
8	7760-1	Lounge Chairs, Maple Fabric: Grade 100		

TOTAL REINERTSON ELEMENTARY SCHOOL

\$ \_\_\_\_\_

REINERTSON SCHOOL PERFORMANCE SCHEDULE:  
PRODUCT ON SITE BY JUNE 7TH, 2004, NOT BEFORE  
COMPLETION BY JUNE 19TH,, 2004

NAME OF BIDDER: \_\_\_\_\_  
STREET ADDRESS: \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_  
PHONE NUMBER: \_\_\_\_\_ FAX: \_\_\_\_\_  
CONTACT NAME: \_\_\_\_\_

DID YOU BID ALL ITEMS AS SPECIFIED? YES \_\_\_\_\_ NO \_\_\_\_\_

IF NO, WHO WAS THE SCHOOL'S CONTACT THAT APPROVED THE ALTERNATE MANUFACTURER? \_\_\_\_\_  
DATE APPROVED? \_\_\_\_\_

PLEASE PROVIDE ON A SEPARATE SHEET THE ALTERNATE MANUFACTURER, AND THE PRODUCT MODEL #'S THAT MATCH TO SPECIFIED MANUFACTURERS MODEL #'S

\_\_\_\_\_  
SIGNATURE OF BIDDER

\_\_\_\_\_  
DATE