



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

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S-m9-B05
23 Aug 2004

INDEPENDENT SCHOOL DISTRICT #152

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

August 23, 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. Matters Presented by Citizens/Other Communications
(Non-Agenda Items)

2. **CONSENT AGENDA**

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

SCHOOL BOARD AGENDA - August 23, 2004

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

- A. TEACHING/LEARNING MATTERS - Kovash
 - (1) Acceptance of Grants - Pages 5-8
- B. BUSINESS SERVICE MATTERS - Weston
- C. HUMAN RESOURCE MATTERS - Nielsen
 - (1) Approval of Secretarial Recall - Page 9
 - (2) Approval of Family/Medical Leave - Page 10
 - (3) Approval of Leave of Absence - Page 11
 - (4) Approval of Change in Employment Contract - Page 12
 - (5) Approval of Teacher Recall - Page 13
 - (6) Approval of New Employees - Page 14
 - (7) Approval of Retirement - Page 15
- D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____
Comments _____

- 3. CONSTRUCTION UPDATE: Weston
Page 16
- 4. MCA, AYP AND SCHOOL REPORT CARDS: Kovash
Pages 17-34
- 5. STRUCTURAL BALANCE: Weston
Pages 35-37

Suggested Resolution: Move to approve Individual Settlement-Balanced Budget Projection as presented in regards to the Master Agreement for T.C.I. Employees.

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - August 23, 2004

PAGE 3

6. **APPROVAL OF 2004-2006 MASTER AGREEMENT FOR T.C.I. EMPLOYEES:**

Nielsen

Pages 38-39

Suggested Resolution: Move to approve the 2004-2006 Master Agreement for T.C. I. Employees as presented.

Moved by _____ Seconded by _____

Comments _____

7. **COMMITTEE REPORTS**

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

9. **ADJOURNMENT**

SCHOOL BOARD AGENDA - August 23, 2004**PAGE 4****CALENDAR OF EVENT**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
K-12 District Staff Workshops	Aug 31-Sept 3		
District Staff Dev Day	September 1		
All Staff Breakfast		8-8:45 am	MHS Commons
All Staff Assembly		8:45-10:15 am	MHS Auditorium
Back to School Night	September 1	5:30-7 pm	Horizon Middle Schl
Back to School Night (Elem)	September 2	5-7 pm	Elem Bldgs
Early Chldhd Adv Com	September 2	7 pm	Probst Cntr for Educ
Labor Day Holiday	September 6	No School	
K-12 Classes Begin	September 7		
Back to School Night	September 9	6-8:30 pm	High School
HMS PTAC	September 9	7 pm	Media Center
School Board	September 13	7 pm	Board Room
Instr and Curr Adv Com	September 16	7-8:30 am	TC Bd Rm
Supt's Adv Council	September 16	7-8:30 am	TC Bd Rm
District Care Team	September 20	3:30 pm	TC Bd Rm
HS PTAC	September 21	6:30 pm	Conference Rm
Com Ed Adv Council	September 21	7 pm	Probst Conf Rm
Homecoming Parade	September 24		
Dedication Ceremony	September 25	10:30-11:30 am	MHS Auditorium
and Open Houses	September 25	12-3 pm	All Buildings
School Board	September 27	7 pm	Board Room
Com Ed Classes Start (Fall)	September 27		



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Grant Acceptance - AAA Minnesota/Iowa
DATE: August 16, 2004

S.G. Reinertsen Safety Patrol program has received a \$100 grant from AAA Minnesota/Iowa to support the safety patrol program. The funds will be used to purchase patrol supplies.

SUGGESTED RESOLUTION: Move to approve the grant from AAA Minnesota/Iowa in the amount of \$100.00 and send a thank you note to:

Gail Weinholzer
Director of Public Affairs
AAA Minnesota/Iowa
600 W Travelers Trail
Burnsville, MN 55337-2518

LAK/kmr

OFFICE OF TEACHING & LEARNING MEMO #: I.05.019



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Grant Acceptance - The Education for Homeless
Children and Youth
DATE: August 16, 2004

The district has received a \$50,058.90 grant from the Minnesota Department of Education. The application was approved at the June 14, 2004 school board meeting.

The funding from the grant will provide a part time social worker, family outreach worker, and a paraprofessional to assist students and families in homeless situations.

SUGGESTED RESOLUTION: Move to approve the grant from the Minnesota Department of Education in the amount of \$50,058.90.

LAK/kmr
Attachments

Minnesota Department of Education

August 2, 2004

Lynne Kovash, Asst. Superintendent
Moorhead Public Schools
810 4th Avenue South
Moorhead, MN 56560-2800

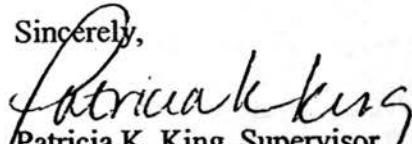
Dear Ms. Kovash:

The Education for Homeless Children and Youth (EHCY) proposals have been reviewed. **Moorhead Public Schools will receive \$50,058.90 dollars (\$55,621 dollars were requested).** Moorhead received an average score of 285 points (300 points is highest possible) and a priority rating of 3.8 (4.0 is the highest possible). Attached is a summary of the review process in more detail.

The Minnesota Department of Education received a considerable decrease in EHCY funding (like other NCLB Federal programs) because it was based on the 2000 Census data. However, Moorhead is receiving only a ten percent reduction from the original request.

If any questions, please do not hesitate to contact Tom Gray, coordinator, at (651) 582-8282.

Sincerely,


Patricia K. King, Supervisor
NCLB Consolidated Programs

**EDUCATION FOR HOMELESS CHILDREN AND YOUTH
2004-2005 REVIEW – Moorhead Public Schools**

Review Criteria The maximum number of points is stated after each criterion.	Rubric Score Score (1-4) with four being the highest	Points assigned Each criterion is weighted a number of points on the rubrics. assign points for each criterion.
Project Description (50)	4 rating (comprehensive)	50 points
Determination - Need (50)	3 rating (high rural need area)	42 points
LEA Liaisons (10)	4 rating (highly qualified liaison)	10 points
Enrollment (20)	4 rating (very clear/legal)	20 points
School Selection (10)	4 rating (policy revision)	10 points
Transportation (40)	4 rating (timelines and policy)	40 points
Enrollment Disputes (10)	4 rating (timelines and policy)	10 points
Academic Success (40)	3.0 rating (strategies are not clear)	33 points
LEA Collaboration (10)	4 rating (well documented)	10 points
Data Collection (40)	4 rating (data base established)	40 points
LEA Budget (20)	4 rating (detailed)	20 points
Total (300)	3.8 rating	285 points

Other Comments:

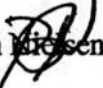
Positives: The district has a very good overall application and plan. The liaison is qualified and experienced. There is good collaboration within Title I. The staff is very good. The concepts are good in academic achievement but specific interventions for homeless students could be tightened. There are strong collaborations with shelters and advocates. The transportation arrangements are very positive. The budget is reasonable.

Challenges: Perhaps there could be more mention of specific strategies for the Hispanic and native American subgroups. Again, academic achievement strategies could be outlined more clearly.

HUMAN RESOURCE

MEMO #: HR .05.018



TO: Dr. Larry Nybladh
FROM: Ron  Nybladh
SUBJECT: Secretarial Recall
DATE: August 17, 2004

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

Patricia Beach Secretary, Sr. High, 9 months, 8 hours per day effective August 31, 2004.

SUGGESTED RESOLUTION: Move to approve the recall of Patricia Beach for the Sr. High Secretary.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.014



TO: Dr. Larry Nybladh
FROM: Ron Nilsen
SUBJECT: Family Medical Leave
DATE: August 17, 2004

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

Maureen Fisher Paraprofessional, Sr. High, to begin on August 31, 2004 for the 2004-2005 school year.

Susan Morse Teacher, Red River Alternative Center, September 7, 2004 for approximately six weeks.

SUGGESTED RESOLUTION: Move to approve the Family Medical Leave for Maureen Fisher pursuant to Article VIII, Section 3 of the Paraprofessional Master Agreement and the Medical Leave for Susan Morse pursuant to Section IV, Article 38 of the Teachers' Master Contract.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.015



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Leave of Absence
DATE: August 16, 2004

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

Debra Mallick Paraprofessional, Sr. High for the 2004-2005 school year.

SUGGESTED RESOLUTION: Move to approve the request for the Leave of Absence for Debra Mallick pursuant to Article 8, Section 8 of the Paraprofessional Master Agreement.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.016



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Change in Employment Contract
DATE: August 17, 2004

Jennifer Holand Part time Art teacher at Riverside Elementary to full time Art teacher at Hopkins Elementary effective August 31, 2004.

SUGGESTED RESOLUTION: Move to approve the change in contract for Jennifer Holand.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.020



TO: Dr. Larry Nybladh
FROM: Ron Nilsen
SUBJECT: Teacher Recall
DATE: August 17, 2004

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

Patricia Haugen	Gifted/Talented teacher .50 FTE at Reinertsen effective for the 2004-2005 school year
Orella Olson	Basic Skills Support/Reading Recovery teacher 1.00 FTE at Reinertsen effective for the 2004-2005 school year
Dorian Boe	1-5 Elementary teacher 1.00 FTE at Reinertsen effective for the 2004-2005 school year
Lisa Hustad	Special Education Resource teacher .50 FTE at Ellen Hopkins effective for the 2004-2005 school year

SUGGESTED RESOLUTION: Move to approve the recall of Patricia Haugen, .50 FTE Gifted/Talented teacher at Reinertsen, Orella Olson, 1.00 FTE Basic Skills Support/Reading Recovery teacher at Reinertsen, Alison Boe, 1.00 FTE 1-5 Elementary at Reinertsen, and Lisa Hustad .50 FTE Special Education Resource teacher at Ellen Hopkins.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.019



TO: Dr. Larry Nybladh
FROM: Ron Hansen
SUBJECT: New Employee
DATE: August 17, 2004

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

Brad Miller	English Teacher, .875 FTE, Sr. High, BA (0) \$24,734.50 effective for the 2004-2005 school year. (Replace Jace Lahlum)
Dean McEnergy	Bus Driver, B21 \$ 10.67 per hour, 3.25 hours per day. (Replace Kevin Pavola)
Carrie Lawrence	ESL/Reading Teacher, .5 FTE, Ellen Hopkins, BA+15 (3) \$16,434 effective for the 2004-2005 school year. (Title 1 funding)

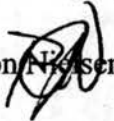
SUGGESTED RESOLUTION: Move to approve the employment of Brad Miller, Dean McEnergy and Carrie Lawrence as requested.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.021



TO: Dr. Larry Nybladh
FROM: Ron 
SUBJECT: Retirement
DATE: August 17, 2004

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

Marilyn Larson Special Education Teacher, Sr. High, effective immediately

SUGGESTED RESOLUTION: Move to approve the retirement of Marilyn Larson as presented.

RN/smw



To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: August 19, 2004

RE: Construction Update

With the start of school less than three weeks away, I have asked a representative from Kraus-Anderson to attend the August 23 School Board meeting to give a report. The report will provide the most current budget analysis as well as a building by building timeline relating to substantial completion.

Please contact me should you have any questions regarding the proposed construction update.

MLW:mde

OFFICE OF TEACHING & LEARNING MEMO #: 1.05.021



TO: Dr. Larry Nybladh
FROM: Lynne Kovash
SUBJECT: MCA, AYP and School Report Cards
DATE: August 17, 2004

The Minnesota Department of Education (MDE) will release the Adequate Yearly Progress Reports (AYP) and School Report Cards for the 2003-04 school year on August 26, 2004. According to requirements of the No Child Left Behind Act (NCLB) each state must release school report card information prior to the start of the new school year.

The school report cards will provide information to parents on various aspects of each school. The proficiency or achievement data for the AYP and the school report card is based on the results of the Minnesota Comprehensive Assessments (MCA) at grades 3,5,7,10 and 11. The district MCA results are attached. The schools are awarded star ratings in proficiency for reading and math, advanced academic opportunities, school safety and school participation. Other information includes demographics, enrollment, school staff characteristics and finance.

Samples of the school report cards are attached for elementary, junior high, high school and alternative learning programs. The school report cards are available to parents and the community through the MDE website.

The reconfiguration of the schools at the district level will have an impact on AYP. The information regarding school configuration was presented to a state committee. As the district is regarded as an unusual case, it was determined that Reinertsen, Asp and Hopkins will start a new AYP designation. The AYP status of Edison, Riverside Probstfield and Washington will not be reported after the 2003-04 school year. Horizon Middle School, MHS and RRALC will retain any status from the previous years.

Information will also be provided at the board meeting regarding the school Improvement System the district will be using in each school to guide each school in the development of academic goals and strategies to meet those goals.

LAK/kmr
Attachments

MINNESOTA COMPREHENSIVE ASSESSMENTS DISTRICT SUMMARY REPORT

District: MOORHEAD (0152-01)

Test Date: March 2004
Grade: 03

SUMMARY INFORMATION	READING								MATHEMATICS												
	Literal Comprehension		Interpretation & Evaluation																		
	READING	Main Idea	Information Processing	Inference	Compare/Contrast	Analysis	Literary Passages	Information/Practical Passages	MATHEMATICS	Shape, Space, and Measurement	Number Sense	Data Categorization	Problem Solving	Procedures and Concepts							
	Points Possible	58	25	11	12	5	5	32	26	52	18	24	10	30	22						
	Average Points Earned	43.0	19.6	8.5	8.2	3.2	3.5	24.4	18.6	35.7	12.9	16.5	6.3	19.8	15.9						
Percent Earned of Possible	74%	78%	77%	69%	64%	70%	76%	71%	69%	72%	69%	63%	66%	72%							
State Average Percent	76%	81%	77%	70%	66%	69%	78%	72%	76%	79%	74%	75%	73%	79%							
District Scale Score	Mean = 1516.8 S.D. = 210.1 S.E. = 10.6 C.I. = 1496-1538								Mean = 1428.5 S.D. = 215.4 S.E. = 10.9 C.I. = 1407-1450												
State Scale Score	Mean = 1535.2 S.D. = 210.6 S.E. = 0.9								Mean = 1522.6 S.D. = 221.6 S.E. = 0.9												
TOTAL NUMBER OF STUDENTS TESTED								STUDENTS IN THE DISTRICT BY OCTOBER 1, 2003													
Achievement Level	1	2	3	4	5	Achievement Level									1	2	3	4	5		
READING	READING																				
Percent of Students	14%	16%	10%	41%	18%	Percent of Students											14%	16%	10%	41%	18%
Number of Students	56	64	40	163	71	Number of Students											54	62	39	157	70
Cumulative Percent	14%	30%	40%	81%	99%	Cumulative Percent											14%	30%	40%	81%	99%
MATHEMATICS	MATHEMATICS																				
Percent of Students	14%	32%	15%	33%	5%	Percent of Students											14%	32%	15%	33%	5%
Number of Students	56	126	60	129	20	Number of Students											54	122	58	125	20
Cumulative Percent	14%	46%	61%	94%	99%	Cumulative Percent											14%	46%	61%	94%	99%

N = Number of students testing; Mean = Average Scale Score; S.D. = Standard Deviation of Scale Scores; S.E. = Standard Error of the Mean of Scale Scores; C.I. = 95% Confidence Interval.
NOTE: Percent of students may not total 100% due to rounding.

†† Fewer than three students tested in a subject are reported as two daggers.

MINNESOTA COMPREHENSIVE ASSESSMENTS DISTRICT SUMMARY REPORT

District: MOORHEAD (0152-01)

Test Date: March 2004
Grade: 05

SUMMARY INFORMATION	READING								MATHEMATICS						WRITING							
	Literal Comprehension			Interpretation & Evaluation																		
	READING	Main Idea	Information Processing	Inference	Compare/ Contrast	Analysis	Literary Passages	Information/ Practical Passages	MATHEMATICS	Shape, Space, And Measurement	Number Sense	Chance and Data	Problem Solving	Procedures and Concepts	WRITING	Composing	Style	Sentence Formation	Usage/Grammar	Mechanics/Spelling		
	Points Possible	58	20	12	14	7	5	29	29	68	25	28	15	38	30	88	32	24	16	8	8	
	Average Points Earned	44.1	15.7	9.2	10.4	5.0	3.7	23.1	21.0	45.8	16.5	19.1	10.2	25.3	20.5	*	*	*	*	*	*	
Percent Earned of Possible	76%	78%	77%	74%	72%	74%	80%	72%	67%	66%	68%	68%	67%	68%								
State Average Percent	78%	80%	78%	76%	74%	77%	81%	74%	71%	70%	71%	73%	70%	72%								
District Scale Score <u>Read(N)</u> <u>Math(N)</u> 402 398 State Scale Score 60834 60658									Mean = 1549.8 S.D. = 229.4 S.E. = 11.4 C.I. = 1527-1572 Mean = 1579.1 S.D. = 240.7 S.E. = 1.0						Mean = 1494.3 S.D. = 175.3 S.E. = 8.8 C.I. = 1477-1512 Mean = 1538.6 S.D. = 190.0 S.E. = 0.8						* See Appropriate Type of Writing Report	
TOTAL NUMBER OF STUDENTS TESTED									STUDENTS IN THE DISTRICT BY OCTOBER 1, 2003													
Achievement Level	1	2	3	4	5							Achievement Level	1	2	3	4	5					
READING												READING										
Percent of Students	9%	20%	9%	35%	26%							Percent of Students	9%	21%	9%	34%	27%					
Number of Students	38	82	37	139	106							Number of Students	37	82	35	133	105					
Cumulative Percent	9%	29%	38%	73%	99%							Cumulative Percent	9%	30%	39%	73%	100%					
MATHEMATICS												MATHEMATICS										
Percent of Students	7%	26%	18%	35%	14%							Percent of Students	7%	26%	18%	35%	14%					
Number of Students	27	105	70	140	56							Number of Students	27	100	69	136	56					
Cumulative Percent	7%	33%	51%	86%	100%							Cumulative Percent	7%	33%	51%	86%	100%					
WRITING												WRITING										
Percent of Students	8%	21%	11%	48%	12%							Percent of Students	8%	20%	11%	49%	13%					
Number of Students	32	82	43	193	49							Number of Students	31	78	41	190	49					
Cumulative Percent	8%	29%	40%	88%	100%							Cumulative Percent	8%	28%	39%	88%	101%					

N = Number of students testing; Mean = Average Scale Score; S.D. = Standard Deviation of Scale Scores; S.E. = Standard Error of the Mean of Scale Scores; C.I. = 95% Confidence Interval.
 NOTE: Percent of students may not total 100% due to rounding.
 †† Fewer than three students tested in a subject are reported as two daggers.

MINNESOTA COMPREHENSIVE ASSESSMENTS DISTRICT SUMMARY REPORT

District: MOORHEAD (0152-01)

Test Date: January 2004
Grade: 07

SUMMARY INFORMATION	READING								MATHEMATICS						
	READING	Literal Comprehension		Interpretation & Evaluation			Fiction	Nonfiction	MATHEMATICS	Shape, Space, and Measurement	Number Sense	Chance and Data Handling	Patterns and Functions	Problem Solving	Procedures and Concepts
		Main Idea	Information Processing	Inference	Compare/Contrast	Analysis									
Points Possible	52	11	3	16	6	16	27	25	56	15	13	12	16	8	48
Average Points Earned	36.4	8.0	2.3	11.1	3.6	11.6	20.2	16.3	31.3	9.2	7.0	6.2	8.8	3.8	27.4
Percent Earned of Possible	70%	72%	75%	69%	59%	72%	75%	65%	56%	61%	54%	52%	55%	48%	57%
State Average Percent	72%	74%	79%	71%	62%	75%	77%	67%	55%	63%	49%	50%	54%	45%	56%
District Scale Score	Read(N) 409	Mean = 1448.9 S.D. = 101.6 S.E. = 5.0 C.I. = 1439-1459							Mean = 1457.7 S.D. = 84.5 S.E. = 4.2 C.I. = 1449-1466						
State Scale Score	Math(N) 407	Mean = 1460.6 S.D. = 98.5 S.E. = 0.4							Mean = 1452.3 S.D. = 78.1 S.E. = 0.3						
TOTAL NUMBER OF STUDENTS TESTED								STUDENTS IN THE DISTRICT BY OCTOBER 1, 2003							
Achievement Level	1	2	3	4	5	Achievement Level 1 2 3 4 5									
READING						READING									
Percent of Students	7%	29%	27%	33%	4%	Percent of Students 7% 27% 28% 34% 5%									
Number of Students	28	117	111	135	18	Number of Students 27 107 109 134 18									
Cumulative Percent	7%	36%	63%	96%	100%	Cumulative Percent 7% 34% 62% 96% 101%									
MATHEMATICS						MATHEMATICS									
Percent of Students	9%	26%	30%	23%	12%	Percent of Students 9% 24% 31% 24% 12%									
Number of Students	36	105	124	93	49	Number of Students 34 96 123 93 48									
Cumulative Percent	9%	35%	65%	88%	100%	Cumulative Percent 9% 33% 64% 88% 100%									

N = Number of students testing; Mean = Average Scale Score; S.D. = Standard Deviation of Scale Scores; S.E. = Standard Error of the Mean of Scale Scores; C.I. = 95% Confidence Interval.

NOTE: Percent of students may not total 100% due to rounding.

++ Fewer than three students tested in a district are reported as two dashes.

DISTRICT SUMMARY REPORT

District: MOORHEAD (0152-01)

Date of Test: March 2004
Grade 10 Reading
Date of Report: 07/07/2004

GRADE 10 MCA READING								
SUMMARY INFORMATION	TOTAL	Process Strands			Question Types			
		Literal/ Explicit/ Vocabulary	Interpretive/ Analytic	Critical/ Evaluative	Main Idea & Detail	Identify Bias, Point View, Author's Intent, Fact/Opinion	Analyze/ Evaluate Text	Technical
Points Possible	54	14	23	17	17	23	14	6
Average Points Earned	33.9	10.0	15.3	8.6	11.8	15.9	6.2	3.7
School Average Percent Correct								
District Average Percent Correct	62.8%	71.4%	66.5%	50.6%	69.4%	69.1%	44.3%	61.7%
State Average Percent Correct	68.0%	76.4%	71.3%	57.1%	74.7%	73.5%	50.7%	70.0%

SCHOOL INFORMATION		All Students Number Tested	Mean Scale Score	Standard Deviation of Scale Scores	Standard Error of the Mean of Scale Scores	95% Confidence Interval of Scale Scores
School						
	District	395	1524.4	206.2	10.4	1504 - 1545
	State	65,205	1586.3	228.2		
Enrolled by October 1 Number Tested			Mean Scale Score	Standard Deviation of Scale Scores	Standard Error of the Mean of Scale Scores	95% Confidence Interval of Scale Scores
	School					
	District	385	1528.3	206.9	10.5	1508 - 1549
	State	62,379	1594.6	225.0		

Achievement Levels	R1			R2			R3			R4			R5		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students															
Percent of Students		5.6%	5.4%		25.6%	16.7%		39.2%	36.6%		25.1%	31.4%		4.6%	9.9%
Number of Students		22	3,491		101	10,897		155	23,870		99	20,499		18	6,448
Cumulative Percent		5.6%	5.4%		31.2%	22.1%		70.4%	58.7%		95.5%	90.1%		100.1%	100.0%
Achievement Levels	R1			R2			R3			R4			R5		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
Enrolled by Oct 1															
Percent of Students		5.7%	4.8%		24.2%	15.8%		39.7%	36.8%		25.7%	32.3%		4.7%	10.2%
Number of Students		22	3,002		93	9,886		153	22,935		99	20,166		18	6,390
Cumulative Percent		5.7%	4.8%		29.9%	20.6%		69.6%	57.4%		95.3%	89.7%		100.0%	99.9%

MINNESOTA COMPREHENSIVE ASSESSMENTS

DISTRICT SUMMARY REPORT - TEST CONTENT ANALYSIS

GRADE 11 MATHEMATICS - CORE ITEMS

District: MOORHEAD (0152-01)

Date of Test: March 2004

Grade 11 Mathematics

Date of Report: 07/07/2004

SCHOOL INFORMATION		All Students Number Tested	Mean Scale Score	Standard Deviation of Scale Scores	Standard Error of the Mean of Scale Scores	95% Confidence Interval of Scale Scores
	School					
	District	410	1493.0	188.5	9.3	1475 - 1511
	State	61,662	1536.3	201.3		
		Enrolled by October 1 Number Tested	Mean Scale Score	Standard Deviation of Scale Scores	Standard Error of the Mean of Scale Scores	95% Confidence Interval of Scale Scores
	School					
	District	399	1493.3	187.9	9.4	1475 - 1512
	State	59,103	1543.1	200.2		

Achievement Levels	M1			M2			M3			M4			M5		
All Students	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
Percent of Students		6.1%	4.4%		31.0%	25.3%		44.6%	42.0%		14.9%	22.4%		3.4%	5.9%
Number of Students		25	2,743		127	15,577		183	25,878		61	13,810		14	3,654
Cumulative Percent		6.1%	4.4%		37.1%	29.7%		81.7%	71.7%		96.6%	94.1%		100.0%	100.0%

Achievement Levels	M1			M2			M3			M4			M5		
Enrolled by Oct 1	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
Percent of Students		6.3%	4.1%		30.1%	24.1%		45.6%	42.5%		14.8%	23.1%		3.3%	6.1%
Number of Students		25	2,399		120	14,257		182	25,140		59	13,679		13	3,628
Cumulative Percent		6.3%	4.1%		36.4%	28.2%		82.0%	70.7%		96.8%	93.8%		100.1%	99.9%

School Name Elementary School Report Card 2004

Grades served

School address

City, State Zip Code

Phone:

District Name

Principal:

Website

Student Demographics

Student Population:

#

Limited English Proficient

%

Special Education

%

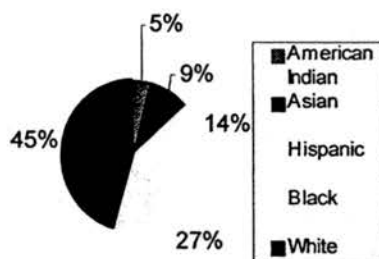
Free and Reduced Price
Lunch

%

Students new to this
school since Oct. 1, 2003*

%

* These students will NOT be
included in 2004 AYP calculations.



Enrollment

Is this school eligible for open enrollment at any
grade level?

Yes

Students from other districts who attend school in
this district.

#

Students from this district who attend school in
another district.

#

Attendance Rate

%

2004 Report Card 5 Star Ratings

MCA Reading



Our school is a four star school in reading:

3 stars for making AYP

Exceptional Academic Performance:

1 star for having 30 percent or more students score
at the highest MCA levels

MCA Mathematics



Our school is a five star school in mathematics:

3 stars for making AYP

Exceptional Academic Performance:

1 star for having 30 percent or more students score
at the highest MCA levels
1 star for outstanding performance compared to
schools of similar size.

Stars for Exceptional Academic Performance

Schools that make AYP can earn up to two more stars by meeting any of the following.

- Fewer than 10% of students scoring in Level I on the MCAs.
- More than 30% of students scoring in Levels 4 or 5 on the MCAs.
- Outstanding performance compared to schools with similar numbers of students receiving free and reduced price lunch.
- Outstanding performance compared to schools of similar size.

Advanced Academic Opportunities

The school provides services to gifted and talented students during the school day.

Yes



The school provides opportunities for academic acceleration.

Yes



The school offers academic enrichment opportunities.

Yes



The school offers competitive academic activities.

Yes



Students can meet art standards in three of the following areas: dance, music, theater, and visual arts.

Yes



School Safety (policies and programs that support school safety)

Crisis Management

Yes



Harassment

Yes



Dangerous Weapons

Yes



Alcohol/Drug Education

Yes



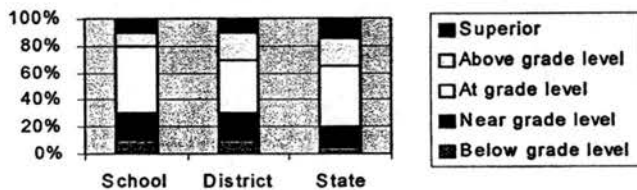
Anti-Violence/Anti-Bullying

Yes

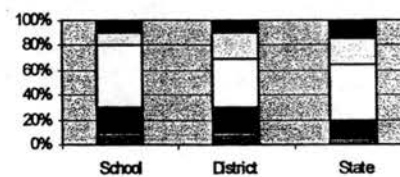


2004 Minnesota Comprehensive Assessments (MCAs) Scores

Reading - Grade 3



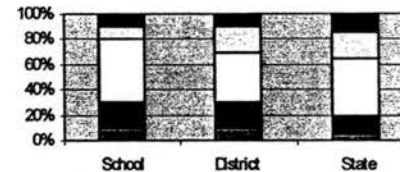
Mathematics - Grade 3



Reading - Grade 5



Mathematics - Grade 5



Adequate Yearly Progress (AYP) Schools must meet requirements in each eligible category as shown below.

	Reading		Mathematics		Other	
	Participation	Proficiency	Participation	Proficiency	Attendance	Graduation
All students	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
American Indian/Alaskan Native	-	-	-	-		
Asian/Pacific Islander	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
Hispanic	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
Black, not of Hispanic origin	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
White, not of Hispanic origin	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
Limited English Proficient	-	-	-	-		
Special Education	-	-	-	-		
Free and Reduced-Priced Meals	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
	<u>Participation</u> - To meet AYP goals, 95% of students must participate in testing.		<u>Proficiency</u> - A calculation that determines whether students have made AYP.		<u>Graduation</u> - AYP graduation rate goal is 80% or progress toward that goal.	
					<u>Attendance</u> - AYP attendance is 90% or progress toward that goal.	

School Opportunities

School Staff Characteristics

Student Participation

Attendance Rate	<input type="checkbox"/> %
Met School Target of { % }	<input type="checkbox"/> Yes
Met State Standard of { % }	<input type="checkbox"/> Yes

Extra Curricular Activities

School offers:

Half Day/Part Time Kindergarten	<input type="checkbox"/> Yes
Full Day/Full Week Kindergarten	<input type="checkbox"/> Yes
After School Program On Site	<input type="checkbox"/> Yes
Early Childhood Family Education On Site	<input type="checkbox"/> Yes
Physical Education	<input type="checkbox"/> Yes
Dance, Media Arts, Music, Theater and/or Visual Arts	<input type="checkbox"/> Yes
Family Involvement	<input type="checkbox"/> Yes
Academic Support & Enrichment	<input type="checkbox"/> Yes

Number of School Staff by position

Full Time Equivalent (FTE)

Teachers	#	%
Media Specialists	#	%
Other Licensed Professionals	#	%
Paraprofessionals	#	%
Administrators	#	%
Total Staff	#	%

Licensure Information

	School	State
Licensed Teachers	#	#
Licensed Teachers with Variances	#	#
Licensed Principals	#	#

Staff Preparation and Experience

Teachers with Bachelor's Degrees	#	#
Teachers with Master's Degrees	#	#
Teachers with less than 3 years experience	#	#
Teachers with more than 10 years experience	#	#

Teachers meeting federal requirements for "Highly Qualified"
Title 1 paraprofessionals meeting new federal requirements

To be reported beginning in 2006

District Staffing

Teacher Salary Information

	District	State
Bachelor's Degree - beginning salary	\$	\$
Bachelor's Degree - highest possible salary	\$	\$
Master's Degree - highest possible salary	\$	\$
Average Teacher salary	\$	\$

Administrator Salary Information

	District	State
Average High School Principal salary	\$	\$
Superintendent salary	\$	\$
Average School Board Member salary	\$	\$

Professional Development

The district offers teachers professional development to meet the needs of gifted and talented students.

Yes

Percent of general education fund spent on professional development.

%

Number of non-instructional professional development days.

#

Report to Taxpayers

General Fund Expenditure per Student by Source

	District	State
District Level Administration	\$	\$
School Level Administration	\$	\$
Regular Instruction	\$	\$
Career & Technical Instruction	\$	\$
Special Education Instruction	\$	\$
Student Activities/Athletics	\$	\$
Instructional Support Services	\$	\$
Pupil Support Services	\$	\$
Operations, Maintenance & Other	\$	\$
Student Transportation	\$	\$
Subtotal of General Operating Fund	\$	\$
Capital Expenditures	\$	\$
Total of General Operating Fund	\$	\$

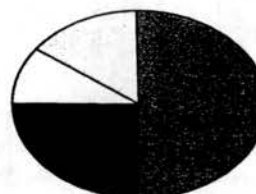
General Fund Revenue per Student by Source

	District	State
Federal Grants	\$	\$
State Aids and Grants	\$	\$
Local Property Tax	\$	\$
Student Fees/Admissions	\$	\$
Tuition from other Districts	\$	\$
Investment Earnings	\$	\$
Other Local	\$	\$
TOTAL General Fund	\$	\$
Voter approved operating referendum revenue included in the above	\$	\$

District Revenue and Expenditure Totals by Fund

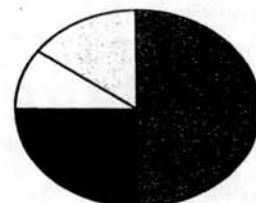
	Revenue	Expenditures
General	\$	\$
Food Service	\$	\$
Community Service	\$	\$
Debt Service	\$	\$
TOTAL	\$	\$

District Revenues



☒ General
☒ Food Service
☐ Community Service
☐ Debt Service

District Expenditures



☒ General
☒ Food Service
☐ Community Service
☐ Debt Service

School District Property Tax Information

	District	State
Average Home Value	\$	\$
Average School District Property Tax per Home	\$	\$
Average School District Property Tax per \$100,000 of Home Value after Credits	\$	\$

Trends Over Time

	2000-01	2001-02	2002-03
General Fund Revenue per Student	\$	\$	\$
Unreserved General Fund Balance per Student	\$	\$	\$

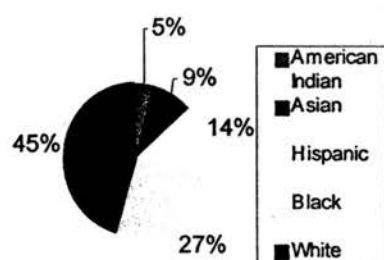
School Name Junior High / Middle School Report Card

Grades served
School address
City, State Zip Code
Phone:

District Name
Principal
Website

Student Demographics

Student Population:



Limited English Proficient

Special Education

Free and Reduced Price Lunch

Students new to this school since Oct. 1, 2003*

* These students will NOT be included in 2004 AYP calculations.

Enrollment

Is this school eligible for open enrollment at any grade level?

Students from other districts who attend school in this district.

Students from this district who attend school in another district.

Attendance Rate

2004 Report Card 5 Star Ratings

MCA Reading



Our school is a four star school in reading:

3 stars for making AYP

Exceptional Academic Performance

1 star for having 30 percent or more students score at the highest MCA levels

MCA Mathematics



Our school is a one star school in mathematics:

1 star because the school has not met AYP requirements this year or last year.

Stars for Exceptional Academic Performance

Schools that make AYP can earn up to two more stars by meeting any of the following.

- Fewer than 10% of students scoring in Level I on the MCAs.
- Outstanding performance compared to schools with similar numbers of students receiving free and reduced price lunch.
- More than 30% of students scoring in Levels 4 or 5 on the MCAs.
- Outstanding performance compared to schools of similar size.

Advanced Academic Opportunities

The school offers courses for high school credit. (for example, algebra or a world language)

The school offers honors level courses.

The school offers academic enrichment opportunities.

The school offers competitive academic activities.

Students can meet art standards in three of the following areas: dance, music, theater, and visual arts.

School Safety (policies and programs that support school safety)

Crisis Management

Harassment

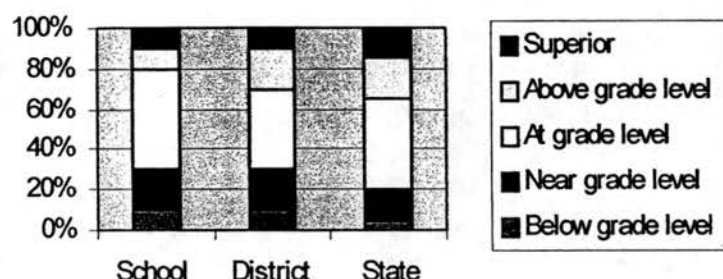
Dangerous Weapons

Alcohol/Drug Education

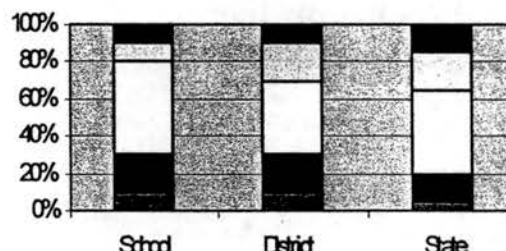
Anti-Violence/Anti-Bullying

2004 Minnesota Comprehensive Assessments (MCAs) Scores

Reading - Grade 7



Mathematics - Grade 7



Adequate Yearly Progress (AYP) Schools must meet requirements in each eligible category as shown below.

	Reading		Mathematics		Other	
	Participation	Proficiency	Participation	Proficiency	Attendance	Graduation
All students	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	
American Indian/Alaskan Native	-	-	-	-		
Asian/Pacific Islander	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes		
Hispanic	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes		
Black, not of Hispanic origin	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes		
White, not of Hispanic origin	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes		
Limited English Proficient	-	-	-	-		
Special Education	-	-	-	-		
Free and Reduced-Priced Meals	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes		

Participation - To meet AYP goals, 95% of students must participate in testing.

Proficiency - A calculation that determines whether students have made AYP.

Graduation - AYP graduation rate goal is 80% or progress toward that goal.

Attendance - AYP attendance is 90% or progress toward that goal.

School Opportunities

Student Participation

Attendance Rate	<input type="text" value=""/>
Met School Target of { % }	<input checked="" type="checkbox"/> Yes
Met State Standard of { % }	<input checked="" type="checkbox"/> Yes

Extra Curricular Activities

School offers:

Athletic Activities	<input checked="" type="checkbox"/> Yes
Dance, Media Arts, Music, Theater and/or Visual Arts	<input checked="" type="checkbox"/> Yes
Family Involvement	<input checked="" type="checkbox"/> Yes
Academic Support & Enrichment	<input checked="" type="checkbox"/> Yes

School Staff Characteristics

Number of School Staff by position

	Full Time Equivalent (FTE)	
	#	%
Teachers	<input type="text" value=""/>	<input type="text" value=""/>
Media Specialists	<input type="text" value=""/>	<input type="text" value=""/>
Other Licensed Professionals	<input type="text" value=""/>	<input type="text" value=""/>
Paraprofessionals	<input type="text" value=""/>	<input type="text" value=""/>
Administrators	<input type="text" value=""/>	<input type="text" value=""/>
Total Staff	<input type="text" value=""/>	<input type="text" value=""/>

Licensure Information

	School	State
Licensed Teachers	<input type="text" value=""/>	<input type="text" value=""/>
Licensed Teachers with Variances	<input type="text" value=""/>	<input type="text" value=""/>
Licensed Principals	<input type="text" value=""/>	<input type="text" value=""/>

Staff Preparation and Experience

Teachers with Bachelor's Degrees	<input type="text" value=""/>	<input type="text" value=""/>
Teachers with Master's Degrees	<input type="text" value=""/>	<input type="text" value=""/>
Teachers with less than 3 years experience	<input type="text" value=""/>	<input type="text" value=""/>
Teachers with more than 10 years experience	<input type="text" value=""/>	<input type="text" value=""/>

Teachers meeting federal requirements for "Highly Qualified"

Title 1 paraprofessionals meeting new federal requirements

To be reported beginning in 2006

District Staffing

Teacher Salary Information

	District	State
Bachelor's Degree - beginning salary	\$	\$
Bachelor's Degree - highest possible salary	\$	\$
Master's Degree - highest possible salary	\$	\$
Average Teacher salary	\$	\$

Administrator Salary Information

	District	State
Average High School Principal salary	\$	\$
Superintendent salary	\$	\$
Average School Board Member salary	\$	\$

Professional Development

The district offers teachers professional development to meet the needs of gifted and talented students. Yes ☐

Percent of general education fund spent on professional development. %

Number of non-instructional professional development days. #

Report to Taxpayers

General Fund Expenditure per Student by Source

	District	State
District Level Administration	\$	\$
School Level Administration	\$	\$
Regular Instruction	\$	\$
Career & Technical Instruction	\$	\$
Special Education Instruction	\$	\$
Student Activities/Athletics	\$	\$
Instructional Support Services	\$	\$
Pupil Support Services	\$	\$
Operations, Maintenance & Other	\$	\$
Student Transportation	\$	\$
Subtotal of General Operating Fund	\$	\$
Capital Expenditures	\$	\$
Total of General Operating Fund	\$	\$

General Fund Revenue per Student by Source

	District	State
Federal Grants	\$	\$
State Aids and Grants	\$	\$
Local Property Tax	\$	\$
Student Fees/Admissions	\$	\$
Tuition from other Districts	\$	\$
Investment Earnings	\$	\$
Other Local	\$	\$
TOTAL General Fund	\$	\$
Voter approved operating referendum revenue included in the above	\$	\$

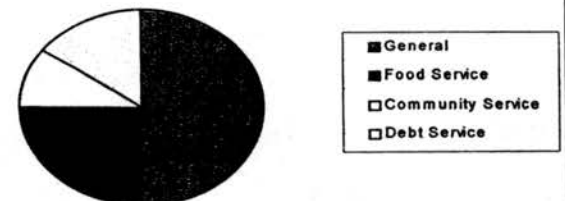
District Revenue and Expenditure Totals by Fund

	Revenue	Expenditures
General	\$	\$
Food Service	\$	\$
Community Service	\$	\$
Debt Service	\$	\$
TOTAL	\$	\$

District Revenues



District Expenditures



School District Property Tax Information

	District	State
Average Home Value	\$	\$
Average School District Property Tax per Home	\$	\$
Average School District Property Tax per \$100,000 of Home Value after Credits	\$	\$

Trends Over Time

	2000-01	2001-02	2002-03
General Fund Revenue per Student	\$	\$	\$
Unreserved General Fund Balance per Student	\$	\$	\$

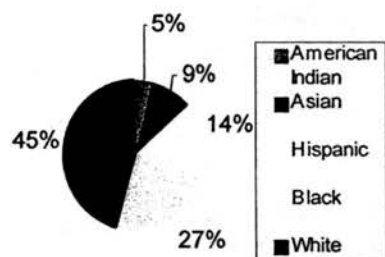
School Name High School Report Card

Grades served
School address
City, State Zip Code
Phone:

District Name
Principal:
Website

Student Demographics

Student Population:



Limited English Proficient
Special Education
Free and Reduced Price Lunch
Students new to this school since Oct. 1, 2003*

* These students will NOT be included in 2004 AYP calculations.

Enrollment

Is this school eligible for open enrollment at any grade level?
Students from other districts who attend school in this district.
Students from this district who attend school in another district.
Attendance Rate
Graduation Rate

2004 Report Card 5 Star Ratings

MCA Reading



Our school is a four star school in reading:
3 stars for making AYP

Exceptional Academic Performance

1 star for having 30 percent or more students score at the highest MCA levels

MCA Mathematics



Our school is a five star school in mathematics:
3 stars for making AYP

Exceptional Academic Performance

1 star for having 30 percent or more students score at the highest MCA levels
1 star for having fewer than 10 percent of students score at the lowest MCA levels

Stars for Exceptional Academic Performance

Schools that make AYP can earn up to two more stars by meeting any of the following.

- Fewer than 10% of students scoring in Level I on the MCAs.
- More than 30% of students scoring in Levels 4 or 5 on the MCAs.
- Outstanding performance compared to schools with similar numbers of students receiving free and reduced price lunch.
- Outstanding performance compared to schools of similar size.

Advanced Academic Opportunities

The school offers Advanced Placement, International Baccalaureate, honors or college credit courses. ★
The school offers higher level mathematics courses to students. ★
The school offers advanced world languages courses to students. ★
The school offers competitive academic activities to students. ★
Students can meet art standards in four of the following: dance, media arts, music, theater and visual arts. ★

School Safety (policies/programs that support school safety)

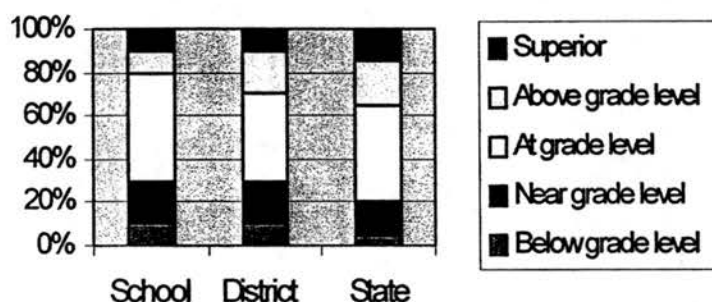
Crisis Management ★
Harassment ★
Dangerous Weapons ★
Alcohol/Drug Education ★
Anti-Violence/Anti-Bullying ★

School Participation

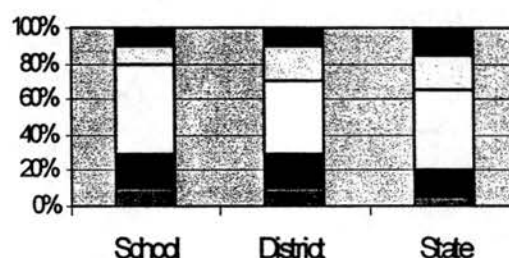
School Attendance Target ★
State Attendance Standard ★
School Graduation Target ★
State Graduation Standard ★
State Dropout Standard ★

2004 Minnesota Comprehensive Assessments (MCAs) Scores

Reading - Grade 10



Mathematics - Grade 1



Adequate Yearly Progress (AYP) Schools must meet requirements in each eligible category as shown below.

	Reading		Mathematics		Other	
	Participation	Proficiency	Participation	Proficiency	Attendance	Graduation
All students	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
American Indian/Alaskan Native	-	-	-	-		
Asian/Pacific Islander	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
Hispanic	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
Black, not of Hispanic origin	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
White, not of Hispanic origin	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
Limited English Proficient	-	-	-	-		
Special Education	-	-	-	-		
Free and Reduced-Priced Meals	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		

Participation - To meet AYP goals, 95% of students must participate in testing.

Proficiency - A calculation that determines whether students have made AYP.

Graduation - AYP graduation rate goal is 80% or progress toward that goal.

Attendance - AYP attendance is 90% or progress toward that goal.

School Opportunities

School Staff Characteristics

College and Career Readiness

Percentage of students taking:

ACT Tests	<input type="checkbox"/> %
SAT Tests	<input type="checkbox"/> %
Advanced Placement Courses	<input type="checkbox"/> %
International Baccalaureate Courses	<input type="checkbox"/> %
Other Courses for College Credit	<input type="checkbox"/> %
Vocational Certification	<input type="checkbox"/> %
Tech Prep for College Credit	<input type="checkbox"/> %

Extra Curricular Activities

School offers:

Athletic Activities	<input type="checkbox"/> Yes
Dance, Media Arts, Music, Theater and/or Visual Arts	<input type="checkbox"/> Yes
Family Involvement	<input type="checkbox"/> Yes
Academic Support & Enrichment	<input type="checkbox"/> Yes

Number of School Staff by position

Full Time Equivalent (FTE)

	#	%
Teachers	<input type="checkbox"/> #	<input type="checkbox"/> %
Media Specialists	<input type="checkbox"/> #	<input type="checkbox"/> %
Other Licensed Professionals	<input type="checkbox"/> #	<input type="checkbox"/> %
Paraprofessionals	<input type="checkbox"/> #	<input type="checkbox"/> %
Administrators	<input type="checkbox"/> #	<input type="checkbox"/> %
Total Staff	<input type="checkbox"/> #	<input type="checkbox"/> %

Licensure Information

	School	State
Licensed Teachers	<input type="checkbox"/> #	<input type="checkbox"/> #
Licensed Teachers with Variances	<input type="checkbox"/> #	<input type="checkbox"/> #
Licensed Principals	<input type="checkbox"/> #	<input type="checkbox"/> #

Staff Preparation and Experience

	#	#
Teachers with Bachelor's Degrees	<input type="checkbox"/> #	<input type="checkbox"/> #
Teachers with Master's Degrees	<input type="checkbox"/> #	<input type="checkbox"/> #
Teachers with less than 3 years experience	<input type="checkbox"/> #	<input type="checkbox"/> #
Teachers with more than 10 years experience	<input type="checkbox"/> #	<input type="checkbox"/> #

Teachers meeting federal requirements for "Highly Qualified"

Title 1 paraprofessionals meeting new federal requirements

To be reported beginning in 2006

District Staffing

Teacher Salary Information

	District	State
Bachelor's Degree - beginning salary	\$	\$
Bachelor's Degree - highest possible salary	\$	\$
Master's Degree - highest possible salary	\$	\$
Average Teacher salary	\$	\$

Administrator Salary Information

	District	State
Average High School Principal salary	\$	\$
Superintendent salary	\$	\$
Average School Board Member salary	\$	\$

Professional Development

The district offers teachers professional development to meet the needs of gifted and talented students.

Yes

Percent of general education fund spent on professional development.

%

Number of non-instructional professional development days.

#

Report to Taxpayers

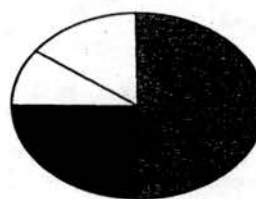
General Fund Expenditure per Student by Source

	District	State
District Level Administration	\$	\$
School Level Administration	\$	\$
Regular Instruction	\$	\$
Career & Technical Instruction	\$	\$
Special Education Instruction	\$	\$
Student Activities/Athletics	\$	\$
Instructional Support Services	\$	\$
Pupil Support Services	\$	\$
Operations, Maintenance & Other	\$	\$
Student Transportation	\$	\$
Subtotal of General Operating Fund	\$	\$
Capital Expenditures	\$	\$
Total of General Operating Fund	\$	\$

General Fund Revenue per Student by Source

	District	State
Federal Grants	\$	\$
State Aids and Grants	\$	\$
Local Property Tax	\$	\$
Student Fees/Admissions	\$	\$
Tuition from other Districts	\$	\$
Investment Earnings	\$	\$
Other Local	\$	\$
TOTAL General Fund	\$	\$
Voter approved operating referendum revenue included in the above	\$	\$

District Revenues

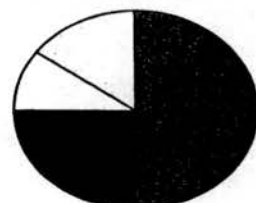


☒ General
☒ Food Service
☐ Community Service
☐ Debt Service

District Revenue and Expenditure Totals by Fund

	Revenue	Expenditures
General	\$	\$
Food Service	\$	\$
Community Service	\$	\$
Debt Service	\$	\$
TOTAL	\$	\$

District Expenditures



☒ General
☒ Food Service
☐ Community Service
☐ Debt Service

School District Property Tax Information

	District	State
Average Home Value	\$	\$
Average School District Property Tax per Home	\$	\$
Average School District Property Tax per \$100,000 of Home Value after Credits	\$	\$

Trends Over Time

	2000-01	2001-02	2002-03
General Fund Revenue per Student	\$	\$	\$
Unreserved General Fund Balance per Student	\$	\$	\$

School Name State Approved Alternative Program Report Card

Grades served

School address

City, State Zip Code

Phone

District Name

Principal

Website

Student Demographics

Student Population:

#

Limited English Proficient

%

Special Education

%

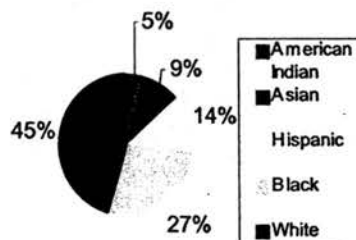
Free and Reduced Price
Lunch

%

Students new to this
school since Oct. 1, 2003*

%

* These students will NOT be
included in 2004 AYP calculations.



Enrollment

Eligible students include any pupil under the age of 21 who: 1) performs substantially below the performance level for pupils of the same age in a locally determined achievement test; 2) is at least one year behind in satisfactorily completing coursework or obtaining credits for graduation; 3) is pregnant or a parent; 4) has been assessed as chemically dependent; 5) has been excluded or expelled; 6) has been referred by a school district for enrollment in an eligible program; 7) is a victim of physical or sexual abuse; 8) has experienced mental health problems; 9) has experienced homelessness sometime within six months before requesting a transfer to an eligible program; 10) speaks English as a second language or has limited English proficiency.

2004 Report Card 5 Star Ratings

MCA Reading



Our program is a two star program in reading:

2 stars because the program did not meet the AYP requirements for this year.

MCA Mathematics



Our program is a three star program in

3 stars for making AYP

Stars for Exceptional Academic Performance

Schools that make AYP can earn up to two more stars by meeting any of the following.

- Fewer than 10% of students scoring in Level I on the MCAs.
- More than 30% of students scoring in Levels 4 or 5 on the MCAs.
- Outstanding performance compared to schools with similar numbers of students receiving free and reduced price lunch.
- Outstanding performance compared to schools of similar size.

Academic Opportunities

The program offers college preparatory opportunities.

Yes



The program offers academic services outside the school day.

Yes



The program offers Basic Standard Test improvement courses.

Yes



The program offers multiple learning opportunities.

Yes



The program implements a Continuous Improvement Plan.

Yes



School Safety (policies/programs that support school safety)

Crisis Management

Yes



Harassment

Yes



Dangerous Weapons

Yes



Alcohol/Drug Education

Yes



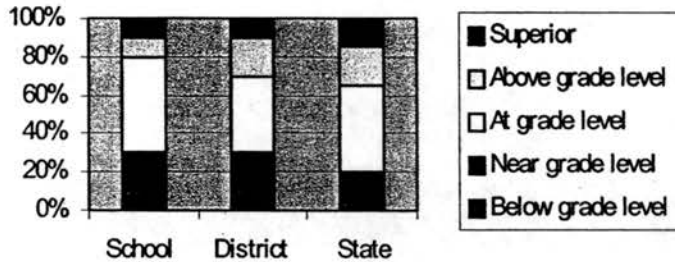
Anti-Violence/Anti-Bullying

Yes

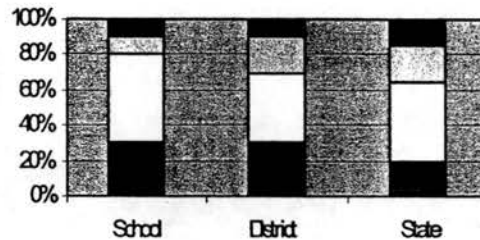


2004 Minnesota Comprehensive Assessments (MCAs) Scores

Reading - Grade 7



Mathematics - Grade 7



Adequate Yearly Progress (AYP) - Schools must meet requirements in each eligible category as shown below

	Reading		Mathematics		Other	
	Participation	Proficiency	Participation	Proficiency	Attendance	Graduation
All students	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
American Indian/Alaskan Native	-	-	-	-		
Asian/Pacific Islander	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
Hispanic	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
Black, not of Hispanic origin	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
White, not of Hispanic origin	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
Limited English Proficient	-	-	-	-		
Special Education	-	-	-	-		
Free and Reduced-Priced Meals	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
	Participation - To meet AYP goals, 95% of students must participate in testing.		Proficiency - A calculation that determines whether students have made AYP.		Graduation - AYP graduation rate goal is 80% or progress toward that goal. Attendance - AYP attendance is 90% or progress toward that goal.	

School Opportunities

Student Participation

Attendance Rate	<input type="checkbox"/> %
Met School Target of { % }	<input type="checkbox"/> Yes
Met State Standard of { % }	<input type="checkbox"/> Yes

Extra Curricular Activities

School offers:

Athletic Activities	<input type="checkbox"/> Yes
Dance, Media Arts, Music, Theater and/or Visual Arts	<input type="checkbox"/> Yes
Family Involvement	<input type="checkbox"/> Yes
Academic Support & Enrichment	<input type="checkbox"/> Yes

School Staff Characteristics

Number of School Staff by position

	Full Time Equivalent (FTE)	
	#	%
Teachers	<input type="checkbox"/> #	<input type="checkbox"/> %
Media Specialists	<input type="checkbox"/> #	<input type="checkbox"/> %
Other Licensed Professionals	<input type="checkbox"/> #	<input type="checkbox"/> %
Paraprofessionals	<input type="checkbox"/> #	<input type="checkbox"/> %
Administrators	<input type="checkbox"/> #	<input type="checkbox"/> %
Total Staff	<input type="checkbox"/> #	<input type="checkbox"/> %

Licensure Information

	School	State
Licensed Teachers	<input type="checkbox"/> #	<input type="checkbox"/> #
Licensed Teachers with Variances	<input type="checkbox"/> #	<input type="checkbox"/> #
Licensed Principals	<input type="checkbox"/> #	<input type="checkbox"/> #

Staff Preparation and Experience

Teachers with Bachelor's Degrees	<input type="checkbox"/> #	<input type="checkbox"/> #
Teachers with Master's Degrees	<input type="checkbox"/> #	<input type="checkbox"/> #
Teachers with less than 3 years experience	<input type="checkbox"/> #	<input type="checkbox"/> #
Teachers with more than 10 years experience	<input type="checkbox"/> #	<input type="checkbox"/> #

Teachers meeting federal requirements for "Highly Qualified"

Title 1 paraprofessionals meeting new federal requirements

To be reported beginning in 2006

District Staffing

Teacher Salary Information

	District	State
Bachelor's Degree - beginning salary	\$	\$
Bachelor's Degree - highest possible salary	\$	\$
Master's Degree - highest possible salary	\$	\$
Average Teacher salary	\$	\$

Administrator Salary Information

	District	State
Average High School Principal salary	\$	\$
Superintendent salary	\$	\$
Average School Board Member salary	\$	\$

Professional Development

The district offers teachers professional development to meet the needs of gifted and talented students. ☐ Yes

Percent of general education fund spent on professional development. %

Number of non-instructional professional development days. #

Report to Taxpayers

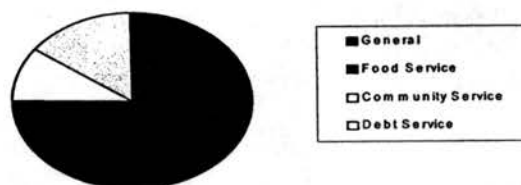
General Fund Expenditure per Student by Source

	District	State
District Level Administration	\$	\$
School Level Administration	\$	\$
Regular Instruction	\$	\$
Career & Technical Instruction	\$	\$
Special Education Instruction	\$	\$
Student Activities/Athletics	\$	\$
Instructional Support Services	\$	\$
Pupil Support Services	\$	\$
Operations, Maintenance & Other	\$	\$
Student Transportation	\$	\$
Subtotal of General Operating Fund	\$	\$
Capital Expenditures	\$	\$
Total of General Operating Fund	\$	\$

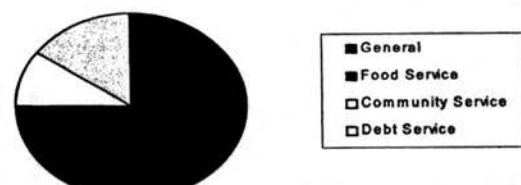
General Fund Revenue per Student by Source

	District	State
Federal Grants	\$	\$
State Aids and Grants	\$	\$
Local Property Tax	\$	\$
Student Fees/Admissions	\$	\$
Tuition from other Districts	\$	\$
Investment Earnings	\$	\$
Other Local	\$	\$
TOTAL General Fund	\$	\$
Voter approved operating referendum revenue included in the above	\$	\$

District Revenues



District Expenditures



District Revenue and Expenditure Totals by Fund

	Revenue	Expenditures
General	\$	\$
Food Service	\$	\$
Community Service	\$	\$
Debt Service	\$	\$
TOTAL	\$	\$

School District Property Tax Information

	District	State
Average Home Value	\$	\$
Average School District Property Tax per Home	\$	\$
Average School District Property Tax per \$100,000 of Home Value after Credits	\$	\$

Trends Over Time

	2000-01	2001-02	2002-03
General Fund Revenue per Student	\$	\$	\$
Unreserved General Fund Balance per Student	\$	\$	\$



To: Dr. Larry P. Nybladh

From: Mark Weston *MLW*

Date: August 18, 2004

RE: Structural Balance

The Omnibus K-12 Education Act of 2001 requires a school board to pass a resolution verifying that any collective bargaining agreement approved after July 1, 2001, does not cause structural imbalance in the school district's budget during the period of the agreement. At this time I am recommending the following resolution, which is supported with the attached information. If you have further questions regarding this matter, please contact me at your convenience.

Suggested Resolution: Move to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the Master Agreement for T.C.I. Employees.

MLW:mde
Attachment

STRUCTURAL BALANCE INTERIM REPORT/RESOLUTION

ED-02330-02

Page Two

IDENTIFICATION INFORMATION

District Name Moorhead Area Public Schools	District Number 0152	Unit Name TCI	Date of Submission 8/23/04
---	-------------------------	------------------	-------------------------------

INDIVIDUAL SETTLEMENT BUDGET PROJECTION

(Minn. Stat. § 1213B.749 Structurally Balanced School District Budgets)

General Fund (01)	(2003)	(2004)	(2005)	(2006)	(2007)
Revenues (ALL General)					
01 - Current Revenue	44247038	46510719	0	0	0
Anticipated Revenue ¹	44247038	46510719	43228198	42808398	43665073
Expenditures					
Settlement Salary/Benefits ²	420114	442225	490090	510902	526229
All Other 01 Costs	42427381	44972928	44788909	46226085	47612867
Total General	42847495	45415153	45278999	46736987	48139096
Fund (01) Balance ³	10849562	11945128	9894326	5965738	1491715
Food Service Fund (02)					
Revenues (ALL Food)					
02 - Current Revenue	1519798	1370311	0	0	0
Anticipated Revenue ¹	1519798	1370311	1494516	1524410	1554900
Expenditures					
Settlement Salary/Benefits ²	458976	476297	487245	537364	553485
All Other 02 Costs	984294	916822	1084396	1106331	1139530
Total Food Service	1443270	1393119	1571641	1643695	1693015
Fund (02) Balance ³	436811	414003	336878	217593	79478
Community Service (04)					
Revenues (ALL Community)					
04 - Current Revenue	1298695	1189814	0	0	0
Anticipated Revenue ¹	1298695	1189814	1239249	1098188	1120152
Expenditures					
Settlement Salary/Benefits ²	0	0	0	0	0
All Other 04 Costs	1552859	1292161	1243265	1102254	1135322
Total Community Service	1552859	1292161	1243265	1102254	1135322
Fund (04) Balance ³	230720	128373	124357	120291	105121
Staff Changes ⁴ Affected by the Settlement	0	0	0	0	0
Actual Staff Count in the Unit ⁵ Affected by the Settlement	0	0	0	0	0
Anticipated Cuts ⁶	0	0	0	0	0
Did this settlement cause structural imbalance in the budget? Check one: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>					
Is this settlement the result of interest arbitration? Check one: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>					
Narrative:					
District Characteristics:					
State Aid Formula	\$4,601	\$4,601	\$4,601	4601	4693
District AMCPU's	6457	6216	6102	6007	5998

STRUCTURAL BALANCE INTERIM REPORT/RESOLUTION

ED-02330-02

Page Three

IDENTIFICATION INFORMATION

District Name Moorhead Area Public Schools	District Number 0152	Unit Name TCI	Date of Last Submission 7/01/04
---	-------------------------	------------------	------------------------------------

DISTRICT BUDGET SUMMARY FORM

(Minn. Stat. § 123B.749 Structurally Balanced School District Budgets)

General Fund (01)	(2003)	(2004)	(2005)	(2006)	(2007)
Revenues (ALL General)					
01 - Current Revenue	44247038	46510719	0	0	0
Anticipated Revenue ¹	44247038	46510719	43228198	42808398	43665073
Expenditures					
All Salary/Benefits ²	34043776	35547754	35983393	37740193	38872400
All Other 01 Costs	8803719	9867399	9295606	8996794	9266696
Total General	42847495	45415153	45278999	46736987	48139096
Fund (01) Balance ³	10849562	11945128	9894326	5965738	1491715
Food Service Fund (02)					
Revenues (ALL Food)					
02 - Current Revenue	1519798	1370311	0	0	0
Anticipated Revenue ¹	1519798	1370311	1494516	1524410	1554900
Expenditures					
All Salary/Benefits ²	458976	476297	487245	537364	553485
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Fund (02) Balance ³	436811	414003	336878	217593	79478
Community Service (04)					
Revenues (ALL Community)					
04 - Current Revenue	1298695	1189814	0	0	0
Anticipated Revenue ¹	1298695	1189814	1239249	1098188	1120152
Expenditures					
All Salary/Benefits ²	0	0	0	0	0
All Other 04 Costs	1552859	1292161	1243265	1102254	1135322
Total Community Service	1552859	1292161	1243265	1102254	1135322
Fund (04) Balance ³	230720	128373	124357	120291	105121
Staff Changes ⁴ Affected by all Settlements	0	0	0	0	0
Anticipated Cuts ⁵	\$0	\$0	\$0	\$0	\$0
Did any settlement cause structural imbalance in the budget? Check one: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>					
Narrative:					
District Characteristics:					
State Aid Formula	\$4,601	\$4,601	\$4,601	4601	4693
District AMCPU's	6457	6216	6102	6007	5998

HUMAN RESOURCE

MEMO #: HR .05.013



TO: Dr. Larry Nybladh
FROM: Ron Hansen
SUBJECT: 2004-2006 Master Agreement for T.C.I.
DATE: August 17, 2004

The district and the T.C.I. employees including Building Computer Technicians, COTA'S and Interpreters represented by the Minnesota School Employees Association (MSEA); have reached a tentative agreement for a 2004-2006 contract.

Language changes to the contract include:

- Article VI. Basic Schedule and Rates of Pay
 - Section 5. Schedules
- Article IX. Leave Provisions and Vacations
 - Section 1. Sick Leave
 - Section 8. Vacation
 - Section 9. Jury Duty
 - Section 10. Personal Leave
- Article X. Termination of Services
 - Section 2. Severance Pay/Deferred Compensation
- Article XII. Group Insurance
 - Section 7. Long Term Disability Insurance
 - Section 13. Worker's Compensation
- Article XIV. Miscellaneous
 - Section 3. Probationary Period
 - Section 7. Discharge and Discipline

The monetary settlement for the two year contract which included significant and necessary adjustments for the Interpreters and COTA employees was:

	<u>2004-2005</u>	<u>2005-2006</u>	<u>Total</u>
Interpreters	\$25,237	\$ 2,042	\$27,279
COTA's	\$ 6,753	\$ 4,872	\$11,625
Techs	<u>\$15,877</u>	<u>\$13,897</u>	<u>\$29,774</u>
TOTAL	\$47,867	\$20,811	\$68,678

The overall percentage increase for the combined employee groups was:

<u>2004-2005</u>	<u>2005-2006</u>	<u>Total</u>
18.26%	4.66%	22.92%

SUGGESTED RESOLUTION: Move to approve the 2004-2006 Master Agreement for T.C.I. Employees as presented.

RN/smw

5-m9-B05
13 Sept. 2004

INDEPENDENT SCHOOL DISTRICT #152

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

September 13, 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 _____

A G E N D A

1. **CALL TO ORDER**

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

Moved by _____ Seconded by _____
Comments _____

- D. 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

SCHOOL BOARD AGENDA - September 13, 2004

PAGE 2

on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

- A. TEACHING/LEARNING MATTERS - Kovash
 - (1) Acceptance of Gift - Page 6
 - (2) Acceptance of Grant - Pages 7-8
- B. BUSINESS SERVICE MATTERS - Weston
- C. HUMAN RESOURCE MATTERS - Nielsen
 - (1) Approval of Family/Medical Leave - Page 9
 - (2) Approval of Resignations - Page 10
 - (3) Approval of New Employees - Pages 11-13
 - (4) Approval of Change in Employment Contract - Pages 14-15
 - (5) Approval of Paraprofessional Recall - Pages 16-17
 - (6) Approval of Leave of Absence - Page 18
- D. SUPERINTENDENT MATTERS - Nybladh
 - (1) Approval of August 9 and August 23, 2004 Meeting Minutes - Pages 19-26
 - (2) Approval of September Claims

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

Moved by _____ Seconded by _____
Comments _____

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

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

Targeted Services - Kovash

Page 27

4. **OPENING ENROLLMENT:** Kovash

Pages 28-35

SCHOOL BOARD AGENDA - September 13, 2004

PAGE 3

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

Pages 36-38

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

Moved by _____ Seconded by _____

Comments _____

6. **APPROVAL OF 2004-2006 MASTER AGREEMENT FOR PARAPROFESSIONALS:**

Nielsen

Page 39

Suggested Resolution: Move to approve the 2004-2006 Paraprofessional Master Agreement as presented.

Moved by _____ Seconded by _____

Comments _____

7. **APPROVAL OF SPECIAL EDUCATION PREVENTION PROGRAM:** Kovash

Page 40

Suggested Resolution: Move to approve the Moorhead Special Education Prevention Program for the 2004-05 school year.

Moved by _____ Seconded by _____

Comments _____

8. **COMMITTEE REPORTS**

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

10. **ADJOURNMENT**

SCHOOL BOARD AGENDA - September 13, 2004**PAGE 4****CALENDAR OF EVENT**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Instr and Curr Adv Com	September 16	7-8:30 am	TC Bd Rm
Supt's Adv Council	September 16	7-8:30 am	TC Bd Rm
District CARE Team	September 20	3:30 pm	TC Bd Rm
HS PTAC	September 21	6:30 pm	Conference Rm
Com Ed Adv Council	September 21	7 pm	Probst Cntr Conf Rm
MSBA Fall Area Meeting	September 21	7-9 pm	TRF
MSBA Fall Area Meeting	September 23	7-9 pm	Menagha
Homecoming Parade/ Football Game	September 24	4 pm 7 pm	MHS
Dedication Ceremony and Open Houses	September 25	10:30-11:30 am 12-3 pm	MHS Auditorium All Buildings
School Board	September 27	7 pm	Board Room
Com Ed Classes Start (Fall)	September 27		
Continuing Ed Com	October 5	6:45 am	T and T Cafe
Joint Powers Com	October 7	7 am	Clay County Cthouse
Human Right Com	October 7	3:45 pm	Probst Cntr Conf Rm
Horizon PTAC	October 7	7 pm	Media Center
Early Chldhd Adv Com	October 7	7 pm	Probst Center
Staff Dev Com	October 11	3:30 pm	Probst Center
School Board	October 11	7 pm	Probst Cntr Bd Rm
Instr and Curr Adv Com	October 14	7-8:30 am	Probst Center
Indian Ed Parent Com	October 14	5 pm	Probst Center
Kind P/T Conf (day)	October 15, 18	No Kind	
High School PTAC	October 18	6:30 pm	Conference Rm
Hopkins PTAC	October 18	7 pm	Media Center
Asp PTAC	October 18	7 pm	Media Center
Reinertsen PTAC	October 18	7 pm	Media Center
K-12 P/T Conferences (No Kind)	October 18	5-8:30 pm	
K-12 P/T Conferences	October 19	8-11, 12-4, 5-8:30	
Com Ed Adv Council	October 19	7 pm	Probst Cntr Conf Rm
RRALC P/T Family Night	October 19	5-7:30 pm	RRALC
Teacher Comp Day	October 20	No School	
Interagency Early Interv Com	October 20	12 pm	Family Service Center

SCHOOL BOARD AGENDA - September 13, 2004**PAGE 5**

Clay Cnty Jt Power Collab	October 20	3:30 pm	Family Service Center
Early Chldhd Screening	October 20-21		
Health/Safety/Wellness Com	October 21	9:30 am	Probst Cntr
Educ MN Conf	October 21-22	No School	
School Board	October 25	7 pm	Probst Cntr Bd Rm
Technology Com	October 26	3:45 pm	Probst Center
Activities Council	October 27	7 am	Probst Center

AUG 30 2004

OFFICE OF TEACHING & LEARNING MEMO #: I.05.024



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: Donation

DATE: August 27, 2004

United Way has donated over 50 backpacks for distribution to students at SG Reinertsen Elementary, Ellen Hopkins Elementary and Robert Asp Elementary. The value of each backpack is \$24.00

SUGGESTED RESOLUTION Move to approve the donation of backpacks from United Way and direct administration to send a thank you note.

LAK/kmr

OFFICE OF TEACHING & LEARNING MEMO #: I.05.033



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Grant Award Notification
DATE: September 1, 2004

The US Department of Education Office of Indian Education has issued a Grant Award Notification in the amount of \$46,850.00 to Moorhead Area Public Schools for the 2004-2005 school year. The grant funding will be used for the .5 Indian Home School Liaison and .5 American Indian Resource Teacher. Additional funding will be used for program support.

SUGGESTED RESOLUTION: Move to accept the Indian Education Grant from the US Department of Education for \$46,850.00 for the 2004-2005 school year.

LAK/kmr
Attachment



U.S. Department of Education
Washington, D.C. 20202

AUG 23 2004

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME: MOORHEAD AREA PUBLIC SCHOOLS 810 4th Avenue South Moorhead, MN 56560	5	AWARD INFORMATION PR/AWARD NUMBER S060A040637 ACTION NUMBER 01 ACTION TYPE New AWARD TYPE Formula																				
2	PROJECT DESCRIPTION 84.060A FORMULA GRANTS TO LEAS	6	AWARD PERIODS BUDGET PERIOD 07/01/2004 - 06/30/2005 FEDERAL FUNDING PERIOD 07/01/2004 - 06/30/2005																				
3	EDUCATION STAFF RECIPIENT STATE DIRECTOR SARAH KING (218) 284 - 3724 EDUCATION PROGRAM CONTACT Cathie L. Martin (202) 260 - 1683 EDUCATION PAYMENT CONTACT GAPS PAYEE HOTLINE (888) 336 - 8930	7	AUTHORIZED FUNDING CURRENT AWARD AMOUNT \$46,850.00 PREVIOUS CUMULATIVE AMOUNT \$0.00 CUMULATIVE AMOUNT \$46,850.00																				
4	KEY PERSONNEL N/A	8	ADMINISTRATIVE INFORMATION DUNS/SSN 185180965 REGULATIONS EDGAR AS APPLICABLE ATTACHMENTS S																				
9	LEGISLATIVE AND FISCAL DATA AUTHORITY: PL PL 107-110 ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED BY NO CHILD L PROGRAM TITLE: INDIAN EDUCATION - GRANTS TO LOCAL EDUCATIONAL AGENCIES CFDA/SUBPROGRAM NO: 84.060A <table border="1"><thead><tr><th>FUND CODE</th><th>FUNDING YEAR</th><th>AWARD YEAR</th><th>ORG. CODE</th><th>CATEGORY</th><th>LIMITATION</th><th>ACTIVITY</th><th>CFDA</th><th>OBJECT CLASS</th><th>AMOUNT</th></tr></thead><tbody><tr><td>0101A</td><td>2004</td><td>2004</td><td>EE000000</td><td>B</td><td>E10</td><td>000</td><td>060</td><td>4101A</td><td>\$46,850.00</td></tr></tbody></table>			FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT	0101A	2004	2004	EE000000	B	E10	000	060	4101A	\$46,850.00
FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT														
0101A	2004	2004	EE000000	B	E10	000	060	4101A	\$46,850.00														

HUMAN RESOURCE

MEMO #: HR .05.028



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Family/Medical Leave
DATE: September 2, 2004

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

Marlene Deist Teacher, Moorhead Senior High, August 31, 2004 for approximately eight weeks.

SUGGESTED RESOLUTION: Move to approve the Family Medical Leave for Marlene Deist pursuant to Section IV, Article 38 of the Teachers' Master Contract.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.025



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Resignation
DATE: September 2, 2004

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

Anise Dahlquist Paraprofessional, Horizon Middle School effective August 16, 2004.
Sonja Borgen Paraprofessional, Red River Alternative Center, effective immediately
Christina Raab Paraprofessional, Hopkins Elementary, effective August 8, 2004
Carolyn Marvig Paraprofessional, Red River Area Learning Center, effective August 30, 2004
William Kopp Bus Driver, effective July 30, 2004
Jose Sanchez Hall Monitor, Moorhead High School, effective August 1, 2004
Sireen Suleiman Paraprofessional, Partners in Learning Program, effective September 7, 2004
Monique Sauvageau Web Programmer, Townsite, effective September 17, 2004

SUGGESTED RESOLUTION: Move to approve the resignation of Anise Dahlquist, Sonja Borgen, Christina Raab, Carolyn Marvig, William Kopp, Jose Sanchez, Shireen Suleiman and Monique Sauvageau.

RN/smw

HUMAN RESOURCE**MEMO #: HR .05.027**

TO: Dr. Larry Nybladh
FROM: Ron Hansen
SUBJECT: New Employee
DATE: September 2, 2004

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

Carolyn Marvig	Registrar, Red River Area Learning Center, 20 hours per week, effective September 1, 2004. (Replaces Beth Lequire)
Sandra Roe	Early Childhood Special Education Teacher, .50 FTE, BA+15 (0) \$14,762.00 effective August 31, 2004. (Replaces Dee Pretty)
Tina Bentz	Social Science Teacher, Moorhead High .75 FTE, BA (0) \$21,201.00 effective August 30, 2004. (Replaces .75 Alicia Simonson)
Carrie Lawrence	English as a Second Language Teacher, Robert Asp .50 FTE and .50 FTE Reading Recovery Teacher, Hopkins Elementary effective for the 2004-2005 school year. (Special Education Prevention Grant and Catherine Rockstad)
Stephanie Herbranson	Fifth Grade Teacher, Reinertsen Elementary, 1.00 FTE, effective for the 2004-2005 school year. (Replaces Jim Nigg)
James Melville	Custodian, Moorhead High School, A12 (3) \$11.55 per hour, 8 hours per day, effective August 23, 2004. (Replaces Mark Jenkins)
Paulette Hagen	Math Teacher, Red River Area Learning Center, .75 FTE, BA+15 (5) \$26,323.00 effective for the 2004-2005 school year (Replaces Katherine Zander-Natzke)
Christine Berg	Science Teacher, Horizon Middle School, 1.00 FTE, BA (0) \$28,268.00

effective for the 2004-2005 school year. (replaces Chris Nellerhoe)

Linda Matthews	Speech Language Pathologist, Reinertsen Elementary, .30 FTE, MA+15 (7) \$13,354.80, effective for the 2004-2005 school year. (Replaces .30 FTE of Pat Sullivan)
Steve Osvold	Paraprofessional, Reinertsen, Elementary, 6.5 hours per day, B21(3) \$12.05 per hour, effective for the 2004-2005 school year. (Replaces Robert Jones)
Nadine Moon	Paraprofessional, Red River Area Learning Center, 6.5 hours per day, B21 (0-2) \$ 11.87 per hour, effective September 7, 2004. (Replaces Sonja Borgen)
Sharon Clark	Paraprofessional, Horizon Middle School, 6.5 hours per day, B21 (0-2) \$11.87 per hour effective for the 2004-2005 school year. (Replaces Anise Dahlquist)
Jeana Krabbenhoft	Paraprofessional, Detention Center, 5 hours per day, B21 (0-2) \$11.87 per hour effective September 8, 2004. (replaces Kelsy Jenkins)
Melissa Barber	Second Grade Teacher, Reinertsen Elementary 1.00 FTE, BA+30 (3) \$34,299.00, effective for the 2004-2005 school year, (New position)
Melissa Wiese	Music Teacher, Robert Asp, .429 FTE, BA (2) \$13,031.30 effective for the 2004-2005 school year (Replaces Bonnie Legreid)
Sharyl Herbel	Counselor, Horizon Middle School, 1.00 FTE, MA (7) \$ 39,987.22, effective September 14, 2004. (Replaces Scott Matheson)
Donald Platt	Custodian, Hopkins Elementary, A12 (3) \$11.55 per hour, 8 hour per day, effective September 20, 2004. (Replace Steve Huebner)
Carol Boerner	Paraprofessional, Moorhead High School, 6.5 hours per day, B21 (0-2) \$11.87 per hour, effective for the 2004-2005 school year. (Replaces Maureen Fisher)
Daniel Lerfald	Custodian, Moorhead High School, 8 hours per day, A13 (3) \$11.55 per hour, effective September 13, 2004. (Replaces Kevin Pavola)

SUGGESTED RESOLUTION: Move to approve the employment of Carolyn Marvig, Sandra Roe, Tina Bentz, Carrie Lawrence, Stephanie Herbranson, James Melville, Paulette Hagen,

Christine Berg, Linda Matthews, Steve Osvold, Nadine Moon, Sharon Clark, Jeana Krabbenhoft,
Melissa Barber, Melissa Wiese, Sharyl Herbel, Donald Platt, Carol Boerner and Daniel Lerfald.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.026



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

Jeremy Grant Day/Night Custodian, Sr. High A12 to Assistant Lead Custodian, Robert Asp, A13 effective July 1, 2004.

John Keller French Teacher, Horizon Middle School .429 FTE to .833 FTE, effective for the 2004-2005 school year.

Katherine Zander-Natzke Teacher, Red River Area Learning Center, .75 FTE to West Central Regional Juvenile Center, 1.00 FTE effective for the 2004-2005 school year.

Mary Flickinger Library Secretary, .50 FTE Hopkins Elementary to .50 FTE Robert Asp Elementary

Jean Morlock Library Secretary, .50 FTE Robert Asp Elementary to .50 Hopkins Elementary

Megan Ramsey Paraprofessional, Red River Area Learning Center 20 hours per week to Paraprofessional, Red River Area Learning Center, 12.5 hours per week, effective for the 2004-2005 school year.

Scott Matheson Counselor, Horizon Middle School to Student Assistance Coordinator, District, effective for the 2004-2005 school year.
(Replaces Jill Lavelle)

SUGGESTED RESOLUTION: Move to approve the change in contract for Jeremy Grant, John Keller, Katherine Zander-Natzke, Mary Flickinger, Jean Morlock, Megan Ramsey and Scott Matheson.

RN/smw

HUMAN RESOURCE**MEMO #: HR .05.024**

TO: Dr. Larry Nybladh
FROM: Ron K. Jensen
SUBJECT: Paraprofessional Recall
DATE: September 2, 2004

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

Kelsy Jenkins	Paraprofessional, Red River Area Learning Center, 6.5 hours per day, B21 (3) \$11.70 per hour, effective for the 2004-2005 school year. (Replaces Juneve Givers)
Rebecca Lee-Hunt	Paraprofessional, Partners in Learning, 20 hours per week for 36 weeks, B21(3) \$11.70 per hour, effective September 13, 2004. (Replaces Rebecca Lee-Hunt)
Ryan Parker	Paraprofessional, Moorhead Senior High, 6.5 hours per day, B21 (3) \$11.70 per hour, effective for the 2004-2005 school year. (Replaces Deb Mallick)
Michael Hennessey	Paraprofessional, Outreach Center, 6.5 hours per day, B21 (4) \$11.87 per hour, effective for the 2004-2005 school year. (Replaces Michael Hennessey)
Cheryl Adams	Paraprofessional, Moorhead Senior High, 6.5 hours per day, B21 (3) \$11.70 per hour, effective for the 2004-2005 school year. (Replaces Nicola Otto)
Mary Broten	Paraprofessional, Robert Asp Elementary, 6.5 hours per day, B21 (3) \$11.70 per hour, effective for the 2004-2005 school year. (Replaces Brenda Helland)
Deb Buth	Paraprofessional, Moorhead Senior High, 6.5 hours per day B21 (3)

\$11.70 per hour, effective for the 2004-2005 school year. (Replaces John Fraundorfer)

SUGGESTED RESOLUTION: Move to approve the recall of Kelsy Jenkins, Rebecca Lee-Hunt, Ryan Parker, Michael Hennessey, Cheryl Adams, Mary Broten and Deb Buth.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.029



TO: Dr. Larry Nybladh
FROM: Ron [Signature]
SUBJECT: Leave of Absence
DATE: September 2, 2004

Nahro Hamad Paraprofessional, Outreach Center, for the 2004-2005 school year.

SUGGESTED RESOLUTION: Move to approve the request for the Leave of Absence for Nahro Hamad pursuant to Article 8, Section 8 of the Paraprofessional Master Agreement.

RN/smw

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
AUGUST 9, 2004
PAGE 1**

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

MEMBERS ABSENT: Carol A. Ladwig.

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

SCHOOL BOARD CLERK APPOINTMENT: Tomhave moved, seconded by Hohnadel, to appoint Cindy Fagerlie to serve as School Board Clerk for the August 9 School Board meeting. Motion carried 6-0.

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

APPROVAL OF AGENDA: Hohnadel moved, seconded by Fagerlie, to recommend the agenda proceed with the clerical revisions as presented. Motion carried 6-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Lease - Approve the two-year lease agreement (9/1/04-8/31/06) in the amount of \$7,784.58 per month with La Famiglia LTD for space currently used for the Red River Area Learning Center.

Family/Medical Leave

Betsy Tengesdal - Deaf/Hard of Hearing teacher, Horizon Middle School, to begin approximately December 8, 2004 for 12 weeks.

Resignations

Juneve Givers - Paraprofessional, RRALC, effective July 30, 2004.

Georgia Gregoire - Secretary, Sr. High, effective September 1, 2004.

Pat Geraghty - Secretary, ECFE/EIS, effective July 14, 2004.

Kevin Pavola - Custodian, Sr. High, effective August 13, 2004.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
AUGUST 9, 2004
PAGE 2**

New Employees

Shanna Anderson - Interpreter, Sr. High, \$14.16 per hour, effective August 31, 2004. (Replace Shari Monilaws)

Kathryn Evenson - Language Arts Teacher, Horizon Middle School, BA (0) \$28,268, effective for the 2004-2005 school year. (Replace Wayne Ingersoll)

Jennifer Stompro - Spanish Immersion Teacher, Hopkins Elementary, MA (2) \$35,862, effective for the 2004-2005 school year. (Replace Melina Hernandez)

Susan Whetter - Family Consumer Science Teacher, Sr. High, BA (5) \$33,556, effective for the 2004-2005 school year. (Replacing LaRae Rosenfeldt)

Lynne Fillion - Math Teacher, .75 FTE at Sr. High, BA (0) \$21,201, effective for the 2004-2005 school year. (Replacing Jace Lahlum)

Change in Employment Contract

Wendy Paulson - .80 FTE Occupational Therapist to 1.00 FTE effective August 31, 2004. (Replace .20 FTE of Valerie Stevenson)

Valerie Stevenson - .80 FTE Occupational Therapist to .60 FTE effective August 31, 2004. (Voluntary Reduction)

Michaela Ludwig - .857 FTE English Teacher to 1.00 English Teacher, effective August 31, 2004. (Replace Lucia Schroeder)

Loreen Wilson - 2.75 hours per day Food Service Computer Operator at Riverside to 5 hours per day Food Service Secretary at Sr. High effective July 29, 2004. (Replace Lori Ishaug)

Minutes - Approve the July 19, 2004 regular meeting minutes and July 20, 2004 special meeting minutes as presented.

NSBA Membership Renewal - Approve the 2004-2005 National School Boards Association (NSBA) National Affiliate membership renewal fee in the amount of \$3,250.

Claims - Approve the August Claims, subject to audit, in the amount of \$3,740,780.29.

General Fund:	\$735,300.46
Food Service:	2,618.67
Community Service:	8,593.95
Building Construction	2,994,267.21
TOTAL	\$3,740,780.29

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
AUGUST 9, 2004
PAGE 3**

Motion carried 6-0.

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.)

Moorhead High School Hall of Honor - Phil Seljevold, Ken Tangen and Don Hulbert, Hall of Honor Committee members, presented information regarding the background of the committee and announced the names of the first (2004) inaugural members to the Hall of Honor. Members are as follows: Bernice J. (Marks) Christenson (1936 graduate), Beverly (Pfeifer) Lynch (1953 graduate), Margaret Newton (1910 graduate and teacher and music supervisor from 1915 to 1956), Ada (Comstock) Notestein (1892 graduate), Ronald D. Offutt (1960 graduate), Roger O. Pitsenbarger (1939 graduate), Thomas Setter, M.D. (1953 graduate), and Rein A. Uritam (1957 graduate).

School Board members and administration expressed appreciation for the committee's hard work in making the vision of the Moorhead High School Hall of Honor a reality. The inaugural members will be recognized at an Induction Ceremony on September 25 as part of Moorhead High School's homecoming week.

Hall of Honor committee member Ken Tangen personally thanked Don Hulbert for all his hard work and effort related to the Hall of Honor.

APPROVAL OF ELEMENTARY STUDENT HANDBOOK: Erickson moved, seconded by Thompson, to approve the elementary handbook as presented. Motion carried 6-0.

APPROVAL OF HORIZON MIDDLE SCHOOL STUDENT HANDBOOK: Tomhave moved, seconded by Siggerud, to approve the Horizon Middle School handbook as presented. Motion carried 6-0.

2004-2005 SCHOOL CALENDAR REVISION: Hohnadel moved, seconded by Fagerlie, to approve the 2004-2005 School Calendar revisions as presented. Motion carried 6-0.

COMMITTEE REPORTS: None.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
AUGUST 9, 2004
PAGE 4**

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Thompson noted Board members Bill Tomhave, Sonia Hohnadel and Mike Siggerud would be attending the MSBA Summer Seminar in Minneapolis. Superintendent Nybladh and Lynne Kovash will also attend.

CLOSE PUBLIC MEETING: Hohnadel moved, seconded by Tomhave, to close the public meeting at 7:54 p.m., pursuant to M.S. 471.705, for the purpose of discussing negotiation strategies. Motion carried 6-0.

The meeting recessed at 7:54 p.m.; the chair reconvened the meeting at 8:02 p.m.

OPEN PUBLIC MEETING: Hohnadel moved, seconded by Tomhave, to open the public meeting at 8:32 p.m. Motion carried 6-0.

A brief discussion was held related to an update on buildings and S.G. Reinertsen Elementary School traffic concerns.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 8:54 p.m.

Cindy Fagerlie, Clerk Pro-Tem

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
AUGUST 23, 2004
PAGE 1**

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

MEMBERS ABSENT: Cindy Fagerlie.

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

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

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Grants - Accept the following grants: S.G. Reinertsen received a \$100 grant from AAA Minnesota/Iowa to support the safety patrol program and the district received a \$50,058.90 Education for Homeless Children and Youth grant from the Minnesota Department of Education. Funding will provide for a part-time social worker, family outreach worker, and paraprofessional to assist students and families in homeless situations.

Secretarial Recall

Patricia Beach - Secretary, High School, 9 months, 8 hours per day effective August 31, 2004.

Family/Medical Leave

Maureen Fisher - Paraprofessional, High School, to begin on August 31, 2004 for the 2004-2005 school year.

Susan Morse - Teacher, Red River Alternative Center, September 7, 2004 for approximately six weeks.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
AUGUST 23, 2004
PAGE 2**

Leave of Absence

Debra Mallick - Paraprofessional, High School for the 2004-2005 school year.

Change in Employment Contract

Jennifer Holand - Part-time Art teacher at Riverside Elementary to full-time Art teacher at Hopkins Elementary effective August 31, 2004.

Teacher Recall

Patricia Haugen - Gifted/Talented teacher .50 FTE at Reinertsen effective for the 2004-2005 school year

Orella Olson - Basic Skills Support/Reading Recovery teacher 1.00 FTE at Reinertsen effective for the 2004-2005 school year

Dorian Boe - Grades 1-5 Elementary teacher 1.00 FTE at Reinertsen effective for the 2004-2005 school year

Lisa Hustad - Special Education Resource teacher .50 FTE at Hopkins effective for the 2004-2005 school year

New Employees

Brad Miller - English Teacher, .875 FTE, High School, BA (0) \$24,734.50 effective for the 2004-2005 school year. (Replace Jace Lahlum)

Dean McEnery - Bus Driver, B21 \$ 10.67 per hour, 3.25 hours per day. (Replace Kevin Pavola)

Carrie Lawrence - ESL/Reading Teacher, .5 FTE, Hopkins, BA+15 (3) \$16,434 effective for the 2004-2005 school year. (Title 1 funding)

Retirement

Marilyn Larson - Special Education Teacher, High School, effective immediately.

Motion carried 6-0.

CONSTRUCTION UPDATE: Kraus-Anderson Construction Management representatives Ted Schweich and Steve Jensen provided a report regarding the current budget analysis as well as a building by building timeline related to the completion of projects.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
AUGUST 23, 2004
PAGE 3**

MCA, AYP AND SCHOOL REPORT CARDS: Kovash provided information related to MDE's release of the Adequate Yearly Progress Reports (AYP) and School Report Cards for the 2003-04 school year on August 26. Through the No Child Left Behind (NCLB) Act, each state must release school report card information prior to the start of a new school year.

The school report cards provide information to parents on various aspects of each school. The proficiency or achievement data for the AYP and the school report card is based on the results of the Minnesota Comprehensive Assessments (MCAs) at grades 3, 5, 7, 10, and 11. The schools are awarded star ratings in proficiency for reading and math, advanced academic opportunities, school enrollment, school staff characteristics, and finance.

The reconfiguration of the schools at the district level have an impact on the AYP. The information regarding school configuration was presented to a state committee. As the district is regarded as an unusual case, it was determined that Reinertsen, Asp and Hopkins will start a new AYP designation. The AYP status of Edison, Riverside, Probstfield, and Washington will not be reported after the 2003-04 school year. Horizon Middle School, MHS and RRALC will retain any status from the previous years.

Kovash also provided information regarding the School Improvement System the district will be using to guide each school in the development of academic goals and strategies to meet goals.

STRUCTURAL BALANCE: Tomhave moved, seconded by Erickson, to approve Individual Settlement-Balanced Budget Projection as presented in regards to the Master Agreement for T.C.I. Employees. Motion carried 6-0.

APPROVAL OF 2004-2006 MASTER AGREEMENT FOR T.C.I. EMPLOYEES: Ladwig moved, seconded by Hohnadel, to approve the 2004-2006 Master Agreement for T.C. I. Employees as presented. Motion carried 6-0.

COMMITTEE REPORTS: A brief report was heard regarding the Clay County Joint Powers Collaborative Board meeting.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
TOWNSITE CENTRE
AUGUST 23, 2004
PAGE 4**

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Thompson reminded Board members of the All District Staff Breakfast and Assembly on September 1 at 7:45 a.m. at the High School. A brief discussion was held related to the upcoming MSBA Fall Area meeting in Fergus Falls.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 8:13 p.m.

Carol Ladwig, Clerk

OFFICE OF TEACHING & LEARNING MEMO #: 1.05.038



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Targeted Services
DATE: September 7, 2004

Deb Pender will present information to the board regarding targeted services in Moorhead Area Public Schools. The program is offered for elementary and middle school aged students.

LAK/kmr

OFFICE OF TEACHING & LEARNING MEMO #: I.05.039



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Opening Enrollment
DATE: September 7, 2004

Attached is a copy of the opening day enrollment figures from September 7, 2004. Enrollment figures have also been included for both September 7 and September 8. The opening enrollment page provides information from elementary and secondary schools and also provides information regarding off-site educational programs. The elementary school's information also lists each section by each grade level.

Preliminary figures for opening day total K-12 enrollment were 5271. Last year opening day enrollment was 5324. The kindergarten class enrollment increased by 76 students to a total of 402 kindergarten students. The K-5 enrollment increased by 15 students over last year's opening enrollment.

It is expected that enrollment will fluctuate over the next few days and will stabilize with November enrollment information. Also attached are opening day enrollment comparisons and monthly enrollment charts.

LAK/kmr
Attachments

Moorhead Public Schools
9-8-2004

Target	20	21	25	27	29	29		
	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Self	TOTALS
	21 22 22 20 22	26 25	14 12 13 13 14 12 14 12	26 26 26	29 29 29 28 27	27 28 27 27 27	29 29 28 29	
ROBERT ASP	107	106	127	115	136	115	0	706
	22 24 25 24	23 24 25 23	25 25 27	26 26 27	25 23 26	24 25 23		
	25 22 21	23 12 12	24 10 15	16 9	26	24		
HOPKINS	163	130	123	120	119	96	3	754
	21 23 22 20 23 21	23 25 25 24 25	23 23 23 23	23 23 26 25 25	28 27 26 27 27	25 25 25 25 26		
REINERTSEN	130	122	115	122	135	126	1	750
TOTAL	400	358	365	357	390	337	4	2210
Average Class Size	22	25	24	26.4	26	25.9		
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
HORIZON	420	445	402					1267
HIGH SCHOOL				422	442	395	434	1641 1693
ENROLLMENT BY BLDG								5170
PRESCHOOL								108
RRALC	2	2	3	10	10	18	10	55
OUTREACH	9	2	0	1	0	6	0	18
DET/SHELTER	1	0	5	2	11	7	17	43
								5194
TOTAL KINDERGARTEN THROUGH GRADE 12 (INCLUDING SPECIAL ED)								5286
								5332
TOTAL PRESCHOOL THROUGH GRADE 12 (INCLUDING SPECIAL ED)								5440

Self = Self Contained

Multi-age

Numbers in *Italics* indicate prior month figures

Moorhead Public Schools
Opening 9-7-2004

Target	20	21	25	27	29	29		
	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Self	TOTALS
	21 22 22 21 21	26 26 25 14 12 13 13 14 12 14 12	26 26 26	28 29 29 28	27 27 27 27 27	29 29 28 28		
ROBERT ASP	107	106	127	114	135	114		703
	22 24 25 24	23 24 25 23	25 25 27	26 26 27	25 23 26	24 25 23		
	25 22 22	23 12 12 24	10 15	16 9	26	24		
HOPKINS	164	130	123	120	119	96	3	755
	22 23 22 22 22 20	26 25 25 24 24	22 22 24 23 23	25 23 26 25 26	28 27 26 28 27	24 25 25 25 26		
REINERTSEN	131	124	114	125	136	125	0	755
Average class	22	25	24	26.6	26	25.8		
RRALC					0	0		0
TOTAL BY GRADE	402	360	364	359	390	335		2213
ELEMENTARY PRESCHOOL								108
TOTAL ELEMENTARY (INCLUDING PRESCHOOL AND SPECIAL EDUCATION)								2321
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
HORIZON	420	445	402					1267
HIGH SCHOOL				422	442	395	434	1693
RRALC	2	2	3	10	10	8	5	40
OUTREACH	9	2	0	1	0	6	0	18
DET/SHELTER	1	0	5	2	11	7	17	43
TOTAL KINDERGARTEN THROUGH GRADE 12 (INCLUDING SPECIAL ED)								5194
								5274
TOTAL PRESCHOOL THROUGH GRADE 12 (INCLUDING SPECIAL ED)								5332
								5382

Self = Self Contained

Multi-age

Numbers in *Italics* indicate prior month figures

Opening Day Enrollment Comparisons

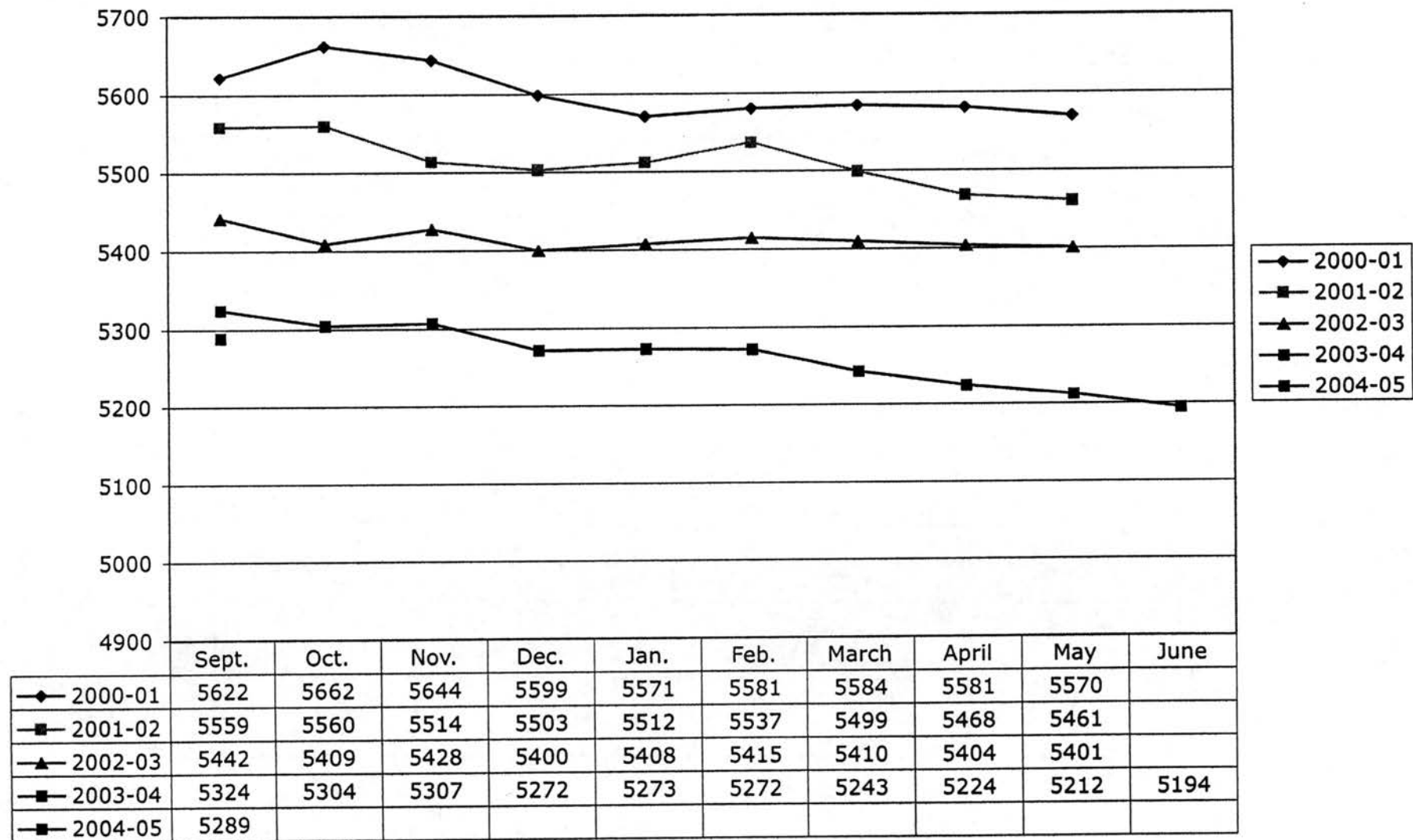
	Actual 2004	Actual 2003	Variance
Kindergarten	402	326	76
Grade 1	360	349	11
Grade 2	364	362	2
Grade 3	359	400	-41
Grade 4	390	338	52
Grade 5	335	410	-75
Grade 6	420	436	-16
Grade 7	445	402	43
Grade 8	402	413	-11
Grade 9	422	422	0
Grade 10	442	403	39
Grade 11	395	455	-60
Grade 12	434	430	4
Total K-12	5170	5146	24
Total Alternative	104	167	-63
Early Childhood Special Ed.	108	94	14
Total Pre K-12	5382	5407	-25



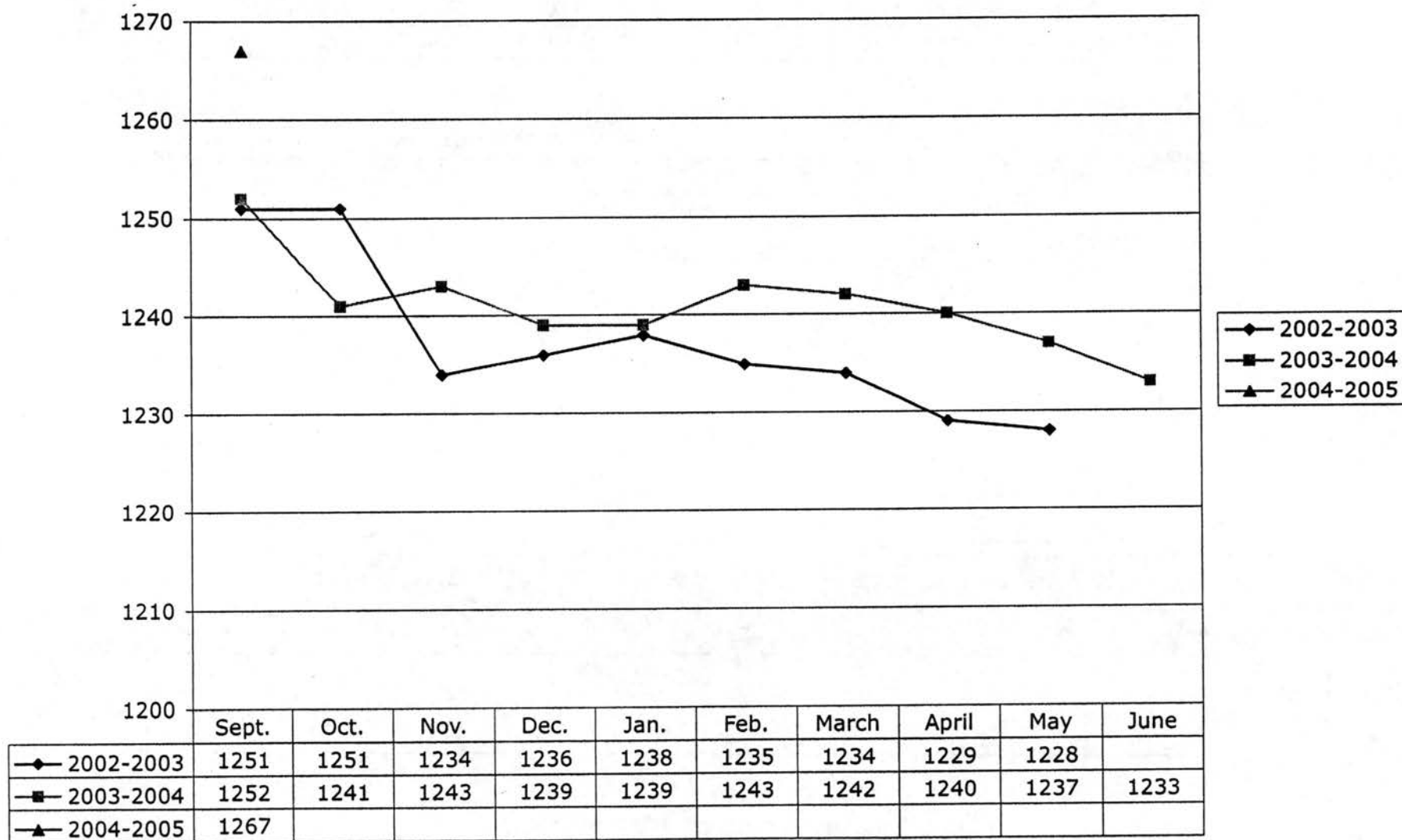
Opening Enrollment by Building

Robert Asp	703	
Ellen Hopkins	755	
SG Reinertsen	755	
Horizon Middle	1267	
Moorhead High	1693	1710

Monthly Enrollment Chart



Moorhead 6-8 Enrollment





To: Dr. Larry P. Nybladh

From: Mark Weston *MLW*

Date: September 3, 2004

RE: Structural Balance

The Omnibus K-12 Education Act of 2001 requires a school board to pass a resolution verifying that any collective bargaining agreement approved after July 1, 2001, does not cause structural imbalance in the school district's budget during the period of the agreement. At this time I am recommending the following resolution, which is supported with the attached information. If you have further questions regarding this matter, please contact me at your convenience.

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

MLW:mde
Attachment

STRUCTURAL BALANCE INTERIM REPORT/RESOLUTION

ED-02330-02

Page Two

IDENTIFICATION INFORMATION

District Name Moorhead Area Public Schools	District Number 0152	Unit Name Paraprofessionals	Date of Submission 9/13/04
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INDIVIDUAL SETTLEMENT BUDGET PROJECTION

(Minn. Stat. § 1213B.749 Structurally Balanced School District Budgets)

General Fund (01)	(2003)	(2004)	(2005)	(2006)	(2007)
Revenues (ALL General)					
01 - Current Revenue	44247038	46510719	0	0	0
Anticipated Revenue ¹	44247038	46510719	43228198	42808398	43665073
Expenditures					
Settlement Salary/Benefits ²	2058290	2166621	2273984	2368184	2439230
All Other 01 Costs	40789205	43248532	43005015	44368803	45699866
Total General	42847495	45415153	45278999	46736987	48139096
Fund (01) Balance ³	10849562	11945128	9894326	5965738	1491715
Food Service Fund (02)					
Revenues (ALL Food)					
02 - Current Revenue	1519798	1370311	0	0	0
Anticipated Revenue ¹	1519798	1370311	1494516	1524410	1554900
Expenditures					
Settlement Salary/Benefits ²	458976	476297	487245	537364	553485
All Other 02 Costs	984294	916822	1084396	1106331	1139530
Total Food Service	1443270	1393119	1571641	1643695	1693015
Fund (02) Balance ³	436811	414003	336878	217593	79478
Community Service (04)					
Revenues (ALL Community)					
04 - Current Revenue	1298695	1189814	0	0	0
Anticipated Revenue ¹	1298695	1189814	1239249	1098188	1120152
Expenditures					
Settlement Salary/Benefits ²	0	0	0	0	0
All Other 04 Costs	1552859	1292161	1243265	1102254	1135322
Total Community Service	1552859	1292161	1243265	1102254	1135322
Fund (04) Balance ³	230720	128373	124357	120291	105121
Staff Changes ⁴ Affected by the Settlement	0	0	0	0	0
Actual Staff Count in the Unit ⁵ Affected by the Settlement	152	152	139	139	139
Anticipated Cuts ⁶	0	0	0	0	0
Did this settlement cause structural imbalance in the budget? Check one: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>					
Is this settlement the result of interest arbitration? Check one: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>					
Narrative:					
District Characteristics:					
State Aid Formula	\$4,601	\$4,601	\$4,601	4601	4693
District AMCPU's	6457	6216	6102	6007	5998

STRUCTURAL BALANCE INTERIM REPORT/RESOLUTION

ED-02330-02

Page Three

IDENTIFICATION INFORMATION

District Name Moorhead Area Public Schools	District Number 0152	Unit Name Paraprofessionals	Date of Last Submission 8/23/04
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DISTRICT BUDGET SUMMARY FORM

(Minn. Stat. § 123B.749 Structurally Balanced School District Budgets)

General Fund (01)	(2003)	(2004)	(2005)	(2006)	(2007)
Revenues (ALL General)					
01 - Current Revenue	44247038	46510719	0	0	0
Anticipated Revenue ¹	44247038	46510719	43228198	42808398	43665073
Expenditures					
All Salary/Benefits ²	34043776	35547754	35983393	37740193	38872400
All Other 01 Costs	8803719	9867399	9295606	8996794	9266696
Total General	42847495	45415153	45278999	46736987	48139096
Fund (01) Balance ³	10849562	11945128	9894326	5965738	1491715
Food Service Fund (02)					
Revenues (ALL Food)					
02 - Current Revenue	1519798	1370311	0	0	0
Anticipated Revenue ¹	1519798	1370311	1494516	1524410	1554900
Expenditures					
All Salary/Benefits ²	458976	476297	487245	537364	553485
All Other 02 Costs	984294	916822	1084396	1106331	1139530
Total Food Service	1443270	1393119	1571641	1643695	1693015
Fund (02) Balance ³	436811	414003	336878	217593	79478
Community Service (04)					
Revenues (ALL Community)					
04 - Current Revenue	1298695	1189814	0	0	0
Anticipated Revenue ¹	1298695	1189814	1239249	1098188	1120152
Expenditures					
All Salary/Benefits ²	0	0	0	0	0
All Other 04 Costs	1552859	1292161	1243265	1102254	1135322
Total Community Service	1552859	1292161	1243265	1102254	1135322
Fund (04) Balance ³	230720	128373	124357	120291	105121
Staff Changes ⁴ Affected by all Settlements	0	0	0	0	0
Anticipated Cuts ⁵	\$0	\$0	\$0	\$0	\$0
Did any settlement cause structural imbalance in the budget? Check one: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>					
Narrative:					
District Characteristics:					
State Aid Formula	\$4,601	\$4,601	\$4,601	4601	4693
District AMCPU's	6457	6216	6102	6007	5998



TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nybladh, Director of Human Resources
SUBJECT: 2004-2006 Paraprofessional Master Agreement
DATE: September 7, 2004

The negotiations process is complete and the Paraprofessional group, represented by the Minnesota School Employees' Association (MSEA), has ratified the following changes.

Paraprofessional Contract Changes

a. Article VIII, Leave Provisions

- Section 1. Sick Leave - clarification of language
- Section 6. Jury Duty - revision of language
- Section 7. Personal Leave - revision of language
- Section 8. Other Leave - revision of language

b. Article IX, Termination of Services

- Section 2. Severance Pay - the addition of 401(a) plan to save the district the payment of social security on severance pay

c. Article X, Group Insurance

- Section 6. Medical-Hospitalization Insurance - contribution was changed from \$1.00 per hour worked to \$1.25 per hour worked.
- Section 7. Long-Term Disability Insurance - clarification of language
- Section 12. Workers' Compensation - clarification of language

d. Article XV, Miscellaneous

- Section 3. Probationary Period - revision of language
- Section 7. Discharge & Discharge - clarification of language

The monetary settlement for the two contracts was:

2004-2005	\$107,363	4.96%
2005-2006	\$ 94,200	4.14%
TOTAL	\$201,563	9.10%

Suggested Resolution: Move to approve the 2004-2006 Paraprofessional Master Agreement as presented.

RN/jg

OFFICE OF TEACHING & LEARNING MEMO #: I.05.032



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Special Education Prevention Program
DATE: September 7, 2004

The Minnesota Department of Education (MDE) has approved the Moorhead Special Education Prevention Program for the 2004-2005 school year under Minnesota Statute 125A.50.

The program will focus on early intervention for students in kindergarten through grade 2. Reading Recovery methods are a main focus of the program. Data will be collected during the year to determine the effectiveness of the programming.

The MDE will reimburse a portion of the three special education teachers for the program. The goal of the program is to reduce referral for special education.

SUGGESTION RESOLUTION: Move to approve the Moorhead Special Education Prevention Program for the 2004-2005 school year.

LAK/kmr

INDEPENDENT SCHOOL DISTRICT #152

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

September 27, 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. 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

SCHOOL BOARD AGENDA - September 27, 2004

PAGE 2

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
- B. BUSINESS SERVICE MATTERS - Weston
- C. HUMAN RESOURCE MATTERS - Nielsen
 - (1) Approval of Resignations - Page 6
 - (2) Approval of New Employees - Page 7
 - (3) Approval of Change in Employment Contract - Page 8
 - (4) Approval of Family/Medical Leave - Page 9
- D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____
Comments _____

3. **APPROVAL OF STRUCTURAL BALANCE:** Weston
Pages 10-12

Suggested Resolution: Move to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the 2004-2006 Master Agreement for Secretaries.

Moved by _____ Seconded by _____
Comments _____

4. **APPROVAL OF 2004-2006 MASTER AGREEMENT FOR SECRETARIES AND CLERICAL EMPLOYEES:** Nielsen
Page 13

Suggested Resolution: Move to approve the 2004-2006 Master Agreement for Secretaries as presented.

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - September 27, 2004

PAGE 3

5. **APPROVAL OF 2003-2004 STAFF DEVELOPMENT REPORT** : Kovash

Pages 14-32

Suggested Resolution: Move to accept the 2003-2004 District and Site Staff Development Report as presented and direct administration to forward a copy to the Minnesota Department of Education.

Moved by _____ Seconded by _____

Comments _____

6. **APPROVAL OF 2003-2004 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT PERFORMANCE**: Kovash

Page 33-44

Suggested Resolution: Move to direct administration to print the final copy of the 2003-2004 Annual Report on Curriculum, Instruction and Student Performance and send to the Minnesota Department of Education and all district households by October 14, 2004.

Moved by _____ Seconded by _____

Comments _____

7. **PROPOSED LEVY FOR 2004 PAYABLE 2005**: Weston

Pages 45-47

Suggested Resolution: Move to approve certifying the "Maximum" for the 2004 Payable 2005 Proposed Levy.

Moved by _____ Seconded by _____

Comments _____

SCHOOL BOARD AGENDA - September 27, 2004

PAGE 4

8. **TRUTH IN TAXATION PUBLIC HEARING:** Weston

Page 48

Suggested Resolution: Move to approve Monday, December 6, 2004, 7:00 p.m. for the initial Truth in Taxation Hearing; Monday, December 13, 2004, 5:00 p.m. for the Continuation Hearing, if necessary; and Monday, December 13, 2004, 7:00 p.m. for final approval of the 2004 Payable 2005 Levy.

Moved by _____ Seconded by _____
Comments _____

9. **COMMITTEE REPORTS**

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

11. **ADJOURNMENT**

SCHOOL BOARD AGENDA - September 27, 2004
PAGE 5

CALENDAR OF EVENT

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Continuing Educ Com	September 28	3:30 pm	Hopkins Media Ctr
Asp PTAC	October 4	7 pm	Media Center
Continuing Ed Com	October 5	6:45 am	T and T Cafe
Joint Powers Com	October 7	7 am	Clay County Cthouse
Human Right Com	October 7	3:45 pm	Probst Cntr Conf Rm
Horizon PTAC	October 7	7 pm	Media Center
Early Chldhd Adv Com	October 7	7 pm	Probst Center
Staff Dev Com	October 11	3:30 pm	Probst Center
School Board	October 11	7 pm	Probst Cntr Bd Rm
Reinertsen PTAC	October 11	7 pm	Media Center
Instr and Curr Adv Com	October 14	7-8:30 am	Probst Center
Health/Safety/Wellness Com	October 14	9:30 am	Probst Cntr
Indian Ed Parent Com	October 14	5 pm	Probst Center
Kind P/T Conf (day)	October 15, 18	No Kind	
High School PTAC	October 18	6:30 pm	Conference Rm
Hopkins PTAC	October 18	7 pm	Media Center
K-12 P/T Conferences (No Kind)	October 18	5-8:30 pm	
K-12 P/T Conferences	October 19	8-11, 12-4, 5-8:30	
Com Ed Adv Council	October 19	7 pm	Probst Cntr Conf Rm
RRALC P/T Family Night	October 19	5-7:30 pm	RRALC
Teacher Comp Day	October 20	No School	
Interagency Early Interv Com	October 20	12 pm	Family Service Center
League of Women Voters	October 20	2:30-4:30 pm	Heritage Hjemkomst
Mhd Candidates' Forum			
Clay Cnty Jt Power Collab	October 20	3:30 pm	Family Service Center
Early Chldhd Screening	October 20-21		
Supt's Advisory Council	October 21	7-8:30 pm	Probst Cntr
Educ MN Conf	October 21-22	No School	
School Board	October 25	7 pm	Probst Cntr Bd Rm
Technology Com	October 26	3:45 pm	Probst Center
Activities Council	October 27	7 am	Probst Center

HUMAN RESOURCE

MEMO #: HR .05.037



TO: Dr. Larry P. Nybladh, Superintendent
FROM: Ron Hansen, Director of Human Resources
SUBJECT: Resignations
DATE: September 21, 2004

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

Daniel Lerfald Custodian, High School, effective September 14, 2004.

Elizabeth Tangquist ABE Paraprofessional, Probstfield Center for Education, Effective September 30, 2004.

Suggested Resolution: Move to approve the resignation of Daniel Lerfald and Elizabeth Tangquist as presented.

RN/jg

HUMAN RESOURCE**MEMO #: HR .05.036**

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
SUBJECT: New Employees
DATE: September 21, 2004

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

Ana Claudia Araujo	Spanish Immersion Teacher, Ellen Hopkins 1.00 FTE, BA (6) \$34,605 effective for the 2004-2005 school year. (Replaces Crystal Specht)
Bonnie Beedy	Paraprofessional, Ellen Hopkins, 6.5 hours per day, B21 (2) \$11.87 per hour, effective September 8, 2004. (Replaces Karel Varriano)
Stephanie Rohweder	Paraprofessional, RRALC, 4 hours per week, \$8.74 per hour effective September 7, 2004. (Replaces Megan Ramsey)
Angela Williams	Paraprofessional, RRALC, 16 hours per week, B21 (0-2) \$11.87 per hour, effective September 7, 2004. (Replaces Megan Ramsey)
Aline Niyagama	French paraprofessional, Horizon, 1.25 hours per day, B21 (0-2) \$11.87 per hour effective September 7, 2004. (Lucia Schroeder)
Ann Krier	Secretary, RRALC, 8 hours per day, 10.5 months, B21 (3) \$12.16 per hour. (Replaces Beth Swanson)
Jackie Schultz	Language Facilitator, Ellen Hopkins, 7 hours per day, B32 (0), Non-Certified \$20.15 per hour, effective September 13, 2004. (Replaces Ruth Potter)

Suggested Resolution: Move to approve the employment of Ana Araujo, Bonnie Beedy, Stephanie Rowheder, Angela Williams, Aline Niyagam, Ann Krier and Jackie Schultz as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.038



TO: Dr. Larry P. Nybladh, Superintendent
FROM: Ron Nilsen, Director of Human Resources
SUBJECT: Change in Employment Contract
DATE: September 21, 2004

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

Bea Salverson Liaison, 4 hours per day to Paraprofessional, RRALC, 6.5 hours per day,
B21(3) \$12.05 per hour, effective August 31, 2004. (Replacing Carolyn
Marvig)

Suggested Resolution: Move to approve the change in contract for Bea Salverson.

RN/jg

HUMAN RESOURCE

MEMO #: HR .05.039



TO: Dr. Larry P. Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

SUBJECT: Medical Leave

DATE: September 21, 2004

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

Ruth Edgerton EBD Paraprofessional, Ellen Hopkins, beginning October 13, 2004 for approximately four to six weeks.

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

RN/jg



To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: September 20, 2004

RE: Structural Balance

The Omnibus K-12 Education Act of 2001 requires a school board to pass a resolution verifying that any collective bargaining agreement approved after July 1, 2001, does not cause structural imbalance in the school district's budget during the period of the agreement. At this time I am recommending the following resolution, which is supported with the attached information. If you have further questions regarding this matter, please contact me at your convenience.

Suggested Resolution: Move to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the 2004-2006 Master Agreement for Secretaries and Clerical Employees.

MLW:mde
Attachment

STRUCTURAL BALANCE INTERIM REPORT/RESOLUTION

ED-02330-02

Page Two

IDENTIFICATION INFORMATION

District Name s	District Number 0152	Unit Name Secretaries	Date of Submission 9/27/04
--------------------	-------------------------	--------------------------	-------------------------------

INDIVIDUAL SETTLEMENT BUDGET PROJECTION

(Minn. Stat. § 1213B.749 Structurally Balanced School District Budgets)

General Fund (01)	(2003)	(2004)	(2005)	(2006)	(2007)
Revenues (ALL General)					
01 - Current Revenue	44247038	46510719	0	0	0
Anticipated Revenue ¹	44247038	46510719	43228198	42808398	43665073
Expenditures					
Settlement Salary/Benefits ²	875682	921770	964365	1007962	1007962
All Other 01 Costs	41971813	44493383	44314634	45729025	47131134
Total General	42847495	45415153	45278999	46736987	48139096
Fund (01) Balance ³	10849562	11945128	9894326	5965738	1491715
Food Service Fund (02)					
Revenues (ALL Food)					
02 - Current Revenue	1519798	1370311	0	0	0
Anticipated Revenue ¹	1519798	1370311	1494516	1524410	1554900
Expenditures					
Settlement Salary/Benefits ²	458976	476297	487245	537364	553485
All Other 02 Costs	984294	916822	1084396	1106331	1139530
Total Food Service	1443270	1393119	1571641	1643695	1693015
Fund (02) Balance ³	436811	414003	336878	217593	79478
Community Service (04)					
Revenues (ALL Community)					
04 - Current Revenue	1298695	1189814	0	0	0
Anticipated Revenue ¹	1298695	1189814	1239249	1098188	1120152
Expenditures					
Settlement Salary/Benefits ²	0	0	0 -	0	0
All Other 04 Costs	1552859	1292161	1243265	1102254	1135322
Total Community Service	1552859	1292161	1243265	1102254	1135322
Fund (04) Balance ³	230720	128373	124357	120291	105121
Staff Changes ⁴ Affected by the Settlement	0	0	0	0	0
Actual Staff Count in the Unit ⁵ Affected by the Settlement	45	45	42	42	42
Anticipated Cuts ⁶	0	0	0	0	0
Did this settlement cause structural imbalance in the budget? Check one: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>					
Is this settlement the result of interest arbitration? Check one: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>					
Narrative:					
District Characteristics:					
State Aid Formula	\$4,601	\$4,601	\$4,601	4601	4693
District AMCPU's	6457	6216	6102	6007	5998

STRUCTURAL BALANCE INTERIM REPORT/RESOLUTION

ED-02330-02
Page Three

IDENTIFICATION INFORMATION

District Name Moorhead Area Public Schools	District Number 0152	Unit Name Secretaries	Date of Last Submission 8/23/04
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DISTRICT BUDGET SUMMARY FORM

(Minn. Stat. § 123B.749 Structurally Balanced School District Budgets)

General Fund (01)	(2003)	(2004)	(2005)	(2006)	(2007)
Revenues (ALL General)					
01 - Current Revenue	44247038	46510719	0	0	0
Anticipated Revenue ¹	44247038	46510719	43228198	42808398	43665073
Expenditures					
All Salary/Benefits ²	34043776	35547754	35983393	37740193	38872400
All Other 01 Costs	8803719	9867399	9295606	8996794	9266696
Total General	42847495	45415153	45278999	46736987	48139096
Fund (01) Balance ³	10849562	11945128	9894326	5965738	1491715
Food Service Fund (02)					
Revenues (ALL Food)					
02 - Current Revenue	1519798	1370311	0	0	0
Anticipated Revenue ¹	1519798	1370311	1494516	1524410	1554900
Expenditures					
All Salary/Benefits ²	458976	476297	487245	537364	553485
All Other 02 Costs	984294	916822	1084396	1106331	1139530
Total Food Service	1443270	1393119	1571641	1643695	1693015
Fund (02) Balance ³	436811	414003	336878	217593	79478
Community Service (04)					
Revenues (ALL Community)					
04 - Current Revenue	1298695	1189814	0	0	0
Anticipated Revenue ¹	1298695	1189814	1239249	1098188	1120152
Expenditures					
All Salary/Benefits ²	0	0	0	0	0
All Other 04 Costs	1552859	1292161	1243265	1102254	1135322
Total Community Service	1552859	1292161	1243265	1102254	1135322
Fund (04) Balance ³	230720	128373	124357	120291	105121
Staff Changes ⁴ Affected by all Settlements	0	0	0	0	0
Anticipated Cuts ⁵	\$0	\$0	\$0	\$0	\$0
Did any settlement cause structural imbalance in the budget? Check one: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>					
Narrative:					
District Characteristics:					
State Aid Formula	\$4,601	\$4,601	\$4,601	4601	4693
District AMCPU's	6457	6216	6102	6007	5998



TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

SUBJECT: 2004-2006 Master Agreement for Secretaries & Clerical Employees

DATE: September 16, 2004

The district and the secretary/clerical employees, represented by the Minnesota School Employees Association (MSEA), have reached a tentative agreement for a 2004-2006 contract. This is the final agreement in this round of negotiations, so all district employees are now working under a current agreement upon approval of this contract by the School Board. The secretarial/clerical employees have ratified the agreement.

Language changes to the contract include:

Article VI. Basic Schedules and Rates of Pay

Article IX. Leave Provisions and Vacations

Section 1. Sick Leave

Section 8. Vacation

Section 9. Jury Duty

Section 10. Personal Leave

Article X. Termination of Services

Article XII. Group Insurance

Section 7. Long-term Disability

Section 14. Workers' Compensation

Article XIV. Miscellaneous

Section 3. Probationary Period

Section 7. Discharge & Discipline

The monetary settlement was:

2004-2005	\$42,595	4.62%
2005-2006	\$43,598	4.52%
TOTAL	\$86,193	9.14%

Suggested Resolution: Move to approve the 2004-2006 Master Agreement for Secretarial and Clerical Employees.

RN/jg

OFFICE OF TEACHING & LEARNING MEMO #: I.05.046



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Staff Development Report
DATE: September 21, 2004

Attached is a copy of the staff development report for 2003-04. As the staff development coordinator, I will review the report with the board. The district and site staff development reports will need board approval before submission to the Minnesota Department of Education by September 30, 2004.

SUGGESTED RESOLUTION: Move to accept the 2003-04 district and site staff development report as presented and direct administration to forward a copy to the Minnesota Department of Education.

LAK/kmr
Attachment

Please submit this report to MDE—See directions for important information before completing this form!

**Minnesota Department of Education
Annual Staff Development Report**

General Information and Instructions: School districts using state staff development revenue under M.S. §126C.10 subd. 2, and M.S. §122A.61 must complete these forms and submit one copy to the Professional Development Team at MDE by September 30, 2004. A program report must be completed by all districts, including those not reserving funds.

District Contact Information

District Name: Moorhead Area Public Schools

District Number: 152

Address: 2410 14th St S

City: Moorhead

State: MN

ZIP: 56560

District Staff Development Chair: Lynne Kovash

E-mail: lkovash@moorhead.k12.mn.us

Statement of Assurances

On behalf of the school district identified above, we assure the Minnesota Department of Education that the district is in compliance with the stipulations for staff development allocations; two percent reserved revenue and any additional funding legislation related to:

1. Revenue Expenditures;
2. Staff Development Planning; and,
3. Staff Development Outcomes.

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

District Outcomes (Goals) for improving student achievement for 2003-2004 were:

Goal #1 Continue to review and modify a model to facilitate the implementation of staff development.

Goal #2 Explore and develop a community of learners.

Goal #3 Prepare staff to understand and appreciate all students; create safe, orderly and supportive learning environments.

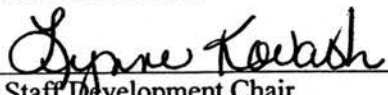
Goal #4 Support decisions related to student achievement based on long-term data collection and research-based instructional strategies.

Superintendent

Date

Board of Education Chair

Date



District Staff Development Chair

Date

Basic Revenue

According to M.S. §122A.61 “a district may annually waive the requirement to reserve their basic revenue under this section” with a majority vote of the licensed teachers in the district and a majority vote of the school board.

☐ Reserved 2% OR Amount Reserved 1.5 % (if zero percent was reserved, enter 0)

A district in statutory operating debt (SOD) is exempt from reserving basic revenue according to this section but may choose to do so anyway.

☐ Check here if your district is SOD

☐ Reserved 2% OR Amount Reserved % (if zero percent was reserved, enter 0)

Number of **Exemplary Grants** awarded by the district: 12
(25% of staff development revenue)

What **types of high-quality staff development** have you used (check all that apply):

- ☒ Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified
- ☐ Are an integral part of board school-wide and district-wide educational improvement plans
- ☒ Give teachers and principals the knowledge and skills to help students meet challenging State academic standards
- ☒ Improve classroom management skills
- ☒ Are sustained, intensive and classroom focused; are not one-day or short-term workshops
- ☒ Advance teacher understanding of effective instruction strategies that are based on scientifically based research
- ☒ Are developed with extensive participation of teachers, principals, parents and administrators
- ☒ Includes knowledge and skills to provide appropriate curriculum, instruction, assessment and services for LEP children
- ☒ Provides training in the use of technology applications to improve teaching and learning
- ☒ Establishes regular evaluations to improve quality of professional development
- ☒ Provides instruction in methods of teaching children with special needs
- ☒ Includes use of data and assessments to inform classroom practice
- ☒ Helps all school personnel work effectively with parents

Please submit this report to MDE—See directions for important information before completing this form!

Staff Information

Please provide numbers for each of the categories listed below.

Total number of licensed professional staff in the district	406
Total number of licensed professional staff in the district receiving high quality professional development	406
Total number of paraprofessional staff in the district	157
Total number of paraprofessional staff in the district receiving high quality professional development	157

Needs Assessment

Completing this information is optional for the 2003-2004 report

Did you complete an assessment of local needs to inform your staff development plan? ☐ Yes ☐ No
If yes, check all that apply:

Type of Needs Assessment: ☐ Achievement ☒ Demographic ☐ Perception ☐ School Program

Who Was Involved in your Needs Assessment (check all that apply):

☒ Teachers ☒ Administrators ☐ Paraprofessionals ☒ Parents ☐ Students

District Advisory Staff Development Committee Membership List

“A majority of the advisory committee and the site professional development team must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include non-teaching staff, parents, and administrators.” *M.S. 122A.60*

2003-2004 School Year

**District Name: Moorhead Area Public Schools
152**

District Number:

Name	Position*	Subject	Grade Level
Mary Fluto	Non-Teaching Staff		
Julie Grant	Non-Teaching Staff		
Mindi Jenson	Teacher		2
Marsha Johansen	Teacher	English	8
Cheryl Keenan	Teacher		6
Lynne Kovash	Administrator		
Anne Larson	Non-Teaching Staff		
Del Larson	Teacher		5
Christy Leier	Teacher	-	5
Dan Markert	Administrator		
Catherine Olson	Special Education		

**District Advisory Staff Development Committee
Membership List**

“A majority of the advisory committee and the site professional development team must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include non-teaching staff, parents, and administrators.” *M.S. 122A.60*

2003-2004 School Year

**District Name: Moorhead Area Public Schools
152**

District Number:

Name	Position*	Subject	Grade Level
Clint Talley	Non-Teaching Staff		
Joanne Molstre	Special Education		
Rachelle Isaacson	Special Education		
Palma Wright	Teacher		6
Kristine Thompson	Non-Teaching Staff		
Sonia Hohnadel	Non-Teaching Staff		
	Teacher		
	Teacher		
	Teacher		
	Teacher		
	Teacher		

Please complete the table below, one line for each site in the district, and the numbers of professional and paraprofessional staff at each site. **If sites exceed space**, please complete another Staff Development Report form, including **only** the district information on page one and the continuing site list on the page below.

[illegible]



Minnesota Department of Education
2003-2004 Staff Development Program Report
District Level

GRID I. District Level Staff Development

Use a separate page for each staff development goal

District Number: 152	District Name: Moorhead Area Public Schools
School Board Improvement Outcome: Priority Areas: Guiding Transitions & Focusing on student achievement	
District Staff Development Goal: Develop professional learning communities	Legislative goals (check all that apply): <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6
Data and Reasons for Selecting Staff Development Focus: Continued need for staff to grow together professionally as they transition to new buildings	Choose one: <input type="checkbox"/> single-year goal <input checked="" type="checkbox"/> multi-year goal [Year 1 of 2]

Summary of SD Content Used to Achieve SD Goal (continue, if needed, on page 2)	Staff Development Designs/Structures	Evaluation Levels	Evaluation Results
Staff development learning opportunities to focus on building transitions and professional Middle School Model & Implementation 9th Grade Center at High school Building Professional Learning Communities SMART schools/SMART Team building goals Collaboration time for general & support teachers Learning to use peer feedback & student work to determine how to improve instruction	(Check all that apply) <input checked="" type="checkbox"/> Examining Data <input checked="" type="checkbox"/> Student Work <input checked="" type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training /Development <input checked="" type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/ Conferences <input checked="" type="checkbox"/> Demonstration/ Modeling <input checked="" type="checkbox"/> Individual Guided Practice <input checked="" type="checkbox"/> Practice with Reflection <input checked="" type="checkbox"/> Curriculum Development <input checked="" type="checkbox"/> Observation/ Feedback <input checked="" type="checkbox"/> Coaching/ Mentoring Other (identify) Other (identify)	(Check all levels for which you have evaluation data*) <input checked="" type="checkbox"/> Participants' Reaction/ Awareness <input checked="" type="checkbox"/> Participants' Learning <input checked="" type="checkbox"/> Organization Support and Learning <input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills <input checked="" type="checkbox"/> Student Learning * adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey	List Data Sources Staff feedback Principal feed back Reflective writing Describe Findings Staff development became embedded in daily practice - Staff focus on building professional learning focused on student achievement Staff developed academic goals for 2004-05 Staff transitions to new building & areas in progress



**Minnesota Department of Education
2003-2004 Staff Development Program Report
District Level**

IRID I. District Level Staff Development

Use a separate page for each staff development goal

District Number: 152	District Name: Moorhead Area Public Schools
School Board Improvement Outcome: Priority Area: Focusing on student achievement	
District Staff Development Goal: Improve student achievement on state academic standards in reading & mathematics	Legislative goals (check all that apply): <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
Data and Reasons for Selecting Staff Development Focus: To review and utilize data from MCA & Iowa or MAP assessments to improve instruction in mathematics & reading	Choose one: <input type="checkbox"/> single-year goal <input checked="" type="checkbox"/> multi-year goal [Year 1 of 2]

Summary of SD Content Used to Achieve SD Goal (continue, if needed, on page 2)	Staff Development Designs/Structures	Evaluation Levels	Evaluation Results
<p>Staff development learning opportunities will focus on promising practices in the following areas:</p> <p>Reading Writing Reading in the content areas Brain Research Social Emotional Learning Worksampling Mathematics Responsive Classroom SMART Goals/SMART Schools Assessment Curriculum Alignment</p>	<p>(Check all that apply)</p> <p><input checked="" type="checkbox"/> Examining Data <input checked="" type="checkbox"/> Student Work <input checked="" type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training /Development <input checked="" type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/ Conferences <input checked="" type="checkbox"/> Demonstration/ Modeling <input checked="" type="checkbox"/> Individual Guided Practice <input checked="" type="checkbox"/> Practice with Reflection <input checked="" type="checkbox"/> Curriculum Development <input checked="" type="checkbox"/> Observation/ Feedback <input type="checkbox"/> Coaching/ Mentoring</p> <p>Other (identify)</p> <p>Other (identify)</p>	<p>(Check all levels for which you have evaluation data*)</p> <p><input checked="" type="checkbox"/> Participants' Reaction/ Awareness <input checked="" type="checkbox"/> Participants' Learning <input checked="" type="checkbox"/> Organization Support and Learning <input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills <input checked="" type="checkbox"/> Student Learning</p> <p>* adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey</p>	<p>List Data Sources MCA Test Data ITBS Test Data MAP Assessment Data Districtwide Reading Assessment Principal Observation</p> <hr/> <p>Describe Findings Teachers increased knowledge of educational promising practice - Teachers developed knowledge of assessment practices Teachers developed district assessment plans in the reading & mathematics areas Curriculum alignment in reading/language arts and mathematics</p>

Minnesota Department of Education
2003-2004 Staff Development Program Report
Level

GRID II. Site Level Staff Development

Use a separate page for each staff development goal

District Number: 152		Site Name: Edison Elementary	
Student Achievement Goal: Focusing on Student Achievement			
Site Staff Development Goal: Develop Professional Learning Communities		Legislative goals (check all that apply): <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	
Is this goal a site-specific goal?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Is this goal aligned with a district staff development goal?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, which goal: Transition to Small Learning Communities			
Data and Reasons for Selecting Staff Development Goal: District Priority – Reconfiguration for Small Learning Communities		Choose one: <input type="checkbox"/> single-year goal <input checked="" type="checkbox"/> multi-year goal [Year 1 of 5]	
Summary of SD Content Used to Achieve SD Goal	Staff Development Designs/Structures	Evaluation Levels	Evaluation Results
Initial development of Small Learning Communities based on the work of Dufour & Eacker.	(Check all that apply) <input checked="" type="checkbox"/> Examining Data <input checked="" type="checkbox"/> Student Work <input checked="" type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training /Development <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/ Conferences <input type="checkbox"/> Demonstration/ Modeling <input checked="" type="checkbox"/> Individual Guided Practice <input type="checkbox"/> Practice with Reflection <input type="checkbox"/> Curriculum Development <input checked="" type="checkbox"/> Observation/ Feedback <input checked="" type="checkbox"/> Coaching/ Mentoring Other (identify) Other (identify)	(Check all levels for which you have evaluation data*) <input checked="" type="checkbox"/> Participants' Reaction/ Awareness <input type="checkbox"/> Participants' Learning <input checked="" type="checkbox"/> Organization Support and Learning <input type="checkbox"/> Participants' Use of New Knowledge and Skills <input type="checkbox"/> Student Learning * adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey	List Data Sources Teacher surveys Elementary Teacher Transition Team Research Describe Findings An established vision Mission Statement & Goals An ability to formulate a small learning community.

Expenditures are reported through UFARS. To view the UFARS report, see

http://education.state.mn.us/html/intro_finance_ufars.htm



Minnesota Department of Education
2003-2004 Staff Development Program Report
Site Level

GRID II. Site Level Staff Development

Use a separate page for each staff development goal

District Number: 152		Site Name: Riverside Elementary	
Student Achievement Goal: Focusing on Student Achievement			
Site Staff Development Goal: To develop Professional Learning Communities		Legislative goals (check all that apply): <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	
Is this goal a site-specific goal?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Is this goal aligned with a district staff development goal?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, which goal: Transition to Small Learning Communities			
Data and Reasons for Selecting Staff Development Goal: District Priority – Reconfiguration for Small Learning Communities		Choose one: <input type="checkbox"/> single-year goal <input checked="" type="checkbox"/> multi-year goal [Year 1 of 5]	
Summary of SD Content Used to Achieve SD Goal	Staff Development Designs/Structures	Evaluation Levels	Evaluation Results
Initial development of Small Learning Community based upon DuFour & Eacker.	(Check all that apply)	(Check all levels for which you have evaluation data*)	List Data Sources Teacher Survey, Elementary Transition Team research, Charlotte Danielson's work
Danielson model for teacher development & mentoring	<input checked="" type="checkbox"/> Examining Data <input checked="" type="checkbox"/> Student Work <input checked="" type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training /Development <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/ Conferences <input type="checkbox"/> Demonstration/ Modeling <input checked="" type="checkbox"/> Individual Guided Practice <input checked="" type="checkbox"/> Practice with Reflection <input type="checkbox"/> Curriculum Development <input checked="" type="checkbox"/> Observation/ Feedback <input checked="" type="checkbox"/> Coaching/ Mentoring Other (identify) Other (identify)	<input checked="" type="checkbox"/> Participants' Reaction/ Awareness <input type="checkbox"/> Participants' Learning <input checked="" type="checkbox"/> Organization Support and Learning <input type="checkbox"/> Participants' Use of New Knowledge and Skills <input type="checkbox"/> Student Learning * adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey	Describe Findings Ability to formulate a plan for small learning communities. An established vision, mission statement and goals Evaluation of Teacher Progress - improved performance.

Expenditures are reported through UFARS. To view the UFARS report, see <http://education.state.mn.us/html/intro/finance/ufars.htm>

ase submit this report to MDE—see directions and cover letter



Minnesota Department of Education 2003-2004 Staff Development Program Report Site Level

GRID II. Site Level Staff Development

Use a separate page for each staff development goal

District Number: 152		Site Name: Probstfield Elementary	
Student Achievement Goal: Focusing on Student Achievement			
Site Staff Development Goal:		Legislative goals (check all that apply): <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	
Is this goal a site-specific goal?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Is this goal aligned with a district staff development goal?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, which goal: Transition to Small Learning Communities			
Data and Reasons for Selecting Staff Development Goal: District Priority - Reconfiguration for Small Learning Communities		Choose one: <input type="checkbox"/> single-year goal <input checked="" type="checkbox"/> multi-year goal [Year 1 of 5]	
Summary of SD Content Used to Achieve SD Goal	Staff Development Designs/Structures	Evaluation Levels	Evaluation Results
Initial development of small learning communities in our three new elementary schools as well as planning for the overall transition to our three new elementary schools Danielson model for teacher development & mentoring	(Check all that apply) <input checked="" type="checkbox"/> Examining Data <input checked="" type="checkbox"/> Student Work <input checked="" type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training /Development <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/ Conferences <input type="checkbox"/> Demonstration/ Modeling <input checked="" type="checkbox"/> Individual Guided Practice <input checked="" type="checkbox"/> Practice with Reflection <input type="checkbox"/> Curriculum Development <input checked="" type="checkbox"/> Observation/ Feedback <input checked="" type="checkbox"/> Coaching/ Mentoring Other (identify) Other (identify)	(Check all levels for which you have evaluation data*) <input checked="" type="checkbox"/> Participants' Reaction/ Awareness <input type="checkbox"/> Participants' Learning <input checked="" type="checkbox"/> Organization Support and Learning <input type="checkbox"/> Participants' Use of New Knowledge and Skills <input type="checkbox"/> Student Learning * adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey	List Data Sources Teacher surveys Small Learning Communities research team Transition Team research, Charlotte Danielson's work Describe Findings Development of a mission, vision, and values for our three new elementary schools Evaluation of Teacher Progress - improved performance



Minnesota Department of Education
2003-2004 Staff Development Program Report
Site Level

GRID II. Site Level Staff Development

Use a separate page for each staff development goal

District Number: 152		Site Name: Washington Elementary	
Student Achievement Goal: Focusing on Student Achievement			
Site Staff Development Goal:		Legislative goals (check all that apply): <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	
Is this goal a site-specific goal?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Is this goal aligned with a district staff development goal?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, which goal: Transition to Small Learning Communities			
Data and Reasons for Selecting Staff Development Goal: District Priority - development of Small Learning Communities and transition planning for out three new elementary schools		Choose one: <input type="checkbox"/> single-year goal <input checked="" type="checkbox"/> multi-year goal [Year 1 of 2]	
Summary of SD Content Used to Achieve SD Goal	Staff Development Designs/Structures	Evaluation Levels	Evaluation Results
Initial development of small learning communities in our three new elementary schools as well as planning for the overall transition to our three new elementary schools	(Check all that apply) <input type="checkbox"/> Examining Data <input type="checkbox"/> Student Work <input checked="" type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training /Development <input checked="" type="checkbox"/> Action Research <input type="checkbox"/> Workshops/ Conferences <input type="checkbox"/> Demonstration/ Modeling <input checked="" type="checkbox"/> Individual Guided Practice <input type="checkbox"/> Practice with Reflection <input type="checkbox"/> Curriculum Development <input checked="" type="checkbox"/> Observation/ Feedback <input type="checkbox"/> Coaching/ Mentoring Other (identify) Other (identify)	(Check all levels for which you have evaluation data*) <input checked="" type="checkbox"/> Participants' Reaction/ Awareness <input checked="" type="checkbox"/> Participants' Learning <input checked="" type="checkbox"/> Organization Support and Learning <input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills <input type="checkbox"/> Student Learning * adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey	List Data Sources Teacher surveys District Elementary Implementation Team Small Learning Communities research team Building and district staff collaboration Professional Learning Communities research based upon Dufour & Eaker Describe Findings Development of a mission, vision, and values for our three new elementary schools Findings and recommendations for the implementation of small learning communities Ability to formulate a plan for small learning communities Ability to plan for teacher collaboration

Expenditures are reported through UFARS. To view the UFARS report, see http://education.state.mn.us/html/intro_finance_ufars.htm



Minnesota Department of Education
2003-2004 Staff Development Program Report
Site Level

GRID II. Site Level Staff Development

Use a separate page for each staff development goal

District Number: 152	Site Name: Robert Asp School
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Student Achievement Goal: Focusing on Student Achievement

Site Staff Development Goal: Explore Middle School Philosophy & Development of Middle School.

Legislative goals (check all that apply):

☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

Is this goal a site-specific goal?

☐ Yes ☒ No

Is this goal aligned with a district staff development goal?

☒ Yes ☐ No

If yes, which goal: Transition to Small Learning Communities

Data and Reasons for Selecting Staff Development Goal:

To improve teaching approaches of preadolescent students

Choose one:

☐ single-year goal

☒ multi-year goal [Year 3 of 3]

Summary of SD Content Used to Achieve SD Goal	Staff Development Designs/Structures	Evaluation Levels	Evaluation Results
<p>Research on Middle School practices & organization.</p> <p>Work cooperatively with Moorhead Junior High School.</p> <p>Work with consultants on effective teaming & scheduling practices.</p> <p>Work with consultants on effective teaming practices.</p> <p>Work with consultants & through individual & group research an preadolescent growth & development.</p>	<p>(Check all that apply)</p> <p><input checked="" type="checkbox"/> Examining Data</p> <p><input checked="" type="checkbox"/> Student Work</p> <p><input checked="" type="checkbox"/> Study Groups</p> <p><input checked="" type="checkbox"/> Ongoing Training /Development</p> <p><input type="checkbox"/> Action Research</p> <p><input checked="" type="checkbox"/> Workshops/ Conferences</p> <p><input type="checkbox"/> Demonstration/ Modeling</p> <p><input type="checkbox"/> Individual Guided Practice</p> <p><input type="checkbox"/> Practice with Reflection</p> <p><input type="checkbox"/> Curriculum Development</p> <p><input checked="" type="checkbox"/> Observation/ Feedback</p> <p><input type="checkbox"/> Coaching/ Mentoring</p> <p>Other (identify)</p> <p>Other (identify)</p>	<p>(Check all levels for which you have evaluation data*)</p> <p><input checked="" type="checkbox"/> Participants' Reaction/ Awareness</p> <p><input checked="" type="checkbox"/> Participants' Learning</p> <p><input checked="" type="checkbox"/> Organization Support and Learning</p> <p><input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills</p> <p><input type="checkbox"/> Student Learning</p> <p>* adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey</p>	<p>List Data Sources</p> <p>Development of Middle school program with staff feedback</p> <p>Development of a schedule that reflects knowledge of "Best Practices" in a middle school.</p> <p>Research by staff on approaches to organizing curriculum delivery.</p> <p>Describe Findings</p> <p>School District is on schedule with staff efforts to prepare staff for an effective middle school approach.</p>

Expenditures are reported through UFARS. To view the UFARS report, see http://education.state.mn.us/html/intro_finance_ufars.htm

**Minnesota Department of Education
2003-2004 Staff Development Program Report
Site Level**

Use a separate page for each staff development goal

District Number: 152		Site Name: Moorhead Junior High School	
Student Achievement Goal: Focusing on Student Achievement			
Site Staff Development Goal: Determine effective Middle School strategies		Legislative goals (check all that apply): <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	
Is this goal a site-specific goal?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Is this goal aligned with a district staff development goal?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, which goal: Support decisions regarding transition to the Middle School			
Data and Reasons for Selecting Staff Development Goal: We are building a new middle school and determining instructional strategies and organizational procedures		Choose one: <input checked="" type="checkbox"/> single-year goal <input type="checkbox"/> multi-year goal [Year of]	
Summary of SD Content Used to Achieve SD Goal	Staff Development Designs/Structures	Evaluation Levels	Evaluation Results
Curriculum writing to meet standards in Science, Reading, Language Arts and Math Middle School activity planning – recommendations for Middle School activity programming Successful Inclusion strategies Young adult literature conference	(Check all that apply) <input checked="" type="checkbox"/> Examining Data <input checked="" type="checkbox"/> Student Work <input checked="" type="checkbox"/> Study Groups <input type="checkbox"/> Ongoing Training /Development <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/ Conferences <input checked="" type="checkbox"/> Demonstration/ Modeling <input type="checkbox"/> Individual Guided Practice <input type="checkbox"/> Practice with Reflection <input checked="" type="checkbox"/> Curriculum Development <input type="checkbox"/> Observation/ Feedback <input type="checkbox"/> Coaching/ Mentoring Other (identify) Other (identify)	(Check all levels for which you have evaluation data*) <input checked="" type="checkbox"/> Participants' Reaction/ Awareness <input type="checkbox"/> Participants' Learning <input type="checkbox"/> Organization Support and Learning <input type="checkbox"/> Participants' Use of New Knowledge and Skills <input type="checkbox"/> Student Learning * adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey	List Data Sources Written evaluations were completed by participants Describe Findings Overall, participants gave ratings of good to excellent for most of the year's staff development sessions.



Minnesota Department of Education
2003-2004 Staff Development Program Report
Site Level

GRID II. Site Level Staff Development

Use a separate page for each staff development goal

District Number: 152		Site Name: Red River Area Learning Center	
Student Achievement Goal: Focusing on student achievement for learners at risk and new academic standards.			
Site Staff Development Goal: Research and develop best practices and extended class time.		Legislative goals (check all that apply): <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	
Is this goal a site-specific goal?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Is this goal aligned with a district staff development goal?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, which goal: 2,3,4			
Data and Reasons for Selecting Staff Development Goal: Alternative education/high school enhancement research and reports resulting in new approaches for learners at risk and new schedule.		Choose one: <input type="checkbox"/> single-year goal <input checked="" type="checkbox"/> multi-year goal [Year 1 of 5]	
Summary of SD Content Used to Achieve SD Goal	Staff Development Designs/Structures	Evaluation Levels	Evaluation Results
Identified specific needs of teachers, worked with the high school and alternative educators from other locations to train teachers on best practices techniques. Staff determined goals, developed strategies, and each teacher formulated approaches to layered curriculum for 2004-05 school year.	(Check all that apply) <input checked="" type="checkbox"/> Examining Data <input checked="" type="checkbox"/> Student Work <input checked="" type="checkbox"/> Study Groups <input type="checkbox"/> Ongoing Training /Development <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/ Conferences <input checked="" type="checkbox"/> Demonstration/ Modeling <input type="checkbox"/> Individual Guided Practice <input type="checkbox"/> Practice with Reflection <input type="checkbox"/> Curriculum Development <input type="checkbox"/> Observation/ Feedback <input type="checkbox"/> Coaching/ Mentoring Other (identify) Other (identify)	(Check all levels for which you have evaluation data*) <input checked="" type="checkbox"/> Participants' Reaction/ Awareness <input checked="" type="checkbox"/> Participants' Learning <input type="checkbox"/> Organization Support and Learning <input type="checkbox"/> Participants' Use of New Knowledge and Skills <input type="checkbox"/> Student Learning * adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey	List Data Sources Beginning development of approaches for learners at risk within a full continuum of programming options for learners at risk. Describe Findings RRALC and district is on schedule with staff development efforts to prepare staff for an effective approach to addressing the standards for learners at risk in non traditional settings. Faculty gained confidence in ability to change to a broader service delivery options, ie. separate site, independent study, school within a school approaches.



Minnesota Department of Education
2003-2004 Staff Development Program Report
Site Level

GRID II. Site Level Staff Development

Use a separate page for each staff development goal

District Number: 152		Site Name: Red River Area Learning Center	
Student Achievement Goal: Focusing on student achievement			
Site Staff Development Goal: Determine effective strategies for learners at risk within a full continuum of programming in traditional and non traditional settings.		Legislative goals (check all that apply): <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	
Is this goal a site-specific goal?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Is this goal aligned with a district staff development goal?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, which goal: Support decisions for a full continuum of alternative programming in traditional and non traditional settings.			
Data and Reasons for Selecting Staff Development Goal: Alternative education research and report resulting in expanded service delivery options.		Choose one: <input type="checkbox"/> single-year goal <input checked="" type="checkbox"/> multi-year goal [Year 1 of 5]	
Summary of SD Content Used to Achieve SD Goal	Staff Development Designs/Structures	Evaluation Levels	Evaluation Results
1. Research on alternative education practices and organization. 2. Work cooperatively with secondary educators in traditional settings to determine best practices for learners at risk. 3. Work with consultants and through individual and group research on preadolescent/adolescent growth and development.	(Check all that apply) <input checked="" type="checkbox"/> Examining Data <input type="checkbox"/> Student Work <input checked="" type="checkbox"/> Study Groups <input checked="" type="checkbox"/> Ongoing Training /Development <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Workshops/ Conferences <input type="checkbox"/> Demonstration/ Modeling <input type="checkbox"/> Individual Guided Practice <input type="checkbox"/> Practice with Reflection <input checked="" type="checkbox"/> Curriculum Development <input checked="" type="checkbox"/> Observation/ Feedback <input type="checkbox"/> Coaching/ Mentoring Other (identify) Other (identify)	(Check all levels for which you have evaluation data*) <input checked="" type="checkbox"/> Participants' Reaction/ Awareness <input checked="" type="checkbox"/> Participants' Learning <input checked="" type="checkbox"/> Organization Support and Learning <input checked="" type="checkbox"/> Participants' Use of New Knowledge and Skills <input type="checkbox"/> Student Learning * adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey	List Data Sources Beginning development of school within a school approaches with staff feedback. Development of an approach that reflects knowledge of best practices for learners at risk in middle school and high school settings. Research by staff is on approaches to organizing curriculum delivery. Describe Findings School district is on schedule with staff development efforts to prepare staff for an effective approach to learners at risk in traditional and non traditional settings.



Minnesota Department of Education
2003-2004 Staff Development Program Report
Site Level

GRID II. Site Level Staff Development

Use a separate page for each staff development goal

District Number: 152		Site Name: Moorhead High School	
Student Achievement Goal: Focusing on Student Achievement and new Academic Standards			
Site Staff Development Goal: Research & develop Best Practices and extended class time		Legislative goals (check all that apply): <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	
Is this goal a site-specific goal?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Is this goal aligned with a district staff development goal?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, which goal: 2,3,4			
Data and Reasons for Selecting Staff Development Goal: High School Enhancement Research & Report resulting in new schedule		Choose one: <input type="checkbox"/> single-year goal <input checked="" type="checkbox"/> multi-year goal [Year 1 of 5]	
Summary of SD Content Used to Achieve SD Goal	Staff Development Designs/Structures	Evaluation Levels	Evaluation Results
Identified specific needs of Teachers, provided trainers from another district to instruct on Best Practices Techniques. Departments determined goals, developed strategies and each teacher wrote out first ten day lesson plans for 2004-05 school year.	(Check all that apply) <input checked="" type="checkbox"/> Examining Data <input checked="" type="checkbox"/> Student Work <input checked="" type="checkbox"/> Study Groups <input type="checkbox"/> Ongoing Training /Development <input type="checkbox"/> Action Research <input type="checkbox"/> Workshops/ Conferences <input checked="" type="checkbox"/> Demonstration/ Modeling <input type="checkbox"/> Individual Guided Practice <input type="checkbox"/> Practice with Reflection <input type="checkbox"/> Curriculum Development <input type="checkbox"/> Observation/ Feedback <input type="checkbox"/> Coaching/ Mentoring Other (identify) Other (identify)	(Check all levels for which you have evaluation data*) <input checked="" type="checkbox"/> Participants' Reaction/ Awareness <input checked="" type="checkbox"/> Participants' Learning <input type="checkbox"/> Organization Support and Learning <input type="checkbox"/> Participants' Use of New Knowledge and Skills <input type="checkbox"/> Student Learning * adapted from <i>Evaluating Professional Development</i> by Thomas R. Guskey	List Data Sources Workshop evaluation Data Response forms and 10 day lesson plans Describe Findings Faculty was grateful for planning time and confident of ability to change to new schedule

Expenditures are reported through UFARS. To view the UFARS report, see

http://education.state.mn.us/html/intro_finance_ufars.htm



Minnesota Department of Education
2003-2004 Staff Development Program Report
Site Level

GRID II. Site Level Staff Development

Use a separate page for each staff development goal

District Number: 152		Site Name: Moorhead High School	
Student Achievement Goal: Focusing on Student Achievement and new Academic Standards			
Site Staff Development Goal: Develop Interdepartmental Instruction - divisional		Legislative goals (check all that apply): <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	
Is this goal a site-specific goal?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Is this goal aligned with a district staff development goal?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, which goal: 1,3,4			
Data and Reasons for Selecting Staff Development Goal: Building redesign will allow departments opportunity to work together		Choose one: <input type="checkbox"/> single-year goal <input checked="" type="checkbox"/> multi-year goal [Year 1 of 5]	
Summary of SD Content Used to Achieve SD Goal	Staff Development Designs/Structures	Evaluation Levels	Evaluation Results
Joint meetings between departments with similar interests. This was during August 2003 workshop days. Discuss area where they could collaborate on topic involving several departments	(Check all that apply) <input type="checkbox"/> Examining Data <input type="checkbox"/> Student Work <input type="checkbox"/> Study Groups <input type="checkbox"/> Ongoing Training /Development <input type="checkbox"/> Action Research <input type="checkbox"/> Workshops/ Conferences <input checked="" type="checkbox"/> Demonstration/ Modeling <input type="checkbox"/> Individual Guided Practice <input type="checkbox"/> Practice with Reflection <input checked="" type="checkbox"/> Curriculum Development <input type="checkbox"/> Observation/ Feedback <input type="checkbox"/> Coaching/ Mentoring Transforming Other (identify) Other (identify)	(Check all levels for which you have evaluation data*) <input checked="" type="checkbox"/> Participants' Reaction/ Awareness <input type="checkbox"/> Participants' Learning <input type="checkbox"/> Organization Support and Learning <input type="checkbox"/> Participants' Use of New Knowledge and Skills <input type="checkbox"/> Student Learning <i>* adapted from Evaluating Professional Development by Thomas R. Guskey</i>	List Data Sources Staff Development response forms Describe Findings Very Positive



TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

SUBJECT: 2003-2004 Annual Report on Curriculum, Instruction and Student Performance

DATE: September 21, 2004

Attached is the draft copy of the 2003-2004 Annual Report on Curriculum, Instruction and Student Performance, a report from the Instruction and Curriculum Advisory Committee reviewing the past year's accomplishments in student achievement. The report has been reviewed by the Instruction and Curriculum Advisory Committee (ICAC).

Also attached is a copy of the state requirements for the report. These requirements are mandated through legislative action.

This draft needs to be approved for final printing. At the October 11th meeting, the board will receive the final copy of the annual report which will then be mailed to all district households and forwarded to the Minnesota Department of Education by October 15, 2004 to meet the state requirements.

SUGGESTED RESOLUTION: Move to direct administration to print the final copy of the 2003-2004 Annual Report on Curriculum, Instruction and Student Performance and send to the Minnesota Department of Education and all district households by October 14, 2004.

LAK/kmr
Attachment



Moorhead Area Public Schools

Independent School District 152

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

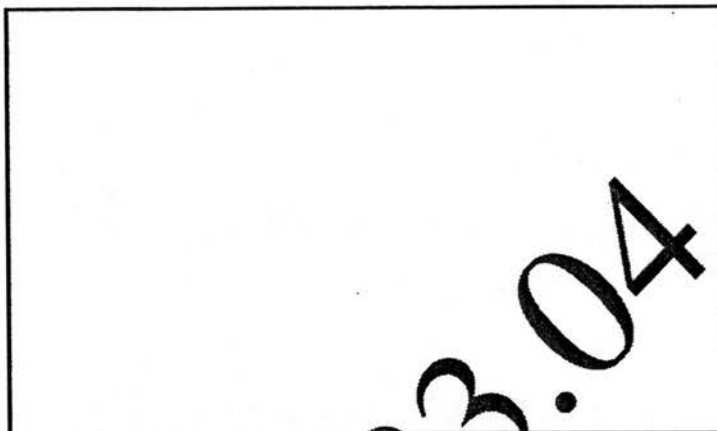
Community celebrates opening of new and renovated schools

Moorhead Area Public Schools celebrated the opening of all six of the district's new or newly renovated schools and the implementation of new educational enhancements with a dedication ceremony and open houses on September 25.

The open houses provided an opportunity for community residents to visit the new and renovated schools within the district.

Since 2002, the school district has been implementing a plan to create greater economic efficiency, enhance educational effectiveness and modernize the district's facilities. As part of the plan, a new grades 6-8 middle school and a new K-5 elementary school were built. Four other facilities were completely renovated.

At Moorhead High School, additions include a ninth grade center, a cafeteria/commons,



caption

a fieldhouse, and a scene shop addition to the existing auditorium.

Horizon Middle School is designed with a three-story academic wing with classrooms for core subject areas and locker bays for each "house." The cafeteria serves as cafeteria and a performance area with a stage at one end.

The media center is the center of the school, both academically and structurally. Many opportunities for learning will take place in the media center.

Ellen Hopkins Elementary School in central Moorhead and Robert Asp Elementary School in north Moorhead were both renovated as K-5 schools. Besides updating and remodeling

the interior of the schools, the project provided updates to the exterior of the schools and to the sites. At both Ellen Hopkins Elementary and Robert Asp Elementary, a new parking lot provides space for parents to drop off and pick up students that is separate from the bus loading areas.

In south Moorhead, S.G. Reinertsen Elementary School was built. The new K-5 school is designed with the media center at the heart of the school with classrooms surrounding it. Each section of the school was designed for students and teachers to work together in small learning communities.

District wide improvements to provide more technology opportunities for students include areas for printers in each neighborhood, ceiling mounted projection systems, and computers in the classrooms.

Learning communities created in district's schools

Enhancements to the district's educational programs have created small learning communities at all grade levels.

Small learning communities create personalized learning environments for students and allow students to get to know each other and their teachers better. A school within a school system is created.

At Moorhead High School, the ninth grade center creates three "houses" of ninth-graders who work closely with four

core teachers for language arts, math, science and social studies. Students take elective courses in other areas of the school.

At Horizon Middle School, the implementation of the middle school model created teams of teachers working with students in nine different "houses." Each house has classroom spaces for science, math, language arts, social studies and reading as well as shared resource areas.

The middle school curriculum focuses on academic opportunity

and exploration. Students at Horizon Middle School spend the majority of the day studying core subjects. Besides science, math, social studies, and language arts, students have reading, information technology and art classes during the school year. Exploratory classes include physical education, world language, healthy lifestyles, and music.

The three elementary schools, Ellen Hopkins Elementary, Robert Asp Elementary, and S.G. Reinertsen Elementary, are all of similar size and designed with learning communities. Classroom teachers will provide opportunities for students and teachers to work together across and within grade levels.



Math teacher Ryan Lyson assists a ninth-grader in solving a math problem during class. With the addition of the ninth-grade center at Moorhead High School, ninth-graders spend most of their time with a core group of teachers.

On the Inside

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Superintendent's		Improvement	
Message.....	page 3	Goals	pages 6-7
Assessment Results.....	page 4	Testing Schedule	page 8

Instruction and Curriculum Advisory Committee

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

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

Community members are either recom-

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

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

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

2003-04 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

Ingrid Anderson 2005

Rep: Junior Class

Bea Arett 2005

Rep: Senior Citizens

Lori Borgen 2004

Rep: Moorhead High Parent

Alyssa Ferrie 2005

Rep: Junior Class

Charlie Fisher 2005

Rep: EM Secondary

Stacey Foss, Chair 2004

Rep: Senior High Parent

William Franklin 2004

Rep: Washington Parent

Yahya Fredrickson 2004

Rep: Community

Lisa Gallegos 2004

Rep: Community

Pamela Gibb, Secretary 2004

Rep: District Communications

Dana Haagenon 2004

Rep: Probstfield Parent

Janet and Jay Haiby 2004

Rep: Probstfield Parent

Sonia Hohnadel 2005

Rep: School Board

Nels Hunstad 2004

Rep: Junior Class

Edna Jensen 2004

Rep: Community

Sue Karlstrom 2005

Rep: Riverside Parent

Judy Kotta 2004

Rep: Robert Asp Parent

Lynne Kovash 2005

Rep: Administration

Donna Longie 2005

Rep: Minorities

Karen Nitzkowski 2004

Rep: Community Education

James Ross 2004

Rep: Senior Class

Tammy Schatz 2004

Rep: Edison Parent

Jeff Seaver 2005

Rep: Clergy

Chizuko Shastri 2005

Rep: Minorities

Faye Smiley-Aakre 2004

Rep: Minorities

Clinton Talley 2004

Rep: Support Staff

Lynn Tkachuk 2005

Rep: Community

Bill Tomhave, 2004

Rep: School Board

Colleen Tupper 2005

Rep: Principals

Kris Valan 2005

Rep: Higher Education

Coralie Wai 2005

Rep: Junior High Parent

Long-Range Goals

Established by the Instruction and Curriculum Advisory Committee

Our graduates will be able to...

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

Our students will be able to...

- Leave grades 4, 8 and 12 having demonstrated competency over challenging subject matter.
- Reach state standards in basic skills areas of reading and mathematics by grade 8, writing by grade 10, with all students meeting competency requirements prior to grades 9-12.

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

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

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

Kính ban thông biết đọc tiếng Anh và muốn giúp đỡ trong ngôn ngữ của bạn, xin gọi số 284-3310.

تكمیر تو بہ نیچرڈ نوزاف، غین، شریعت
284-3310 ہا کلا بہ زبان خود، ہیتہ نہ نوزاف ۲۸۴-۳۳۱۰

如果你不懂英語，并需要帮助，
请打电话 284-3310。
284-3310

Administration

Dr. Larry P. Nybladh

Superintendent

Lynne Kovash

Assistant Superintendent of Teaching and Learning

Mark Weston

Assistant Superintendent of Business Services

School Board

Lisa Erickson

Cindy Fagerlie

Sonia Hohnadel

Carol Ladwig

Mike Siggerud

Kristine Thompson

Bill Tomhave



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

For more information about the Moorhead School District visit our district Web site at www.moorhead.k12.mn.us. Moorhead Area Public Schools, ISD 152, is an equal opportunity educator and employer. © 2003 Moorhead Area Public Schools. All rights reserved.

Welcome to the 2003-04 Annual Report on Curriculum, Instruction and Student Performance

Since 2002 we have been working hard to invent a positive future for our school district and have been anxiously anticipating that future. The future is here!



The district's efforts focused on enhancing educational effectiveness, increasing economic efficiency, providing equity in programs and services, and modernizing our schools.

These efforts have made the Moorhead Area Public Schools a place of the future, a place with a future, and a place for the future. The future is here!

Moorhead Area Public Schools is a place of the future with new and renovated school buildings and enhanced educational programs and practices. While construction work was underway, teams of district

stakeholders worked together to implement the educational enhancements. The contributions by all the faculty and staff in planning these schools and the programs have resulted in buildings designed to meet the educational philosophies and technology needs of today.

The Elementary Implementation Teams are working to create a professional learning community framework for the elementary schools. The Middle School Implementation Team continued its efforts to plan the middle school curriculum, finalize the schedule and determine guidelines for the new school when it opened this fall.

The High School Enhancement Research Study Group worked reviewed research and best practices to determine methods of enhancing the quality of student learning at Moorhead High School. This led to a changes in the schedule and in the required credits students will take.

Increased efficiency in operating costs will help the sustainability of our district, meaning that Moorhead Area Public Schools is a place with a future. We continue to work to ensure that our district is able to sustain the high quality education that our community has come to expect.

Most importantly, the Moorhead Area Public Schools serves the students who are the future. They will be our future leaders, and the work done in our district these past years has been to provide better learning environments and educational opportunities for all students.

Moorhead Area Public Schools is a place of the future, a place with a future, and a place for the future. The future is here!

Dr. Larry P. Nybladh

Dr. Larry P. Nybladh,
Superintendent of Schools

Making connections



Horizon Middle School students spread out maps in the team resource area of their small learning community. The students are reading the map as part of a technical reading assignment. The skills they are learning will also connect to lessons in social studies.

An Award-Winning School District

Examples of excellence highlighted

- In 2003-04, Moorhead High students earned over \$1.27 million in scholarships
- Students participate in award-winning music and theater programs.
- The district averages three students to one networked computer.
- A Moorhead High School senior was named one of 20 Presidential Scholars in the Arts in the national Presidential Scholars program.
- The Moorhead High School Economic Challenge Team defeated three other teams to win the National Economics Challenge in New York City in May 2004. The team won region, state and the multi-state challenges to qualify for national competition.
- Moorhead High's automotive technology program earned national certification in 2001-02.
- Moorhead students are competitive across the state in academic, arts and music, speech and debate, and athletic competitions.

MCA results assist school district in determining curriculum

Students in grades 3, 5, 7, 10 and 11 take the Minnesota Comprehensive Assessments (MCAs) to determine their progress toward the state's academic standards.

Additional MCA tests will be added for the 2004-05 school year as the state works to meet the requirements of the No Child Left Behind Act.

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

Students who score in Levels III, IV and V are considered proficient in meeting state standards. Students who score in Levels I and II will benefit from the more focused approach the standards offer.

Passing the MCAs is not required for graduation or grade promotion. The MCA tests measure students' progress toward high academic standards.

All students in the Moorhead School District are included in the test information, including special education and English Language learners.

The administrative and teaching staff are

Minnesota Comprehensive Assessments (MCA) 2003-04 Percentage of students achieving proficiency				
	Reading		Math	
	Moorhead	Minnesota	Moorhead	Minnesota
Grade 3	69%	76%	53%	76%
Grade 5	70%	78%	67%	71%
Grade 7	63%	62%	65%	72%
Grade 10	60%	60%	N/A	N/A
Grade 11	N/A	N/A	62%	66%

developing programs to address achievement levels of all students. The Measures of Academic Progress or MAP assessment will provide information on the progress individual students made toward meeting grade

level benchmarks. Teachers at all levels will be developing and using district wide assessment to measure achievement in each grade level.

ACT Average Scores Class of 2004

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

The test has a point range from 1-36. In 2003-04, 281 Moorhead students (65 percent) took the test.

	Moorhead	Minnesota	National
Composite	21.6	22.2	20.9
Composite Core*	22.4	22.9	21.9
English	20.1	21.4	20.4
Math	22.1	22.0	20.7
Reading	21.7	22.6	21.3
Science Reasoning	21.8	22.3	20.9

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

No Child Left Behind Act

At the center of the No Child Left Behind Act, the federal education law, are several measures focusing on student achievement and accountability. The federal law requires states to develop academic standards and test students' progress toward achieving the standards.

Adequate Yearly Progress (AYP) is the minimum level of improvement that school districts and schools must achieve each year as determined under the No Child Left Behind Act (NCLB).

In Minnesota, four areas determine whether a school district or school has made Adequate Yearly Progress. Those areas include participation, proficiency, attendance, and graduation rate for all students and for eight other specific subgroups of students. Subgroups include students with limited English proficiency (LEP), students with special education needs, and students receiving free or reduced lunch, and students who are White, Black, Asian-Pacific Islander, American Indian, and Hispanic.

School districts have until 2013-14 to

achieve 100 percent proficiency for all students in all subgroups.

Results of the Minnesota Comprehensive Assessments are used to determine whether a school meets the participation and proficiency requirements.

After multiple years of not meeting AYP, then sanctions would take effect. The sanctions only apply to Title I schools.

No Child Left Behind requires that students are tested in grades 3-8 and in high school. Minnesota uses the Minnesota Comprehensive Assessment to meet this requirement.

During the 2004-05 school year students in grades 3-8, 10 and 11 will take the Minnesota Comprehensive Assessments.

Additionally, beginning in 2007, NCLB annual tests will be required for science once in grades 3-5, once in grades 6-8 and once in grades 9-12.

The school district will also address the challenge of the No Child Left Behind Act through local and state opportunities.

Moorhead students on track for meeting Minnesota graduation requirements

Beginning with students in the class of 2008 — this year's ninth-graders — new graduation requirements will be in effect. Students currently in grades 10-12 will continue to follow Minnesota's previous graduation requirements.

For students in grades 10-12, the state and district graduation requirements include the Basic Skills Tests and the Minnesota Graduation Standards. The Moorhead School District also requires that students complete 21 credits. Required credits are increasing to 26 to be fully implemented for the class of 2008.

Students must pass the reading, writing and math Basic Skills Tests. Students test in reading and math beginning in grade 8 and in writing in grade 10.

Special testing accommodations may be

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

Students who do not pass the Basic Skills Tests are given additional testing opportunities in grades 9, 10, 11 and 12. Remediation plans, which may include tutoring or learning opportunities, are developed according to student needs.

Moorhead testing and graduation policies are available on the district's Web site at www.moorhead.k12.mn.us. Policies include the process for seniors to request additional testing or accommodations, the process to appeal the district's decision on additional testing or accommodations requests, and how to report breaches in test security to the district and the Minnesota Department of Education.

Minnesota Academic Standards

Minnesota has adopted new academic standards in the areas of language arts, mathematics, the arts, social studies and science.

The standards provide a summary description of what students know or are able to do within a particular subject area and at a particular grade level.

Grade-level benchmarks specify the academic knowledge and skills that schools must offer and students must achieve to satisfactorily complete a state standard.

Moorhead is working to incorporate the standards for language arts, math, social studies and science for all K-12 students.

Minnesota Comprehensive Assessments (MCA)

The MCAs will measure academic knowledge in the skills of language arts and mathematics. In 2004-05, students in grades 3-8, 10 and 11 will participate in the MCA tests in the areas of reading, math and writing. Results of these tests help the district make decisions about curriculum and assist in determining progress on standards.

Basic Skills Tests (BST)

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

Tests in reading and math are first given to students in grade 8. A scale score of 600 (approximately 75%) is needed to pass both tests. Students take the writing test in grade 10. A score of 3 or above is needed to pass.

Special testing accommodations may be made for students with special learning plans. Some students may also be permanently or temporarily exempted.

Students who do not pass the Basic Skills tests are given additional testing opportunities in grades 9, 10, 11 and 12.

Basic Skills Test Results

In 2003-04, the district had 1,827 students enrolled in grades 9-12 based on October 2003 MARSS enrollment.

	Class of 2004	Class of 2005	Class of 2006	Class of 2007	Class of 2008
Reading					
Passed	423	423	380	384	343
Passed Individual	9	1	N/A	N/A	N/A
Not Passed	18	35	39	63	75
Not Tested	2	7	5	11	7
Exempt	19	5	4	4	N/A
Math					
Passed	410	408	361	360	329
Passed Individual	13	1	N/A	N/A	N/A
Not Passed	26	52	61	91	94
Not Tested	3	5	2	7	2
Exempt	19	5	4	4	N/A
Writing					
Passed	422	433	368	The number of students taking the Basic Skills math test in a language other than English or not graduating because of not passing one or more Basic Skills Tests is not reported due to student data privacy.	
Passed Individual	9	1	N/A		
Not Passed	18	19	33		
Not Tested	3	13	23		
Exempt	19	5	4		

2003-04 ICAC improvement goals and district progress

Goal: Review policy for advisory committee based on statute.

Progress: The policy for the committee was reviewed at the September 2003 meeting.

■ ■ ■

Goal: Review Instruction and Curriculum Advisory Committee goals as listed in the 2002-03 Annual Report on Curriculum, Instruction and Student Performance.

Progress: The goals were reviewed at the September 2003 meeting.

■ ■ ■

Goal: Review curricular areas of language arts, social studies, science and math.

Progress: New reading and language arts curriculum has been adopted. Science and social studies standards were approved by the legislature in May 2004. The district will keep social studies requirements the same for 2004-05 and transition the following year. The social studies and science curriculum committees will meet in 2004-05.

■ ■ ■

Goal: Review curriculum and instruction implications of the district's educational enhancement initiatives.

- High School Graduation Plan
- High School Enhancement
- Middle School Implementation
- Elementary Implementation

Progress: Committee members reviewed information and forwarded scheduling proposals from the High School Enhancement Research Study Group and the Middle School implementation to administration for further review and action.

Moorhead High School students continue to have options to take elective courses, even with increased credit requirements. The high school has moved to a modified 8 / 4 period schedule with a combination of 45-minutes and 90-minutes periods. Required credits increase from 21 to 26 beginning with class of 2008.

The committee reviewed the Middle School Implementation Team's schedule and curriculum recommendation. The elementary staff worked to develop a vision and mission for the elementary schools in the district.

■ ■ ■

Goal: Review district test results and the district's testing program, including a review of progress toward goals and information on piloting the Measures of Academic Progress.

Progress: Committee members received information about the Measures of Academic Progress or MAP developed by the Northwest Evaluation Association. It is aligned with the Minnesota standards and will replace the district's use of the Iowa Tests of Basic Skills. The MAP assessments were piloted at Washington and the Red River Area Learning Center this year.

Minnesota Comprehensive Assessment results are included on page 4 and Basic Skills Test results are included on page 5.

■ ■ ■

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

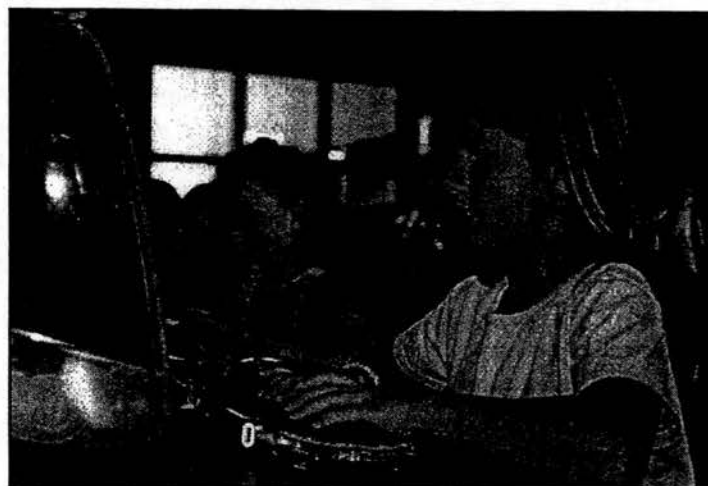
Progress: The committee reviewed the School Board policy for the Human Rights Committee and the Human Rights Committee's charge statement. The Human Rights Education Action Plan was reviewed with information on the progress that has been made since the plan was adopted.

■ ■ ■

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

Progress: The report is a record of staff development programming during 2003-04. Last year, the focus was on academic enhancements at the high school. At the elementary level, the focus was professional learning communities, and at the middle school level work continued toward implementing the middle school model.

■ ■ ■



At S.G. Reinertsen Elementary School, like the other two elementary schools, teachers can bring their class to the media center computer lab for instruction.

Goal: Monitor the implementation of the Minnesota Academic Standards.

Progress: Math and language arts standards were aligned with the district curriculum. Science and social studies standards will be aligned in 2004-05. For art, districts can either use the state standards or develop their own. The Minnesota Academic Standards replace the Profile of Learning.

The district's transition plan for moving from the Profile of Learning to the Minnesota Academic Standards will continue the credit and standard system at the high school. The separate rubric scoring will no longer be used. The standards are imbedded into the courses and are earned as part of the course.

The district will develop standards in the vocational, world language, and health and physical education areas.

■ ■ ■

Goal: Review the implications of the No Child Left Behind requirements.

Progress: The purpose of No Child Left Behind is learning for all. All students must be proficient by 2013-14 under NCLB. NCLB focuses on closing the achievement gap among student groups including minorities, low-income students, special education students and students with limited English skills.

continued on page 7

continued from page 6

In the past, these groups have often had lower levels of achievement.

See page 4 for additional information about No Child Left Behind.

All schools will need "highly qualified" teachers in core academic subjects by the end of the 2005-06 school year. Core academic subjects as defined by the federal government are English, math, science, civics and government, economics, history, geography, foreign languages and arts.

NCLB has additional requirements for districts that parents must be notified if their student is being instructed by a teacher who does not meet the "highly qualified teacher requirement."



Goal: Continue to monitor compensatory education programs including Elementary and Secondary Education Act, English as a Second Language, Migrant Education, and Indian Education.

Progress: Major themes of the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind, are accountability for all schools and students, flexibility in use of funds, high quality teaching staff, emphasis on parent choice and partnerships, and a focus on districts and schools with high poverty and low achievement. Additional information on No Child Left Behind is included on page 4.

The district receives Title I funds to serve educationally disadvantaged students and fund migrant education. The district's funding through Title I decreased for 2003-04. The projection for 2004-05 shows further decline in funding.

Funding for the migrant education program has also decreased, and the funding for the summer migrant program is now competitive money across the state. Title II funds focus on teacher and principal quality through professional development. Title III focuses on English Language Learners and includes accountability that students are making progress.

Title V is the innovative programs grant, which is being used for a data and student improvement specialist who is looking at staff development, curriculum and data analysis to improve student achievement.

The National Assessment of Educational Progress (NAEP) will be given in grades 4 and 8 every two years to provide

comparisons across the country.

Other aspects of No Child Left Behind include that all Title I paraprofessional must have completed at last two years of study or obtained an associate's degree or demonstrate knowledge through a state or local assessment. Parent involvement is also an important aspect of the legislation.

ICAC members reviewed the Indian Education report and forwarded it to the School Board for approval. The report highlights progress made, areas in process, and recommendations to come into concurrence with each goal.



Goal: Review proposals for curricular additions or deletions.

Progress: Committee members reviewed the block schedule for Moorhead High School.



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

Progress: Committee members discussed the gifted/talented program in the elementary schools and at the middle school level, world language options for elementary students, and the possibility of exploring options for all day, every day kindergarten.



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

Progress: No changes were made to the progress reports this year. The district continued to use the Profile of Learning standards this year. The junior high and high school used graded systems.



Goal: Review Spanish Immersion Program.

Progress: Information was provided on the program to include class size, testing and instructional information. The program will be located at Ellen Hopkins Elementary School. The district will develop a comprehensive review of the program during the 2004-05 school year.

2004-2005 Improvement Plan

1. Review policy for advisory committee based on statute.
2. Review Instruction and Curriculum Advisory Committee goals and review and update long-range goals as listed in the 2003-04 Annual Report on Curriculum, Instruction and Student Performance.
3. Review curricular areas of language arts, social studies, science and math.
4. Review curriculum and instruction implications of the district's educational enhancement initiatives.
 - High School Graduation Plan
 - High School Enhancement
 - Middle School Implementation
 - Elementary Implementation
5. Review district test results and the district's testing program, including a review of progress toward goals and information on piloting the Measures of Academic Progress.
6. Monitor Inclusive Education through reports from the Human Rights Committee.
7. Review the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
8. Monitor the implementation of the Minnesota Academic Standards.
9. Review the implications of the No Child Left Behind requirements.
10. Continue to monitor compensatory education programs including Elementary and Secondary Education Act, English as a Second Language, Migrant Education, and Indian Education.
11. Review proposals for curricular additions or deletions.
12. Review community-based concerns related to instruction and curriculum.
13. Review grading, progress reports, and achievement recognition in the school district.
14. Review Spanish Immersion Program.

District-Wide Testing 2004-05

During the 2004-05 school year a district committee will review the testing program. The committee will be providing the school board with recommendations for next year. Testing for the 2004-05 school year will include the following:

Tests	Grades Tested	Dates	Objectives/Uses
Basic Skills Tests in: Writing	10 and above who have not passed the test	Jan. 25, 2005	To ensure minimum competency in the areas of math, reading and writing; required for graduation in Minnesota.
Reading	8 and above who have not passed the test	Feb. 1, 2005	
Math		Feb. 3, 2005	
Minnesota Comprehensive As- sessments (MCAs) in: Reading	3, 4, 5	April 26-27, 2005	To provide information about in- struction of the Minnesota Academic Standards and help schools and teachers determine program im- provements.
Math	3, 4, 5	May 3-4, 2005	
Writing	5	April 28, 2005	
Reading	6, 7, 8	April 26, 2005	
Math	6, 7, 8	April 27, 2005	
Reading	10	May 3, 2005	
Math	11	May 3, 2005	
Measures of Academic Progress (MAP) (<i>Replaces Iowa Test of Basic Skills</i>)	2-9	Fall and spring	To provide a measure of a students' academic progress in reading and mathematics skills,
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for refer- ral and special help; to assist with classroom placements and course adjustments.
Entrance tests for students new to the district	Specific students in all grades		
PLAN	10	Nov. 10, 2004	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests.
PSAT	11	Oct. 13, 2004	
ACT	11-12	Various Saturdays throughout the year	
SAT	11-12		
Armed Services Vocational Aptitude Battery (ASVAB)	11-12	Nov. 23, 2003	To determine students' vocational aptitude and interests.
Advanced Placement Exams	10, 11, 12	May 2-6, 2005 May 9-13, 2005	To determine college credit related to student scores.



Independent School District 152
Moorhead Area Public Schools
 2410 14th St. S.
 Moorhead, MN 56560
www.moorhead.k12.mn.us

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 ECRWSS**

**2003 – 2004
SYSTEM ACCOUNTABILITY
Minnesota's Standard Based System**

The mission statement of public education in Minnesota (M.S.120A.03), a system for lifelong learning, is to insure individual academic achievement, an informed citizenry and a highly productive work force. The recent move to Academic Standards does not change district responsibility for an identifiable process for continuous improvement and annual reporting to the public.

Data-driven decision-making, community involvement and public reporting are key components in a continuous improvement process to increase student learning. Information and assistance regarding district and school level processes are available through the Minnesota Department of Education's Division of Academic Standards & Professional Development.

120B.11 SCHOOL DISTRICT PROCESS

Policies

School board shall annually adopt a written policy including:

- District goals for instruction & curriculum.
- Process for evaluating each student's progress toward meeting graduation standards and identifying strengths and weaknesses of instruction & curriculum.
- System for periodically reviewing all instruction & curriculum.
- Plan for improving instruction & curriculum.
- Instructional plan including education effectiveness processes (122A.625) and integration of instruction, curriculum & technology.

Instruction & Curriculum Advisory Committee

- Advisory committee shall ensure active community participation in all phases of planning and improving instruction & curriculum affecting graduation standards.
- To the extent possible the committee shall reflect diversity of district and sites.
- Committee shall include teachers, parents, support staff, pupils and community residents, whenever possible parents and community shall comprise 2/3rds of committee.
- The committee shall make recommendations to the school board on district-wide standards, assessments and program evaluation.
- Building teams may be established as subcommittees. Learning sites may expand on district evaluations.

Building Team

A school may establish a building team to develop and implement an education effectiveness plan to align and improve instruction, curriculum and assessment in meeting state graduation standards. The team shall advise the board and the advisory committee.

Sec. 123B.04 details School Site Decision-making Agreements.

Legislative Web Site: www.leg.state.mn.us
MN Statutes Site: <http://www.leg.state.mn.us/leg/statutes.htm>
MN Rules Site: <http://www.revisor.leg.state.mn.us>

2003 - 2004 System Accountability Reporting

120B.11 Reporting

By October 1 each year the school board shall adopt an annual report to be published in a newspaper or distributed by mail and sent to the commissioner (via two copies to Connie J. Anderson, MDE, 1500 Hwy 36 W., Roseville, MN 55113-4266) by **October 15**.

Note: The Annual Public Reporting Checklist will be available on our web site or from our office after the close of the 2004 Legislative session.

The report title shall contain district name and number and read:

"Annual Report on Curriculum, Instruction and Student Performance"

Report must include:

- (1) student performance goals for meeting graduation standards;
- (2) results of local assessment data;
- (3) district improvement plans;
- (4) progress on previous improvement plans;
- (5) amount and type of revenue attributed to each educational site with a decision-making agreement as defined in 123B.04;
- (6) advisory committee membership; date term expires; method and criteria board uses to select members; and application date.

Student Evaluation

The board shall provide graduates or GED recipients the opportunity to report on the quality of instruction, curriculum and services; quality of delivery; utility of facilities; and effectiveness of district administration.

Periodic Report

Districts shall periodically ask constituencies about satisfaction with school.
Results shall be in report required in Subd. 5.

Biennial Evaluation; Assessment Program

At least every two years the district report shall include evaluation of district testing program including:

- (1) written objectives of the assessment program;
- (2) names of tests and grade levels tested and
- (3) use of test results.

Standards Rules

3501.0160 Mathematics and Reading and 3501.0270 Written Composition

Basic Skills Reporting

By October 15, the district shall annually report the following information through a newspaper or publication sent to all households. The district shall also report the information to the Minnesota Department of Education.

Number of students at each grade in grades 9 through 12:

- (1) enrolled according to Minnesota Automated Reporting Student System(MARSS);
- (2) passing basic tests at state level;
- (3) passing basic tests at individual level under IEP or 504 plan;
- (4) passing basic tests that have been translated into language other than English;
- (5) exempt from basic tests; and,
- (6) from previous year's 12th grade, the number of students denied a diploma because of not passing basic tests.

Basic Testing Administration Notification 3501.0140

By October 15, the boards shall adopt and publish a basic requirement administration plan. The plan shall be filed with the department and delivered to all households.

At a minimum the plan shall include:

- (a) graduation requirements;
- (b) number of retake opportunities available;
- (c) opportunities for remediation for students who do not pass;
- (d) process for seniors to request additional testing or accommodations;
- (e) process to appeal district's response to item D; and,
- (f) how to report breaches in test security to district and the department.



To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: September 21, 2004

RE: Proposed Levy for 2004 Payable 2005

The School Board is required by law to certify to the county auditor the District's preliminary 2004 Payable 2005 Property Tax Levy by September 30, 2004. At this time I am recommending that the School Board certify the maximum levy allowed by the State of Minnesota. Certifying the maximum gives authorization to the State of Minnesota to send changes to the preliminary levy data directly to the county auditor without further action from the School Board. Typically, there are minor changes made to the preliminary levy. The most common change would be an adjustment to the school district's authority to levy for Health and Safety projects. By levying the maximum, the school district still reserves the right to levy less. In the event that we levy less than the maximum at this time, we will not be able to increase our levying authority.

I have attached page 19 of the Levy Limitation and Certification Report. As well, I am attaching a 10-year graph demonstrating the school district's levying history.

Suggested Resolution: Move to certify the "Maximum" for the 2004 Payable 2005 Proposed Levy.

MLW:mde
Attachments

LVYLIM01520105
DISTRICT NO. 0152 TYPE 01
DISTRICT NAME MOORHEAD
ECSU REGION 04 CLAY

MINNESOTA DEPARTMENT OF EDUCATION
LEVY LIMITATION AND CERTIFICATION
2004 PAYABLE 2005

ED-00111-26

PAGE 19 OF 26
DATE OF RUN: 09/17/04

LEVY CATEGORY	MAXIMUM LEVY BEFORE OFFSETS	OFFSET ADJUSTMENTS *	TACONITE ADJUSTMENTS	MAXIMUM LEVY LIMITATION	PROPOSED CERTIFIED LEVY
(1) GENERAL--RMV VOTER APPROVED	101,182.96			101,182.96	
(2) GENERAL--RMV OTHER	254,736.52			254,736.52	
(3) GENERAL--NTC VOTER APPROVED					
(4) GENERAL--NTC OTHER	625,788.80			625,788.80	
(5) COMMUNITY SERVICE--OTHER	248,004.28			248,004.28	
(6) GEN DEBT SERV--VOTER APPROVED	4,520,620.00			4,520,620.00	
(7) GEN DEBT SERV--OTHER					
(8) TOTAL LEVY BEFORE ADJUSTMENT	5,750,332.56			5,750,332.56	
(9) GENERAL ADJUST OFFSET CARRIED FORWARD					
(10) DEBT SERVICE OFFSET CARRIED FORWARD					

TRUTH IN TAXATION LEVY CATEGORIES:

VOTER APPROVED LEVIES = (1) + (3) + (6)
ALL OTHER LEVIES = (2) + (4) + (5) + (7)

* OFFSETTING ADJUSTMENTS USED TO ENSURE THAT THE MAXIMUM LEVY LIMITATION IN EACH KEY CATEGORY IS NOT LESS THAN ZERO. IF THERE IS NOT ENOUGH LEVY AUTHORITY WITHIN THE GENERAL & COMMUNITY SERVICE FUNDS, OR IN THE GENERAL DEBT SERVICE FUND, A NEGATIVE BALANCE WILL BE CARRIED FORWARD TO PAY 2006.

SCHOOL DISTRICTS CERTIFYING THE MAXIMUM LEVY LIMITATION FOR THE PROPOSED LEVY MAY CERTIFY THE DOLLAR LIMITATION SHOWN, OR INDICATE "MAXIMUM" IN THE SPACE PROVIDED ON LINE (14) AT RIGHT.

SCHOOL DISTRICTS CERTIFYING LESS THAN THE MAXIMUM LEVY LIMITATION FOR ANY CATEGORY MUST COMPLETE THE APPROPRIATE SECTIONS OF PAGES 20 THROUGH 26 AS NEEDED TO DOCUMENT THE SPECIFIC AMOUNTS CERTIFIED FOR EACH LEVY COMPONENT.

THE SCHOOL DISTRICT MUST SUBMIT THE COMPLETED ORIGINAL OF THIS FORM TO THE HOME COUNTY AUDITOR BY SEPTEMBER 30, 2004. A DUPLICATE COPY MUST BE SUBMITTED TO MINNESOTA DEPT OF EDUCATION, PROGRAM FINANCE DIVISION, 1500 HIGHWAY 36 WEST, ROSEVILLE, MN 55113, BY OCTOBER 7, 2004.

(11) TOTAL CERTIFIED ON REFER
MARKET VALUE = (1)+(2)

(12) TOTAL CERTIFIED ON NET TAX
CAPACITY = (3)+(4)+(5)+(6)+(7)

(13) GRAND TOTAL CERTIFIED
LEVY = (11)+(12)

(14) IF CERTIFYING MAXIMUM LEVY
FOR PROPOSED TYPE "MAXIMUM" HERE

MAXIMUM

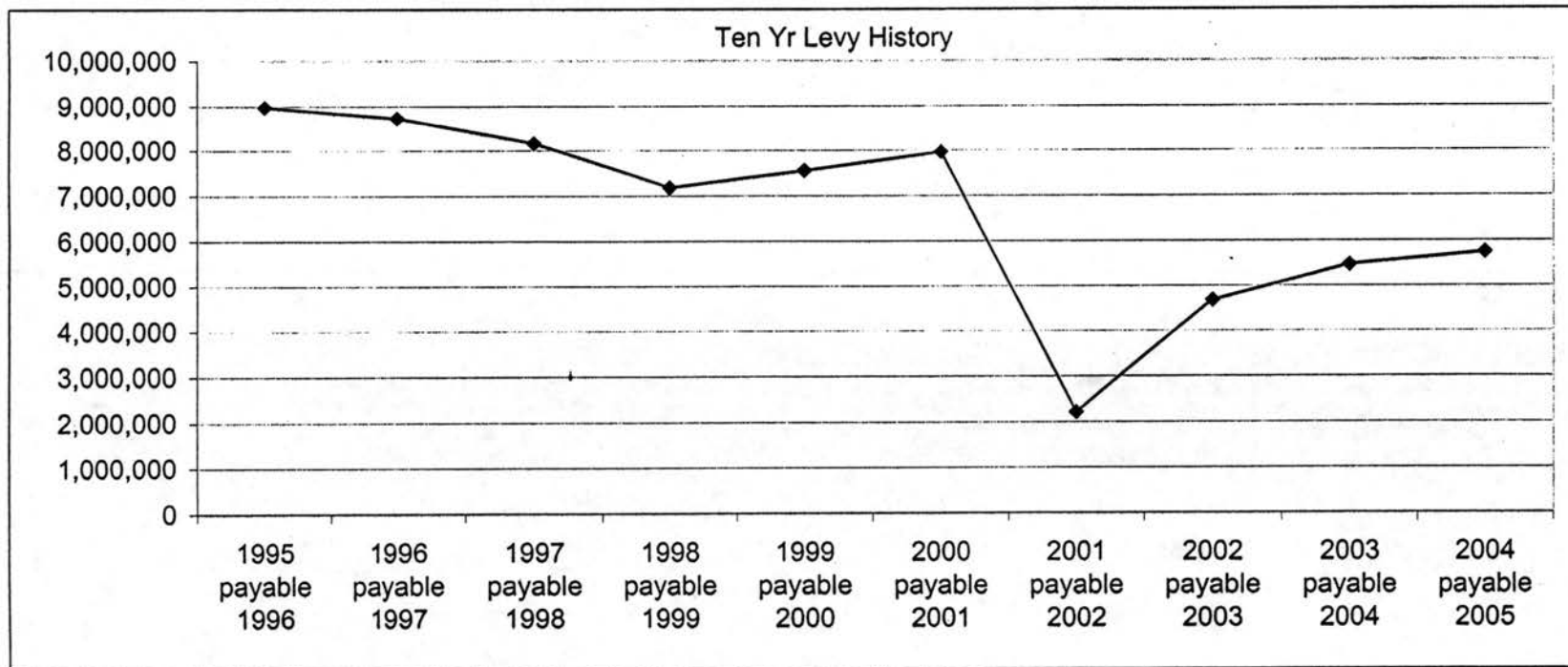
THE CERTIFIED LEVY LISTED ABOVE IS THE LEVY VOTED
BY THE SCHOOL BOARD FOR TAXES PAYABLE IN 2005.

SIGNATURE OF
SCHOOL BOARD CLERK

DATE OF CERTIFICATION

Ten Year Levy History

1995 payable 1996	8,976,761	
1996 payable 1997	8,728,439	
1997 payable 1998	8,160,672	
1998 payable 1999	7,180,282	
1999 payable 2000	7,551,750	
2000 payable 2001	7,964,345	
2001 payable 2002	2,212,551	
2002 payable 2003	4,683,987	
2003 payable 2004	5,473,906	
2004 payable 2005	5,750,333	Proposed





To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: September 21, 2004

RE: Truth in Taxation Public Hearing

The Moorhead School District is required to hold a Truth in Taxation Hearing between November 29 and December 18 of this calendar year. The school district should also schedule a continuation hearing, should the need arise. The continuation hearing cannot be held for at least one week after the initial hearing. If a continuation hearing is held, the levy adoption hearing could be held immediately following the continuation hearing. At this time, I am recommending that the initial Truth in Taxation hearing be held at 7:00 p.m. on December 6, 2004 in the Probstfield Center for Education Board Room. In the event that a continuation hearing is required, I am recommending this hearing be held at 5:00 p.m. on December 13, 2004 in the Probstfield Center for Education Board Room. I am also recommending that the final levy be approved at the regularly scheduled School Board meeting on December 13, 2004 at 7:00 p.m. in the same meeting room location.

Suggested Resolution: Move to approve Monday, December 6, 2004, 7:00 p.m. for the initial Truth in Taxation Hearing; Monday, December 13, 2004, 5:00 p.m. for the Continuation Hearing, if necessary; and Monday, December 13, 2004, 7:00 p.m. for final approval of the 2004 Payable 2005 Levy.

MLW:mde