



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

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S-m9-B05  
14 June '04

**INDEPENDENT SCHOOL DISTRICT #152**

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

June 14, 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 teams that placed first at the Moorhead Regional Destination ImagiNation Tournament held March 13, 2004 at Moorhead High School.

Moorhead's Regional Tournament is one of nine Destination ImagiNation Regional Tournaments in Minnesota. First-place and second-place winners from Moorhead's Regional Tournament qualified to represent the region at the Destination

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ImagiNation State Tournament on April 17, 2004 at Blaine High School.

The Moorhead Elementary team SIDI finished first in Destinations in Time at the regional tournament and eighth at the state tournament. Team members are: Genevieve Kafka, Jena Pender, Lizzy Ross, Libby Sternhagen, Becca Trautman, Taylor Baldwin, and Chelsea Falk. The team is managed by Scott Sternhagen.

The Moorhead Senior High team, Pharcikal Phredriques placed first at the Moorhead tournament and fifth in the state in the Cartoon Dimensions challenge. Team members are: Tom Bergland, Sarah Kenz, Jennifer Astrup, Caroline Moos, Kelsey Keimig, Emily Patterson, and Jessamy Alto. Team managers are Sandy and Bill Kenz.

Destination ImagiNation, a creativity and problem solving program for youth of all ages, has thousands of participants in 47 U.S. states, 15 countries and Canadian provinces participating annually.

- 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 Grant Applications - Pages 8-34
  - (2) Acceptance of Gifts - Pages 35-36
  - (3) Approval of Summer Program - Pages 37-38
- B. BUSINESS SERVICE MATTERS - Weston
  - (1) Approval of Facility Usage Agreement - Pages 39-40

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**C. HUMAN RESOURCE MATTERS- Nielsen**

- (1) Approval of New Employees - Pages 41-42
- (2) Acceptance of Resignations - Page 43
- (3) Approval of Change in Employment Contract - Page 44
- (4) Approval of Secretarial Recall - Page 45
- (5) Approval of Holiday Date Changes - Page 46

**D. SUPERINTENDENT MATTERS - Nybladh**

- (1) Approval of May 10 and 24, 2004 Meeting Minutes - Pages 47-59
- (2) Approval of June Claims

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

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

**3. COMMITTEE REPORTS**

**4. APPROVAL OF CITY OF MOORHEAD REQUEST FOR JOBZ REVISION:**

Weston

Pages 60-64

Suggested Resolution: Move to approve the following resolution: WHEREAS, the Moorhead Area Public Schools, ISD No. 152 School Board, on September 8, 2003 passed a resolution approving certain County parcels to be included in a regional application for a Job Opportunity Building Zone, and WHEREAS, the City of Moorhead was a participant in the regional Job Opportunity Building Zone application done by the West Central Initiative Fund; and WHEREAS, the regional application submitted by the West Central Initiative Fund was approved by the Department of Employment and Economic Development; and WHEREAS, the City of Moorhead wishes to modify the acreage in the Job Opportunity Building Subzone; NOW, THEREFORE, BE IT RESOLVED Moorhead Area Public Schools, ISD No. 152 School Board upon careful consideration and review hereby approves the modifications as identified in Table 1.



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Table 1  
JOBZ BOUNDARY ADJUSTMENT  
May 27, 2004

Parcel Number	Zoning	Current Acreage	Amendment	Revised Acreage
210233000	13/TZ	128.88	-4.13	124.75
589001505	TZ	561.98	-501.37	60.61
585070091	13	3.99	-3.99	0
585070090	13	7.21	-7.21	0
589001506	TZ	17.55	-17.55	0
586370010				
(w 1/2)	13	0	1.14	1.14
589001706B	13	0	23.68	23.68
585050025	13	0	1.92	1.92

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

5. **APPROVAL OF PROPERTY AND CASUALTY INSURANCE RENEWALS:** Weston  
Pages 65-82

Suggested Resolution: Move to approve the insurance packages as recommended by Tom Quam of Bremer Insurance.

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

6. **APPROVAL OF DISTRICT-WIDE SECURITY SYSTEMS BID:** Weston  
Pages 83-85

Suggested Resolution: Move to approve ECI of Fargo, North Dakota in the amount of \$234,371.32 for the scope of work described in the bid specification for the school district security system.

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

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7. **APPROVAL OF POLICY:** Kovash

Pages 86-88

Suggested Resolution: Move to approve the policy, Student Activity Fees (542), as presented.

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

Comments \_\_\_\_\_

8. **APPROVAL OF POLICY:** Kovash

Pages 89-105

Suggested Resolution: Move to approve the policy, Student Discipline (551), as presented.

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

Comments \_\_\_\_\_

9. **APPROVAL OF POLICY:** Kovash

Pages 106-110

Suggested Resolution: Move to approve the policy, Credit for Learning of Minnesota Graduation Standards (Graduation Standards Implementation Policy E ) (653), as presented.

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

Comments \_\_\_\_\_

10. **APPROVAL OF POLICY:** Kovash

Pages 111-127

Suggested Resolution: Move to approve the policy, Student Transportation Safety (721), as presented.

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

Comments \_\_\_\_\_

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11. **APPROVAL OF MAJOR MAGNITUDE FIELD TRIP:** Kovash

Pages 128-135

Suggested Resolution: Move to approve the Moorhead High School Orchestra trip to Washington, D.C.

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

Comments \_\_\_\_\_

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

13. **CLOSE PUBLIC MEETING:** Thompson

Suggested Resolution: Move to close the public meeting at \_\_\_\_\_ p.m., pursuant to M.S. 13D.05, Subdivision 3, to conduct the Superintendent's annual evaluation.

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

Comments \_\_\_\_\_

14. **OPEN PUBLIC MEETING:** Thompson

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

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

Comments \_\_\_\_\_

15. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - June 14, 2004****PAGE 7****CALENDAR OF EVENT**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
EXCEL Summer School			
Elementary	June 22-July 22		SG Reinertsen
Secondary	June 22-July 22		High School
ESY Summer School	June 22-July 29		SG Reinertsen
Migrant School	June 21-July 22		SG Reinertsen
School Board	June 28	7 pm	Board Room
 School Board	 July 19	 7 pm	 Board Room
School Board Retreat	July 20	8 am	Marriott
 School Board	 August 9	 7 pm	 Board Room
School Board	August 23	7 pm	Board Room

JUN 9 2004

OFFICE OF TEACHING & LEARNING MEMO#: I.04.169




TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Title II, Part D Application  
DATE: June 8, 2004

Attached is the Title II, Part D Application for Elementary and Secondary Education Act (ESEA), related to technology. The total formula grant request is \$24,144.00. Amount reserved for technology staff development is \$6036.00 which is 25% of the total formula grant amount. Lynne Kovash will act as the Local Education Agency (LEA) Representative in filing the application for funds.

**SUGGESTED RESOLUTION:** Move to approve the application for the Title II, Part D ESEA for \$24,144.00 and authorize Lynne Kovash to act as the Local Education Agency Representative.

LAK/kmr  
Attachment

	Education Support School Technology 1500 Highway 36 West Roseville, MN 55113-4266	<b>TITLE II PART D APPLICATION FOR ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)</b>	ED-02303-02
			DUE: 10/6/03

**GENERAL INFORMATION:** Please send the signed original and one copy to the above address no later than **October 6, 2003**. Upon request, this application can be made available in alternative formats including Braille, audiotape, large print.

**S.Y.  
2003 - 2004**

UNIFORM DISTRICT IDENTIFICATION			
District Name Moorhead Area Public Schools		District Number 152	Telephone Number (218) -284-3310
Address 810 4 <sup>th</sup> Avenue South		City Moorhead	Zip Code 56560
LEA Representative Name Lynne Kovash	Title: Ass't Superintendent of Teaching & Learning	E-Mail Address lkovash@moorhead.k12.mn.us	FAX Number (218) -284-3333

TITLE II, PART D FUNDING INFORMATION	
<input checked="" type="checkbox"/> Original  <input type="checkbox"/> Addendum	<p align="center"><b>Total Formula Grant \$24,144</b></p> <p><b>Amount Reserved for Staff Development</b> <span style="float: right;">\$ 6036</span>  (no less than 25% of the total formula grant amount must be reserved for staff development)</p> <p align="center"><b>TOTAL AMOUNT REQUESTED \$24,144</b></p>

LOCAL BOARD OF EDUCATION ACTION	
The local Board of Education of <u>Moorhead Aread Public Schools</u> (district name) has authorized <u>Lynne Kovash</u> (person's name) at a monthly meeting held <u>June 7, 2004</u> to act as the LEA Representative in filing an application for funds as provided under Public Law 107-110 for the 2002-2003 School Year. The LEA Representative will ensure that the school district maintains compliance with the appropriate Federal statutes, regulations, and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this application. The following individual is authorized as the contact person for Title II, Part D:	
Name: <u>Lynn Day</u>	Telephone Number: <u>218 284-3344</u>
E-mail: <u>lday@moorhead.k12.mn.us</u>	
<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; width: 40%; height: 30px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 40%; height: 30px; margin-bottom: 5px;"></div> </div> <div style="display: flex; justify-content: space-between;"> <span>Signature of LEA Representative</span> <span>Date</span> </div>	

CHILDREN, FAMILIES & LEARNING REVIEW/APPROVAL	
Title II, Part D Program Coordinator Signature	Date
Comments:	

**STATEMENT OF ASSURANCES**

ED-02303-02

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**TITLE II PART D ASSURANCES**

*By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:*

- Payments to be received under No Child Left Behind, Title II Part D and its authorization (ESEA, P.L. 107-110, Sections 2401 – 2404, Sections 2411-2416, and Sections 2421-2422) will be used solely for services and initiatives that improve student academic achievement through the use of technology in elementary and secondary schools.
- Title II, Part D funds will be used to supplement, not supplant, funds from non-federal sources.
- As applicant, this district or school will abide by all assurances published under the above law with regard to all statutes related to nondiscrimination and other compliance features listed in the federal Standard Form 424B as revised for Non-Construction Programs, the federal Certification Regarding Lobbying, and the Federal Certification Regarding Drug-Free and Tobacco-Free Workplace Requirements.
- Nonpublic schools in the local education agency (LEA) will be contacted yearly and given an equitable opportunity to participate in the planning and development of the programs funded under Title II, Part D for the benefit of children attending nonpublic schools.
- LEAs receiving funds under the Title II, Part D program are in compliance or are taking steps to be compliant with the provisions of the Children's Internet Protection Act (CIPA), P.L. 106-554, which requires an Internet Safety Policy that includes use of a technology protection measure that protects against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to use of the computers by minors, harmful to minors.
- LEAs receiving funds under the Title II, Part D program have submitted a technology plan to the Department of Education (formerly Children, Families & Learning) for review on March 1, 2001 or later, and have received approval of that plan from MDE.
- Local parents, teachers, administrators, supporting personnel, and other groups as may be deemed appropriate by the LEA or charter school will participate systematically in the design, planning, and implementation of the Title II, Part D program.
- The applicant will comply with Title VI, Section 601, of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.
- The LEA will plan, implement, and evaluate ongoing professional development activities that assist teachers in effectively integrating technology with curriculum and instruction to increase student achievement. Twenty-five percent (25%) of the formula entitlement funds for Title II Part D will be used for staff development activities that support technology integration with curriculum and instruction, unless the LEA is granted an exemption from this requirement by the Department of Education based on evidence provided by the LEA that technology integration skills are already robustly addressed in existing staff development activities.
- Grantee shall repay any funds which have been finally determined through federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.

**ASSURANCE VERIFICATION**

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

\_\_\_\_\_  
Signature – Applicant Responsible Authority\_\_\_\_\_  
Date



**PART I. PROGRAM DESCRIPTION:****PURPOSES AS DEFINED BY U.S. DEPARTMENT OF EDUCATION:**

- To provide assistance to states and localities for the implementation and support of a comprehensive system that effectively uses technology in elementary schools and secondary schools to improve student academic achievement.
- To encourage the establishment or expansion of initiatives, including initiatives involving public-private partnerships, designed to increase access to technology, particularly in schools served by high-need local educational agencies (LEAs).
- To assist states and localities in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access to technology for students (particularly for disadvantaged students) and teachers.
- To promote initiatives that provide school teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction that are aligned with challenging state academic content and student academic achievement standards, through such means as high quality professional development programs.
- To enhance the ongoing professional development of teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means.
- To support the development and utilization of electronic networks and other innovative methods, such as distance learning, and delivering specialized or rigorous academic courses and curricula for students in areas that would not otherwise have access to such courses and curricula, particularly in geographically isolated regions.
- To support the rigorous evaluation of programs funded under this part, particularly regarding the impact of such programs on student academic achievement, and ensure that timely information on the results of such evaluations is widely accessible through electronic means.
- To support local efforts using technology to promote parent and family involvement in education and communication among students, parents, teachers, principals, and administrators.

**GOALS:**

- Improve student academic achievement through the use of technology in elementary schools and secondary schools.
- Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
- Encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state educational agencies and local educational agencies.

**ELIGIBLE APPLICANTS:**

Funds are distributed by a formula based on Title I, Part A shares to local education agencies (LEAs).

**ACTIVITIES:**Required Activities

1. The recipient of funds made available under this program shall use at least **25 percent** of the funds to provide on-going, sustained, and intensive, high quality professional development in the integration of technology with curriculum and instruction that leads to improvements in classroom instruction in the core academic subjects, prepares students to meet state standards, increases student technology literacy, and increases student academic achievement. Professional development activity examples include the use of technology to access data and resources to develop curricula and instructional materials, the use of the Internet and other technology to enable teachers to communicate with parents, other teachers, principals, and administrators; and the use of technology to retrieve and use Internet-based learning resources.
2. The recipient of funds made available under this program shall direct funds towards initiatives that incorporate technology to improve student academic achievement, assist every student in becoming technologically literate by the completion of eighth grade, and encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices.



**PART I. PROGRAM DESCRIPTION (CONTINUED)****Authorized Activities**

Subject to the requirements above, LEAs may use the funds to achieve the purposes described previously by undertaking one or more of the following activities:

1. Establishing or expanding initiatives, including public/private partnerships, designed to increase access to technology for students and teachers, with special emphasis on the access of high-need schools to technology.
2. Adapting or expanding existing and new applications of technology to enable teachers to increase student academic achievement through the use of teaching practices that are based on review of relevant research and prepare students to meet state standards.
3. Developing and using distance learning strategies to deliver specialized or rigorous academic courses and curriculum to students that would not otherwise have access to these courses and curriculum.
4. Acquiring proven and effective courses and curricula that incorporate technology and are designed to help students meet state standards.
5. Using technology to develop or expand efforts for communication between teachers, administrators, parents, and students and promote meaningful parental involvement.
6. Preparing teachers as technology leaders who are provided with the means to serve as experts and train other teachers in the effective use of technology.
7. Acquiring, adapting, enhancing, implementing, repairing, or maintaining existing and new applications of technology to support school reform efforts and to improve student academic achievement, including technology literacy.
8. Acquiring connectivity linkages, resources, and services, including the acquisition of hardware, software, and other electronically delivered learning materials for use by teachers, students, academic counselors, and school library media personnel, and counseling centers in order to improve student academic achievement.
9. Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.
10. Implementing performance measurement systems to determine the effectiveness of education technology programs funded under this program, particularly in determining the extent to which these activities are effective in integrating technology into curricula and instruction, increasing teachers' ability to teach and enabling students to meet state standards.
11. Developing, enhancing, or implementing information technology courses.
12. Carrying out other activities that are consistent with the purposes of this section.

**Note:** Title II D funds should not be used for firewalls or internet filtering. These are considered network security applications and do not fit the intent of this program, which is focused on classroom technology applications that help improve student achievement.

**NONPUBLIC PARTICIPATION:**

LEAs must provide, on an equitable basis, educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in non-public schools in areas served by the LEAs. Expenditures for educational services and other benefits for non-public school children, teachers, and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, to the expenditure for participating public school children.

**COMPLETING THE APPLICATION:**

The format of the application assumes that you are adding text between the given components. In other words, you will have difficulty with the application if you print it in order to use a typewriter, because there is not adequate space. You must download the application to your computer, save it, then make changes directly to the Word file.

**SUBMISSION REQUIREMENTS:**

A complete application requires all of the following parts, assembled in the order indicated:

1. Application cover sheet, including the signature of the LEA representative.
2. Assurances signed by the responsible authority.
3. Application narrative.
4. Nonpublic services narrative and calculations.
5. Budget pages completed, including appropriate budget summary pages.
6. Verification information/approval signature for budget and proposed activities.

All components must be included and complete to receive approval of the application.

The application is due **October 6, 2003**. Please send the original and one copy to: Department of Education, Education Support – School Technology, 1500 Highway 36 West, Roseville, MN 55113, Attn: Mary Mehsikomer

**PART II PROGRAM NARRATIVE:****GOALS, STRATEGIES, TECHNOLOGY INVESTMENT, ACCOUNTABILITY, STAFF DEVELOPMENT RESERVE EXEMPTION REQUEST**

Please provide narrative descriptions in response to the following questions. Narrative need not be lengthy and may be composed in a list or bulleted form. Narrative should provide a clear, concise picture of the overall strategies of the district for using technology as a tool for instruction and how Title II Part D funds will be used to support those strategies.

**GOALS**

What are your school district's goals for using technology to improve student academic achievement?

The district will use Title II Part D Grant funds to implement the following goals defined in our Technology Plan.

- Students and staff will incorporate technology as an integral component of achieving the Minnesota Academic Standards.
- Teachers will plan and design effective learning environments and experiences supported by technology.
- Students and staff will improve independent collaborative research skills to make decisions and to generate new questions.
- Staff will move toward increasing the use of technology as the primary delivery method of instruction with less reliance on print materials such as textbooks, worksheets, magazines and periodicals.

**STRATEGIES**

1. What are your school district's overall strategies for increasing technology accessibility for teachers and students?

- The district will purchase LCD projectors and place them in newly constructed and remodeled team resource rooms. A team resource room is a space shared by five teachers that is 1 1/2 times larger than a regular classroom enabling teachers a flexible space for project based learning. Each team area has been provided with the materials and equipment to do classroom labs and learning experiments. These rooms are outfitted with tables rather than desks, floor pockets throughout the room contain both data and electrical connections. Each room is outfitted with sound reinforcement system and has a kitchenette for food based projects, clean up, and water use. Much thought was put into the design of this room to make it easy to use in multiple educational settings.
- One LCD projector will be installed in each team resource room. These projectors will be permanently ceiling mounted and provide connectivity to an existing networked multimedia computer, DVD/VHS VCR player, RF Distribution network (internal and external cable TV, satellite), and H323 ITV connectivity. In addition, other peripherals can be connected such as digital and analog cameras and camcorders, digital microscopes, laser disk players, document cameras, external portable hard drives, probeware, and PDAs.
- LCD projectors in team resource rooms will allow teachers to easily demonstrate and share information with their students. Staff development will be necessary to instruct teachers in the use of the projectors and the potential creative uses of the team resource room.
- The district will utilize funds for Title II Part D in year 2003-04 in conjunction with the 2002-03 Title II Part D funds in order to maximize the number of projectors purchased.
- The district will utilize staff development funds included in Title II Part D in year 2003-04 in conjunction with the 2002-03 Title II Part D funds in order to have sufficient funds to develop a robust training program to ensure the success of teachers using the LCD projectors.
- Budget documentation for 2003-04 is included in the body of this grant application. Budget documentation for 2002-03 is included in Appendix A.

2. What are your school district's strategies for identifying and promoting scientifically research-based curricula and teaching strategies that integrate technology effectively with instruction?

The theory of multiple intelligences states that we remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we see, hear, and discuss
- 90% of what we see, hear, discuss, and practice

This premise drove the design and the planned use of LCD Projectors. Visual reinforcement provided by the LCD projectors allows participants to see and to easily read material. Sound reinforcement system in each classroom allows participants to fully hear the presentation and discussion. The resource area space lends itself to project based learning which allows participants/students to discuss, practice and demonstrate what they have read, heard, seen, and ultimately learned and mastered.

3. What are your school district's strategies for providing ongoing, sustained professional development for teachers, principals, administrators and school library/media personnel to further effective use of technology in the classroom or media center?

- A full time technology integrationist is employed.
- Each building has a full time media specialist on staff.
- Staff technology training will be delivered through technology education workshops. These courses are offered on a year round basis during employees contracted time. Each year the district provides at least three hours of mandatory staff development per employee within their contracted time. In addition, we provide optional mini-sessions before and after school in each school building which train staff on a variety of instructional technology resources and equipment.
- Staff training videos are also available online, accessible from our Moorhead Web site for staff to view 7/24/365 (<http://www.moorhead.k12.mn.us/www/trainingvids>). The district develops training videos which are posted on the district web site. These videos are applicable to Moorhead school district hardware and software applications including how to use LCD projection systems.
- The district subscribes to Atomic Learning, which provides staff and students with any time anywhere instruction in the use of varied software applications.
- The district employs a computer technician in each building. Their main focus is maintaining hardware and software on the computer, but ongoing one-on-one training is part of their daily routine.

4. What are your school district's strategies for using technology to promote parental involvement and increase communication with parents? The district's number one strategy for involvement between parent, student and teacher is to provide multiple forms of communication any time, anywhere for all parties.

- Our student information system application, PowerSchool, provides on-demand, 24/7 access to grades and attendance as well as emailed reports to parents and students.
- Each staff member is provided with an email address and access to computers onsite to check and send email.
- Each teacher is provided a direct in-dial phone with voice mail at their desk.
- Anyone, anywhere can sign up for automated daily emails of our school and district announcements as well as meeting announcements and minutes.
- The district is researching a datawarehouse solution. A requirement of the solution is a parent connect piece.
- The district's Atomic Learning subscription includes at home rights to all Atomic Learning content. Handsouts explaining this are available at Parent/Teacher conferences. Student orientation also includes the home connection instructions.
- As part of our 64 million dollar facility construction project, our facilities were designed to be community use friendly. Team resource rooms, gymnasiums and cafeterias are available for community wide functions. These functions could include PTAC meetings, Community Education classes, service club meetings, ITV conferences, and other community projects.
- The district is working toward online class registration for students with parent/guardian oversight and approval.

## TECHNOLOGY INVESTMENT

### 1. What types of technology and technology related services will be purchased with Title II Part D funds?

Hardware purchases will include

- Epson 54c LCD projectors

Staff development funds will be utilized for

- Atomic Learning subscription
- Training videos will be created and posted on the district website for staff access on demand. Videos will be created on how to use the newly purchased LCD projectors mounted in classrooms, and resources that will be enhanced by the use of projection such as online content and curricular software applications.

### 2. How will you ensure interoperability of technology and technology related services purchased using Title II Part D funds with your existing technology infrastructure?

- The district has standardized on specific computer and LCD projector models purchased.
- Each team resource room is in the process of being constructed with equality as a prerequisite. Standard mounting, wiring, and connectivity ensures teachers will enter any team resource room and be familiar with the opportunities provided.
- With this easy set up, the Epson 54c LCD projector becomes an extension of the computer monitor the teacher uses.

### 3. How will the technology investment under Title II Part D support or be supported by the technology integration strategies outlined above?

- LCD projectors were planned for as part of the district's construction.
- Team resource rooms planned for during construction include rough in for cabling and mounted pipe for a ceiling mounted LCD projector.
- Staff members are quickly realizing the capabilities of an LCD projection system and the opportunities projection provides to enhance the classroom teaching experience. It is expected the demand for LCD projection systems is a need the district must address.

## ACCOUNTABILITY

What is the process and specific accountability measures the school district will use to evaluate the extent to which activities funded under this Title II Part D are effective in integrating technology into curricula and instruction, increasing the ability of teachers to use technology effectively as an instructional tool, and enabling students to achieve Minnesota graduation standards.

The following goals defined in the Moorhead Area Public School District's technology plan will be used to evaluate the activities funded with Title II Part D.

Action Step	Timeline for Completion
Support teachers through a structured, sequential technology training program and offer ongoing support in the management of technology resources within specific content areas as	Ongoing
Offer training through a variety of mediums such as face-to-face instruction, tutorials, self-paced learning through audio and video and online learning.	Ongoing
Access to content specific technologies – Web sites, software, and hardware – will be made available to teachers	1. Ongoing 2. Dependent on Funding
Further deployment of SMART classroom installations will occur.	1. Initial installations complete September 2004.
Curriculum units of instruction will be regularly and continuously reviewed with supporting electronic resources identified.	Ongoing
Appropriate online subscriptions specific to grade level and reading level will be purchased.	1. Ongoing 2. Dependent on funding
Students and staff will be provided with the necessary resources to accomplish the district vision for technology	Ongoing
Students and staff will interact with people and resources from across schools, communities and national boundaries for improved communication, problem solving, and global	1. ITV district-wide fall of 2005
Establish a required number of hours of technology training for each employee per year.	December 2004
Require employees to document their individual application of the skills acquired through training.	September 2005



Require employees to document their individual application of the skills aquired through training.	September 2005
Require teachers to demonstrate the use of the particular technological skill within the classroom as an integral part of the curriculum.	September 2006

#### STAFF DEVELOPMENT RESERVE EXEMPTION

A school district that is already providing a robust staff development program that addresses the effective integration of technology with curriculum and instruction may request an exemption to the requirement that 25 percent of the formula grant be expended for this purpose. Is the school district seeking this exemption?

☐ Yes      ☒ No



If Yes, please describe the current school district staff development program and specify how it addresses the integration of technology with curriculum to improve student achievement. The exemption cannot be granted without explanation.

## NONPUBLIC SERVICES

1. This school district has nonpublic school(s). Yes ☒ No ☐ → (If No, please proceed to the following page.)
2. This school district has consulted with the nonpublic school(s) of their eligibility for TITLE II, PART D services. Yes ☒ No ☐
3. One or more nonpublic schools have requested TITLE II, PART D services. Yes ☒ No ☐
4. If eligible nonpublic schools have refused services under this program, please list those schools and explain how the district has documented their refusal (i.e., letter from nonpublic).  
A letter of refusal was received with the ESEA grant from Park Christian school.

PER PUPIL EXPENDITURE RATE

5. To determine equitable participation for nonpublic schools, school districts should calculate a per pupil expenditure rate by dividing the total Title II D entitlement by the total number of public school students and nonpublic school students. This rate can then be multiplied back out by the public and nonpublic populations to determine expenditure totals.
- Public \$ 4.29  
Nonpublic \$ 4.29
6. Describe the services to be provided to the nonpublic schools located within the district's geographical boundaries with TITLE II, PART D Funds. Please be specific in your program description. The description should address the following:
- How '*meaningful and timely*' consultation takes place between the district and officials of the nonpublic school(s) and the documentation process;
  - The activities/services to be provided to students and staff of nonpublic school(s);
  - Where activities/services will take place;
  - How the activities/services will be assessed and how the results of the assessment will improve activities/services;
  - Identification of any district staff providing services;
  - The process for supervising district staff at the nonpublic sites, if on-site services are provided.

Moorhead Area Public School staff communicated with staff from St. Joseph's Catholic School via voice mail, e-mail, and face-to-face communications. After reviewing the Title II Part D Grant goals of the school district, St. Joseph's will follow those same goals working toward developing SMART classrooms including LDC projectors and/or classroom amplification systems.

St. Joseph's will utilize funds for Title II Part D in year 2003-04 in conjunction with the 2002-03 Title II Part D funds in order to have sufficient funds to apply toward the purchase of an LCD projector. Title II Part D staff development funds in year 2003-04 will be utilized in conjunction with the 2002-03 Title II Part D funds in order to have sufficient funds to develop a robust training program to ensure the success of teachers using the LCD projectors.

Budget documentation for 2003-04 is included in the body of this grant application. Budget documentation for 2002-03 is included in Appendix A.

St. Joseph's will develop their own staff technology training recognizing the current technology levels of their staff and focusing on the future technology needs of their staff. The school will purchase one LCD projector with their allotted funds for use within their school building.

The school will focus on the following goal:

Teachers will plan and design effective learning environments and experiences supported by technology.

Action Step	Timeline for Completion
Access to content specific technologies – Web sites, software, and hardware – will be made available to teachers	1. Ongoing 2. Dependent on Funding
Further deployment of SMART classroom installations will occur.	1. Initial installations complete September 2004. 2. Additional installations as budgets allow.

**NONPUBLIC SCHOOL PARTICIPATION INFORMATION**

Name of Nonpublic School	Number of Students Served With TITLE II, PART D Funds	Number of Staff Served with TITLE II, PART D Funds
St Joseph's Catholic School	177	13

BUDGET BREAKDOWN - TITLE II, PART D FINANCE 453 PROGRAM 210	District #: 152					ED-02303-02
	SY 20	03	-	20	04	PAGE 11

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

Describe each budget item in terms of what, how many and cost per unit (e.g., technology trainer, 4 hours per day, 30 days). **Please be specific. Do not use generic terminology, e.g. "staff" or "supplies".** Use the specific UFARS OBJECT CODE for each line item. Do not use series indicators except that you may use "200" to identify all fringe benefits.

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

**Use this area for Administration costs only**

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

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

555	LCD Projectors	\$ 17,538.50	\$	\$
185	Stipend for training class - development and teaching - and posting training videos to Moorhead Area Public Schools website	\$ 3,701.17	\$	\$
430	Atomic Learning one year subscription	\$ 2,145	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
Sub-Total (District Level)		\$ 23,384.67	\$	\$

**Use this area for Non-Public Expenses only**

555	LCD Projector	\$ 569.50	\$	\$
185	Consultant time for staff development	\$ 189.83	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
Sub-Total (Non-Public Expenses)		\$ 758.33	\$	\$
TOTAL		\$ 24,144.00	\$	\$

Please consult with your Business Office for assistance in coding. All items listed on this page(s) should be combined on the BUDGET SUMMARY PAGE in FINANCE 453.



20

**CONSOLIDATED BUDGET SUMMARY - TITLE II, PART D**  
(FIN 453)

District #: 152

ED-02303-02

SY 20

03

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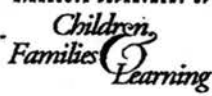
04

PAGE: 12

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

OBJECT CODES	TITLE II, PART D (PROGRAM 210)	TITLE I, PART A FLEX. (PROG. 216)	TITLE II, PART A FLEX. (PROG. 204)	TITLE IV, PART A FLEX. (PROG. 206)	TITLE V FLEX. (PROG. 207)	TITLE II, PART D (PROGRAM 210)
	MINIMUM 50%	MAXIMUM UP TO 50% OF THE TOTAL				TOTAL
110- Executive/managerial	\$	\$	\$	\$	\$	\$
140- Licensed Instruction	\$	\$	\$	\$	\$	\$
141- Non-licensed Instruction	\$	\$	\$	\$	\$	\$
143- Licensed Support	\$	\$	\$	\$	\$	\$
144- Non-licensed Support	\$	\$	\$	\$	\$	\$
145- Licensed Substitutes	\$	\$	\$	\$	\$	\$
170- Clerical	\$	\$	\$	\$	\$	\$
185- Extended Time	\$3,891.00	\$	\$	\$	\$	\$
195- Salary & Wage Chargeback		\$	\$	\$	\$	\$
199- Salary Adjustment		\$	\$	\$	\$	\$
200- ALL Fringe Benefits	\$	\$	\$	\$	\$	\$
305- Fees for Service/Consulting	\$	\$	\$	\$	\$	\$
320- Communication Services	\$	\$	\$	\$	\$	\$
329- Postage	\$	\$	\$	\$	\$	\$
340- Property Insurance	\$	\$	\$	\$	\$	\$
350- Repairs & Maintenance	\$	\$	\$	\$	\$	\$
360- Transportation Costs	\$	\$	\$	\$	\$	\$
365- Interdepartmental Transportation	\$	\$	\$	\$	\$	\$
366- Instate Travel / Prof. Dev.	\$	\$	\$	\$	\$	\$
368- Out-of State Travel	\$	\$	\$	\$	\$	\$
389- Staff Tuition Reimbursement	\$	\$	\$	\$	\$	\$
395- Shared Costs		\$	\$	\$	\$	\$
401- Non-instructional Supplies/Materials	\$	\$	\$	\$	\$	\$
430- Supplies & Materials	\$2,145.00	\$	\$	\$	\$	\$
433- Supplies & Materials	\$	\$	\$	\$	\$	\$
460- Textbooks	\$	\$	\$	\$	\$	\$
461- Tests & Scoring	\$	\$	\$	\$	\$	\$
470- Media Resources	\$	\$	\$	\$	\$	\$
490- Food	\$	\$	\$	\$	\$	\$
820- Dues & Memberships	\$	\$	\$	\$	\$	\$
Subtotal	\$	\$	\$	\$	\$	\$
530- Equipment	\$	\$	\$	\$	\$	\$
555- Technology Equipment	\$18,108.00	\$	\$	\$	\$	\$
895- Indirect Costs (check box if capping)	\$ <input type="checkbox"/>	\$	\$	\$	\$	\$
SUBTOTAL	\$	\$	\$	\$	\$	\$
Total Budget	\$24,144.00	\$	\$	\$	\$	\$

**Appendix A  
2002-03 Budget**

	Information Technologies 1500 Highway 36 West Roseville, MN 55113-4266	<b>TITLE II PART D APPLICATION FOR ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)</b>	ED-02303-01
			DUE: 2/14/03

**GENERAL INFORMATION:** Please send the signed original and one copy to the above address no later than **February 14, 2003**. Upon request, this application can be made available in alternative formats including Braille, audiotape, large print.

**S.Y.  
2002 -2003**

<b>UNIFORM DISTRICT IDENTIFICATION</b>			
District Name Moorhead School District		District Number 152	Telephone Number (218) 284-3344
Address 810 4 <sup>th</sup> Avenue South		City Moorhead	Zip Code 56560
LEA Representative Name Lynne Kovash	Title Ass't Super of Teaching & Learning	E-Mail Address lkovash@moorhead.k12.mn.us	FAX Number (218) 284-3333

<b>TITLE II, PART D FUNDING INFORMATION</b>	
<input checked="" type="checkbox"/> Original  <input type="checkbox"/> Addendum	Total Formula Grant \$ <u>29,319.10</u>
	Amount Reserved for Staff Development \$ <u>7,329.78</u> (no less than 25% of the total formula grant amount must be reserved for staff development)
	<b>TOTAL AMOUNT REQUESTED \$ <u>29,319.10</u></b>

**Appendix A: TITLE II, PART D APPLICATION FOR ESEA  
2002-2003 Budget Information**

ED-02303-01  
PAGE 14

**NONPUBLIC SERVICES**

1. This school district has nonpublic school(s). Yes ☒ No ☐ → (If No, please proceed to the following page.)
2. This school district has notified the nonpublic school(s) of their eligibility for TITLE II, PART D services. Yes ☒ No ☐
3. One or more nonpublic schools have requested TITLE II, PART D services. Yes ☐ No ☐ → (If No, you may skip this section.)
4. Document the refusal of services for each non-public school that has refused services.  
A letter of refusal was received with the ESEA grant from Park Christian school.

**PER PUPIL EXPENDITURE RATE**

5. Using the number of students identified on your school district's Consolidated Application for Elementary and Secondary Education Act (ESEA) for Title II and Title V, enter the per pupil expenditure rate relating to your Title II Part D formula grant.

Public \$ 5.19

Nonpublic \$ 5.19

6. Describe the services to be provided to the nonpublic schools located within the district's geographical boundaries with TITLE II, PART D Funds. Please be specific in your program description. The description should address the following:

- How '*meaningful and timely*' consultation takes place between the district and officials of the nonpublic school(s) and the documentation process;
- The process for determining student eligibility for TITLE II, PART D services;
- The activities/services to be provided to students and staff of nonpublic school(s);
- Where activities/services will take place;
- How the activities/services will be assessed and how the results of the assessment will improve activities/services;
- The district's efforts to provide the nonpublic school(s) with genuine access to equitable services and expenditure of funds;
- Identification of district staff providing services;
- The process for supervising district staff at the nonpublic sites, if on-site services are provided.

Consultation information and services documentation is provided in the body of this grant.

**NONPUBLIC SCHOOL PARTICIPATION INFORMATION**

Name of Nonpublic School	Number of Students Served With TITLE II, PART D Funds	Number of Staff Served with TITLE II, PART D Funds
St. Joseph	158	12

**Appendix A: BUDGET BREAKDOWN - TITLE II,  
PART D  
FINANCE 453 PROGRAM 210  
2002-03 Budget**

District #: 152

SY 20

02

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20

03

ED-02303-01

PAGE 15

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

Describe each budget item in terms of what, how many and cost per unit. Please be specific. Do not use generic terminology, e.g. "staff" or "supplies". Use the specific UFARS OBJECT CODE for each line item. Do not use series indicators except that you may use "200" to identify all fringe benefits.

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

**Use this area for Administration costs only**

OBJECT CODE	ITEM DESCRIPTION	2002-2003 Original	Addendum Change +/-	2002-2003 as Amended
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
<b>Sub-Total (Administration)</b>		\$	\$	\$

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

555	LCD Projectors	\$ 21,374.31	\$	\$
185	Stipend for training class - development and teaching - and posting training videos to Moorhead Area Public Schools website	\$ 3,129.77	\$	\$
430	Atomic Learning subscription - two years	\$ 3,995.00	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
<b>Sub-Total (District Level)</b>		\$ 28,499.08	\$	\$

**Use this area for Non-Public Expenses only**

555	Purchase of LCD Projector	\$ 615.02	\$	\$
185	Staff development consultant time	\$ 205.01	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
<b>Sub-Total (Non-Public Expenses)</b>		\$ 820.02	\$	\$
<b>TOTAL</b>		\$ 29,319.10	\$	\$

Please consult with your Business Office for assistance in coding. All items listed on this page(s) should be combined on the BUDGET SUMMARY PAGE in FINANCE 453.

Appendix A: CONSOLIDATED BUDGET SUMMARY -  
TITLE II, PART D  
(FIN 453)  
2002-03 Budget

District #: 152

ED-02303-01

SY 20

02

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20

03

PAGE 16

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

OBJECT CODES	TITLE II, PART D (PROGRAM 210)	TITLE I, PART A FLEX. (PROG. 216)	TITLE II, PART A FLEX. (PROG. 204)	TITLE IV, PART A FLEX. (PROG. 206)	TITLE V FLEX. (PROG. 207)	TITLE II, PART D (PROGRAM 210)
	MINIMUM 50%	MAXIMUM UP TO 50% OF THE TOTAL				TOTAL
110- Executive/managerial	\$	\$	\$	\$	\$	\$
140- Licensed Instruction	\$	\$	\$	\$	\$	\$
141- Non-licensed Instruction	\$	\$	\$	\$	\$	\$
143- Licensed Support	\$	\$	\$	\$	\$	\$
144- Non-licensed Support	\$	\$	\$	\$	\$	\$
145- Licensed Substitutes	\$	\$	\$	\$	\$	\$
170- Clerical	\$	\$	\$	\$	\$	\$
185- Extended Time	\$3334.78	\$	\$	\$	\$	\$
195- Salary & Wage Chargeback		\$	\$	\$	\$	\$
199- Salary Adjustment		\$	\$	\$	\$	\$
200- ALL Fringe Benefits	\$	\$	\$	\$	\$	\$
205- Fees for Service/Consulting	\$	\$	\$	\$	\$	\$
220- Communication Services	\$	\$	\$	\$	\$	\$
229- Postage	\$	\$	\$	\$	\$	\$
240- Property Insurance	\$	\$	\$	\$	\$	\$
250- Repairs & Maintenance	\$	\$	\$	\$	\$	\$
260- Transportation Costs	\$	\$	\$	\$	\$	\$
265- Interdepartmental Transportation	\$	\$	\$	\$	\$	\$
266- Instate Travel / Prof. Dev.	\$	\$	\$	\$	\$	\$
268- Out-of State Travel	\$	\$	\$	\$	\$	\$
295- Shared Costs		\$	\$	\$	\$	\$
301- Non-instructional Supplies/Materials	\$	\$	\$	\$	\$	\$
330- Supplies & Materials	\$3995.00	\$	\$	\$	\$	\$
333- Supplies & Materials	\$	\$	\$	\$	\$	\$
360- Textbooks	\$	\$	\$	\$	\$	\$
361- Tests & Scoring	\$	\$	\$	\$	\$	\$
370- Media Resources	\$	\$	\$	\$	\$	\$
390- Food	\$	\$	\$	\$	\$	\$
420- Dues & Memberships	\$	\$	\$	\$	\$	\$
Subtotal	\$	\$	\$	\$	\$	\$
530- Equipment	\$	\$	\$	\$	\$	\$
555- Technology Equipment	\$21,989.32	\$	\$	\$	\$	\$
595- Indirect Costs (check box if capping)	\$ <input type="checkbox"/>	\$	\$	\$	\$	\$
SUBTOTAL	\$	\$	\$	\$	\$	\$
Total Budget	\$29,319.10	\$	\$	\$	\$	\$



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**VERIFICATION INFORMATION/APPROVAL SIGNATURE**

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ED-02303-02

PAGE 17

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

---

Signature – LEA Representative

---

Date

---

Local Business Manager Signature

---

E-Mail Address

---

Date

---

OFFICE OF TEACHING & LEARNING MEMO #: I.04.168



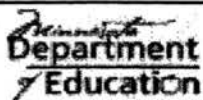
JUN 9 2004

TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: McKinney-Vento Education for Homeless Children & Youth Grant Application Approval  
DATE: June 9, 2004

The district is requesting \$54,074.00 in funding as part of education for homeless children and youth for 2004-2005. Funding will be used to further a districtwide effort to develop consistent and comprehensive educational programming for homeless children and youth across educational settings. Lynne Kovash will act as the Local Education Agency (LEA) Representative in filing the application for funds.

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

LAK/kmr  
Attachment



NCLB Consolidated Programs  
1500 Highway 36 West  
Roseville, MN 55113-4266

**McKINNEY-VENTO EDUCATION FOR HOMELESS  
CHILDREN & YOUTH APPLICATION**

ED-02287-03

The information on this three-year application is in accordance with Education for Homeless Children and Youth – 42 U.S.S. 11431 ET SEQ / CFDA 84.196. The CFDA numbers are provided for Federal audit records. Provide all requested information and return a completed application to the above address by **June 18, 2004.**

APPLICATION TYPE:

☐ NEW ☒ CONTINUATION

**IDENTIFICATION INFORMATION**

Fiscal Agent:

Independent School District # 152

Applicant District / Community Agency Name(s)  
Moorhead School District

District Number  
152

FAX Number  
(218) 284 - 2230

Name of LEA Representative  
Lynne Kovash

Title  
Ast. Superintendent

Telephone Number  
(218) 284 - 3310

FAX Number  
(218) 284 - 3333

E-Mail Address

Mailing Address  
810 4<sup>th</sup> Ave. S.

City  
Moorhead

Zip Code  
56560 -

Name of Program Contact Person  
Deb Pender

Title  
Ed. Manager

Telephone Number  
(218) 284 - 2230

FAX Number  
(218) 284 - 2233

E-Mail Address  
dpender@moorhead.k1

Mailing Address  
1100 32<sup>nd</sup> S.

City  
Moorhead

Zip Code  
56560 -

Name of LEA Homeless Liaison  
Deb Pender

Title  
Same as above

Telephone Number  
(218) 284 - 2230

E-Mail Address  
dpender@moorhead.k12.mn.us

**APPLICATION SUMMARY INFORMATION**

**PROJECT DURATION**

Beginning Date: JULY 1, 2004

Ending Date: JUNE 30, 2007

**2004 – 2005 PROGRAM SOURCES OF FUNDING**

EHCY Funds .....

\$

Title I Funds .....

\$

Total 2004 – 2005 Funds .....

\$

**LOCAL BOARD OF EDUCATION ACTION**

The Local Board of Education of this school district, at a meeting held on \_\_\_\_\_ (date)

authorized the

undersigned to act as the LEA Representative in filing an application for McKinney-Vento funds, for the Fiscal Years 2004 – 2006. The LEA Representative will ensure that the school district maintains compliance with the appropriate Federal Statutes, Regulation, and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this application. At this same meeting,

(Name of person)

Deb Pender

was also approved as the Contact Person (optional).

Signature of LEA Representative

Date

DO NOT WRITE IN THE SPACES BELOW

**FOR MINNESOTA DEPARTMENT OF EDUCATION USE**

Total Funds Approved

Signature

Date

Final Approval Signature

Date

Comments:



## A S S U R A N C E   S T A T E M E N T S

1. The local school district will use the application as the basis for operation and administration of the program. Project reports (ED-02176) are required on a quarterly basis, with the final Financial and Program Reports due annually on September 30th.
2. The local school district will use the grant funds in accordance with the requirements of the Stewart B. McKinney Act.
3. The local school district shall coordinate McKinney-Vento and Title I plans regarding the provisions of services for students from homeless situations.
4. The local school district will ensure that each child of a homeless individual and each homeless youth will have access to a free, appropriate public education which would be provided to the children of the residents of the State and is consistent with the State school attendance laws.
5. The local school district must ensure that students experiencing homelessness will be given opportunities to meet the same challenging state academic achievement standards all students are expected to meet.
6. The local school district must, to the extent feasible, keep students in their school of origin (defined as the school attended when permanently housed or the school last attended), unless it is against the parent's or guardian's wishes.
7. The local school district must immediately enroll students from homeless situations, even if they do not have required documents such as school records, I.E.P.s, medical records, immunizations, proof of residency, or other documents. The term enroll is defined as attending classes and fully participating in school activities.
8. The local school district must immediately admit students from homeless situations to the school of choice while an enrollment dispute is being resolved.
9. The local school district must provide homeless students with transportation to and from their school of origin, by a parent or guardian's request (or LEA liaison assisting homeless youth).
10. The local school district must designate an appropriate staff person as the LEA liaison for students from homeless situations.
11. The local school district must adopt policies and practices to ensure that homeless children and youth are not segregated on the basis of their status as homeless, or stigmatized.
12. The local school district will ensure access to appropriate educational services comparable to those offered to other resident students.
13. The local school district will develop relationships and collaborate with other relevant education, social service, health, shelter and other advocate organizations.
14. The local school district shall provide public notice of the educational rights of homeless students and disseminate this information where children and youth receive services under the Act (such as schools, family shelters, and soup kitchens).
15. Local school district will ensure that assistance under the grant will supplement and not supplant funds used before the award of the grant for purposes of providing services to homeless children and youth.

Signature – Superintendent/Responsible Authority of Applicant Agency (Fiscal Agent)

District Number

Date

## PROJECT DESCRIPTION

The 2004-07 Education for Homeless Children and Youth Project for which Moorhead Schools is applying will support the provision of services to homeless children and their families for the next three years. The priorities of the proposed project will include the facilitation of student enrollment, transportation, attendance and academic achievement of students experiencing homelessness, as outlined in the key provisions of the McKinney Vento Homeless Assistance Act. The proposed Homeless Children and Youth Grant Funded Project will include the services of a school social worker (.25), family outreach worker (.50), and education assistance (.25). The proposed project will also support the services of a van driver to provide for the unique transportation needs to maintain students in their school of origin and additional educational support through the use of the new Trans Em youth drop in center and the new Churches United for the Homeless site. The Grant Proposal will be working with the Districtwide selected reading program, to enhance skill development for homeless students in the development of literate behavior. The Moorhead District LEA Liaison will supervise the proposed project and work with Moorhead District administration and staff to ensure that key legal provisions of the McKinney Vento Assistance Act are understood and therefore adhered to. The Homeless Children and Youth Project Team will advocate for the needs of homeless children and their families in the Moorhead District and broader community.

The LEA Liaison and proposed project staff will continue to facilitate the development of collaborative wrap around support services for homeless children and their families through participation in the Lakes & Prairies Community Action Partnership, Homeless Assistance and Prevention Program (L&P HAPP). The expansion of Churches United for the Homeless will enhance the ability of the proposed grant funded project to address the educational needs of homeless children and youth residing in the shelter through available space for on site learning center. The expanded shelter program will provide additional capacity for families and related services. The new shelter site will provide group space for tutoring, educational services, and counseling for children and youth residing in the shelter. In anticipation of the expansion, the Proposed 04-07 Homeless Education Project includes the addition of a .25 education assistance for the shelter and for the Trans Em Youth Drop In Center.

The proposed three year Grant funded Project will continue with collaborative efforts to facilitate a comprehensive continuum of programs and services to homeless students and their families. The Project will promote an open door policy which facilitate the inclusion of Moorhead District Programs, community service providers and other resources to identify the needs of homeless student, related gaps in existing services, and the development of strategies to address the needs and to overcome educational barriers. The LEA Liaison and Project staff will link with other districts and community initiative to promote an awareness of homeless children and youth and their needs within the Fargo-Moorhead area. The Project staff will take an active role in planning and delivering the awareness project during Homeless Awareness Week

of 2004 through 2007. The Project will continue to assist families, children and youth in receiving education services for which they are eligible, including Head Start, in which the Project Staff will take an pro-active role in ensuring enrollment of Head Start children that are homeless. The LEA Liaison and Project staff will continue posting educational rights of students at local schools, business and motels within the community, and will continue to give parents or guardians an opportunity to participate in their student's education. When appropriate action is needed, the Moorhead District's LEA Liaison will mediate enrollment disputes in accordance with the McKinney-Vento Enrollment Disputes section. The LEA Liaison with the collaboration of neighboring districts will provide transportation, at the request of parents/guardian, to and from school of origin.

As a significant number of homeless youth are enrolled at the Red River Area Learning Center (RRALC), staff's office will continue at the site. With the completion of the District's construction, the District will have three elementary schools, one middle school, one high school and the area learning center, thus eliminating additional schools and transportation. The Project's staff will help to support the services of registrar for students who experience multiple moves and placements. The LEA Liaison and Project staff will also work with the RRALC and Compensatory Education programs to provide after school and summer programming to homeless children and youth at area shelters and other key locations.

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

The Moorhead School District has provided services to over 1430 homeless students and their families through the Education for Homeless children and Youth Grant since 1995. The Project has been a critical resource for homeless learners and their families. It as been a consistent resource for the development of other services through out the community, with the Grant's assistance in the planning of the Trans Em Youth Drop-in-Center. Many families have experience multiple episodes of homelessness, ana have received services intermittently throughout the Project. Families with flawed rental history remain in an homeless void as landlords reject applications. The Project is a critical component of support resources for homeless students and their families in the Moorhead School District and in the Fargo-Moorhead Community.

The Education for Homeless Children and Youth Project Grant for the Grant term of 2004-07, for which the Moorhead Public School District is applying, will continue a Districtwide effort to develop consistent and comprehensive educational programming, intervention and assessment for homeless children and youth across



educational settings. Enfranchisement of homeless learner is consistent with the District's mission of "developing the maximum potential of every learner to thrive in a changing world." The Project's activities help to ensure that students who are homeless in Moorhead Schools have the same opportunity to become lifelong learners, believe in themselves and learn how to set goals for themselves and monitor their own success.

Special services to be provided by the Project include the following:

- 1) prompt evaluations of the strengths and needs of homeless students, including eligibility for programs and services;
- 2) referral services for medical, dental, and mental health services;
- 3) assistance with transportation costs and arrangements;
- 4) referrals to early childhood programs as appropriate;
- 5) collaboration with the RRALC to provide homeless students with extended day, year round programming to address academic development, recreation, personal-social development, etc., throughout the calendar year;
- 6) assistance with costs and arrangements to access education records and related documents; such as birth certificates, immunization records, guardianship records;
- 7) counseling, social work psychological services, mental health triage, including community violence and domestic violence counseling and referrals for such services;
- 8) referral services to community based programs and services (ie; temporary shelter, mental health triage for homeless children, economic assistance, recreational programs, etc.) to address the needs of homeless children and youth;
- 9) development and supervision of school and community projects that broaden community awareness of the personal and educational needs of homeless children and youth;
- 10) purchasing of supplies for non-school facilities to provide services to homeless children and youth;
- 11) provision of school supplies distributed for students at the shelter, or at temporary housing facilities;
- 12) coordination to ensure that all homeless students are identified to participate in Statewide testing;
- 13) provide parent education of homeless children and homeless youth about the rights of and resources available to such children and youth

The Project promotes and addresses the needs of homeless children and youth and strives to increase protective factors as it address barriers impacting their education progress. The LEA Liaison, School Social Work and Outreach Worker provided by the Project, will link with other service providers to provide an academic wrap around process to reduce educational barriers (i.e.:YWCA Shelter, Churches United for the Homeless, School building Care Teams, Clay County Social Services, LakeLand Mental Health Center, School Support Staff, etc.). The team will work with homeless

students and their families to engage students in the learning process, prepare them for meeting the proficiencies of the State Performance Standard. The team will ensure that homeless students participate in Statewide testing through providing identification and transportation for the students, The Project will provide them with a solid background for meeting vocational and education goals beyond high school.

## BUDGET

The 2004-07 McKinney-Vento Education for Homeless Children and Youth Project will be similar to the 2003-04 budget except for the fact, the application term will be a three year cycle which will increase the budget three times over the grant period.

## Budget

### PERSONNEL:

#### Licensed Support:

School Social Worker (.25)	Salary -	\$02,511.00
	Health -	\$00,805.00
	FICA -	\$00,958.00
	Life -	\$00,025.00
	TRA -	\$00,626.00
	LTD -	<u>\$00,027.00</u>
	Total	\$ 04,952.00

#### Nonlicensed Support:

Paraprofessional - Tutor 420 hours	<u>\$08,892.60</u>
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Total Salary and Benefits **\$13,844.00**

### PURCHASED SERVICES:

Homeless Outreach Worker & Expenses	\$23,690.00
Transportation	\$07,000.00
Consultation/Research -MSUM	\$01,500.00
Related Social Worker/Liaison Expenses	\$02,440.00
Interpretation	\$00,150.00
Student Reconres - Fees _ Photots _ ID's	<u>\$00,050.00</u>
	<b>\$34,830.00</b>

### SUPPLIES AND MATERIALS

Wright Company - Reading Materials	\$03,500.00
Assessment Supplies and Related Materials	\$01,500.00
School Supplies	\$00,250.00
Offices Supplies	<u>\$00,150.00</u>
	<b>\$05,400.00</b>

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

OFFICE OF TEACHING & LEARNING MEMO #: I.04.149



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Gift Acceptance

DATE: May 11, 2004

Horizon Middle School has received a donation of a used microwave from Lonnie Dockter. It will be used in the teachers lounge. Approximate value is \$50.00.

**SUGGESTED RESOLUTION:** Move to approve the donation from Lonnie Dockter and direct administration to send a thank you note.

LAK/kmr



OFFICE OF TEACHING & LEARNING MEMO #: I.04.167



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Gift Acceptance  
DATE: June 3, 2004

The district has received gifts from the following business and civic groups to provide transportation costs for School Safety Patrol members to attend baseball games. This year patrol members from Asp, Edison, Washington and St Joseph's attended a Twins vs Seattle baseball game on Thursday May 13. Probstfield and Riverside had a picnic supper and attended a Red Hawk's game on Monday May 17. A total of 544 safety patrol members participated in the two baseball experiences. We are proud of the work ethic, responsibility and conscientious effort of our School Safety Patrol students. These community civic groups and organizations have consistently supported these trips for 21 years. We appreciate their financial support.

Moorhead American Legion Post 21	\$1000.00
Moorhead VFW Auxiliary Post 1223	500.00
Clay County Safety Council	600.00
Teamsters Local #116	500.00
George Washington PTAC	500.00
Robert Asp PTAC	250.00
Thomas Edison PTAC	500.00
Riverside PTAC	500.00
Education Moorhead	325.00
Ward Muscatell Automotive Group Inc.	50.00
John C. Arneson Agency	125.00
Randy's Electric	100.00
Vikingland Kiwanis	250.00
St. Joseph's Home and School Assn.	71.00
Moorhead Letter Carriers Union	50.00

**SUGGESTED RESOLUTION:** Move to accept the gifts as presented and direct that thank you letters be sent.

LAK/kmr

OFFICE OF TEACHING & LEARNING MEMO #: I.04.157



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Summer Migrant Program  
DATE: May 27, 2004

Attached is the K-6 2004 Summer Migrant Education Program staffing and budgetary information. The program will run for five weeks, Monday through Thursday, from 8:00 a.m. to 4:00 p.m., beginning June 21st and running through July 22nd.

**SUGGESTED RESOLUTION:** Move to approve the Summer Migrant Education Program as described and hiring of teaching staff.

LAK/kmr  
Attachment

## **Summer Migrant Education Program**

To best accommodate the academic, social and emotional needs of our Migrant population, our program will run for five weeks, Monday through Thursday, from 8:00 a.m. to 4:00 p.m., beginning June 21<sup>st</sup> and running through July 22<sup>nd</sup>. Migrant School will target basic skill deficiencies in reading and math, with each morning devoted to improving student academic performance. Total day program budget is \$56,551.20. The evening program will run June 23 through July 21 from 6:00 p.m. to 9:00 p.m. Monday, Tuesday and Thursday. The evening program budget is \$ 4,770.38. A grant was approved June 24<sup>th</sup> for the funding of the Summer Migrant Education Program.

Scott Matheson: On-site manager for Excell and Migrant

Office: Mark Kolstad

Library: Susan Kolstad

1st Grade: Stephanie Rasmussen

2nd Grade: Ken Apple

3rd Grade: Mary Nord

4th Grade: Tracy Boehm

5th-6th: Carla Dominguez

7th-8th: Jesses Sanchez

Phy Ed: Juan Dominguez

1st-2nd Para: Estella Cruz

3rd-4th Para: Carol Quam

5th-6th Para: Laura Dominguez

7th-8th Para: Cathy Bjorkland

Custodian: Jason Dubois

Phy Ed Assistant--Excell and Migrant: David Jons

Night School--Math: Heather Kenkel

Night School--Reading: Merlinda Wednt

Night School Resource Coordinator: Jesse Sanchez



To: Dr. Larry P. Nybladh

From: Mark Weston

Date: June 8, 2004

RE: American Red Cross Facility Usage

Attached with this memo is a facility agreement with the American Red Cross in the event of a disaster. This agreement is very similar to previous agreements signed by the school district, and it is my recommendation that we continue this relationship.

Suggested Resolution: Move to authorize district administration to sign the enclosed facility agreement with the American Red Cross.

MLW:mde  
Attachment

## FACILITY AGREEMENT

This agreement is made and entered into between the governing board of the Moorhead School District #152 in Clay County, State of Minnesota and the Minn-Kota Chapter of the American Red Cross.

### RECITALS

Pursuant to the terms of federal statutes, the American Red Cross provides emergency services on behalf of individuals and families who are victims of a disaster. The Mr. Mark Weston is authorized to permit the American Red Cross to use Moorhead Schools buildings, grounds, and equipment for mass care shelters required in the conduct of the American Red Cross Disaster Services activities, and wishes to cooperate with the American Red Cross for such purposes.

The parties here to mutually desire to reach an understanding that will result in making the aforesaid facilities of Moorhead Schools available to the American Red Cross for the aforesaid use. Now, therefore, it is mutually agreed between the parties as follows:

1. Moorhead Schools agrees that, after meeting its responsibilities to pupils, parishioners, members, and clients, it will permit, to the extent of its ability and upon request by the American Red Cross. Moorhead Schools agrees to the use of its physical facilities by the American Red Cross as mass shelters for the victims of disaster.
2. The American Red Cross agrees that it shall exercise reasonable care in the conduct of its activities in such facilities. The American Red Cross further agrees to replace or reimburse Moorhead Schools for any such foods or supplies that may be used by the American Red Cross in the conduct of its relief activities in said mass shelters.

In witness, thereof, the governing board of the Moorhead School District #152 has caused this agreement to be executed by the President of its governing board. The American Red Cross has caused this agreement to be executed by the Minn-Kota Chapter of the American Red Cross. Said agreement to become effective and operative upon the fixing of the last signature.

Signatures to the Agreement:

\_\_\_\_\_  
Authorized Representative

\_\_\_\_\_  
Authorized Representative

\_\_\_\_\_  
Chapter/Red Cross Unit

\_\_\_\_\_  
Facility

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**HUMAN RESOURCE****MEMO #: HR .04.218**

TO: Dr. Larry Nybladh  
FROM: Ron Nielsen  
SUBJECT: New Employees  
DATE: June 1, 2004

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

Dana Sande	Supervisor of Online Planning and Assessment, Townsite, C41 (5) \$23.32, effective May 24, 2004. (Replaces Todd Kaste)
Kristi Rowekamp	Early Childhood Special Education Teacher, Early Intervention Services, MA (1) \$34,572.00 effective for the 2004-2005 school year. (Replaces Kari Yates)
Christin Dvoracek	Art Teacher, Senior High, BA (0) \$ 24,593.16, .87 FTE effective for the 2004-2005 school year (Staffing Plan increase)
Amy Jorgenson	English Teacher, Senior High, BA (0) \$28,268.00 effective for the 2004-2005 school year. (Replaces Dawn Bolstad)
Anne McLarnan	Media Secretary, Sr. High A13 (5) \$11.75, effective for the 2004-2005 school year. (Replaces Robyn Yliniemi)
Amy Bjerke	Developmentally Cognitive Delayed Teacher, Sr. High, MA (5) \$ 39,238.00, effective for the 2004-2005 school year. (Replaces Marilyn Larson)
Matthew Kroulik	Industrial Tech Teacher, Sr. High, BA (0) \$28,268.00, effective for the 2004-2005 school year. (Replaces Christina Long)



**SUGGESTED RESOLUTION:** Move to approve the employment of Dana Sande, Kristi Rowekamp, Christin Dvoracek, Amy Jorgenson, Anne McLarnan, Amy Bjerke and Matthew Kroulik as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR .04.217



TO: Dr. Larry Nybladh  
FROM: Ron [Signature]  
SUBJECT: Resignation  
DATE: June 1, 2004

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

Kari Bolme Paraprofessional, Probstfield, effective June 4, 2004  
Karel Varriano Paraprofessional, Riverside, effective June 4, 2004  
Sheila Bjerke Registrar Secretary, Sr. High, effective June 18, 2004

**SUGGESTED RESOLUTION:** Move to approve the resignation of Kari Bolme, Karel Varriano and Sheila Bjerke as presented.

RN/smw

**HUMAN RESOURCE**

**MEMO #: HR .04.219**



TO: Dr. Larry Nybladh  
FROM: Ron Nilsen  
SUBJECT: Change in Employment Contract  
DATE: June 2, 2004

Patricia Geraghty Early Intervention Services/Early Childhood Special Education Secretary  
from 9 months to 10 months.

**SUGGESTED RESOLUTION:** Move to approve the change in contract for Patricia Geraghty

RN/smw

HUMAN RESOURCE

MEMO #: HR .04.220



TO: Dr. Larry Nyblad  
FROM: Ron *[Signature]*  
SUBJECT: Secretarial Recall  
DATE: June 7, 2004

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

Anne Schneider Health Tech Secretary, St. Joseph's School & Park Christian School, 20 hours per week, 9 months per school year, effective for the 2004-2005 school year.

**SUGGESTED RESOLUTION:** Move to approve the recall of Anne Schneider for the Health Tech Secretary.

RN/smw

**HUMAN RESOURCE****MEMO #: HR .04.216**

TO: Dr. Larry Nybladh  
FROM: Ron Nelson  
SUBJECT: Holiday Date changes for the 04-05 school year  
DATE: May 25, 2004

In the coming school year, there are two weekday holidays and three weekend holidays which need to be adjusted. A different day for these holidays needs to be designated by the School Board. The holidays include:

1. Independence Day
2. Christmas Eve
3. Christmas Day
4. New Years Eve
5. New Years Day

Normally, when a holiday falls on a Saturday, the previous Friday is named as the holiday. When a holiday falls on a Sunday, the following Monday is named as the holiday. With this in mind, the following recommendations are made:

1. The Independence Day holiday which falls on a Sunday, for 2004 be moved to Monday, July 5, 2004.
2. Since Christmas Eve falls on a Friday and Christmas Day falls on Saturday in 2004, that the holidays be moved to Thursday, December 23, 2004 and Friday, December 24, 2004.
3. Since New Years Eve falls on a Friday and New Year's Day falls on a Saturday in 2005, that the holidays be moved to Thursday, December 30, 2004 and Friday, December 31, 2004.

**SUGGESTED RESOLUTION:** Move that the above named holidays be adjusted as presented.

RN/smw

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
TOWNSITE CENTRE  
MAY 10, 2004  
PAGE 1**

**MEMBERS PRESENT:** Lisa Erickson, Cindy Fagerlie, Sonia Hohnadel, Carol A. Ladwig, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Dr. Larry P. Nybladh.

**MEMBERS ABSENT:** None.

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

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

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

**WE ARE PROUD:**

**\*\*\* We Are Proud** of the Moorhead High School Economic Challenge Team for defeating teams from Alabama, Arkansas, Kansas, Minnesota, Mississippi, Montana, Nebraska, and North Dakota to advance to the national championships. The Moorhead High team won an all-expense paid trip to New York City to compete as one of four teams in the National Economic Challenge Competition on May 22-24. Each team member received a \$1,000 savings bond.

Students who won regional Economics Challenge competitions around the state competed for state titles and the chance to advance to the multi-state Heartland Region competition. Students compete in three written rounds with individual tests in microeconomics and macroeconomics and a team test on international economics. The top two teams from the written rounds then compete in an oral quiz bowl round.

On April 25, the Moorhead High team won in the Advanced Placement division of the Heartland Regional Challenge of the National Council on Economic Education/Goldman Sachs National Economics Challenge. Team members also claimed the top four individual places. Moorhead High team members are Tim Weaver, Ben Hanna, Nick Sternhagen and Zack Kenz. The team coach is Doug Johnson.



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**\*\*\* We Are Proud** of the Moorhead High boys hockey team for winning the Section 8AA Champion with a 6-2 win over St. Cloud Tech. Moorhead defeated Elk River (4-3) in overtime to advance to the state semifinals where they defeated Duluth East 6-3. Moorhead met Centennial in the state championship game, losing 0-1 to finish second.

Team members are Nate Conneran, Tyler Johnson, Jon Ammerman, Brett Barta, Joe Emmerich, Chris Henry, Ryan Clukey, Nick Deutz, Cory Johnson, Matt Becker, Cory Loos, Brian Gifford, Brian Lee, Nolan Oliver, Nate Miller, Jeff Holtz, Chris Vandavelde, James Holtz, Spencer Deutz, Derek Hittle, and Rickard Sandstrom (manager). Head coach is Dave Morinville, and assistant coaches are Terry Shercliffe, Greg Salvevold, Eric Grafstrom, and Rory Sandvig.

**\*\*\* We Are Proud** of the Moorhead High School Knowledge Bowl team for placing first in the state for the spring Knowledge Master Open. The team was also ranked 28th out of approximately 800 schools from around the world that competed.

Team members are Annie Bakken, Matt Dahlen, Zack Kenz, Alex Magelky, Nick Sternhagen, Tim Weaver, Ben Hanna, Tom Kvamme, Cassie Palmer, Jaime Shaw, Jessica Arett, Andrew Bakken, Sam Cameron, Adam Klinnert, Megan Motschenbacher, Cathryn Nelson, Sean Richards, Dana Rognlie, Stephen Zitzow, Mia Bonitto, Andrew Chen, Nick Holschuh, and Sebastian Wai.

Two Moorhead High Knowledge Bowl teams competed in the state tournament. The team of Nick Sternhagen, Zack Kenz, Tim Weaver, Matt Dahlen, and Annie Bakken placed 5th in the state tournament, and the team of Ben Hanna, Tom Kvamme, Sam Cameron, Adam Klinnert, and Steve Zitzow placed 11th.

Several Knowledge Bowl team members also participated in the KVLV Challenge where they placed second.

The Knowledge Bowl team is coached by Moorhead High teachers 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:

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Grants - Approve the following grants: 1) Junior League of Fargo-Moorhead in the amount of \$500 for Moorhead Adult Basic Education to purchase software for English as a Second Language Learners in the Partners in Learning Family Literacy Program; 2) Moorhead Area Foundation in the amount of \$500 for the High School Counseling Department to purchase a site license for use in assessments; and 3) Moorhead Area Foundation in the amount of \$500 for the High School Family and Consumer Science Department to purchase supplemental materials and equipment for the newly approved "Nutrition and Wellness Throughout the Life Cycle" course curriculum.

Gifts - Accept donations as follows: Cass Clay Creamery - 30 gallons of ice cream, Cole Paper - paper plates and paper products, John Morrell - hot dogs, and Bell Professional Center - \$200 to the Red River Area Learning Center for their Multi Cultural Celebration held May 13 at the Moorhead Armory.

Milk and Bread Bids - Authorize the advertisement for milk and bread products for the 2004-2005 school term.

Temporary Easement - Approve the temporary easement at Horizon Middle School for the City of Moorhead to install a storm pipe to the retention pond.

New Employees

Tracy Boehm - Grades 3/4 Spanish Immersion Teacher, Hopkins Elementary, effective August 31, 2004.

Monica Olivares - Grade 3 Spanish Immersion Teacher, Hopkins Elementary, effective August 31, 2004.

Crystal Specht - Grade 1 Spanish Immersion Teacher, Hopkins Elementary, effective August 31, 2004.

Diana Cobbs - Kindergarten Spanish Immersion Teacher, Hopkins Elementary, effective August 31, 2004.

Carla Jimenez - Grade 5 Spanish Immersion Teacher, Hopkins Elementary, effective August 31, 2004.

Resignations

James Edgerton - Paraprofessional, Red River Area Learning Center, effective June 30, 2004.

Sharon Woolhouse - Sign Language Interpreter, Senior High, effective May 14, 2004.

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Jerome Mogard - Custodian, Robert Asp, effective May 14, 2004.

Ruth Potter - Sign Language Interpreter, Junior High, effective June 4, 2004.

Leave of Absence

Kari Yates - ECSE Teacher, Probstfield Elementary for the 2004-2005 school year.

Family/Medical Leave

Alicia Severson - Social Studies Teacher, Senior High, to begin on May 17, 2004 for the remainder of the 2004-2005 school year.

Termination on Non-Licensed Position - Approve the administration to effect termination or reduction of non-licensed employee positions as provided under Minnesota Statute 123B.02 and in accordance with contract provisions for the following position:

<u>Name</u>	<u>FTE</u>	<u>Position</u>
Anne Schneider	.45	Secretary

Termination

Ellie Nettlestad - Paraprofessional, Red River Area Learning Center, effective immediately

Minutes - Approve the April 12 and 26, 2004 Meeting Minutes as presented.

Claims - Approve the May Claims, subject to audit, in the amount of \$3,530,476.46.

General Fund:	\$697,916.97
Food Service:	81,643.74
Community Service:	27,556.44
Building Construction	2,722,985.56
Debt Fund	373.75
TOTAL	\$3,530,476.46

Motion carried 7-0.

**COMMITTEE REPORTS:** Brief reports were heard regarding the Religious Release Time Focus Group, Junior High PTAC, Indian Education Parent Committee, Building Unity in the Community Committee, Community Education Advisory Committee, Washington PTAC, Joint

**REGULAR MEETING  
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INDEPENDENT SCHOOL DISTRICT #152  
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Powers, and Activities Council meetings.

**SCHOOL BOARD/STAFF DIALOGUE:**

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

**MAPS/MSUM Research Project** - Dr. Olivia Melroe and Dr. Lisa Stewart presented information regarding a collaborative research project between Moorhead Area Public Schools and Moorhead State University Moorhead. The project focuses on early intervention strategies for at-risk students. Dr. Melroe has been instrumental in providing professional development and research support for the American Indian program and teachers in the Moorhead School District.

The American Indian Prereferral Project has been a five year grant funded project in the Moorhead Area Schools. This project has achieved significant success and represents the collaborative effort of many people. The Moorhead Indian Education Program in collaboration with Minnesota State University Moorhead professors and continued encouragement, cooperation and support from school administration and teachers has stayed ahead of the curve by introducing Best Practices, piloted and demonstrated success with early literacy interventions, introduced progress monitoring, piloted professional development for teachers, and demonstrated good reason for continued support.

**APPROVAL OF HIGH SCHOOL SWIMMING POOL REPLACEMENT BID:** Ladwig moved, seconded by Siggerud, to approve Wanzek Construction, in the amount of \$544,000.00 for the swimming pool/general construction work on the swimming pool at Moorhead High School. Motion carried 7-0.

Hohnadel moved, seconded by Tomhave, to approve Quantum Construction, in the amount of \$79,600.00 for the mechanical construction work on the swimming pool at Moorhead High School. Motion carried 7-0.

Ladwig moved, seconded by Fagerlie, to approve Moorhead Electric, in the amount of \$62,900.00 for the electrical construction work on the swimming pool at Moorhead High School. Motion carried 7-0.

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**APPROVAL OF PROPOSAL FOR SALE OF EXCESS LAND AT S.G. REINERTSEN**

**ELEMENTARY SCHOOL SITE:** Hohnadel moved, seconded by Erickson, to approve the proposal from R.D. Offutt Company for the sale of the 22.5 acre parcel, Lot 1, Block 1 of the South Elementary School Addition with the City of Moorhead for a price of \$15,000 per acre plus prepaid specials in the amount of \$309,949.54 for a total cash price of \$647,149.54. The purchaser shall assume all pending special assessments and meet all other terms and conditions of the proposal. Motion carried 7-0.

**APPROVAL OF ELECTRONIC MESSAGE BOARDS BID:** Erickson moved, seconded by Ladwig, to approve the bid received from Indigo Signworks in the amount of \$91,516.00 for electronic message boards. Motion carried 7-0.

**APPROVAL OF SCHOOL BUS ROUTE BIDS:** Siggerud moved, seconded by Fagerlie, to award school bus routes for the 2004-05 and 2005-06 school years: Schuck Bus Service; Richards Transportation Service; Red River Acquisitions and Nelson School Bus Inc., as presented in the attached worksheet. Motion carried 7-0.

**ACTIVITY FEES AND TICKET PRICES PROPOSAL:** Fagerlie moved, seconded by Tomhave, to approve the proposed Activity Fee and Ticket Price increase for the 2004-2005 school year as presented. Motion carried 7-0.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Erickson noted the Junior High PTAC will meet on May 27. Chair Thompson reported receiving a communication from Julie Arnold regarding the non-renewal of a Probstfield teacher. She also acknowledged receiving several e-mails in support of the Spanish Immersion Program. Thompson noted discussion would be needed regarding the NSBA membership for 2004-05. The School Board Retreat was scheduled for Tuesday, July 20. Jan Rhode, MSBA, has been invited to attend the retreat.

**ADJOURNMENT:** Hearing no objections, the meeting adjourned at 8:35 p.m.

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Carol Ladwig, Clerk



**REGULAR MEETING  
BOARD OF EDUCATION  
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PAGE 1**

**MEMBERS PRESENT:** Lisa Erickson, Cindy Fagerlie, Carol A. Ladwig, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Dr. Larry P. Nybladh.

**MEMBERS ABSENT:** Sonia Hohnadel.

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

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

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

Moorhead High School Assistant Principal Russ Henegar announced that the Moorhead High School Economic Challenge Team won the National Economics Challenge in New York City. Team members will interview with CNNfn, the cable news network's financial channel, the morning of May 25.

**WE ARE PROUD:**

**\*\*\* We Are Proud** of the Knowledge Master Team from Moorhead Junior High School for taking second place honors in both the Fall and Spring Knowledge Master competitions. Thirty-six middle schools from Minnesota participated in this semiannual competition.

In the fall, Moorhead placed 27th out of 815 participating middle schools nationwide, and in the spring, they ranked 28th out of 909 teams.

Members of the Moorhead Junior High Knowledge Master Team are: Daniel Bock, Dimitri Boreisha, Erin Clark, Stephanie Clark, Anthony Dostert, Jillian Flom, Peter Flom, Margaret Hannahs, Reed Langerud, Jacob Lundborg, Amanda Oanes, Jayce Schmidt, Harrison Suits Baer, Malcolm Suits Baer, and Margaret Worman.

The Knowledge Master Team is coached by Lois Brown.



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**\*\*\* We Are Proud** of Moorhead Junior High students who had outstanding achievement in the 2004 Midwest Talent Search. A recognition ceremony was held April 27 for the 45 students from Moorhead Junior High School who participated in this year's Midwest Talent Search conducted by the Center for Talent Development at Northwestern University.

Special recognition was given to the following students for their outstanding achievement: Jakob Lindaas, Alison Thompson and Emily Bruggeman on the ACT; and Sabrina Sam, Adam Fitzgerald, Margaret Worman, Margaret Hannahs, and Harrison Suits Baer on the SAT. In addition, Sabrina Sam, Harrison Suits Baer, Stephanie Clark, and Ethan Dahlsad were recognized for achieving the most significant growth between 2003 and 2004 talent searches.

Jakob Lindaas earned the distinction of being invited to the Award Ceremony at Northwestern University reserved for students scoring above the 99th percentile of talent search participants in our eight state region. This is an honor that has previously been earned by only five other Moorhead students.

The Midwest Talent Search is coordinated at Moorhead Junior High School by Lois Brown.

**\*\*\* We Are Proud** of Moorhead High School student Hugh Kennedy for being named a Presidential Scholar in the Arts. The Presidential Scholars program is a national recognition program administered by the U.S. Department of Education to honor the nation's most distinguished graduating high school seniors. Only 20 students in the nation are chosen as Presidential Scholars in the Arts. Kennedy is the only student from Moorhead High to ever be named a Presidential Scholar.

The 20 Presidential Scholars in the Arts will join 121 academic Presidential Scholars in Washington, D.C., for National Recognition Week from June 18-21. The Scholars will spend the week meeting with elected officials, educators, authors, musicians, scientists, and other accomplished professionals. They will attend seminars, recitals and receive the coveted Presidential Medallion.

The performing artists will be featured during The Salute to the 2004 Presidential Scholars at the John F. Kennedy Center for the Performing Arts' Concert Hall on Monday, June 21. The evening will feature performances by the Presidential Scholars in dance, music and theater and an introduction to all of the Presidential Scholars.

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**\*\*\* We Are Proud** of Moorhead High School English teacher and speech coach Rebecca Meyer-Larson for earning a second diamond in her National Forensic League pin. She will be recognized at the NFL National Tournament for her dedication in training effective leadership skills. The national tournament will be June 13-18, 2004, in Salt Lake City, Utah.

Meyer-Larson attained 3,483 points on April 15, 2004. Coaches receive 1/10th of their students' points. Under Meyer-Larson's instruction, students earned over 34,830 credit points. On attaining 1,500 points, coaches are entitled to wear a diamond-set NFL key or pin. Additional diamonds accrue at 3,000, 6,000, 10,000 and each 3,000 points thereafter.

The National Forensic League is designed to encourage and motivate high school students to participate in and become proficient in the forensic arts of debate, public speaking and interpretation.

**\*\*\* We Are Proud** of Moorhead High students Mitch Nelson, Chris Hilgers, Matt Lambert, Nathan Charlton, Jamie Naasz, Dustin Pattengale, Dallas Sessions and Tony Staiger who received the highest total written test scores in the state on the 2004 Ford/AAA Student Auto Skills Competition. This earned the auto program a power train (engine, transmission, differential, rear axle).

Mitch Nelson and Chris Hilgers competed in the state finals of the Ford/AAA Automotive Trouble Shooting Contest in Minneapolis. They were one of the top ten teams competing from Minnesota high schools. The two students diagnosed and repaired all the problems in a "bugged" 2004 Ford Crown Victoria. Their vehicle was one of only three perfectly repaired vehicles. They finished third overall in the state competition. Darvin Miller is the automotive teacher at Moorhead High School.

**\*\*\* We Are Proud** of Moorhead teams that placed first at the Moorhead Regional Destination ImagiNation Tournament held March 13, 2004 at Moorhead High School.

Moorhead's Regional Tournament is one of nine Destination ImagiNation Regional Tournaments in Minnesota. First-place and second-place winners from Moorhead's Regional Tournament qualified to represent the region at the Destination ImagiNation State Tournament on April 17, 2004 at Blaine High School.

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The Moorhead Elementary team SIDI finished first in Destinations in Time at the regional tournament and eighth at the state tournament. Team members are: Genevieve Kafka, Jena Pender, Lizzy Ross, Libby Sternhagen, Becca Trautman, Taylor Baldwin, and Chelsea Falk. The team is managed by Scott Sternhagen.

The Moorhead Elementary team The Probstfield Players finished first in The Plot and the Pendulum. The Probstfield Players decided not to participate at the state tournament. Team members are: Adam Hanson, Ying Ying Zhang, Lucia Smith, Peter MacFarlane, Drew Thompson, Evan Johnson, and Nina Grollman. Maggie Hanson is the team manager.

Destination ImagiNation, a creativity and problem solving program for youth of all ages, has thousands of participants in 47 U.S. states, 15 countries and Canadian provinces participating annually.

**\*\*\* We Are Proud** of Ethan Dahlsad for placing fifth at the Regional Spelling Bee in Fergus Falls and representing Moorhead Schools at the Multi Regional Spelling Bee in Fergus Falls on March 30.

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

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

**Contracts** - Approve the contract with Clay County Public Health to provide nursing services. Moorhead Area Public Schools will be billed \$37 per hour spent by the public health nurse on school premises and consultation hours in the provider's office, up to a maximum of \$1,850 per year or 50 hours.

Approve the contract with Clay County Public Health allowing Moorhead Area Public Schools to purchase early childhood screening services. Clay County Public Health will bill a third party payer for eligible children. For children that third party reimbursement is not received, the school district will be billed \$35 per child.

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Summer School Programs - Approve the following programs: Excel Summer Term as described and hiring of teaching staff contingent upon enrollment; Special Education Extended School Year as presented; and the Summer Migrant Education Program Grant as presented.

Temporary Easement - Move to approve the temporary easement with Moorhead Public Service for a ten-foot wide easement at S.G. Reinertsen Elementary School as presented.

New Employees

Chad Mattson - Counselor, Sr. High, MA+45 (3) \$42,866, effective for the 2004-2005 school year. (Replaces Becky Youngs)

Resignations

Nicola Otto - Paraprofessional, Senior High, effective June 4, 2004

Candace Richards - COTA, effective June 4, 2004

Lori Ishaug - Food Service Secretary, Senior High, effective June 2, 2004

Lee Eggiman - Bus Driver, effective May 14, 2004

John Fraundorfer - Paraprofessional, Senior High, effective June 4, 2004

Family/Medical Leaves

Jennifer Winter - Early Childhood Teacher, EIS, to begin on or about September 12, 2004 for six weeks.

Nancy Dampier - Food Service, Edison, beginning April 27, 2004 for the remainder of the 2003-2004 school year.

Sara Williams - Psychologist, Robert Asp, to begin on May 3, 2004 for the remainder of the 2003-2004 school year.

Extended Leave

Kyle Edgerton - Teacher, to begin with the 2004-2005 school year for at least three years but not to exceed five years.

Motion carried 6-0.

**COMMITTEE REPORTS:** Brief reports were heard regarding the Instruction and Curriculum Advisory Committee, Policy Review Committee, Riverside PTAC, Health/Safety/Wellness Committee, Clay County Joint Powers Collaborative Board, Superintendent's Advisory Council,

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Probstfield PTAC, Interagency Early Intervention Committee, Interagency Early Intervention Child Find Committee and Gifted and Talented Task Force meetings and Ellen Hopkins Elementary School Parent Information Night, Robert Asp Elementary School Parent Information Night, and the Moorhead Junior High School Service Learning "Homeless" presentation.

Ladwig, on behalf of the Board, thanked Board secretary Michelle Erickson, Dr. Nybladh and other district staff for their efforts related to the School Board Retirement Reception.

**BEFORE AND AFTER SCHOOL PROGRAM PROPOSAL:** Representatives from the Youth Commission, Rob Kueneman and Scott Carey, and representatives from the YMCA staff, Lorrie Thoenke and Christine Boll, presented information related to proposals to provide programming for families before and after school at the school settings. The representatives have met with building and district administration to explain their programs and answered questions.

The Youth Commission fee based services at the elementary schools provides for parent convenience. Parents would be able to drop off and pick up their children at the school site.

The YMCA proposal at Horizon Middle School provides after-school programming for students on a fee basis. District and building administration will also be coordinating after school programming with Community Education, Healthy Community Initiative and Moorhead middle school activities.

Siggerud moved, seconded by Erickson, to approve the Before and After School Program proposals from the YMCA and the Youth Commission as presented. Motion carried 6-0.

**FIRST READING OF POLICIES:** The Board conducted a first reading of the following policies: Student Activity Fees (542), Student Discipline (551), Credit for Learning of Minnesota Graduation Standards (Graduation Standards Implementation Policy E) (653), and Student Transportation Safety (721).

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Fagerlie noted an error in the Calendar of Events related to the start time of the July 20 School Board Retreat. Thompson commented she would forward a MSBA communication received regarding a synopsis of Minnesota education bills that passed. Thompson requested information related to discussions to change PTAC's name. Ladwig requested information related to the date for the building

**REGULAR MEETING  
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dedications and open houses.

**ADJOURNMENT:** Hearing no objections, the meeting adjourned at 9:23 p.m.

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Carol Ladwig, Clerk





To: Dr. Larry P. Nybladh

From: Mark Weston mw

Date: June 8, 2004

RE: City of Moorhead Request for JOBZ Revision in Zone Boundaries

On September 8, 2003 the School Board approved the Job Opportunity Building Zone (JOBZ) application as provided by the City of Moorhead. The City of Moorhead was recently approved as a JOBZ subzone by the Minnesota Department of Employment and Economic Development. The City has since been working to develop a comprehensive marketing strategy and has seen some very promising early interest in the program.

Please find attached a letter from Bruce Messelt, City Manager, explaining the request for a revision in the zone boundaries. The MN Department of Employment and Economic Development has reconfigured the size and locations of Moorhead's JOBZ zone.

A map highlighting the areas to be deleted and added to the zone, a requested resolution and listing of the parcel numbers impacted by this request are also attached.

Beth Grosen, Business Development Specialist, will be present at the meeting to address this request.

Suggested Resolution: Move to approve the following resolution: WHEREAS, the Moorhead Area Public Schools, ISD No. 152 School Board, on September 8, 2003 passed a resolution approving certain County parcels to be included in a regional application for a Job Opportunity Building Zone, and WHEREAS, the City of Moorhead was a participant in the regional Job Opportunity Building Zone application done by the West Central Initiative Fund; and WHEREAS, the regional application submitted by the West Central Initiative Fund was approved by the Department of Employment and Economic Development; and WHEREAS, the City of Moorhead wishes to modify the acreage in the Job Opportunity Building Subzone; NOW, THEREFORE, BE IT RESOLVED Moorhead Area Public Schools, ISD No. 152 School Board upon careful consideration and review hereby approves the modifications as identified in Table 1.

Table 1  
JOBZ BOUNDARY ADJUSTMENT  
May 27, 2004

<u>Parcel Number</u>	<u>Zoning</u>	<u>Current Acreage</u>	<u>Amendment</u>	<u>Revised Acreage</u>
210233000	13/TZ	128.88	-4.13	124.75
589001505	TZ	561.98	-501.37	60.61
585070091	13	3.99	-3.99	0
585070090	13	7.21	-7.21	0
589001506	TZ	17.55	-17.55	0
586370010				
(w 1/2)	13	0	1.14	1.14
589001706B	13	0	23.68	23.68
585050025	13	0	1.92	1.92

MLW:mde  
Attachments

# MOORHEAD

## MINNESOTA

JUN 1 2004

500 Center Avenue, Box 779 • Moorhead, MN 56561  
(218) 299-5301 • TDD: (218) 299-5370  
www.ci.moorhead.mn.us

May 27, 2004

Dr. Larry Nybladh, Superintendent  
ISD #152  
810 4<sup>th</sup> Avenue South  
Moorhead MN 56560

Dear Larry:

As you know, the City of Moorhead was recently approved as a Job Opportunity Building Zone subzone by the MN Department of Employment and Economic Development. Since then, the City has worked to develop a comprehensive marketing strategy, and has seen some very promising early interest in the program.

The MN Department of Employment and Economic Development reduced the size of Moorhead's JOBZ zone from the original 984.05 acres to 476.54 acres. This was based on their estimation of the actual amount of land to be utilized for commercial/industrial development through 2015.

Due to the recent strong interest by two businesses (PROffutt, Limited Partnership and SM Enterprises, Inc.) the City of Moorhead requests a revision in the zone boundaries. The Moorhead City Council approved these revisions at their May 17, 2004 meeting. These projects will involve more than \$5 million in new development and the creation of over 60 new jobs. DEED is not issuing new additional acres to subzones, and the City has identified other acreage that can be removed from the JOBZ zone in order to add these 26.74 acres into the JOBZ subzone for Moorhead.

Attached is a map highlighting the areas to be added to the zone, and suggested language for a resolution on the matter including a listing of the parcel numbers impacted by this request. Remember that taxing jurisdictions will receive property tax revenue on the land value and any existing debt levies.

Revisions of this type can be expected periodically in coming years, as it is difficult to fully anticipate the location of potential projects that will qualify for JOBZ incentives. I appreciate the support of your board in this matter. Beth Grosen, Business Development Specialist, will be present at your upcoming meeting to address this request. Thank you.

Sincerely,



Bruce A. Messelt  
City Manager

BAM/bj:052704jobz

Fargo/Moorhead



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## DRAFT RESOLUTION FOR ACREAGE MODIFICATION IN THE MOORHEAD JOBZ SUBZONE

WHEREAS, the Moorhead Public Schools ISD No. 152 School Board, on September 8, 2003 passed a resolution approving certain County parcels to be included in a regional application for a Job Opportunity Building Zone, and

WHEREAS, the City of Moorhead was a participant in the regional Job Opportunity Building Zone application done by the West Central Initiative Fund; and

WHEREAS, the regional application submitted by the West Central Initiative Fund was approved by the Department of Employment and Economic Development; and

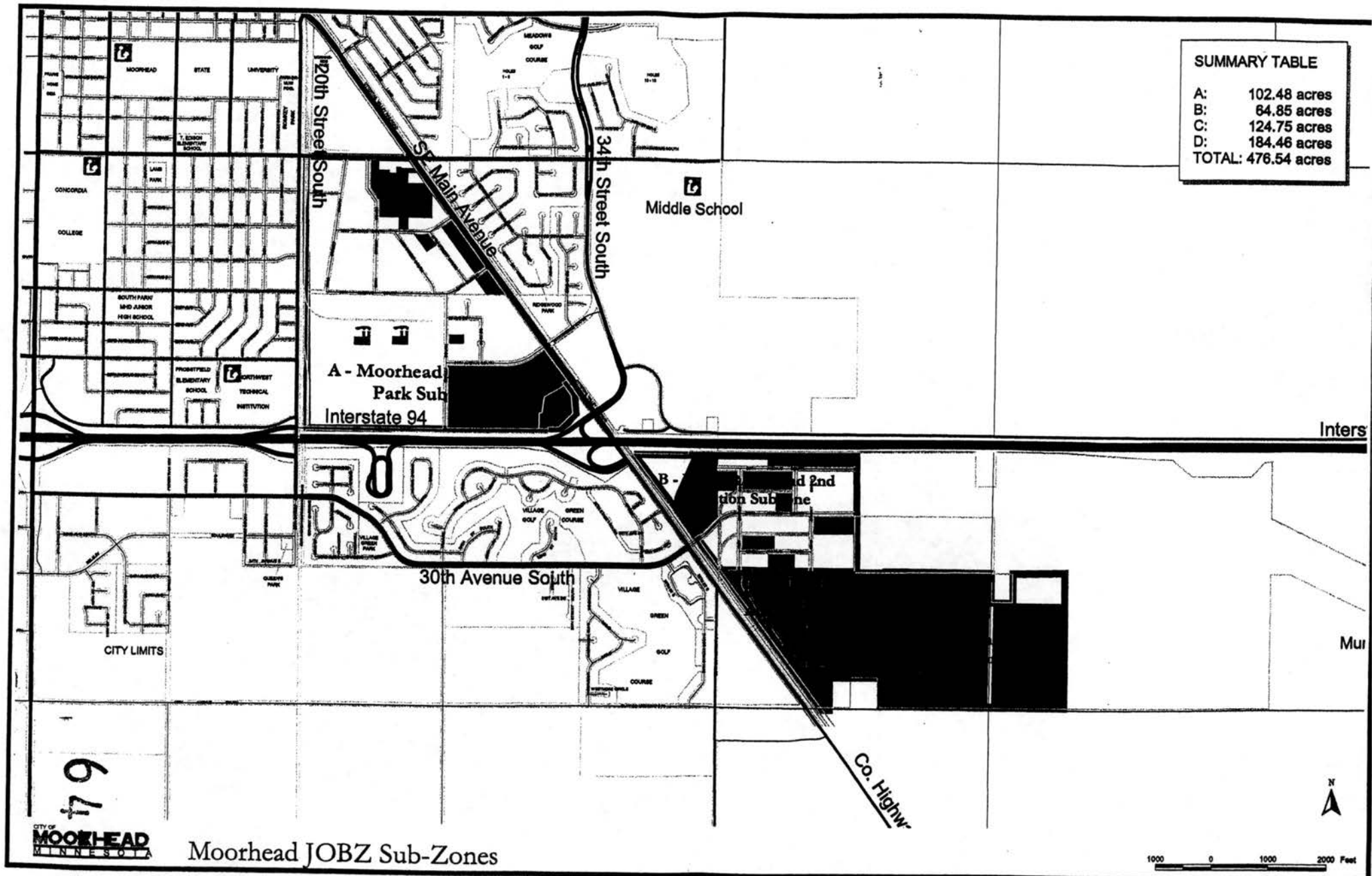
WHEREAS, the City of Moorhead wishes to modify the acreage in their Job Opportunity Building Subzone;

NOW, THEREFORE, BE IT RESOLVED Moorhead Public Schools ISD No. 152 School Board upon careful consideration and review hereby approves the modifications as identified in Table 1.

**Table 1**  
**JOBZ Boundary Adjustment**  
May 27, 2004

Parcel Number	Zoning	Current Acreage	Amendment	Revised Acreage
210233000	I3/TZ	128.88	-4.13	<b>124.75</b>
589001505	TZ	561.98	-501.37	<b>60.61</b>
585070091	I3	3.99	-3.99	<b>0</b>
585070090	I3	7.21	-7.21	<b>0</b>
589001506	TZ	17.55	-17.55	<b>0</b>
586370010(w 1/2)	I3	0	1.14	<b>1.14</b>
589001706B	I3	0	23.68	<b>23.68</b>
585050025	I3	0	1.92	<b>1.92</b>

PASSED this \_\_\_\_ day of \_\_\_\_\_, 2004.



**BUSINESS SERVICES MEMO#: B.04.059**



To: Dr. Larry P. Nybladh  
From: Mark Weston *MLW*  
Date: June 09, 2004  
RE: Insurance Renewals

Attached please find a letter from Tom Quam of Bremer Insurance detailing the insurance quotes received.

Effective July 1, the school district's insurance packages will expire. Our current agent of record, Bremer Insurance, has been in the process of soliciting quotes for the past two months. I have asked Tom Quam of Bremer Insurance to attend the regularly scheduled School Board meeting on June 14, 2004 to discuss the quotes received and trends that he sees in the insurance industry.

Suggested Resolution: Move to approve the insurance packages as recommended by Tom Quam of Bremer Insurance.

MLW/dmh  
Attachment:



June 1<sup>st</sup> 2004

ISD #152 Moorhead  
Mark Weston: Assistant Superintendent of Business Services  
810 Fourth Street South  
Moorhead MN 56560

Dear Mark Weston & School Board:

We are pleased to bring you your renewal insurance proposal, as provided to us by your current insurance carriers. Our lead insurance company for your property and liability insurance package is Continental Western Insurance Co. We had also asked Minnesota School Board Insurance Trust to provide you with an insurance quotation. MSBA declined to quote stating they would not be any more competitive then they were last year. So you know, last years MSBA's quote was in excess of \$100,000 higher then your Continental Western renewal insurance proposal. In this document, we'll compare your expiring versus renewal insurance coverage & premium cost.

**Coverage Description - Expiring Premium ~ Renewal Premium**

Property Coverage	\$107,316.00	\$154,142
Liability Coverage	\$ 29,166.00	\$ 30,409
Crime Coverage	\$ 1,791.00	\$ 1,628
Inland Marine	\$ 12,682.00	\$ 1,652
Auto	\$ 27,155.00	\$ 27,397
Garage Keepers Liability	\$ 1,529.00	\$ 583
Terrorism Surcharge	\$ 1,524.00	Included
Boiler & Machinery	\$ 10,726.68 (Hartford)	\$ 11,602 (Hartford)
Excess Liability	\$ 6,405.00	\$ 6,389
School Leaders E&O(AIG)	\$ 16,117.00 (AIG)	\$ 16,117 *(Anticipated AIG renewal)
Terrorism Surcharge	\$ 1,289.00	\$ 1,289 *(Anticipated AIG renewal)
<b>Total Premium</b>	<b>\$215,700.68</b>	<b>\$251,208</b>

**Property valuation changes:** Your School is deleting properties that will be sold, deleting other properties that are or will be demolished and also adding structures to the policy that are nearing completion. We made the following property changes for you, on the dates specified below.

Location Description	- Covered Item	- Expiring Values	- Requested Value	- Date of Change
1-1 Senior High School	Building	\$32,000,000	\$45,810,000	5-1-04
1-1 Senior High School	Contents	\$ 4,610,900	\$ 4,710,900	5-1-04
3-1 Asp Elementary	Building	\$ 9,319,330	\$10,319,000	4-1-04
4-1 Hopkins Elementary	Contents	\$ 1,731,040	\$ 1,595,600	6-1-04
5-1 Riverside School	Building	\$ 3,534,200	Delete	7-1-04
5-1 Riverside School	Contents	\$ 660,150	Delete	7-1-04
6-1 Washington School	Building	\$ 6,040,650	Delete	7-1-04

**Property Changes Continued**

6-1 Washington School	Contents	\$ 1,128,320	Delete	7-1-04
7-1 Edison School	Building	\$ 4,629,780	Delete	7-1-04
7-1 Edison School	Contents	\$ 857,000	Delete	7-1-04
10-1 Property in Open	Building	\$ 1,020,000	Delete	7-1-04
14 -1 Contents in Courthouse	Contents	\$ 20,400	\$ 10,000	4-1-04
11-1 Lincoln School	Building	\$ 496,030	Delete	7-1-04
11-1 Lincoln School	Contents	\$ 61,200	Delete	7-1-04
15-1 Adult Learning Center	Contents	\$ 61,200	\$ 75,000	4-1-04
16-1 Activity Center	Contents	\$ 66,300	\$ 75,000	4-1-04
New K-5 Elementary School	Building	Add	\$11,742,570	6-1-04
New K-5 Elementary School	Contents	Add	\$ 1,595,600	6-1-04
New Middle School	Building	Add	\$26,931,862	8-24-04
New Middle School	Contents	Add	\$ 2,560,000	8-24-04

All other property values remained the same as they are currently insured. Because of your significant property valuation increases, your blanket property limits have changed for each location. To better explain why the renewal premium for your property insurance is so much higher then last year, we'll compare for you the overall property insured limits for these two time periods. Last year at renewal your blanket property limit was \$87,851,410. Your renewal property insurance limit will be \$127,050,842. This represents a \$39,199,432 increase in insured property values, or a 45% increase in property values as compared with last year. Of course, several change are yet to be made for your 2004 to 2005 policy period that will significantly impact your annual property insurance premium cost, once these changes have been made.

As your property values increased significantly, the rate charged per hundred of insurable property value has decreased slightly. For your expiring policy period, the rate per hundred was .122. For your renewal policy period, your property rate per hundred is .120. This represents an actual premium decrease of \$2,541 for your renewal policy period, for your new property limit.

**Once your new \$26,931,862 Middle School is added to the Continental Western policy, your property annual premium will be increased pro-rata by \$32,318.** So you know, your annual premium for the Builders' Risk coverage had been \$33,665. You will also add contents coverage for this building, which will also increase your annual premium. Please advise us when to add the new Middle School and also what personal property coverage limits to add as well.

**General Explanation of Changes:** So you are aware of the changes made to your property and liability renewal policy, we'll give you a description of the actions requiring the policy changes.

- 1-1 High School: The Builders' Risk addition is complete, the addition was added to your Continental Western package policy effective 5-1-04.
- 1-1 Bleachers: *Simply changed the description from bleachers to Stadium Accessories.*
- 3-1 Asp Elementary: No liability changes, simply increased the insured property value.
- 4-1 The former Jr High description of this building is to be changed to Hopkins Elementary.
- 5-1 Riverside Elementary: This site will be sold, your school will no longer insure it.
- 6-1 Washing Elementary: This building site will be demolished, ISD #152 continues to insure the liability of this site as an open lot. The lot will be part of loc #3, (Asp Elementary)
- 7-1 Edison Elementary: This site will be sold, ISD #152 will no longer insure this location.
- 10-1 Property in open: The property that was insured in this category was bleachers and other athletic and playground equipment. These items were already included at each location in either the real or personal property schedule. Delete this item as it was doubly insured.
- 11-1 Lincoln School: **We quoted as if this building has been sold. ISD 152 may still need this property insured on 7-1-04 if you do not yet have a buyer for this structure.**
- \*The other property changes were simply changing to reflect the actual insurable values.
- 19-1 New construction, Reinertson Elementary, K-5 Grades will use this school.
- 20-1 New Construction to be added 8-24-04, Horizon Middle School.

**Garage Liability:** You have reduced the coverage limit from \$100,000 to \$30,000 and changed the insured format to legal liability/excess coverage to save you additional premium dollars.

**General Liability:** Teacher and student population counts you have provided to us are the basis for liability premium determination. A comparison of your expiring versus renewal is as follows.

Description of Population	-	Expiring Number	-	Renewal Number
Early Intervention Students, (Pre-School)		25		25
Kindergarden through 9 <sup>th</sup> Grade		4,400		3,900
10 <sup>th</sup> through 12 <sup>th</sup> Grade		1,200		1,200
Administration		20		18
Clerical Office Employees		30		20
Kitchen		30		30
School Nurses		7		7
Teachers		400 FTE		370 FTE
Bus Drivers		25 FTE		15 FTE
Maintenance		50		47
Other School Employees		250		250

**School Leaders Errors & Omissions Liability:** Your current School Leaders E&O carrier, "AIG," has not yet provided you with their renewal offer. *We anticipate no premium change from last years proposal, but can't guarantee that.* Your deductibles for the coverages provided remain at \$10,000 for Directors and Officers and \$50,000 for Employment Practices Liability.

June 1<sup>st</sup> 2004  
ISD #152, Moorhead  
Page Four

We had also asked MSBA to provide you with a School Leaders E&O quotation. MSBA can't provide prior acts coverage to replaced potential claims that may have occurred, but not yet reported. This serious flaw in their coverage trigger must be addressed, if you are to consider the MSBA as a potential replacement insurance carrier, for future policy periods.

**Crime Coverage:** You have increased the crime deductibles from \$250 to \$1,000.

**Inland Marine Coverages:** You have deleted the \$105,000 Musical Instruments floater as coverage automatically applies off premises with the endorsed \$100,000 "off premises" coverage limit. During your expiring policy period, you also deleted computer coverage as computers are covered for physical damage on your blanket personal property coverage limit. You also increased the automatic \$10,000 coverage limit for School signs to \$15,000 per insured location.

**School Vehicle Insurance Coverages:** No coverage changes were made or request for your renewal insurance proposal.

Several auto-changes were also made during the past year, which would also affect your renewal insurance rates. The changes we have made for your vehicle fleet, are as follows.

<b>Vehicle Description</b>	<b>-</b>	<b>Description of Coverage Change</b>
1971 Ford 71 Passenger Bus		Delete effective 8-29-03
2005 Int'l 77 Passenger Bus		Added effective 1-20-04
1988 Ford 71 Passenger Bus		Deleted effective 12-21-03
2005 Int'l 77 Passenger Bus		Added effective 12-21-03
2001 20' Load Master Trailer		Added effective 7-1-03
2000 MPV Blazer S-10		Added effective 7-1-03
1992 Utility Trailer		Deleted effective 7-1-03
1993 Plymouth Acclaim		Deleted effective 7-1-03

**Umbrella Liability:** No changes were made or requested for your renewal policy period.

As agreed, we always shop many insurance markets to see if we can significantly improve your premium position without a reduction in coverage. The following insurers were approached for your renewal insurance coverage needs, these are our responses.

**Name of Carrier - Response to Bid Request**

Continental Western	Proposal shown on page one of this document
Continental Western	Requested a B&M quote, \$14,947 premium was not competitive
MSBAIT	MSBA declined to quote as they are not competitive with Continental Western this year
AIG Insurance	School Leaders Errors & Omissions quote, shown on page one
Hartford Steam Boiler	Renewal Equipment Failure policy quoted as shown on page one



June 1<sup>st</sup> 2004  
ISD #152 Moorhead  
Page Five

In the past we have also looked to St Paul Insurance Company as well as Employers Mutual Insurance Company, for insuring Public School Districts. St Paul will no longer write new Public School business. Employers' Mutual was not approached this year as Bremer Insurance no longer has an agency contract to be a producing agency for this company. When we asked Employers Mutual to quote you last year, they declined to quote anyway as they did not want to write large school districts, such as Moorhead ISD #152.

In the final pricing analysis, Continental Western has reduced their rates for your property, inland marine, crime, auto and excess liability. Their liability rate took a slight premium increase as compared with last year. Your School has made many changes to the properties insured, plus reduced or deleted coverages that can be self insured, or insured with less broad coverages elsewhere. We are confident that we have brought your School the broadest package of insurance coverages at the best price available.

As a reminder, Continental Western provides you with Backup of Sewer and Water coverage with a \$25,000 maximum limitation. If you need coverage beyond the \$25,000 drain backup coverage provided, you will need to purchase Flood Insurance. Please advise me if you would like to entertain a Flood Insurance proposal for any of your covered School Buildings.

If you need any additional information, please let us know. We will order your renewal insurance contracts, once you give us the go ahead to do so. Please also let us know what additional changes we need to make for your package of insurance coverages, which we are providing for you. For your ease in reviewing the current coverages provided by our agency, we are enclosing a summary of insurance coverages, generated by our computer system. Our summary may not be completely up to date due to the number of ongoing changes. We apologize for any errors that may be found in our summary of insurance coverages. If you see any coverage discrepancies in our proposal, please bring them to our attention.

Thank you for placing your insurance business and trust with Bremer. Your patronage of our agency is greatly appreciated. We stand committed to meeting your banking, investment and insurance service needs now and into the future. Please let us know if we are meeting with your School's service expectations. If we are not, how can we improve our service to you?

Sincerely,

A handwritten signature in black ink, appearing to read 'Tom Quam', with a long horizontal flourish extending to the right.

Tom Quam,  
Commercial Insurance Specialist

# SUMMARY OF INSURANCE

Prepared: 06/03/04

Page 1

For: Moorhead ISD #152  
Mark Weston  
810 4th Avenue South  
Moorhead, MN  
56560 218-284-3375

Bremer Insurance-Morris  
701 Atlantic Ave, Box 29  
Morris, MN  
56267 320-589-1026

Coverage	Amount	Company	Policy No	Eff	Exp
<b>Commercial Application</b>		Tri-State Ins Co of MN	SCP2324747-21	07/01/04	07/01/05
Premise 1 Building 1 2300 S. 4th Ave Moorhead , MN 56560					
Premise 2 Building 1 810 4th Ave S. Moorhead , MN 56560					
Premise 3 Building 1 910 N 11th St Moorhead , MN 56560					
Premise 4 Building 1 2020 S. 11th St. Moorhead , MN 56560					
Premise 5 Building 1 310 14th Ave S. Moorhead , MN 56560					
Premise 6 Building 1 901 N. 14th St. Moorhead , MN 56560					
Premise 7 Building 1 1110 S. 14th St Moorhead , MN 56560					
Premise 8 Building 1 2410 S. 14th Ave Moorhead , MN 56560					
Premise 9 Building 1 1304 15th Ave N. Moorhead , MN 56560					
Premise 11 Building 1 215 N. 10th St. Moorhead , MN 56560					
Premise 14 Building 1 Clay County Courthouse Moorhead , MN 56560					
Premise 15 Building 1 1100 32nd Ave S. Moorhead , MN 56560					
Premise 16 Building 1 324 24th St S Moorhead , MN 56560					
Premise 18 Building 1 1506 11th Street North Moorhead , MN 56560					
Premise 19 Building 1 810 4th Ave South Moorhead , MN 56560					



# SUMMARY OF INSURANCE

Prepared: 06/03/04

Page 2

**For:** Moorhead ISD #152  
Mark Weston  
810 4th Avenue South  
Moorhead, MN  
56560 218-284-3375

**Bremer Insurance-Morris**  
701 Atlantic Ave, Box 29  
Morris, MN  
56267 320-589-1026

Coverage	Amount	Company	Policy No	Eff	Exp
<b>Commercial Application (Continued)</b>					
Premise 20 Building 1 3601 12th Ave South Moorhead, MN 56560					
<b>Property</b>		Tri-State Ins Co of MN	SCP2324747-21	07/01/04	07/01/05
<b>Policy Level Information</b>					
Premises 0 Building 0					
SEWER BACKUP	25,000				
Deductible 1000					
Forms # ALL LOC'S					
DEBRIS REMVAL	110,000				
Deductible 1000					
Forms # ALL LOC'S					
BUSINESS INC	75,000				
Forms # ALL LOC'S					
Premises 1 Building 1					
LOC #1 BLKT	50,777,900				
Coins % 90					
Cause of Loss SPECIAL					
Deductible 1000					
SR. HIGH SCHL	45,810,000				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
CONTENTS	4,710,900				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
STADIUM EQUIP	357,000				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
Premises 2 Building 1					
CONTENTS	1,411,780				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					

# SUMMARY OF INSURANCE

Prepared: 06/03/04

Page 3

For: Moorhead ISD #152  
Mark Weston  
810 4th Avenue South  
Moorhead, MN  
56560 218-284-3375

Bremer Insurance-Morris  
701 Atlantic Ave, Box 29  
Morris, MN  
56267 320-589-1026

Coverage	Amount	Company	Policy No	Eff	Exp
<b>Property (Continued)</b>					
Deductible 1000 Forms # FUNCT VALU					
Premises 3 Building 1 LOC #3 BLKT	10,914,910				
ELEM SCHOOL	10,319,000				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
CONTENTS	1,595,580				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
Premises 4 Building 1 LOC #4 BLKT	12,035,910				
HOPKINS ELEME	10,440,310				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
CONTENTS	1,595,600				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
Premises 8 Building 1 LOC #8 BLKT	7,225,070				
PROBSTFLD ELM	6,096,540				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
CONTENTS	1,128,530				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					

# SUMMARY OF INSURANCE

Prepared: 06/03/04

Page 4

**For:** Moorhead ISD #152  
 Mark Weston  
 810 4th Avenue South  
 Moorhead, MN  
 56560 218-284-3375

**Bremer Insurance-Morris**  
 701 Atlantic Ave, Box 29  
 Morris, MN  
 56267 320-589-1026

Coverage	Amount	Company	Policy No	Eff	Exp
<b>Property (Continued)</b>					
Deductible 1000					
Premises 9 Building 1 LOC #9 BLKT	534,170				
BUS GARAGE	454,610				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
CONTENTS	79,560				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
Premises 14 Building 1 LOC #14 BLKT	20,400				
COURTHOUSE	20,400				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
Premises 15 Building 1 LOC #15 BLKT	75,000				
OFFICE PP	75,000				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
ADULT LRN CNT					
Premises 16 Building 1 LOC #16 BLKT	75,000				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					

# SUMMARY OF INSURANCE

Prepared: 06/03/04

Page 5

For: **Moorhead ISD #152**  
**Mark Weston**  
**810 4th Avenue South**  
**Moorhead, MN**  
**56560 218-284-3375**

**Bremer Insurance-Morris**  
**701 Atlantic Ave, Box 29**  
**Morris, MN**  
**56267 320-589-1026**

Coverage	Amount	Company	Policy No	Eff	Exp
<b>Property (Continued)</b>					
ACTIVITY CNTR	75,000				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
PP - Personal Property					
Premises 18 Building 1					
PERSONAL PROP	51,000				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
Premises 19 Building 1					
REINERTSON EL	11,742,570				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
Forms # BLNKT AGRD					
CONTENTS	1,595,600				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
Forms # VALUATION					
Premises 20- Building 1					
MIDDLE SCHOOL	26,931,862				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
Forms # BLNKT AGRD					
CONTENTS	2,560,000				
Coins % 90					
Valuation RC					
Cause of Loss SPECIAL					
Deductible 1000					
Forms # VALUATION					

# SUMMARY OF INSURANCE

Page 6

For: Moorhead ISD #152  
Mark Weston  
810 4th Avenue South  
Moorhead, MN  
56560 218-284-3375

Prepared: 06/03/04  
Bremer Insurance-Morris  
701 Atlantic Ave, Box 29  
Morris, MN  
56267 320-589-1026

Coverage	Amount	Company	Policy No	Eff	Exp
Property (Continued)					
General Liability		Tri-State Ins Co of MN	SCP2324747-21	07/01/04	07/01/05
Occurrence					
General Aggregate	2,000,000				
Products/Completed Oper. Aggr.	2,000,000				
Personal & Advertising Injury	1,000,000				
Each Occurrence	1,000,000				
Damage to Rented Premises	100,000				
Medical Expense (Any One Person)	5,000				
Employee Benefits	1,000,000				
Schools - pulic - elementary, kindergarten or jr high K through 9th grade students Class Code : 47471 Premium Basis : 3,900 UNKNOWN					
Schools - public - high 10th through 12th grade Class Code : 47473 Premium Basis : 1200 UNKNOWN					
Schools - Faculty Liability for corporal punishment of students Class Code : 47469 Premium Basis : 370 UNKNOWN					



# SUMMARY OF INSURANCE

Prepared: 06/03/04

Page 7

**For:** Moorhead ISD #152  
 Mark Weston  
 810 4th Avenue South  
 Moorhead, MN  
 56560 218-284-3375

**Bremer Insurance-Morris**  
 701 Atlantic Ave, Box 29  
 Morris, MN  
 56267 320-589-1026

Coverage	Amount	Company	Policy No	Eff	Exp
<b>General Liability (Continued)</b>					
16 Warehouses - private Class Code : 68707 Premium Basis : 400 (A) AREA - PER 1,000/SQ FT					
Additional Interests					
Employee Benefit Liability Coverage					
18 Warehouse - leased Class Code : 68707 (A) AREA - PER 1,000/SQ FT					
Location 1					
Add'l Insured: ECFE Programs Moorhead MN 56560					
Add'l Insured: Indian Education Programs 810 4th Avenue South Moorhead MN 56560					
Add'l Insured: Adult Education Programs 810 4th Avenue South Moorhead MN 56560					
Add'l Insured: City of Moorhead Moorhead MN 56560					
<b>Garage and Dealers</b>		Tri-State Ins Co of MN	SCP2324747-21	07/01/04	07/01/05
Garage Keepers Legal Liability Excess					



# SUMMARY OF INSURANCE

Page 8

**For:** Moorhead ISD #152  
Mark Weston  
810 4th Avenue South  
Moorhead, MN  
56560 218-284-3375

Prepared: 06/03/04  
**Bremer Insurance-Morris**  
701 Atlantic Ave, Box 29  
Morris, MN  
56267 320-589-1026

Coverage	Amount	Company	Policy No	Eff	Exp
<b>Garage and Dealers (Continued)</b>					
Comprehensive					
Location All					
Limit Per Location	30,000				
Deductible Per Auto	250				
Collision					
Location All					
Limit Per Location	30,000				
Deductible Per Auto	500				
<b>Crime</b>		Tri-State Ins Co of MN	SCP2324747-21	07/01/04	07/01/05
Employee Dishonesty	100,000				
Deductible	1,000				
Blanket					
Forgery or Alteration	100,000				
Deductible	1,000				
Theft, Disappearance & Destruction					
Inside Premises	18,000				
Deductible	1,000				
Outside Premises	18,000				
Deductible	1,000				
Blanket					
<b>Accounts Receivable</b>		Tri-State Ins Co of MN	SCP2324747-21	07/01/04	07/01/05
Your Premises (Incl Branches)	100,000				
<b>Valuable Papers</b>					
Your Premises	100,000				
Blanket Amount					
Occurrence Deductible	500				
<b>Equipment Floater</b>		Tri-State Ins Co of MN	SCP2324747-21	07/01/04	07/01/05
Coverage/ Deductible					
Special perild - Replacement cost basis					
250					
% Coinsurance					
* See Attached Equipment Schedule					
<b>Business Auto</b>		Tri-State Ins Co of MN	SCP 2324747-21	07/01/04	07/01/05
Liability					
CSL	1,000,000				
PIP Per Person Limit	20,000				
Uninsured Motorists					

# SUMMARY OF INSURANCE

Page 9

Prepared: 06/03/04

**For:** Moorhead ISD #152  
Mark Weston  
810 4th Avenue South  
Moorhead, MN  
56560 218-284-3375

**Bremer Insurance-Morris**  
701 Atlantic Ave, Box 29  
Morris, MN  
56267 320-589-1026

Coverage	Amount	Company	Policy No	Eff	Exp
<b>Business Auto (Continued)</b>					
BI/Per	1,000,000				
BI/Acc	1,000,000				
Underinsured Motorists					
BI/Per	1,000,000				
BI/Acc	1,000,000				
Physical Damage					
Comprehensive					
Collision					
Endorsements, Forms, Conditions:					
Delete fellow employee exclusion - Add \$100,000 for					
Non-owned & Hired physical damage coverage for non owned					
auto's.					
* See Attached Vehicle Schedule					
<b>Commercial Application</b>					
Premise 001		Tri-State Ins Co of MN	SCP 2324747-21	07/01/04	07/01/05
810 4Th Ave S					
Moorhead, MN					
565602800					
<b>Boiler and Machinery</b>					
Hartford Steam Boiler			FBP2267386	07/01/04	07/01/05
Small Business Policy					
Coverage: Broadest					
Spoilage	50,000				
Deductible	1,000				
Covered Equipment					
Comprehensive					
Incl Production Machines	PD BII				
All Boilers - Pressure Vessels	PD BII				
All Air Cond & Refrig Equip	PD BII				
All Electrical Equipment	PD BII				
All Mechanical Equipment	PD BII				
Any overhead hoists	PD BII				
Small computer equipment	PD BII				
Off premises power interruption	PD BII				
Coverages					
Property Damage	20,636,000				
Deductible	1,000				
Extra Expense					
Limit of Loss	50,000				
<b>Additional Information</b>					
<b>Umbrella</b>					
Tri-State Ins Co of MN			CU2351267-20	07/01/04	07/01/05
Liability Limit Each Occurrence	1,000,000				
Liability Aggregate Limit	1,000,000				

## Page 10

**Bremer Insurance-Morris**  
701 Atlantic Ave, Box 29  
Morris, MN  
56267 320-589-1026

Coverage	Amount	Company	Policy No	Eff	Exp
<b>Umbrella (Continued)</b>					
Retained Limit	10,000				

## SUMMARY OF INSURANCE

Prepared: 06/03/04

Page 11

**For: Moorhead ISD #152  
Mark Weston  
810 4th Avenue South  
Moorhead, MN  
56560 218-284-3375**

**Bremer Insurance-Morris**  
701 Atlantic Ave, Box 29  
Morris, MN  
56267 320-589-1026

### Equipment Floater Equipment Schedule

Policy No. SCP2324747-21

#	Year	Description	ID/Serial Number	Date Purchased	New/Used	Amount of Insurance
		Misc unscheduled personal property				90,000
		Sign coverage at each school location				15,000

# SUMMARY OF INSURANCE

Prepared: 06/03/04

Page 12

For: Moorhead ISD #152  
Mark Weston  
810 4th Avenue South  
Moorhead, MN  
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Bremer Insurance-Morris  
701 Atlantic Ave, Box 29  
Morris, MN  
56267 320-589-1026

## Business Auto Vehicle Schedule

Policy No. SCP 2324747-21

Co #	Year	Make	Model	Vehicle Identification No.	Garage Location	Class	Cost New	Liab	Med Pay	UM	Comp	Coll	Stated Amt
2	1986	GMC	35 PASS BU	1GDG6P1B9GV518476			20000	X		X	500	1000	
5	1988		IHC 66 PA	1HVLPCFP1JH559715			30000	X		X	500	1000	
6	1988	GMC	65 PASS BU	1GDL6P1G4JV503966			30000	X		X	500	1000	
7	1988	GMC	65 PASS BU	1GDL6P1G3JV503974			30000	X		X	500	1000	
8	1988	FORD	35 PASS W/	1FDNJ65P5JVA01656			23000	X		X	500	1000	
9	1994		IHC 78 PA	1HVBDPHN3RH562179			45000	X		X	500	1000	
10	1994		IHC 3600	1HVBDPHNXRH562180			20000	X		X	500	1000	
12	1978	CHEV	PU	CCS338Z216283				X		X			
13	1980	GMC	PU	TKL244AJ505275			10000	X		X	500	1000	
15	1990	CHEV	PU	1GCFK24K6LZ252928			12000	X		X	500	1000	
19	1993	DODG	GRAND CAR	AB4GH4431PX709389				X		X	500	1000	
20	1994	OLDS	CUTLASS CR	1G3AJ85M6R6432291				X		X	500	1000	
22	1992	GMC	TRUCK	JALB4B1K0N7000411			25000	X		X	500	1000	
23	1994	BUIC	SKYLARK C	1G4NV55M9RC306766				X		X	500	1000	
25	1992	JEEP	CHEROKEE	3J4FJ5856NL141455				X		X	500	1000	
26	1995		FLAS UTIL	FL1A2W001143			8000	X					
27	1996	FORD	77 PASS BU	1FDXB80C9TVA07596			52000	X		X	500	1000	
28	1995		IHC 77 PA	1HVBBABP2SH660364			52000	X		X	500	1000	
29	1996		IHC 56 PA	1HVBBABP2TH318513			45000	X		X	500	1000	
30	1996		IHC 56 PA	1HVBBABP0TH318512			45000	X		X	500	1000	
32	1996	CHEV	LUMINA	2G1WL52M8T9223551				X		X	500	1000	
33	1991	CHEV	TRUCK	1GBJK34NXME141211			17000	X		X	500	1000	
34	1999		IHC 39 PA	1HVBBABM7WH599380			40000	X		X	500	1000	
35	1999		IHC 39 PA	1HVBBABM9WH599381			40000	X		X	500	1000	
36	2000	GMC	SAFARI SL	1GKEL19W8YB536905				X		X	500	1000	
37	2000	GMC	SAFARI SL	1GKEL19W7YB536989				X		X	500	1000	
38	2002	Bluebird	77 Pass	1GDL7T1C41J505131			53890	X		X	500	1000	
39	2002	Bluebird	77 Pass	1GDL7T1C51J504859			53890	X		X	500	1000	
40	2002	CHEV	IMPALA	2G1WF52E229295392				X		X	500	1000	
41	2003	CHEV	SLVR2500H	1GCHK24U23E306839			26001	X		X	500	1000	
42	2003	CHEV	IMPALA	2G1WF52E239368343				X		X	500	1000	
43	2003	CHEV	IMPALA	2G1WF52EX39364234				X		X	500	1000	
44	2000	MPV	S10	1GNDT13W3Y2348378	Moorhead, MN 56560		11194	X		X	500	1000	
45	2001	Loadmaster	20'	4JLHB16281GLM6007	Moorhead, MN 56560		3000	X			500	1000	
46	2005	Int'l	77 Pass	1HVBBAPX3H578823	Moorhead, MN 56560		64399	X		X	500	1000	INS #73
47	2005	Int'l	77 Pass	1HVBBAA83H577958	Moorhead, MN 56560		63934	X		X	500	1000	INS #74

**BUSINESS SERVICES MEMO#: B.04.061**



To: Dr. Larry P. Nybladh  
From: Mark Weston *MLW*  
Date: June 09, 2004  
RE: Security Systems Bid Award

Enclosed with this memo please find a recommendation and bid tab from Mr. Dan Markert regarding the security system bid opening on Tuesday, June 8, 2004. The low bid for the scope of work was received from ECI of Fargo, North Dakota. ECI's bid of \$234,371.32 is approximately \$15,000.00 under budget. At this time I am recommending that the school board approve the bid received from ECI. Please contact me should you have any questions regarding this bid package.

Suggested Resolution: Move to approve ECI of Fargo, North Dakota in the amount of \$234,371.32 for the scope of work described in the bid specification for the school district security system.

MLW/dmh  
Attachment:





TO: Mark Weston  
FROM: Dan Markert *D Markert*  
DATE: 6/09/04  
RE: Security Systems Bid Award

---

On Tuesday June 8, bids were opened for districtwide security systems. Six vendors submitted bids with ECI from Fargo the low bidder.

The scope of security systems work includes intrusion detection systems and card control access systems for the six building sites:

Hopkins Elementary  
Horizon Middle School  
Probstfield Center for Education  
Robert Asp Elementary  
S.G. Reinertsen Elementary  
Moorhead High School

In addition new CCTV video monitoring systems will be installed at Moorhead High School and Horizon Middle School sites and in the early learners wing of Probstfield Center for Education.

The door position switches bid alternates at Moorhead High, Horizon and S.G. Reinertsen allow further integration and monitoring between all three security system components. Cost for the alternates are very favorable, so I am recommending our bid award to include all three alternates.

The installation timeline will be coordinated with building construction project schedules, but work will commence by the end of June in S.G. Reinertsen. Work in the five K-12 buildings will be completed by the start of school. Probstfield Center for Education's construction schedule will dictate completion date of system integration at the site. Training for staff will be held during fall workshops.

At this time, I am recommending we award base bid and alternates to ECI of Fargo, N.D., in the amount of \$234,371.32.

# TABULATION OF BIDS

Project Name: Moorhead School District  
CCTV, Door Access and Security Project  
Moorhead, Minnesota

Ulteig Engineers, Inc.  
Fargo, North Dakota


Project No. UEI Project No. 2003-3010

Bid Opening Date: June 8, 2004  
Time: 11:00 A.M

Contractor	Moorhead High School	Horizon Middle School	SGR	Asp	Hopkins	Probstfield	TOTAL	TOTAL
	Base Bid	Base Bid	Base Bid	Base Bid	Base Bid	Base Bid	Base Bid	Base Bid
	Alternate Bid	Alternate Bid	Alternate Bid					With Alternates
Sun Electric Fargo, ND	170,000.00	105,000.00	21,700.00	23,000.00	21,800.00	43,800.00	385,300.00	
	8,400.00	5,000.00	6,500.00					405,200.00
Scott's Electric Wahpeton, ND	16,840.00	92,240.00	12,930.00	15,400.00	14,900.00	34,360.00	333,670.00	
	4,950.00	3,725.00	2,715.00					345,060.00
Lynk3 Tech Moorhead, MN	145,138.00	90,626.00	14,190.00	17,600.00	17,160.00	36,850.00	321,564.00	
	3,287.00	3,927.00	2,090.00					330,238.00
Marco St. Cloud, MN	108,275.00	83,887	13,170.00	19,700.00	18,885.00	45,095.00	288,995.00	
	3850.00	4180.00	19,180					299,005.00
ECI Fargo, ND	94,801.00	61,163.30	14,633.37	15,608.71	15,159.00	27,488.41	228,853.82	
	2,620.00	1,1650.00	1,247.50					234,371.32
Protec Design Brainerd, MN	190,491.00	128,979.00	36,912.00	34,660.00	34,660.00	52,206.00	477,908.00	
								No alternate bid

**MEMO #:** S-04-109

**TO:** School Board

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

**DATE:** June 9, 2004

**RE:** Approval of Policy

Attached please find the policy, Student Activity Fees (542).

Suggested Resolution: Move to approve the policy, Student Activity Fees (542), as presented.

LPN:mde  
Attachment

## ❖ Policies and Procedures ❖

Code: 542  
Category: Policy of the School Board / Moorhead, MN  
Section: 500 STUDENTS  
Name: Student Activity Fees  
Adopted: 7/12/1983  
Revised: 6/28/1999  
Reviewed: 12/1990 8/14/1995 6/28/1999  
Policy: I. PURPOSE

The purpose of this policy is to establish student activity fees for athletics/activity events in Moorhead Area Public Schools.

### II. GENERAL STATEMENT OF POLICY

Students unable to pay the activity fee will not be denied the right to participate in a student activity. Building administrators will make this decision using the Free School Lunch eligibility guidelines as the determining factor.

#### A. Fees will be collected as follows:

1. ~~Junior High~~ Middle School - students pay in the Principal's Office
2. Senior High School - students pay in the Activities Director's Office
3. Elementary Schools - students pay in the Principal's Office

B. In athletic/activity events which require tryouts, students will not be expected to pay the fee until the final cut for the squad has been made.

1. in other non-tryout sport activities, students will be expected to pay the fee prior to participation in the first event.
2. a Moorhead ~~Junior High~~ Middle School student participating in high school activities will be charged activity fees denoted for high school activities.

C. Student activity fee refunds will be made (if requested in writing) because of injury, illness or moving out of the district according to the following guidelines:

1. full fee refund if less than one-half of the activity season is completed.
2. no fee refund if more than one-half of the activity season is completed.

D. Students who drop out of an activity will forfeit the activity fee.

E. The student manager of an athletic team is not expected to pay an activity fee.

F. In Debate/Speech activities, students can prepare their selection and can participate in one meet without the fee being charged. If they choose to continue, they will be required to pay the activity fee.

G. ~~If students who provide their own musical instruments are requested to switch to a school-owned instrument to obtain a balance in instrumentation, no fee will be required.~~

~~H. A family cap shall limit the total activity fee to no more than \$200 for any family. Activity fees for an individual shall be capped at \$8 100 per individual.~~

I. An activity fee will be charged for the following:

Senior High School Activities and Fee

Baseball ~~\$40~~ 50  
Basketball ~~\$40~~ 50  
Cross Country ~~\$40~~ 50  
Football ~~\$40~~ 50  
Golf ~~\$40~~ 50  
Gymnastics ~~\$40~~ 50  
Hockey ~~\$40~~ 50  
Soccer ~~\$40~~ 50  
Softball ~~\$40~~ 50  
Swimming ~~\$40~~ 50  
Tennis ~~\$40~~ 50  
Track ~~\$40~~ 50  
Volleyball ~~\$40~~ 50  
Wrestling ~~\$40~~ 50  
Debate ~~\$40~~ 50  
Speech ~~\$40~~ 50

Cheerleading (per season) ~~\$20~~ 5  
Danceline (per season) ~~\$20~~ 5  
Knowledge Bowl (per season) ~~\$20~~ 5  
~~Band/Orchestra Rental \$20 (per semester)~~

Junior High Middle School Activities and Fee

Basketball ~~\$25~~ 30  
Cross Country ~~\$25~~ 30  
Football ~~\$25~~ 30  
Golf ~~\$25~~ 30  
Gymnastics ~~\$25~~ 30  
Volleyball ~~\$25~~ 30  
Wrestling ~~\$25~~ 30  
Track ~~\$25~~ 30  
Tennis ~~\$25~~ 30  
~~Band/Orchestra Rental \$20 (per semester)~~

Legal Reference:

Minnesota Statute 123B.49 (Extra Curricular Activities)

Cross Reference:

Moorhead School Board Policy 831: Rental of Musical Instruments

[Search Again](#)

**MEMO #:** S-04-110

**TO:** School Board

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

**DATE:** June 9, 2004

**RE:** Approval of Policy

Attached please find the policy, Student Discipline (551).

Suggested Resolution: Move to approve the policy, Student Discipline (551), as presented.

LPN:mde

Attachment



## ❖ Policies and Procedures ❖

Code: 551  
Category: Policy of the School Board / Moorhead, MN  
Section: 500 STUDENTS  
Name: Student Discipline  
Adopted: 6/13/1989  
Revised: 6/9/2003  
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Policy: I. PURPOSE

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

### General Statement of Policy

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

### II. RIGHTS AND RESPONSIBILITIES OF STUDENTS

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

#### RIGHTS OF STUDENTS

Every student has the right...

1. To citizenship in the school community as granted by the U.S. Constitution and the State of Minnesota. Civil rights may not be abridged, obstructed, or in any other way altered, except in accordance with due process of law.
2. To freedom from harassment due to gender, religion, culture, disability, race, sexual orientation, and/or age and to seek redress of such infractions by reporting such harassment to a principal, counselor, teacher, or other school official.
3. To fair, consistent uniformity of application of rules without discrimination or bias within the learning environment.
4. To air grievances, problems and concerns through legitimate channels and to propose

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

#### RESPONSIBILITIES OF STUDENTS

Every student has the responsibility...

1. To assist in efforts to establish and maintain a safe, stimulating, and productive learning environment in the school society.
2. To abide by accepted standards of good conduct and discipline while participating in any school function or activity and while going to and from school, whether riding on public or private conveyance, or walking.
3. To know and comply with school rules and regulations and school district policies established by the Moorhead School Board.
4. To refrain from disruptive behavior which may interfere with a teacher's right to teach and a student's right to learn.
5. To attend regularly scheduled class sessions as established by the schools.

6. To bring class materials required for daily classroom use and to complete assigned class work on time and according to instructions given by teacher.
7. To accept the authority of school personnel on school property, during school-sponsored off-campus events and on school transportation.
8. To follow policy and regulations during school-sponsored activities in or away from school regardless of time or place.
9. To obey all safety regulations in the educational setting.
10. To use appropriate language and to avoid cursing, profanity, or vulgarity.
11. To refrain from the use or threat of physical force, verbal abuse, threats, blackmail, the use, sale, or exchange of alcohol or any illegal drugs, smoking, stealing, vandalism, and other illegal activities.
12. To refrain from bringing onto school property or to school-sponsored events any materials or items which would cause, or tend to cause, a disruptive activity or endanger the health of students or other persons. Students should note that lockers are school property and may be searched without cause or notice. Searches may be conducted under the authorization of the principal or a representative designated by the principal. Search of an area assigned to a student shall be made in the presence of an adult witness and, if practicable, in the presence of the student. Illegal items will be seized by school authorities, and police will be notified. Items which are used to disrupt or interfere with the educational process will be removed from the student's possession.
13. To discuss grievances, problems, or concerns with school staff.
14. To report to a school official any incidents of harassment, bullying, hazing or illegal activity.

### III. SCHOOL AND COMMUNITY RESPONSIBILITIES

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

#### SCHOOL BOARD RESPONSIBILITIES

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

#### PARENT/GUARDIAN RESPONSIBILITIES

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

#### CENTRAL ADMINISTRATION RESPONSIBILITIES

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

#### BUILDING ADMINISTRATOR RESPONSIBILITIES

1. To be responsible to the superintendent in implementing the established discipline policy and building discipline plans.
2. To establish and implement rules and regulations governing conduct of students which are consistent with the Minnesota Statutes and School Board policies.
3. To ~~confer with each individual teacher and to keep on file the agreed-upon individual discipline plans~~ insure that individual teachers have agreed-upon discipline plans.
4. To be readily available to handle discipline in an emergency.
5. To appoint a designee from the certified staff to assume authority in the building administrator's absence.

6. To delegate appropriate duties to the assistant principal.
7. To be responsible for informing students, parents or guardians, and community groups of the current rules and regulations.
8. To be responsible for discussion of the rules, rights, and responsibilities with students during their first week of school.
9. To impose suspension consistent with the Minnesota Pupil Fair Dismissal Act of 1974 (as amended).
10. To recommend to the superintendent the exclusion or expulsion of a student if necessary.
11. To assure that all system wide regulations and school rules regarding discipline are applied consistently.
12. To take prompt corrective action for referred violations of discipline regulations.
13. To inform the parent/guardian and involved staff members, when appropriate, of actions taken for referred violations.
14. To inform the parent/guardian, upon request of measures taken to insure student's rights and safety.
15. To report all illegal activities to appropriate authority as required by law or as necessary to maintain school discipline and order.
16. To take responsibility for and custody of a pupil removed from class.
17. To confer at least annually with the licensed employees in a school building to review the Discipline Handbook and discuss whether its provisions have been enforced.

#### TEACHER RESPONSIBILITIES

1. To encourage students to develop self-discipline and respect for authority.
2. To treat students with dignity.
3. To recognize individual differences among students.
4. To prepare a written plan for discipline classroom management plan that meets his/her needs and confer with the principal regarding the acceptability of the plan as it relates to the school's discipline philosophy, model and school district policy. These rules shall be posted in the classroom and given to students. Teachers will post and inform students and parents of classroom expectations.
5. To inform parents/guardians through standardized notification of student deficiency.
6. To ensure the enforcement of school rules as listed in the student handbook.
7. To exercise restraint, good taste in their expression and refrain from the use of inappropriate expressions.
8. To use such reasonable measures as may be necessary to maintain a safe and orderly environment in the classroom, in the school building, on school property, and at school functions. A teacher has the authority to remove pupils from the classroom pursuant to



procedures and rules established in the district's policy. (See ~~Page 8~~, Standards of Conduct)

9. To record and report classroom discipline problems to the building administrator.
10. To confer with support personnel for possible solutions to discipline problems.
11. To establish behavior/discipline guidelines for all students on field trips, and require adherence to those guidelines by all school employees and volunteers.

#### ALL OTHER SCHOOL PERSONS WITH RESPONSIBILITY FOR STUDENT CONDUCT

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

#### IV. CORRECTIVE ACTIONS POSSIBLE

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

1. Student Conference - Depending upon the violation and the seriousness of the action, a student may be given a warning that if a violation occurs again, the student's parents or guardians will be notified.
2. Parent Notification or Conference - If a student violates a rule, the parent or guardian may be notified and a conference may be required.
3. Detention - A teacher, principal, or designee may detain a pupil after school for correction of a violation, including tardiness to class. Any pupil who is told by a teacher to report after school and who, for any reason, cannot report, must first clear the absence with the teacher, principal, or designated representative.
4. Removal From Class - "Removal from class" and "removal" means any action taken by teacher, principal, or other school district employee to prohibit a pupil from attending a class or activity period for a period of time not to exceed five days, pursuant to procedures established in the school district Discipline Handbook adopted by the School Board. "Class period" or "activity period" means, in secondary grades, instruction for a given course of study. A class period or activity period means, in elementary grades, a period of time not to exceed one hour, regardless of the subject of instruction.
5. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed five (5) days, pursuant to this discipline policy.
6. Permanent Removal from a Single Class - "Permanent removal" means the action taken



by a principal to prohibit a student from attending a class period or activity period for the remainder of the semester or year. An alternative means of earning the credit will be provided.

7. Suspension - Suspension means an action taken by the school administration prohibiting a pupil from attending school for a period of time no more than ten consecutive school days. If a suspension is longer than five days, the suspending administrator must provide the superintendent with reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability. Each suspension action may include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 days.

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

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

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

For a student with an Individualized Education Program, if the school administration shall implement alternative educational services when the suspension exceeds five days. A separate administrative conference is required for each period of suspension.

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

Suspension procedures:

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

2) Administrator notified pupil of grounds for suspension - At the informal administrative

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

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

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

8. Expulsion or Exclusion - 1) "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to 12 months from the date the pupil is expelled. 2 "Exclusion" means an action taken by the school board to prevent enrollment or reenrollment of a pupil for a period that shall not exceed beyond the school year. The Pupil Fair Dismissal Act Minn. Stat. 121A.40-121A.56 will be followed in procedural matters of this kind. "Expulsion or exclusion of disabled students with a disability cannot be used as a discipline measure if the actions may have been the result of the disabling condition. Special provisions for dealing with a disabled student's the behavior of a student with a disability a will be written into the student's Individual Education Program (IEP)."

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

10. Referral to Learner Support Services - ~~Any student whose misconduct may be the result of a handicapping condition or who has an Individual Educational Plan (IEP) may be referred to Learner Support Services for assessment and, if the student qualifies, receives appropriate services.~~ A student who has not been determined to be eligible for special education but is suspected of having a disability and in need of special education, may be referred to the Special Education Child Study Team at his/her school. If the student is evaluated and found to have a disability and also found to be a student in need of specialized instruction as identified in an IEP, the team will consider if a behavioral intervention plan or other behavioral supports are appropriate.

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

Restorative Discipline Measures:

a) Restorative Discipline is a type of discipline that seeks to restore damages made by the

offending student. A reasonable followup to a destructive action may be to try to restore, replace, repair, cleanup or apologize, as the situation may dictate.

b) Restorative Justice is a process whereby all the parties with a stake in a particular offense come together to resolve collectively how to deal with the aftermath of the offense and its implications for the future. A restorative process consists of a face-to-face encounter with a trained facilitator. The affected parties are brought together by a facilitator to discuss how they and others have been harmed by the incident and how that harm might be repaired. Participants include the victim, the offender, individuals who support each of them and others who have been affected by the incident. Participation in the process is voluntary on the part of the victim or offender. This process is used in conjunction with the Clay County Restorative Justice Program.

## 12. Corporal Punishment

1. "Corporal punishment" means conduct involving:

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

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

## 13. Use Reasonable Force

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

## V. STANDARDS OF CONDUCT

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

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

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

Discipline should not be confused with punishment. The goal of discipline is a self-



disciplined individual, with mature attitudes and socially acceptable standards of conduct. Disciplinary policies within the public schools shall be enforced within the general guidelines as set forth below. These guidelines describe clearly the various administrative actions which will be taken for violations of the law and the school district standards of behavior.

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

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

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

#### VIOLETIONS AGAINST PERSONS AND MINIMUM CORRECTIVE ACTIONS

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

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

- Parent/Guardian conference notification
- ~~Initial suspension for 5 days~~ Immediate out-of-school suspension
- Confiscation of weapon
- Immediate ~~N~~ notification of police
- Recommendation to the superintendent for expulsion for a period of time not to exceed one year.

~~Weapons are identified in two categories:~~

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

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

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

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

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

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

2. ASSAULT - THREAT: A threat of bodily harm or death against another person, without material physical contact.

- Parent/Guardian conference
- Suspension

3. ASSAULT - IN POSSESSION OF WEAPON: A student who threatens bodily harm or death to another without material physical contact while in possession of a weapon.

- Parent/Guardian ~~conference~~ notification
- ~~Initial suspension for 5 days~~ Immediate out-of-school suspension
- Confiscation of weapon
- Immediate ~~N~~ notification of police
- Recommendation to the superintendent for expulsion for a period of time not to exceed one year.

4. FIGHTING: Fighting shall be characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from "poking, pushing, shoving, or scuffling."

- Parent/Guardian conference
- Suspension

5. DIRECT ATTACK WITH A WEAPON

- Parent/Guardian ~~conference~~ notification
- ~~Initial suspension for 5 days~~ Immediate out-of-school suspension
- Confiscation of weapon
- Immediate ~~N~~ notification of police
- Recommendation to the superintendent for expulsion for a period of time not to exceed one year.

6. DIRECT ATTACK ON ANOTHER PERSON -

Students in grades K-6 5:

- Parent/Guardian conference
- 1-5 day suspension
- ~~Possible administrative transfer to another educational setting\*~~

Students in grades ~~7~~ 6-12:

- Parent/Guardian conference
- 5-day suspension
- ~~Possible r~~ Recommendation to the superintendent for expulsion for a period of time not to exceed one year.

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

- Notification of police.

7. HARASSMENT: Harassment is participating in or conspiring with others to engage in

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

- Student conference
- Detention
- Notification of parents or guardians
- Notification of Title IX officer in cases of repeated sexual harassment.

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

- Parent/Guardian conference
- Suspension

9. DISRESPECTFUL LANGUAGE: Disrespectful language directed toward another person.

- ~~Parent/Guardian~~/Student conference

10. VERBAL ABUSE: Verbal assaults, or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people.

- Parent/Guardian conference
- Suspension

11. DISRUPTIVE BEHAVIOR IN THE CLASSROOM: "Disruptive Behavior" is defined as:

A. Willful conduct ~~which materially and substantially~~ that significantly disrupts the right of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

B. Willful conduct ~~which~~ that endangers surrounding persons, including school district employees, the student or other students, or the property of the school; and.

C. Willful violation of any rule of conduct specified in the Discipline Handbook adopted by the school board.

~~D. Repeated inappropriate behavior that classroom discipline plan procedures have proven ineffective in correcting.~~

- Removal from class
- Parent/Guardian/Teacher conference upon return

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

- Parent/Guardian conference
- Suspension

#### VIOLETIONS AGAINST PROPERTY AND MINIMUM CORRECTIVE ACTIONS

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

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

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



**2. FALSE FIRE ALARMS**

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

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

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

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

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

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

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

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

- Notification of legal authorities
- Parent/Guardian conference

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

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

**OTHER VIOLATIONS AND MINIMUM CORRECTIVE ACTIONS**

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

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

- Student conference
- Parent/Guardian conference

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

- Student conference
- Parent/Guardian conference

**3. DANGEROUS DRUGS/CONTROLLED SUBSTANCES:** This refers to the possession, sale, distribution, or use of any controlled substances as defined in Minnesota

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Statute 152.02 while on the school grounds or at school sponsored events.

- Notification of legal authorities
- Suspension
- Referral to Student Assistance Program
- Parent/Guardian conference

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

- Notification of legal authorities
- Suspension
- Referral to Student Assistance Program
- Parent/Guardian conference

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

- ~~Suspension~~ Referral to legal authorities
- Parent/Guardian conference

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

- ~~Suspension~~ Referral to legal authorities
- Parent/Guardian conference

#### VIOLETIONS AGAINST SCHOOL ADMINISTRATIVE PROCEDURE AND MINIMUM CORRECTIVE ACTIONS

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

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

- Student conference

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

- Suspension
- Parent/Guardian conference

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

- Suspension
- Parent/Guardian conference

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

- Parent/Guardian conference
- Detention

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

- Student conference
- Detention

**6. CHRONIC AND UNEXCUSED ABSENTEEISM**

- Parent/Guardian/Student Conference
- Detention

**7. MISBEHAVIOR ON SCHOOL BUS**

- ~~- Student conference~~
- ~~- Notification of parent/guardian~~

Elementary (K-5)1st offense -- Warning2nd offense -- 3 school day suspension from riding the bus/conference (meeting/phone) with parents.3rd offense -- 5 school day suspension from riding the bus/conference (meeting/phone) with parents.4th offense -- 10 day suspension from riding the bus/meeting with parents.Further offenses -- Individually considered. Students may be suspended for longer periods of time including the remainder of the school year.

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

Middle School and Secondary (6-12)1st offense -- Warning2nd offense -- 5 day suspension from riding the bus/conference (meeting/phone) with parents.3rd offense -- 10 day suspension from riding the bus/conference (meeting/phone) with parents.4th offense -- 20 day suspension from riding the bus/meeting with parents.5th offense -- Suspended from riding the bus for the remainder of the school year.

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

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

- Denial of transportation on school bus according to district policy

**9. STUDENT ATTIRE:** ~~Relates to a manner of dress which presents a clear danger to the student's health and safety, causes an interference with work, promotes an illegal activity or fosters classroom or school disorder.~~ This refers to student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership.

- Student conference

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

- Confiscation
- Student conference

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

- Warning

- Referral to legal authorities
- Parent/Guardian conference

## VI. REVIEW OF THE POLICY

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

### Legal Reference:

Minnesota Statute 120B.02 (~~Results--Oriented Graduation Rule, Basic Skills Requirement, Profile of Learning~~ Educational Expectations for Minnesota's Students)  
Minnesota Statute 121A.03 (Sexual, Religious and Racial Harassment and Violence)  
Minnesota Statute 121A.05 (Referral to Police)  
Minnesota Statute 121A.25-121A.29 (Chemical Abuse)  
Minnesota Statute Sections 121A.40 to 121A.56 (The Pupil Fair Dismissal Act)  
Minnesota Statute 121A.44 (Expulsion for Possession of Firearm)  
Minnesota Statute 121A.69 (Hazing Policy)  
Minnesota Statute 123A.05 (Area Learning Center Organization)  
Minnesota Statute 152.02 (Schedules of Controlled Substances; Administration of Chapter)  
Minnesota Statute 609.605 (Trespass)  
Minnesota Statute 609.02, Subd. 6 (Definition of Dangerous Weapon)  
41 U.S.C. 701-707 (Drug-Free Workplace Act)  
20 U.S.C. 7101-7144 (Safe and Drug Free Schools and Communities Act)

### Cross References:

Moorhead School Board Policy 420: Chemical Use/Abuse  
Moorhead School Board Policy 515: School District Student Attendance  
Moorhead School Board Policy 552: Corporal Punishment  
Moorhead School Board Policy 570: Prohibition of Harassment and Violence  
Moorhead School Board Policy 571: Hazing Prohibition  
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School  
Moorhead School Board Policy 573: Tobacco-Free Environment  
Moorhead School Board Policy 574: Search of Student Lockers, Desks, Personal Possessions, and Student's Person  
Moorhead School Board Policy 575: Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches  
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy  
Moorhead School Board Policy 577: Student Dress and Appearance  
Moorhead School Board Policy 578: Bullying Prohibition  
Moorhead School Board Policy 721: Student Transportation Safety  
Moorhead School Board Policy 730: School District Copyright Policy  
Moorhead School Board Policy 731: Moorhead Public Schools Information Network Acceptable Use and Safety Policy

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**MEMO #:** S-04-111

**TO:** School Board

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



**DATE:** June 9, 2004

**RE:** Approval of Policy

Attached please find the policy, Credit for Learning of Minnesota Graduation Standards (Graduation Standards Implementation Policy E) (653).

Suggested Resolution: Move to approve the policy, Credit for Learning of Minnesota Graduation Standards (Graduation Standards Implementation Policy E) (653), as presented.

LPN:mde  
Attachment



## ❖ Policies and Procedures ❖

Code: 653

Category: Policy of the School Board / Moorhead, MN

Section: 600 EDUCATION PROGRAMS

Name: Credit for Learning of Minnesota Graduation Standards (Graduation Standards Implementation Policy E)

Adopted: 08/26/02

Revised:

Reviewed:

Policy: I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs ~~in other schools, in alternative learning sites, in Post-Secondary Enrollment Options and other advanced enrichment programs, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities.~~

### II. GENERAL STATEMENT OF POLICY

It is the policy of Moorhead School District to develop and provide processes and procedures by which students may meet a graduation requirement for a content standard, whether the school district offers the content standard in its curriculum or the student accomplishes the work in another learning environment. The school district will provide a process for transfer of standards completed in another Minnesota school district, recognition of work completed in other schools and post-secondary institutions, and credit for standards achieved in extracurricular activities, activities outside the school, previous learning, and community and work experiences. The school board may also waive the content standards for certain students if the criteria for such waivers are met.

### III. TRANSFER OF CONTENT STANDARDS

A. The school district will transfer high school content standards achieved in earlier grades or in other schools on standards-based programs to the student's record upon admission, completion of a summer school program or the like.

B. When a student transfers into the school district from another Minnesota public school district, any standards completed in the sending school district, along with scores recorded by the sending district, shall be recorded as completed with a notation indicating the identity of the school district from which the records are transferred.

C. Students ~~shall~~ may be advised of the opportunities available to complete further requirements and electives.

### IV. RECOGNITION OF COMPLETED WORK

A. The school district will translate work completed by students, including those with special needs, in schools (K-12, post-secondary or other) which have not reported achievement according to the Minnesota Graduation Standards, into standards completion



equalizations.

B. When a student transfers into the school district with a transcript from a school or school district other than a Minnesota public school district, the following shall be the policy and procedure for recognizing such previous achievement:

1. A panel consisting of the high school principal, counselor and appropriate teaching staff shall review the criteria for judging transfer of student standard completion. When the student has been scored with a performance assessment that fulfills or approximates the provisions of a full standard, the standards completed shall be treated as if they had been accomplished in a Minnesota public school;

2. When the course, topic or content of a Minnesota high school content standard has been completed, but through requirements which do not parallel or approximate the ~~Minnesota Profile of Learning rules~~ content standards adopted by the school district, the standard shall be declared achieved, no score shall be assigned, and the transcript shall indicate that the standard has been "equalized from a transcript from [name of sending institution]."

3. Effort shall be made to ascertain the content of courses, programs, and learning previously achieved to credit the student as fully as possible for previous learning. This may include asking the student or the sending school to verify content of completed courses and programs when that content is not clear from the transcript.

#### V. CREDIT BY ASSESSMENT

A. The school district will provide students, including those with special needs, with the opportunity to receive credit for standards achieved in extracurricular activities, activities outside of school, previous learning, and community and work experiences.

B. When a student requests recognition of work completed but for which no academic transcript exists, the student shall make application to the principal.

C. Not more than sixty (60) days after the application is filed, the principal shall inform the student and the student's parents what evidence must be presented to certify the completion of the standard. Evidence of completion might include letters of support and explanation from individuals or organizations who have actually witnessed the student's demonstration of the standard, oral or written tests or interviews, actual performances or demonstrations assessed by district staff or others knowledgeable in the specifications of the standard, and/or other as appropriate for the individual situation.

D. Upon the principal's determination of successful submission of the required evidence, the standard shall be noted on the transcript, ~~with an EQU or equivalent score~~, and a notation of where and when the standard was completed and verified.

#### VI. VARIATIONS OF CONTENT STANDARDS

A. Rigorous Course of Study - Waiver.

1. Upon application of a student, with approval of the student's parent or guardian and with the recommendation of the student's teacher, the school district must declare that a student has completed a content standard if the school board determines that:

a. the student is participating in a course of study, including an advanced placement or ~~international baccalaureate course~~ or a learning opportunity outside the curriculum of the school district that is equally or more rigorous than the content standard required by the school district or state Graduation Rule; and

b. achieving the content standard to be waived would preclude the student from participating in the rigorous course of study or learning opportunity.

~~2. A student who satisfactorily completes a post-secondary enrollment options course or program under Minnesota Statutes Section 124D.09, that has been approved as meeting the necessary requirements, is not required to complete other requirements of the content standards corresponding to that specific rigorous course of study. A list of the courses or programs meeting the necessary requirements may be obtained from the Commissioner of the Department.~~

~~3. Notwithstanding paragraphs VI.A(1) and VI.B(2), a student who entered ninth grade before the 2001-2002 school year and satisfactorily completes an advanced placement or international baccalaureate course, or a post-secondary enrollment options course under Minnesota Statutes Section 124D.09, satisfies the requirements of the content standards corresponding to that specific rigorous course of study.~~

~~4~~ 2. A waiver may not have the effect of a student's graduating with no completed content standards in any of the learning areas one through nine of the Profile of Learning and a waiver should rarely be granted from more than one requirement.

~~5~~ 3. Application for a waiver will be considered only if the application is submitted not more than eighteen (18) months and not less than six (6) months prior to the student's anticipated graduation date.

~~6~~ 4. A waiver will be revoked if the student fails to successfully complete the alternative rigorous program.

#### B. Students Held Harmless - Waiver.

The school board may waive any content standard for a student or group of students who entered ninth grade before the 2000-2001 school year if the school board determines that the students could not meet a content standard due to circumstances related to implementing the Profile of Learning that were beyond the students' control.

~~C. The school district shall annually inform the Department of the numbers, type and conditions of waivers granted in a format prescribed by the Department and shall work with the Department to reduce the number of waivers needed.~~

#### 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 Statute 124D.09 (Postsecondary Enrollment Options Act)  
 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 3501.0370, Subp. 1(B) (Assessment and Scoring Student Achievement)  
 Minnesota Rule Part 3501.0420 (Implementation Reporting)

#### Cross References:

Moorhead School Board Policy 104: Mission Statement  
 Moorhead School Board Policy 601: Instructional Goals of Moorhead Area Public Schools  
 Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy

- Moorhead School Board Policy 650: School District System Accountability (Moorhead Graduation Implementation Policy A)
- Moorhead School Board Policy 656: Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 Accommodation and LEP Students
- ~~Moorhead School Board Policy 657: Assessment of Standards Achievement~~
- Moorhead School Board Policy 660: Moorhead Area Public School District State Mandated Testing Plan and Procedure

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MEMO #: S-04-112

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: June 9, 2004

RE: Approval of Policy

Attached please find the policy, Student Transportation Safety (721).

Suggested Resolution: Move to approve the policy, Student Transportation Safety (721), as presented.

LPN:mde  
Attachment

## ❖ Policies and Procedures ❖

Code: 721  
Category: Policy of the School Board / Moorhead, MN  
Section: 700 NON-INSTRUCTIONAL OPERATIONS  
Name: Student Transportation Safety Policy  
Adopted: 10/10/1994  
Revised: 05/14/01  
Reviewed: 05/14/01  
Policy: I. PURPOSE

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

### II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

#### A. School Bus Safety Week.

~~The first week of school is designated as school bus safety week.~~ School bus safety week will coincide with the National School Bus Safety Week.

#### B. Student Training.

~~The Moorhead Area Public School District shall provide students enrolled in grades kindergarten through 12 10 with school bus safety training. The training shall be results-oriented and shall consist of both classroom instruction and practical training using a school bus. Upon completing the training, a student shall be able to demonstrate knowledge and understanding of at least the following competencies and concepts age-appropriate school bus safety training of the following concepts:~~

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

~~Student school bus safety training shall commence during school bus safety week. All students in grades K through 6 who are transported by school bus and are enrolled during the first week of school must demonstrate achievement of the school bus safety training competencies receive the school bus safety training by the end of the third week of school. All students in grade 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the sixth week of school, if they have not received school bus training in grades~~



K through 5. Students in grades K through 10 who enroll in a school after first the second week of school, and are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance, and demonstrate achievement of the school bus safety competencies within three weeks of the first day of attendance. The School District may deny transportation to a student who fails to demonstrate the competencies, unless the student is unable to achieve the competencies due to a disability.

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

3. The Moorhead Area Public School District must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students in grades 9 and 10 must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus.

5. The Moorhead Area Public School District will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

6. The Moorhead Area Public School District may provide kindergarten students with school bus safety training before the first day of school.

7. The Moorhead Area Public School District may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.

8. The Moorhead Area Public School District shall adopt and make available for public review a curriculum for transportation safety education.

9. Nonpublic school students transported by the Moorhead Area Public School District will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. The nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

### III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

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

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

#### A. School Bus and Bus Stop Rules.

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

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**B. Rules at the Bus Stop.**

1. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
2. Respect the property of others while waiting at your bus stop.
3. Keep your arms, legs and belongings to yourself.
4. Use appropriate language.
5. Stay away from the street, road or highway when waiting for the bus.
6. Wait until the bus stops before approaching the bus.
7. After getting off the bus, move away from the bus.
8. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
9. No fighting, harassment, intimidation or horseplay.
10. No use of alcohol, tobacco, or drugs.

**C. Rules on the Bus.**

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

**D. Consequences.**

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

### 1. Elementary (K-65).

1st offense -- Warning

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

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

4th offense -- 2010 day suspension from riding the bus/meeting with parents.

5th Further offenses -- Individually considered. Students may be suspended for longer periods of time including from riding the bus for the remainder of the school year.

~~Further offenses -- individually considered.~~

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

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

### 2. Middle School and Secondary (76-12).

1st offense -- Warning

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

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

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

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

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

### 3. Other Discipline.

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

### 4. Records.

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of ~~serious misconduct~~ student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided to the Department of Public Safety in accordance with state and federal law. Records may also be maintained in the transportation office.

### 5. Vandalism/Bus Damage.

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

### 6. Notice.

Students will be given a copy of school bus and bus stop rules during school bus safety training. Rules are to be posted on each bus. The driver will periodically review both rules

and consequences with students.

#### 7. Criminal Conduct.

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

### IV. PARENT AND GUARDIAN INVOLVEMENT

#### A. Parent/Guardian Responsibilities For Transportation Safety.

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

#### B. Parent and Guardian Notification.

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

### V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid Class of drivers license and school bus endorsement for operating the type of equipment to which they are assigned. A person possessing a valid driver's license without a school bus endorsement may drive a vehicle with a seating capacity of 10 or fewer persons used as a school bus, but not outwardly equipped or identified as a school bus.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

All school bus drivers shall be adequately prepared, both physically and mentally, each

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day to perform required duties. These shall include:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

H. Completing required reports.

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

I. Completing required training programs successfully.

J. Providing maximum safety for passengers during loading and unloading.



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

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

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

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

## VI. OPERATING RULES AND PROCEDURES

### A. General Operating Rules.

1. ~~All routes shall be on file with the School District's School Transportation Safety Director.~~ School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

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

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

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

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

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

7. There shall be no students in the bus while the fuel tank is being filled. On leaving the vehicle when students are in the bus the driver shall stop the bus, remove the ignition key, set the brakes and otherwise render the bus immobile. The driver should not leave the vehicle unless required to do so for business relating to the safe transportation of students or an emergency.

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

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



the highway.

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

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

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

13. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

#### B. Use of Signals, Loading or Unloading:

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

~~2. Bring the vehicle to a complete stop in the right hand lane of the roadway parallel to the center line:~~

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

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

~~5. The driver should avoid loading or unloading students where the view is obstructed to other motorist for 200 feet in either direction:~~

~~6. The driver will not permit students to stand or get off the bus while it is in motion:~~

~~7. The driver will bring the bus to a full stop and disengage gears by shifting gear shift lever into neutral position or selector into neutral or park position before loading or unloading students:~~

~~8. Buses shall load and unload students only at designated locations:~~

~~9. Certain crossings are exempt from the use of 8-way signals, these stops and rationale are defined in Moorhead Administrative Policy 721.1 School Bus Stops:~~

#### C. Crossing Highways and Streets:

~~1. The driver shall be responsible for safely delivering the student who must cross the highway or street by one of the following methods:~~

~~a. Students shall pass approximately 10 feet in front of the school bus so as to be seen by the driver and cross the road only upon receiving a hand signal from the driver, or~~

~~b. The student shall pass approximately 10 feet in front of the bus so as to be seen by the driver and be conducted across the road by the school bus patrol, or~~

~~c. The driver shall visually ascertain that students getting off the bus who do not need to cross the road are a safe distance from the bus before moving the vehicle.~~

#### DB. Type III Vehicles.

1. Any vehicle designed to carry more than 10 passengers must meet all legal requirements for a school bus and cannot be treated as a Type III vehicle. Any Type III vehicle used to transport students must carry all emergency safety equipment listed in Section IV-B-2 V.D.2. If District-owned, the District name will be clearly marked on the side of the vehicle. All school-owned Type III vehicles will be properly licensed, insured, and inspected.

2. Students will not be regularly transported in private vehicles. However, private vehicles may be used for convenience or in an emergency. The District has no system of inspection for private vehicles.

3. All drivers of Type III vehicles will be licensed drivers and will be familiar with use of required emergency equipment. The school district will not knowingly allow a person to operate a Type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

### VII. SCHOOL BUS DRIVER TRAINING

#### A. Training and Evaluation.

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

The school district shall retain on file an annual individual school bus driver evaluation certification form for each school district driver as contained in the Model School Bus Driver Training Manual. Drivers with a Class D license will also be evaluated annually and all bus drivers will be assessed periodically for the following competencies:

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

The evaluation must include completion of an individual "school bus driver evaluation form" as contained in the Model School Bus Driver Training Manual.

#### 1. Pre-Trip Inspection:

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

~~The engine compartment -- belts, valves, fluid leaks  
Engine start, warning lights, gauges, horn  
Fuel level  
Brakes -- pedal reserve and air/vacuum gauges~~

Interior -- seats, floor, lights  
 Electrical charging system  
 Emergency door  
   a. smooth latch operation  
   b. alarm buzzer  
 Entrance door operation  
 Lift door operation and alarm  
 Lift equipment for wheelchairs  
 Wheels, service brakes, emergency brake  
 Exterior lights -- headlights, brake lights, marker lights,  
 turn signals  
 Exhaust system  
 Windows, windshield, and inspection sticker  
 Eight-light system and stop arm  
 Emergency equipment -- first aid kit, bodily fluids  
 cleanup kit, flashlight, reflectors, two-way radio

2. Fundamentals and Techniques of School Bus Driving:  
 The driver training program must include:

Relevant laws  
 Rules of the road and School District safety policies  
 Defensive driving  
 Driving in inclement weather conditions  
   a. reduced visibility -- rain, snow, fog  
   b. wet roads  
   c. icy roads  
 Dealing with pedestrians and students in traffic  
 Operation of the manual or automatic transmission  
 The use of the drive train for stopping the school bus  
 Situations where the hand brake will and will not stop a moving bus  
 Steering and turning techniques  
 Right and left turn maneuvers  
 Gauging the speed of other vehicle on cross streets  
 Use of mirrors  
 Merging into traffic  
 Visual perceptions  
 Safe following distances  
 Safe backing procedures  
 Use of the eight-light system and Moorhead Administrative Policy EEBB -- A regarding  
 its use  
 Loading and unloading procedures  
 Knowledge of the danger zone concept  
 Policies and Procedures for grade level railroad crossings  
 Emergency use of the public address system  
 Response to an approaching emergency vehicle while unloading  
 Leaving the bus unattended at school sites

3. Special Education Transportation  
 Special education transportation requires skills and abilities that exceed those required to  
 provide normal school bus service. Drivers will be familiar with:  
 What to do in a medical emergency  
 Handling of wheelchairs  
 Operation of lift equipment  
 Proper use of wheelchair securement devices  
 School District policies on the use of seat belts on designated students  
 Handicapping conditions

#### Responsibilities of the bus driver and the bus aide

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

#### 4. Emergency Procedure:

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

Drivers are to receive training in:

Identifying the degree of an emergency before beginning an evacuation

Identifying a safe evacuation/unloading area

Preplanning emergency evacuations for both conventional and lift buses

a. front, rear, and both door evacuations

b. evacuation of special education students

c. evacuation of physically disabled students and students using wheelchairs

d. placement of students in a safe location,

e. Cooperation in emergency evacuation drills

Mechanical breakdowns

a. stop bus in safe location

b. keep passengers in bus if safe to do so

c. take steps to warn motorists

d. radio or call for assistance

How to secure the school bus and place emergency triangles

Use of the two-way communication system in an emergency

When it is appropriate to evacuate the school bus

How to supervise an emergency evacuation

Emergency evacuation of the disabled

Special considerations when evacuating a lift bus

Lifting techniques for handling disabled students in an emergency situation

Priorities when dealing with injured passengers

How to use the school bus first aid kit

Use and operation of the fire extinguisher

Dealing with other motorists and the police

Use of emergency reflectors and hazard lights

Control of exposure to blood borne pathogens

Use of body fluid cleanup kits

School District policy on medical emergencies

Recognition and handling of epileptic seizures

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

#### 5. First Aid/CPR

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

#### 6. Private or Confidential Student Information

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

#### 7. Student Discipline

Creating a positive attitude on the school bus

Oral and visual communications skills between the driver and the passenger

Dealing confidently with a disruptive student

District discipline policy

Developing and enforcing workable rules

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**Incident report forms****District policy on possession of weapons by a student****District policy on sexual, racial and religious harassment/violence****District policy on smoking****8. Human Relations****Appropriate driver behavior****Sensitivity to a diverse student population Sensitivity to handicapped conditions****Relations with parents/guardians and school staff****Working with a special education bus aide****9. Chemical Abuse****How alcohol and/or drugs can affect driving skills****Drug-testing programs****State and federal requirements****B. Evaluation:****All drivers will be evaluated for the following competencies at least once annually:****1. Safely operate the type of school bus the driver will be driving****2. Understand student behavior including issues relating to student with disabilities****3. Ensure orderly conduct of students on the bus and****handle incidents of misconduct appropriately****4. Know and understand relevant laws, rules of the road and local school bus safety policies****5. Handle emergency situations****6. Safely load and unload students, and****7. Demonstrate proficiency in first aid, Heimlich Maneuver, and CPR procedures.****VIII. EMERGENCY PROCEDURES****A. Fire****In the event of a fire, the first priority is to evacuate the bus. Drivers will make certain passengers are safe before attempting to put out the fire.****B. Injuries/Medical Emergencies****Drivers will be familiar with first aid and CPR procedures. Drivers should first contact the dispatcher to call 911 in the case of serious injuries. Drivers should administer proper first aid in accordance with their training and level of ability. In the event an injured passenger is taken to the hospital, record the students' name and the name of the hospital where the student is sent.****C. Tornado:****If there is likelihood that a tornado will hit a vehicle, and there is no escape route available or no time to drive to a safe location, the driver should evacuate the bus, taking the first aid kit. The driver will take the students to the basement of a nearby building or to the nearest depression or ditch upwind (toward the storm) of the bus far enough away from the bus so that the bus will not roll over on them and instruct them to cover their heads with their arms. If the students are wearing coats or jackets, these can be used to**



~~provide additional protection for their heads and bodies. Drivers should take only the first aid kit from the bus.~~

~~If drivers are on the road when they hear a tornado warning or spot a funnel, and there is not time to evacuate the students after stopping the bus, drivers should have the students assume the protective position, remaining in their seats, with their heads below the window level.~~

#### D C. Evacuation.

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

#### E. Accident:

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

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

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

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

#### F. Cold Weather Stop:

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

#### G. Dangerous Weapons:

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

#### H. Lights:



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

#### F D. Getting Assistance.

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

### IX. VEHICLE MAINTENANCE STANDARDS

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

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

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

### ~~X. EXPENDITURES FOR SCHOOL BUS SAFETY ACTIVITIES~~

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

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

### XI. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The School Board has designated an individual to serve as the School District's School Transportation Safety Director. The school transportation safety director shall have day-to-day responsibility for pupil transportation safety, including transportation of nonpublic school children when provided by the district. The school transportation safety director will assure that this policy is annually reviewed. The name, address, and telephone number of the school transportation safety director are on file with the superintendent. Any questions regarding student transportation or this policy should be addressed to the School Transportation Safety Director. Refer to Administrative Procedures 720.1: Special Education Transportation, 721.1: School Bus Stops and 721.2: Travel K - 12 Emergency Procedures.

#### Legal References:

Minnesota Statute 123B.90 School Bus Safety Training  
Minnesota Statute 123B.91 School District Bus Safety Responsibilities  
Minnesota Statute 123B.92 Transportation Aid Entitlement

#### Cross References:

Moorhead School Board Policy 413 Employment Background Checks  
Moorhead School Board Policy 420: Chemical Use/Abuse

Moorhead School Board Policy 421: Employee Drug and Alcohol Testing  
Moorhead School Board Policy 632: Field Trips  
Moorhead School Board Policy 551: Student Discipline  
Moorhead School Board Policy 552: Corporal Punishment  
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School

[Search Again](#)

JUN 9 2004

OFFICE OF TEACHING & LEARNING MEMO #: I.04.158



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Major Magnitude Field Trip  
DATE: May 27, 2004

Attached is information regarding a proposed Major Magnitude Field Trip for Moorhead High School Orchestra.

The trip will take place April 2005. It is anticipated the students will miss four days of school. The Orchestra will perform in the Gateway Music Festival, Washington, D.C. where the Orchestra will receive a clinic session and critique ratings. The Orchestra will also perform an exchange concert with a D.C. area High School Orchestra and a public performance at the Old Post Office Building. The students will attend a performance of the National Symphony Orchestra.

**SUGGESTED RESOLUTION:** Move to approve the High School Orchestra trip to Washington D.C.

LAK/kmr  
Attachment

MAY 27 2004

**Major Magnitude Field Trip -- Request Form**

Administrative Policy of the Moorhead Public Schools

District Code: IICA-B  
Date Adopted: 10/26/89  
Revised: 01/08/01

**Major Magnitude Field Trip**  
**Field Trip**  
**Request Form**

**Section I**

Date of Request: 4/20/04

Person Requesting the Field Trip: Jon Larson, MHS Orchestra Director

Purpose of the Trip: The purpose of this trip is to expose the Orchestra students to a variety of performing situations. They will observe and learn performing techniques from other orchestras. The Orchestra will also be critiqued in a clinic session. The students will also have the opportunity to tour historical sites. The ultimate purpose of this trip is to help these students become better musicians.

Please explain the educational value of this trip and how this trip is related to the course content and graduation standards: The High School Orchestra will perform in the Gateway Music Festival, Washington, D. C., where the Orchestra will receive a clinic session and critique ratings. The Orchestra will also perform an exchange concert with a D. C. area High School Orchestra and a public performance at the Old Post Office Building. The students will attend a performance of the National Symphony Orchestra. The students will gain experience in performing in a variety of concert situations and will observe and learn performing techniques from other high school and professional orchestras. These performances and observations partially fulfill the graduation standard embedded in this course, Arts Performance and Analysis. During the clinic session, the students will be critiqued on their performance with suggestions for improvement in playing technique.

Date of Trip Departure: 04/20/05 Return Date: 04/25/05

Destination Address: Washington, D. C.

School: Moorhead High School

Contact Person: Jon Larson Phone/Extension 2432

Number of students: 70

Class/Group: High School Orchestra

Number of Chaperones: 5

Number of school days: 4

Approximate cost per student: \$ 600.

Accommodation plan for students with an IEP or 504 plan: There are no students with an IEP or 504 plan in this class.

Funding Plan: Trip will be completely funded by the students: Fundraisers (brochure sale, Orchestra Play-a-thon, Pie Social, etc.) and out-of-pocket by students.

Parental Notification: Parental Permission Form (see attached) and Parents' Meeting

Trip Itinerary: see attached

Student Roster: see attached

Authorization Signature of Building Principal: Gene Bayle 5-1-04

Signature of Superintendent/Assistant Superintendent - Teaching/Learning:

\_\_\_\_\_

Board Approval Date: \_\_\_\_\_

# Moorhead High School Chamber Orchestra -- Spring Trip 2005

## PARENTAL PERMISSION FORM

\_\_\_\_\_ has my permission to participate in the High School Orchestra  
(name of student)

Spring Trip to Washington, D. C. April 20 -25, 2005.

\_\_\_\_\_  
(parent/guardian signature)

\_\_\_\_\_  
(parent/guardian printed name)

\_\_\_\_\_  
(daytime phone number)

Return this form to:

Mr. Larson  
Orchestra Director  
Moorhead High School  
284-2432  
jonlarson@moorhead.k12.mn.us



**Moorhead High School**  
**Jon Larson, Director**  
**Performance Tour of Washington, D.C.**  
**April 20 – 25, 2005**

**Inclusive Features**

**Transportation**

Round-trip deluxe motorcoach transportation between Moorhead and Washington, D.C.  
Local motorcoach transportation for all activities and performances in Washington, D.C.  
2- 47 passenger motorcoaches  
Motorcoach drivers' hotel accommodations and gratuities

**Accommodations/ Meals**

Accommodations in three-star hotel in greater Washington D.C. area – 2 nights  
Breakfast daily – 2  
Dinners daily – 2

**Festivals & Performances**

Participation in all Gateway Music Festival events  
Clinic session  
Taped and written comments  
Commemorative banner  
Participations Plaque  
Awards and trophies  
Festival Patch for all participants  
Professional recording  
Public performance at the Old Post Office Pavilion  
Exchange concert with high school orchestra program in the Washington DC area

**Sightseeing/Activities**

Smithsonian Museums  
International Spy Museum  
Illuminated city tour with step-on guide  
Monuments and Memorials  
Arlington National Cemetery  
Wreath Laying Ceremony at Arlington  
Holocaust Museum

## **Tentative Itinerary – Washington D.C.**

### **Day One – Wednesday, April 20, 2005**

**Depart** Meet at Moorhead High School today and depart for Washington D.C. It is about a 21- hour journey from Moorhead to Washington D.C. Please keep in mind you have a one- hour time change and also allow a few hours for rest and meal stops.

### **Day Two – Thursday, April 21, 2005**

**Arrive** Welcome to the nation's capital!

**Smithsonian** Begin your D.C. exploration with the Smithsonian Institutes. The first place to visit is the Smithsonian Information Center, the Institution's first building, popularly known as "The Castle." From there, explore one of the fourteen national museums including the American History Museum, the Natural History Museum, the Air and Space Museum or the National Zoo.

**Dinner** Enjoy a family-style dinner at Buca di Beppo Italian Restaurant.

**Hotel** After dinner, check in to your hotel. Your Gateway Tour Manager will check in for the entire group. Once you are settled, spend free time socializing, swimming or just relaxing.

**Illumination Tour** This evening you will enjoy a very special tour of Washington. Tour the city at night and see all of the various monuments, which will be illuminated

### **Day Three – Friday, April 22, 2005**

**Breakfast** Breakfast this morning at your hotel.

**Festival** Festival performances begins today. Actual schedule is determined 30 – 45 days out from festival date.

**Capitol Tour** By contacting one of your Congressional Representatives they will be able to arrange a tour of the Capitol for your group.

**Performance** An exchange concert performance will be scheduled at a Washington, D. C. High School.

**Dinner** Enjoy dinner tonight at the Hard Rock Cafe.

**\*Please note:** Tours to the United States Capitol or White House are arranged directly through your senator or congressperson and are subject to availability and acceptance. Gateway will assist with this coordination.

#### **Day Four – Saturday, April 23, 2005**

##### **Breakfast**

Breakfast this morning at your hotel.

**Festival** Festival performances continue today. Actual schedule is determined 30 – 45 days out from festival date.

**Arlington** There are over 175,000 America's soldiers laid to rest here. Many had passed on during the Revolutionary War. Oliver Wendell Holmes, William Howard Taft, John F. Kennedy, Robert Kennedy, and Rierre L'Enfant are buried here. Arrangements will be made during your visit for you group to lay a wreath at the Tomb of the Unknown Solider.

**Kennedy Center--National Symphony Orchestra Concert** This year the Kennedy Center brings groups spectacular evening and afternoon performances of the old favorites and new stars in performing arts today. Now more than ever, the nation's center for the performing arts in Washington, D.C. is the place to be for must-see performances of world-class ballet companies, stunning theater.

#### **Day Five – Sunday, April 24, 2005**

##### **Breakfast**

Breakfast this morning at your hotel.

##### **Check out**

Check out of your hotel this morning.

**Holocaust Museum** *The Holocaust Museum* spans three floors and presents a narrative history using more than 900 artifacts, 70 video monitors, and four theaters that include historic film footage and eyewitness testimonies. The exhibition is divided into three parts: "Nazi Assault," "Final Solution," and "Last Chapter." This moving and important museum is a memorial for those killed in the Holocaust, a tribute to those who survived and an effort to ensure that they are all never forgotten.

##### **Lunch**

The Ronald Reagan Building is a fun place to get lunch on your own.

**Performance** A public performance will be scheduled at the Old Post Office Pavilion. Please note that this performance is based availability and acceptance.

**Smithsonian** Explore one of the fourteen national museums including the American History Museum, the Natural History Museum, the Air and Space Museum or the National Zoo.

##### **Dinner**

Visit Union Station today with time for shopping and a dinner meal coupon.

**Depart** Depart for home. Thank you for traveling with us. We hope you enjoyed your tour to Washington D.C!

#### **Day Six – Monday, April 25, 2005**

##### **Arrive**

The group will arrive back home today.

## STUDENT ROSTER

Kayla Adams  
Jennifer Astrup  
Mia Bonitto  
Andrew Chen  
Emma Davis  
Hope Enger  
Sara Enns  
Emily Gotta  
Rachel Hakk  
Elise Hughey  
Anna Johnson  
Ashley Kjonaas  
Nicholas Lahlum  
Lindsey Larson  
Danica Litch  
Sarah Mogen  
Jessie Morinville  
Paige Olmstead  
Kaitlin Pierce  
Sean Richards  
Meghan Schaumburg  
Shaun Seaburg  
Peter Siggerud  
Kia Thrasher  
Sebastian Wai  
Victoria Wiger  
Stephen Zitzow

Jessamy Alto  
Rachael Blue  
Jessie Bourcy  
Jamie Christianson  
Matt Dohman  
Brianna Engeseth  
Brendan Frost  
Tatiana Gracyk  
Ben Hanna  
Allyson Ishaug  
Dustin Johnson  
Mason Knoll  
Nikki Langdahl  
Kim Lattimore  
Alyse McCleary  
Karianne Monson  
Ingrid Myrum  
Lynn Olson  
Lanae Preuss  
Dana Rognlie  
Erica Schierholz  
Jaime Shaw  
Anna Skauge  
Zan Thrasher  
Ben Wheeler  
Richard Wright

Asenath Arauza  
Addy Bolgrean  
Leea Bowser  
Patricia Connell  
Lauren Enervold  
Autumn England  
Maggie Garberg  
Angela Guan  
Jeremy Holm  
Amanda Johnson  
Kelsey Keimig  
Ian Lahlum  
Katie Larson  
Megan Lenarz  
Alex McCullough  
Caroline Moos  
Kari Oanes  
Katherine Paynter  
Taryn Raddohl  
Gina Salvi  
Nikki Seaberg  
Ann Siebels  
Rachel Sternhagen  
Phil Turner  
Morgan Whiteford  
Lexi Woodard