



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

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INDEPENDENT SCHOOL DISTRICT #152

School Board Meeting
Board Room 224 - Probstfield Center for Education
2410 14th Street South
Moorhead, Minnesota

November 8, 2004

7:00 p.m.

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

ATTENDANCE:

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

AGENDA

1. **CALL TO ORDER**

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

Moved by _____ Seconded by _____

Comments _____

- D. "We Are Proud"

***** We Are Proud** of Pam Gibb, Carol Ladwig, Dan Markert, and Chris Olson for their stellar efforts related to the September 25th Dedication Ceremony event held in the Moorhead High School Auditorium. Their creativity and outstanding high level of energy and commitment created an incredibly exceptional event.

S-m 9-B05
8 Nov. 2004

SCHOOL BOARD AGENDA - November 8, 2004

PAGE 2

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

2. CONSENT AGENDA

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

- A. TEACHING/LEARNING MATTERS - Kovash
 - (1) Approval of Contract - Pages 5-8
- B. BUSINESS SERVICE MATTERS - Weston
- C. HUMAN RESOURCE MATTERS - Nielsen
 - (1) Approval of New Employees - Page 9
 - (2) Approval of Change in Employment Contract - Page 10
 - (3) Approval of Retirement - Page 11
 - (4) Approval of Resignations - Page 12
- D. SUPERINTENDENT MATTERS - Nybladh
 - (1) Approval of October 11 and 25, 2004 Meeting Minutes - Pages 13-19
 - (2) Approval of November Claims

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

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - November 8, 2004

PAGE 3

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.)

Moorhead High School Enhancements - Kovash

Pages 20-29

4. **ENROLLMENT PROJECTIONS:** Kovash

Pages 30-46

5. **COMMITTEE REPORTS**

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

7. **ADJOURNMENT**

SCHOOL BOARD AGENDA - November 8, 2004**PAGE 4****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Collab Trans Interagency Com	November 10	3:30 pm	High School
End of First Quarter - MHS	November 10		
Veterans Day	November 11		
Indian Ed Parent Com	November 11	5 pm	Probst Center
District Care Team	November 15	3:30 pm	Probst Center
MHS PTAC	November 15	6:30 pm	MHS Conf Rm
Hopkins PTAC	November 15	7 pm	Library
SGR PTAC	November 15	7 pm	Library
Policy Review Committee	November 15	7-8:30 pm	Probst Cntr Rm 202
Com Ed Adv Council	November 16	7 pm	Probst Cntr Conf Rm
Interagency Early Interv Com	November 17	12 pm	Family Service Center
Clay County Jt Powers Collab	November 17	3:30 pm	Family Service Center
Instr and Curr Adv Council	November 18	7-8:30 am	Probst Cntr Rm 303
Health/Safety/Wellness Com	November 18	9:30 am	Probst Center
Supt's Advisory Council	November 18	7-8:30 pm	Probst Cntr Rm 204
School Board	November 22	7 pm	Probst Cntr Bd Rm
Holiday	November 25-26	No School	
Truth in Taxation Public Hearing	December 6	7 pm	Probst Cntr Bd Rm
Truth in Taxation Public Hearing (Continuation)	December 13	5 pm	Probst Cntr Bd Rm
School Board	December 13	7 pm	Probst Cntr Bd Rm



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Clay County Public Health Contract
DATE: October 27, 2004

Attached is an amended contract with Clay County Public Health for early childhood screening services. The fees have been renegotiated for nurse fees for the screening. The Early Childhood Family Education (ECFE) staff have been trained to do more of the screening. The rate of nursing services will not be an hourly rate. The result of the amended contract will be a savings in the community education budget. The \$35.00 per child fee will continue for missed students referred in the contract as "mop-ups". We will continue to pay \$35.00 per child for the "mop-ups" we do in the schools since Public Health manages those screenings.

SUGGESTED RESOLUTION: Move to approve the amended contract with Clay County Public Health allowing Moorhead Schools to contract for early childhood screening services at a rate of \$37.00 per hour for ECS screening days and \$35.00 per child for "mop-up" screenings.

LAK/kmr
Attachment

**AMENDED AGREEMENT BETWEEN
CLAY COUNTY PUBLIC HEALTH
AND
MOORHEAD SCHOOL DISTRICT**

The Moorhead School District, hereinafter referred to as the "School" and Clay County Public Health, Moorhead, Minnesota hereinafter referred to as the "Provider" enter into this agreement.

Whereas the Provider is a certified health care provider in Clay County and; Whereas the Provider has authorized the development of early childhood screening (ECS) services and; Whereas the School wishes to purchase such services from the Provider; Now, therefore, in consideration of the mutual understandings and agreements set forth, the School and Provider agree as follows:

I. PROVIDER RESPONSIBILITIES:

1. Perform the ECS required components of:
 - *Plotting height and weight
 - *Immunization review/referral
 - *Hearing screening

The components provided will be for screening purposes only and do not include diagnosis or treatment.

2. Follow up on health concerns, providing health education as necessary.
3. Provide supplies and equipment necessary to complete the above components.

II. SCHOOL RESPONSIBILITIES

1. Send mailings to families in the school district with children 3 1/2 to 5 years of age.
2. Provide appropriate space to complete the components of ECS.
3. Perform the ECS required components of:
 - *Height and weight
 - * Vision Screening
 - * ESI-R developmental screening
4. Provide the Summary interview with those families participating in the screening process, as well as Referral and Follow-up.
5. Prepare and submit annual report to Minnesota Department of Education.
6. No person or persons shall, on the ground of race, color, national origin, handicap, age, sex, or religion, be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination under any program service or benefit advocated, authorized, or provided by this Department.

III. STAFF:

The Provider shall make every reasonable effort to maintain sufficient staff, facilities and equipment to deliver the above mentioned services. The Provider shall notify the School if ever the Provider will be unable to provide the required quality or quantity of purchased services. Upon notification, School and Provider shall determine whether such inability will require a modification or cancellation of the contract.

IV. RECORDS:

1. Screening results will be managed by the school district. Individual school health records will be maintained and kept on file in the School in accordance with school policy.
2. When rescreening by the Provider is required, the records will be kept with the School until rescreening is completed, then sent to the school district for ECS records..
3. Information exchanged will be done in compliance with the Data Privacy Act which includes notification of data collected, release of information, and safeguarding the record.
4. When the Provider does a complete Child and Teen Checkup, the paperwork will be sent to the school district for ECS records.

V. COST OF SERVICES:

The School agrees to pay the Provider, upon receipt of the bill, \$37.00 per hour, per nurse for ECS screening days. The Provider will bill the School monthly specifying the dates and numbers of hours service was provided. "Mop-Up" screenings will be billed at \$35.00 per child. The Provider will bill the School monthly specifying the dates and names of children screened and the amount being billed. The bill will be payable upon receipt.

VI. TERMS OF AGREEMENT:

This ammended agreement shall be effective October 1, 2004 and shall be in effect until June 30, 2005. This agreement may be canceled by the School or Provider at any time, with or without cause, upon thirty (30) days written notice to the other party and subject to approval by the Clay County Board of Commissioners.

It is understood and agreed upon that the entire agreement of the parties is contained herein and that this contract supersedes all oral agreements and negotiations between the parties relating to the subject matter hereof.

In conformity with Minnesota Statutes (16.095), the books, records, documents, and accounting procedures and practices of the contractors are subject to examination by the departments, and either the legislative auditor or the state auditor as appropriate.

Any amendments to this contract shall be valid only when they have been reduced to writing, duly signed and attached to the original of this agreement.

VII. INDEMNIFICATION:

The School hereby agrees, to the extent permitted by law, to at all times indemnify provider against any and all claims, suits, actions, debts, damages, costs, charges, and expenses, including court costs and attorneys fees, and against all liability, losses, and damages of any nature whatever, that provider shall or may at any time sustain or be put to by reason of the performance by provider of its obligations under this agreement, with the exception of any claims, suits, actions, debts, damages, costs, charges, expenses, liability and/or losses arising out of or caused by the bad faith or misconduct, and/or negligence of the provider, its officers, employees and agents.

School Superintendent (date)

Chair, School Board (date)

Kathy Anderson 10/20/04
Director of Family Health, Clay County Public Health (date)

Kathy McKay 10-20-04
Administrator, Clay County Public Health (date)

HUMAN RESOURCE

MEMO #: HR .05.049



TO: Dr. Larry Nybladh
FROM: Ron Hansen
SUBJECT: New Employee
DATE: November 3, 2004

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

Jacob Welch Web Programmer, Probstfield Center for Education, 8 hours per day, B32
\$17.36 per hour, effective November 1, 2004. (Replace Monique
Sauvageau)

Kayte Ward Bus Assistant, Transportation, 2 hours per day, A12 \$9.97 per hour
effective October 5, 2004 (Replaces Katie Leegaard)

SUGGESTED RESOLUTION: Move to approve the employment of Jacob Welch and Kayte Ward as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.050



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Change in Employment Contract
DATE: November 3, 2004

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

Katie Leegaard Bus Assistant, 3 hours per day, \$10.72 per hour to Bus Driver, 3 hours per day \$11.32 per hour effective October 7, 2004. (Replaces Lee Eggiman)

SUGGESTED RESOLUTION: Move to approve the change in contract for Katie Leegaard.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.051



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Retirement
DATE: November 3, 2004

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

Marlene Deist Special Education Teacher, High School, effective November 30, 2004

SUGGESTED RESOLUTION: Move to approve the retirement of Marlene Deist as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.052



TO: Dr. Larry Nybladh

FROM: Ron Nielsen

SUBJECT: Resignations

DATE: November 3, 2004

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

Gerald Stuhr Custodian, High School, effective November 12, 2004

Angela Martinez Secretary, Adult Basic Education, effective immediately

SUGGESTED RESOLUTION: Move to approve the resignations of Gerald Stuhr and Angela Martinez as presented.

RN/smw

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 11, 2004
PAGE 1**

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

MEMBERS ABSENT: None.

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

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

APPROVAL OF AGENDA: Ladwig moved, seconded by Tomhave, to recommend the agenda proceed with clerical revisions as presented. Motion carried 7-0.

***** We Are Proud** of Moorhead Adult Basic Education for receiving the PEGASUS Award, presented by Literacy Minnesota and the Minnesota Department of Education. PEGASUS stands for "Program of Excellence: Guaranteeing Adult Students Unlimited Success." The award recognizes superior program quality and excellent adult student achievement in ABE programs.

A review team visited the top three programs in May to determine which program was the "best of the best" and would receive the traveling PEGASUS statue. The PEGASUS sculpture resides at the winning program site for one year and will then be replaced by the permanent plaque.

Over thirty indicators were observed and discussed by the review team. Qualities of excellence identified by the team included teacher dedication and commitment, learner-centeredness, supportive administrators and system managers, use of volunteers, evidence of high achievement, efficient program management and organization, variety of materials and software, and creative programming.

Moorhead Adult Basic Education was honored at an awards ceremony in August. Bonnie Herman is the ABE program manager.

Literacy Minnesota is an organization of professionals serving adults with literacy needs through legislative advocacy and statewide support of quality Adult Basic Education programs.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
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MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

New Employees

Kimberly Stockert - Server, Horizon Middle School, 2.75 hours per day, \$7.75 per hour, effective August 31, 2004. (Replaces Amy Krabbenhoff)
Faye Cook - Server, Hopkins Elementary, 2.5 hours per day, \$7.75 per hour, effective September 22, 2004. (Replaces Kathy Anderson)
Kathleen Sams - Server, Reinertsen Elementary, 2.75 hours per day, \$7.75 per hour, effective August 31, 2004. (Replaces Debra Lien)
Jill Perryman - Computer Operator, Reinertsen Elementary, 2.75 hours per day, \$7.75 per hour, effective August 31, 2004. (Replaces Loreen Wilson)
Karen Gemar - Server, Horizon Middle School, 2.75 hours per day, \$7.75 per hour, effective August 31, 2004. (Replaces Cassandra Reyes)
Jennifer Dilbeck - Server, Horizon Middle School, 2.75 hours per day, \$7.75 per hour, effective August 31, 2004. (Replaces Shawntel Nystrom)
Jennifer Milbradt - Server, Horizon Middle School, 2.75 hours per day, \$7.75 per hour, effective August 31, 2004. (Replaces Betty Ostlie)
Marilyn Akers - Computer Operator, Reinertsen Elementary, 2.75 hours per day, \$ 7.75 per hour, effective September 20, 2004. (Replaces Melinda Swanson)
Jennifer Peterson - Paraprofessional, Reinertsen Elementary, B21 (3) \$12.05 per hour, 6.5 hours per day, effective October 6, 2004. (Replaces Amy Luck)
Bethanne Weltmer - Interpreter, Horizon Middle School, B32 (1) \$20.15 per hour, 7 hours per day, effective October 1, 2004. (Replaces Ruth Potter)

Change in Employment Contract

Connie Nokken - Basic Skills Paraprofessional 3 hour per day, 131 days per year to Special Education Paraprofessional 3.25 hours per day, 186 days per year.
Barb Chamberlain - Basic Skills Paraprofessional 5 hours per day, 167 days per year, to Special Education Paraprofessional 6.5 hours per day, 186 days per year.
Rebecca Lee-Hunt - Partners in Learning Paraprofessional 20 hours per week to Adult Basic Education Paraprofessional. 6.5 hours per day

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 11, 2004
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Minutes - Approve the September 13 and 27, 2004 regular meeting minutes as presented.

Claims - Approve the October Claims, subject to audit, in the amount of \$3,872,454.82.

General Fund:	\$1,066,418.72
Food Service:	78,332.76
Community Service:	13,176.64
Building Construction	2,714,526.70
TOTAL	\$3,872,454.82

Motion carried 7-0.

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.)

Reading Recovery Program - Karla Brewster, Reading Recovery Program Manager, presented an overview of the Reading Recovery program. Overview items included the essential components of reading instruction, scientifically based research, background, and annual evaluation research design and procedures. She noted it was the ninth year to be offered in our district and we are at full implementation level in reading at the elementary level.

CAROL M. WHITE PHYSICAL EDUCATION GRANT ACCEPTANCE: Physical education teachers Mary Charlton and Alice Swanson provided a brief overview of the Carol M. White Physical Education grant. Moorhead Area Public Schools was awarded a \$403,125 two-year grant from the U.S. Department of Education to support initiatives aimed at helping children eat healthy and exercise. The federal grant was submitted for programming at Horizon Middle School and Moorhead High School.

Erickson moved, seconded by Siggerud, to accept the Carol M. White Physical Education Program grant for \$403,125. Motion carried 7-0.

DISTRICT AND BUILDING PROFILES: Kovash highlighted the draft K-12 District and Building Profiles for the five year period from 1999-00 through 2003-04. The School Board will be asked to receive the District and Building Profiles at their November 8 meeting.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 11, 2004
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COMMITTEE REPORTS: Brief reports were heard regarding the Robert Asp PTAC, Joint Powers Committee and Human Rights Committee meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Thompson commented on the communication regarding the Advanced Board Academy and asked Board members to contact her if interested. Chair Thompson stated she and Cindy Fagerlie would be attending the National School Boards Association Conference in April in San Diego and that other Board members could not attend due to scheduling conflicts. Thompson also noted she and Carol Ladwig would not be at the October 25 School Board meeting.

ADJOURNMENT: Hearing no objections, the School Board meeting of the Moorhead Area Public Schools holding its first meeting in the Probstfield Center for Education Board Room, was adjourned at 8:25 p.m.

Carol Ladwig, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 25, 2004
PAGE 1**

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

MEMBERS ABSENT: Carol A. Ladwig and Kristine Thompson.

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

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

APPROVAL OF AGENDA: Hohnadel moved, seconded by Tomhave, to recommend the agenda proceed with clerical revisions as presented. Motion carried 5-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Gift - Accept the gift of musical instruments (snare drum, practice pad and stand and a trumpet) valued at \$600 from Marcia Stavenger.

Carl Perkins Funding - Approve funding from the Lakes Country Carl D. Perkins and Tech Prep Projects for three Kitchen Aid stand mixers purchased from the Fergus Falls Fleet Farm valued at \$569.97.

Approve the receipt of instructional food curriculum materials, 15 CDs and binder, that transferred out of a Lakes Country Service Cooperative member district's Family and Consumer Science (FACS) program which was no longer operational. The approximate value is \$200.

All items will be used by the Moorhead High School FACS program.

Assurance of Compliance - Approve the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 25, 2004
PAGE 2**

New Employee

Sandy Arntson - Paraprofessional, Horizon Middle School, 6.5 hours per day, B21 (5) \$12.41 per hour, effective October 25, 2004 (replaces Brandi Ochoa).

Parental Leave

Eric Stenejem - Teacher, Moorhead High School, to begin October 25, 2004 until November 29, 2004.

Family/Medical Leave

Christine Berg - Teacher, Horizon Middle School, February 5, 2005 for approximately six weeks.

Termination

Juan Sanchez - Migrant Liaison, District Wide, effective October 15, 2004

Appointment of Clerk - Appoint Cindy Fagerlie to serve as School Board Clerk for the October 25, 2004 School Board meeting.

Motion carried 5-0.

ENGLISH LANGUAGE INTERPRETER TRAINING AND COORDINATION: Siggerud moved, seconded by Hohnadel, to approve the Joint Powers Agreement with Fargo, Moorhead, West Fargo, Cass County, Clay County, Fargo, West Fargo and Moorhead Public Schools. Moorhead Area Public Schools will pay \$3,000 toward the agreement through December 31, 2005. Motion carried 5-0.

BUILDING AND DISTRICT PROFILES: Hohnadel moved, seconded by Tomhave, to accept the Building and District Profiles for 1999-00 through 2003-04 as presented and direct administration to share them with staff and public as appropriate. Motion carried 5-0.

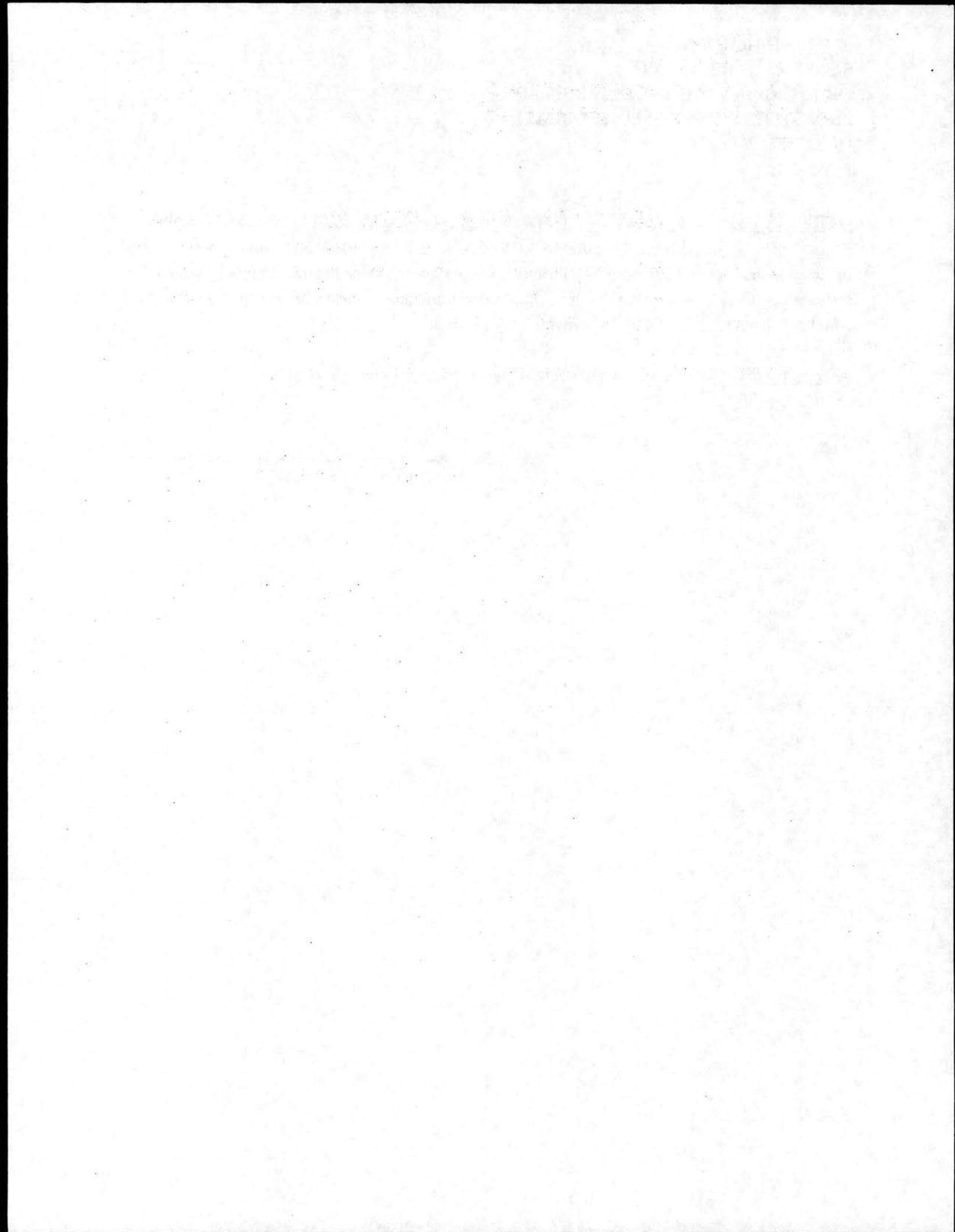
COMMITTEE REPORTS: Brief reports were heard regarding the Instruction and Curriculum Advisory Committee, High School PTAC and Clay County Joint Powers Collaborative Board meetings.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 25, 2004
PAGE 3**

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Weston announced the district had scheduled a second auction for October 27 at 5 p.m. at the Maintenance Shop. Items included in the auction were primarily furniture. Siggerud commented on two Parent/Teacher conferences he had attended at two school buildings noting the teachers were well prepared and comments from parents included they were very pleased.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 7:12 p.m.

Cindy Fagerlie, Clerk Pro-Tem



OFFICE OF TEACHING & LEARNING MEMO #: I.05.067



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: High School Enhancements
DATE: November 3, 2004

Attached is the outline for the board dialog for the November 8, 2004 board meeting. A summary of *Breaking Ranks II* has been provided for your information. The information from *Breaking Ranks II* is part of a Minnesota High School initiative to improve rigor, relevance and relationship for students.

Gene Boyle, Russ Henegar and Dave Lawrence will present information from the attached outline.

LAK/kmr
Attachments



MOORHEAD HIGH SCHOOL

2300 4th Avenue South

Moorhead, Minnesota

56560

Administration
Athletics / Activities
Guidance / Counseling
Fax

(218) 284-2302
(218) 284-2345
(218) 284-2312
(218) 284-2333

Moorhead High School Board Meeting Nov. 8, 2004

Agenda:

Accomplishments

1. Comments on new schedule
2. Expanded day and curriculum
3. Facilities
4. Lunch change
5. 9th Grade Small Learning Community
6. Intramurals
7. Building Climate/No bells
8. Excel and RRALC in building

Other Issues

1. Respect retreat
2. Seniors
3. Hall of Honor

Future Focus

1. New Courses
2. MAP testing
3. Divisional/Interdepartmental
4. Potential academies

Challenges

1. Meeting standards
2. Annual Imp. Plan
3. NCLB

Handout

1. Breaking Ranks II

Gene Boyle
Principal
284-2330

Russ Henegar
Asst. Principal
284-2331

Dave Lawrence
Asst. Principal
284-2332

Don Hulbert
Activities Director
284-2346

Toni Bach
Counselor
9th Grade
284-2313

Chad Mattson
Counselor
A - G
284-2319

Jeff Robinson
Counselor
H - N
284-2316

Sarah Miller
Counselor
O - Z
284-2315

Scott Matheson
Student Assistance
Counselor
284-2314

Denise Leebby
Outreach
284-2318

Executive Summary

BREAKING RANKS™:

Strategies for Leading High School Reform



NATIONAL ASSOCIATION
of SECONDARY SCHOOL
PRINCIPALS

 THE
EDUCATION
ALLIANCE
BROWN UNIVERSITY



First published in 1996, *Breaking Ranks: Changing an American Institution* presented a vision of a dramatically different high school of the 21st century. Its more than

80 recommendations provided direction for high school principals across the country in making schools more student-centered by personalized programs, support services, and intellectual rigor for all students.

Breaking Ranks II outlines the need for current high schools to engage in the process of change that will ensure success for every high school student. Its first set of recommendations and tools focuses on the development of a professional learning community, wherein leadership throughout the institution refocuses its work on what will

successfully support every student in their high school experience. The second set of recommendations and tools focuses on the need to provide every student with meaningful adult relationships that can best support every student. And the third set of recommendations and tools focuses on the development of personalized learning, where students see their learning as meaningful and relevant, as well as rigorous and challenging, ensuring their success both within and beyond high school. Together, these recommendations and activities ultimately lead to the success of every student, not only those typically served well by the traditional comprehensive high school.

Breaking Ranks II is intended to assist principals by:

- Providing strategies for implementing the recommendations
- Illustrating possible entry points or areas in which to begin reform
- Profiling the successes, challenges, and results of schools implementing the recommendations.

How Well Does Your School Serve Each Student?

In the opening chapter of *Breaking Ranks II* school leaders are confronted with questions about their schools. Some of these questions are:

- How many of the students who enter your school in ninth grade graduate in four years?
- What percentage of your graduates must take remedial courses in college or a community college? What percentage of those finish college?
- Does your leadership team successfully interact with “hard-to-reach” parents with activities such as home visits, Saturday meetings, and meetings outside of regular business hours?
- How many low-income and/or minority students are enrolled in advanced courses?
- How many teachers from different disciplines work together on a regular basis?
- Are the aspirations, strengths, and weaknesses of each student known by at least one faculty member or other member of your staff? How do you ensure the staff member uses that information appropriately to help the student become successful in all classes and activities?
- What percentage of the classes per week at your school is primarily lecture-driven?

If, after answering the questions, principals see room for improvement, setting a vision for that improvement is their next step.

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Seven Cornerstone Strategies to Improve Student Performance

Seven cornerstone strategies have been gleaned from the experiences of *Breaking Ranks* schools and will help those who wonder how to start. These seven cornerstone strategies cut across all three core areas and most of the 31 recommendations. Together, these seven cornerstone strategies, if implemented effectively, will form the foundation for improving the performance of each student in your school.

1. **Core Knowledge:** Establish the essential learnings a student is required to learn in order to graduate, and adjust the curriculum and teaching strategies to realize that goal
2. **Connections with Students:** Increase the quantity and improve the quality of interactions between students, teachers, and other school personnel by reducing the number of students for which any adult or group of adults is responsible
3. **Personalized Planning:** Implement a comprehensive advisory program that ensures each student has frequent and meaningful opportunities to plan and assess his or her academic and social progress with a faculty member
4. **Adapting to Differences:** Ensure teachers use a variety of instructional strategies and assessments to accommodate individual learning styles
5. **Flexible Use of Time:** Implement schedules flexible enough to accommodate teaching strategies consistent with the ways students learn most effectively and that allow for effective teacher teaming and lesson planning
6. **Distributed Leadership:** Institute structural leadership changes that allow for meaningful involvement in decision making by students, teachers, family members, and the community and that support effective communication with these groups
7. **Continuous Professional Development:** Align comprehensive, ongoing professional development program and individual Personal Learning Plans of staff members with the content knowledge and instructional strategies required to prepare students for graduation.

Breaking Ranks II illustrates how school principals and their leadership teams hold the key to initiating essential conversations about relationships among people and relationships between students and ideas.



Seven Cornerstone Strategies



Core Area 1

Sowing the Seeds for Change: Collaborative Leadership, Professional Learning Communities, and the Strategic Use of Data

The idea for comprehensive change may not begin in the principal's office, but it most assuredly can end there either through incomplete planning, failure to involve others, neglect, or failure to create conditions that allow a new order of things to emerge in the high school. Creating those conditions is often the first challenge—and sometimes it must start within the principal's own thinking and interactions with people.

Recommendations:

1. The principal will provide leadership in the high school community by building and maintaining a **vision, direction, and focus for student learning**
2. Each high school will establish a **site council** and accord other meaningful roles in decision making to students, parents, and members of the staff to promote student learning and an atmosphere of participation, responsibility, and ownership
3. A high school will regard itself as a **community** in which members of the staff collaborate to develop and implement the school's learning goals
4. **Teachers will provide the leadership** essential to the success of reform, collaborating with others in the educational community to redefine the role of the teacher and to identify sources of support for that redefined role
5. Every school will be a learning community for the entire community. As such, the school will promote the use of **Personal Learning Plans for each educator** and provide the resources to ensure that the principal, teachers, and other staff members can address their own learning and professional development needs as they relate to improved student learning
6. The school community will promote policies and practices that **recognize diversity** in accord with the core values of a democratic and civil society and will offer substantive ongoing professional development to help educators appreciate issues of diversity and expose students to a rich array of viewpoints, perspectives, and experiences
7. High schools will build **partnerships with institutions of higher education** to provide teachers and administrators at both levels with ideas and opportunities to enhance the education, performance, and evaluation of educators
8. High schools will develop political and financial **relationships with individuals, organizations, and businesses** to support and supplement educational programs and policies
9. At least once every five years, each high school will convene a broadly based external panel to offer a **Public Description of the school**, a requirement that could be met in conjunction with the evaluations of state, regional, and other accrediting groups.

Core Area 2

Personalizing the School Environment

If high achievement for all students is the goal of reform, then personalization is the key. Although some students might be able to make it through four years of high school despite the lack of any personal connections, all students require a supportive environment—some more than others. Creating that environment is essential to bringing learning to fruition. In keeping with the sentiment implicit in the word, *personalization* can mean different things to different people. However, most definitions converge on a few common principles associated with providing students with opportunities to develop a sense of belonging to the school, a sense of ownership over the direction of one's learning, and the ability to recognize one's choices and to make choices based on one's own experience and understanding of the choices. The following provides a working definition linked to the *Breaking Ranks* call for a more student-centered, personalized experience in high school.



Recommendations:

10. High schools will create **small units** in which anonymity is banished
11. Each high school teacher involved in the instructional program on a full-time basis will be responsible for **contact time with no more than 90 students** during a given term so that the teacher can give greater attention to the needs of every student
12. Each student will have a **Personal Plan for Progress** that will be reviewed often to ensure that the high school takes individual needs into consideration and to allow students, within reasonable parameters, to design their own methods for learning in an effort to meet high standards
13. Every high school student will have a **Personal Adult Advocate** to help him or her personalize the educational experience
14. Teachers will convey a **sense of caring** to their students so that students feel that their teachers share a stake in their learning
15. High schools will develop **flexible scheduling** and student grouping patterns that allow better use of time in order to meet the individual needs of students to ensure academic success
16. The high school will engage students' **families as partners** in the students' education
17. The high school community, which cannot be values-neutral, will advocate and model a set of **core values essential in a democratic and civil society**
18. High schools, in conjunction with agencies in the community, will help coordinate the delivery of **physical and mental health and social services for youth.**



Core Area 3

Core Area 3

Making Learning Personal: Curriculum, Instruction, and Assessment

In this chapter we discuss the importance of **building relationships between students and ideas**—how the student interacts and directs his or her own learning with the oversight, coaching, and motivational strategies associated with student-centered curriculum, instruction, and assessment. Teacher-to-student and student-to-student relationships cannot be left outside that door, however. In fact, they become a tool within the classroom to generate excitement about ideas and learning.

Recommendations:

19. Each high school will identify a set of **essential learnings**—in literature and language, writing, mathematics, social studies, science, and the arts—in which students must demonstrate achievement in order to graduate
20. Each high school will present **alternatives to tracking** and to ability grouping
21. The high school will reorganize the traditional department structure in order to **integrate the school's curriculum** to the extent possible and emphasize depth over breadth of coverage
22. The content of the curriculum, where practical, should connect to **real-life applications** of knowledge and skills to help students link their education to the future
23. The high school will promote **service programs** and student activities as integral to an education, providing opportunities for all students that support and extend academic learning
24. The academic program will extend **beyond the high school campus** to take advantage of learning opportunities outside the four walls of the building
25. Teachers will design high-quality work and teach in ways that **engage students**, cause them to persist, and, when the work is successfully completed, result in their satisfaction and their acquisition of knowledge, critical-thinking and problem-solving skills, and other abilities valued by society
26. Teachers will know and be able to use a variety of strategies and settings that identify and accommodate **individual learning styles** and engage students
27. Each high school teacher will have a broad base of **academic knowledge** with depth in at least one subject area
28. Teachers will be adept at acting as coaches and facilitators to promote more **active involvement of students** in their own learning
29. Teachers will **integrate assessment into instruction** so that assessment is accomplished using a variety of methods and does not merely measure students, but becomes part of the learning process
30. Recognizing that education is a continuum, high schools will reach out to elementary and middle level schools as well as institutions of higher education to better serve the **articulation of student learning** and to ensure each stage of the continuum understands what will be required of students at the succeeding stage
31. Schools will develop a strategic plan to make **technology** integral to curriculum, instruction, and assessment, accommodating different learning styles and helping teachers to individualize and improve the learning process.

Connecting *Breaking Ranks II* Recommendations in High School Renewal

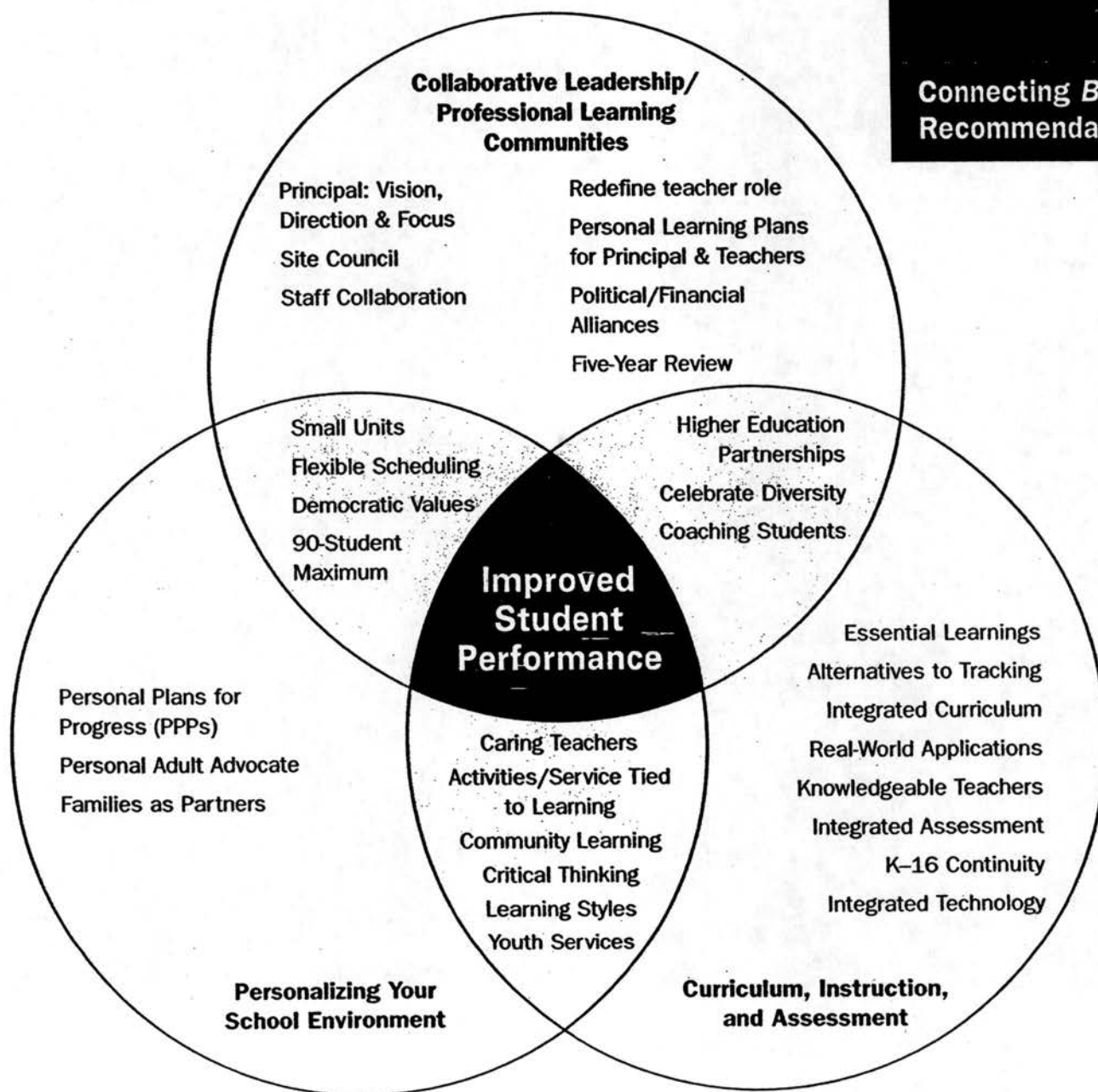


Diagram by John Clarke, Steering Group, Vermont's "High Schools on the Move"

Advance Praise for *Breaking Ranks II*TM

Breaking Ranks II is the most powerful and practical resource available anywhere. It is a must-read handbook for all those working on high school reform. It is superb!

Michael Fullan
Dean, Ontario Institute for Studies in Education
University of Toronto

Breaking Ranks II is a powerful tool for all secondary school principals. The book offers valuable strategies, recommendations, and resources for effecting comprehensive school reform, while underscoring the importance of preparing individual adolescents for membership in a democratic society.

James P. Comer
Maurice Falk Professor of Child Psychiatry
Yale Child Study Center
Associate Dean, Yale School of Medicine

The templates for action in *Breaking Ranks II* are clear and compelling. The case studies are powerful and convincing. The report is as well organized and helpful to the reader as any I've seen.

Ron Wolk
Founding Editor
Education Week and Teacher Magazine

NASSP demonstrates its ongoing commitment to meaningful reform of the American high school with the release of *Breaking Ranks II*, the much-needed next step in outlining strategies that will produce effective change in our high schools. We applaud the NASSP effort in this period of challenge and change in education.

George Kersey, Jr.
Executive Director
Phi Delta Kappa International

Every person connected to a high school should read this book—the school board member, the superintendent, the principal, faculty, staff, students, and parent leaders—because it lays out a journey which, if they are willing to undertake it, would dramatically improve the learning experience for every high school student. Bravo to NASSP for undertaking this important work.

Anne L. Bryant
Executive Director
National School Boards Association

Breaking Ranks II is thoughtful and doable. The vignettes of school practice are incredibly valuable. This document will prove to be the most important work on improving the high school this decade.

Tom Sergiovanni
Lillian Radford Distinguished Professor of Education
Trinity University

To order copies of *Breaking Ranks II*, call the NASSP Sales office at 800-253-7746, or visit www.principals.org.

NASSP Member \$17.50
Nonmember \$22.00

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ALLIANCE
BROWN UNIVERSITY

222 Richmond Street, Suite 300
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www.alliance.brown.edu

OFFICE OF TEACHING & LEARNING MEMO #: I.05.066



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Enrollment Projections
DATE: November 3, 2004

Attached are the enrollment projections based on November 2004 actual enrollment.

The actual enrollment is 30 students above the number projected November 2003. The projections from November 2003 were used as a part of the process for determining staffing and budget. The district enrollment declined by 31 students rather than 61 students as projected.

The attached charts and graphs provide an estimate of the student population over the next five years. The projections are based on the use of a historical cohort method, using the past year enrollment trends to predict the future five enrollment projections.

LAK/kmr
Attachments

Comparision Data
Projections, Actual and Opening

	Projected November 04	Actual November 04	Actual Opening 04
Kindergarten	425	403	402
Grade 1	332	353	360
Grade 2	346	356	364
Grade 3	355	350	359
Grade 4	399	388	390
Grade 5	342	342	335
Grade 6	403	418	432
Grade 7	454	444	449
Grade 8	403	413	410
Grade 9	441	444	435
Grade 10	452	487	463
Grade 11	430	420	416
Grade 12	465	458	456
K-5	2199	2192	2210
1-3	1033	1059	1083
4-6	1144	1148	1157
6-8	1260	1275	1291
9-12	1788	1809	1770
7-12	2645	2666	2629
K-12	5246	5276	5271



Moorhead Area Public Schools

Enrollment Projections Based on Actual Enrollment November 1, 2004

Presentation to Moorhead School Board - November 8, 2004



Enrollment Projections

- Completed each November for purposes of planning
- Five year history and five year projections are used
- November yearly data used for comparisons
- Based on 5 year historical trend data
- Opening, October and November projections are compiled and used for planning



K-12 Projections

ENROLLMENT															PROJECTED ENROLLMENT															Variance between Actual and Projected	
	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	Nov. 03 Projections																	
Kindergarten	442	425	380	414	371	363	337	403	400	390	395	390	400	425	-22																
Grade 1	420	451	421	364	419	368	354	353	401	398	388	393	388	332	21																
Grade 2	483	401	457	407	356	405	361	357	344	391	388	378	383	346	11																
Grade 3	461	473	399	438	401	345	406	351	350	336	382	380	370	355	-4																
Grades 1-3	1364	1325	1277	1209	1176	1118	1121	1061	1094	1125	1158	1151	1141	1033	28																
Grade 4	419	471	465	392	432	397	337	388	347	345	332	378	375	399	-11																
Grade 5	477	414	456	458	393	442	409	340	392	350	349	336	382	342	-2																
Grade 6	461	457	418	437	433	396	438	418	332	382	342	340	328	403	15																
Grades 4-6	1357	1342	1339	1287	1258	1235	1184	1146	1070	1078	1023	1054	1084	1144	2																
Grades 5-6	938	871	874	895	826	838	847	758	724	733	690	676	709	744	14																
Grade 7	503	469	479	441	459	438	414	444	437	346	399	357	355	454	-10																
Grade 8	464	480	458	453	425	446	431	413	436	429	340	392	350	403	10																
Grades 7-8	967	949	937	894	884	884	845	857	873	775	740	749	706	857	0																
Grade 9	528	468	492	474	464	436	451	444	427	451	444	352	406	441	3																
Grade 10	460	476	475	482	460	471	433	487	448	431	456	448	355	452	35																
Grade 11	486	432	474	451	464	460	474	420	486	448	431	455	447	430	-10																
Grade 12	364	428	407	433	437	458	462	458	414	480	442	425	449	465	-7																
Grades 9-12	1838	1804	1848	1840	1825	1825	1820	1809	1776	1810	1771	1680	1657	1787	22																
Grades K-4	2225	2221	2122	2015	1979	1878	1795	1852	1841	1860	1886	1918	1916	1857	-5																
Grades K-5	2702	2635	2578	2473	2372	2320	2204	2192	2233	2211	2234	2254	2297	2199	-7																
Grades K-6	3163	3092	2996	2910	2805	2716	2642	2610	2565	2593	2576	2594	2625	2602	8																
Grades 6-8	1428	1406	1355	1331	1317	1280	1283	1275	1204	1158	1081	1089	1033	1260	15																
Grades 7-12	2805	2753	2785	2734	2709	2709	2665	2666	2649	2585	2511	2429	2363	2644	22																
Grades K-12	5968	5845	5781	5644	5514	5425	5307	5276	5213	5178	5087	5023	4988	5246	30																
Decline		-123	-64	-137	-130	-89	-118	-31	-63	-35	-91	-64	-35																		

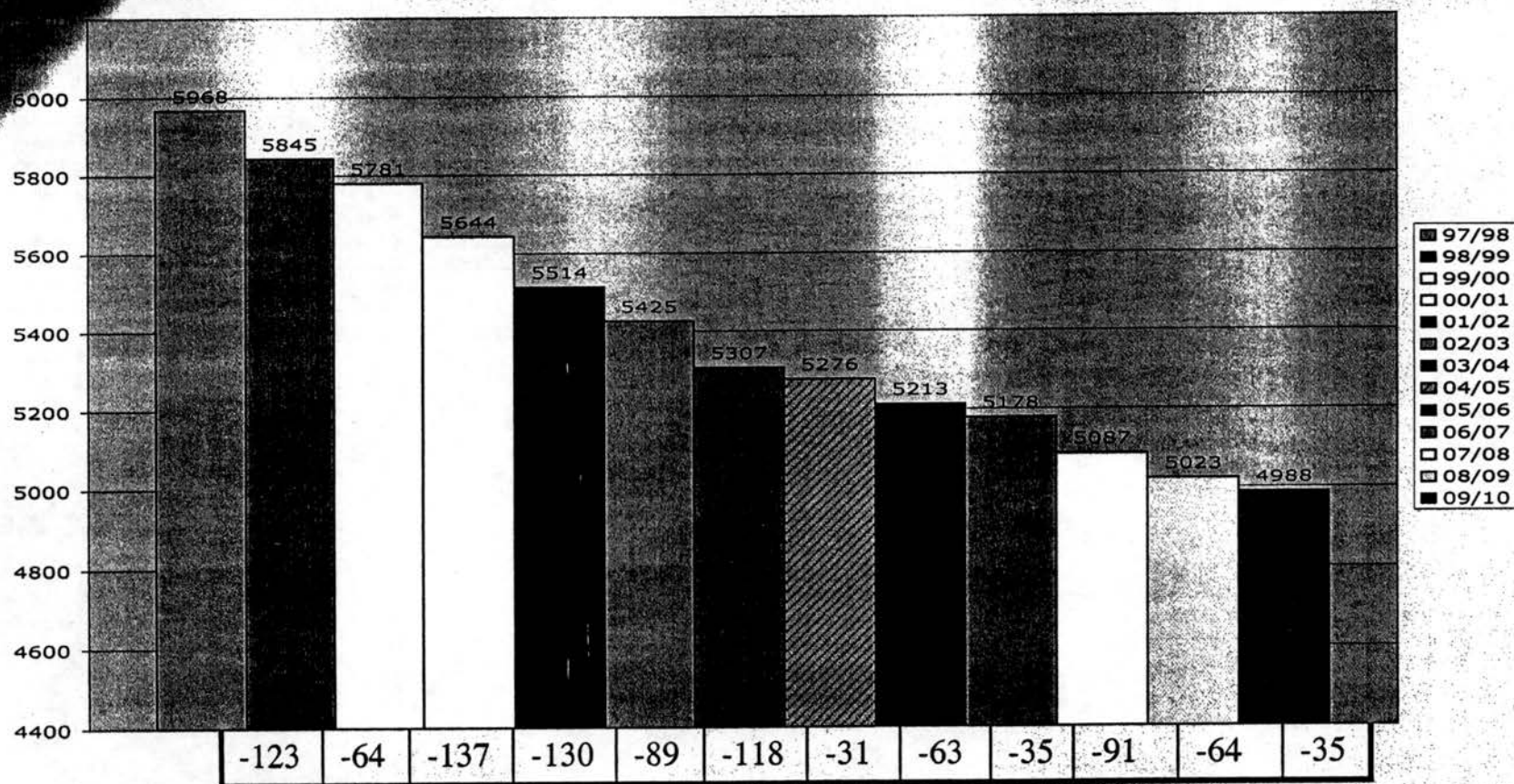
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11/4/04

Office of Teaching and Learning



K-12 Projections

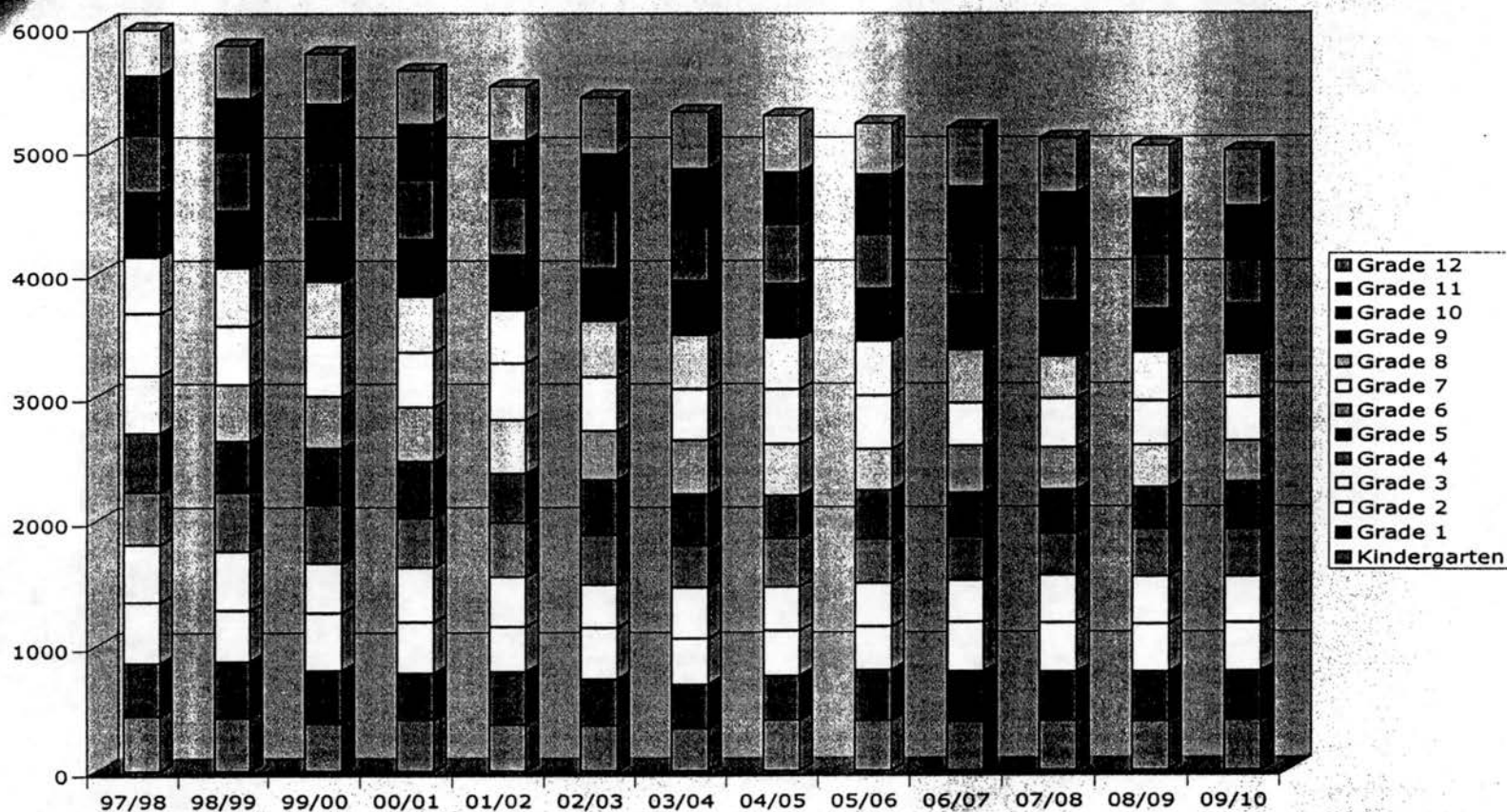


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Office of Teaching and Learning

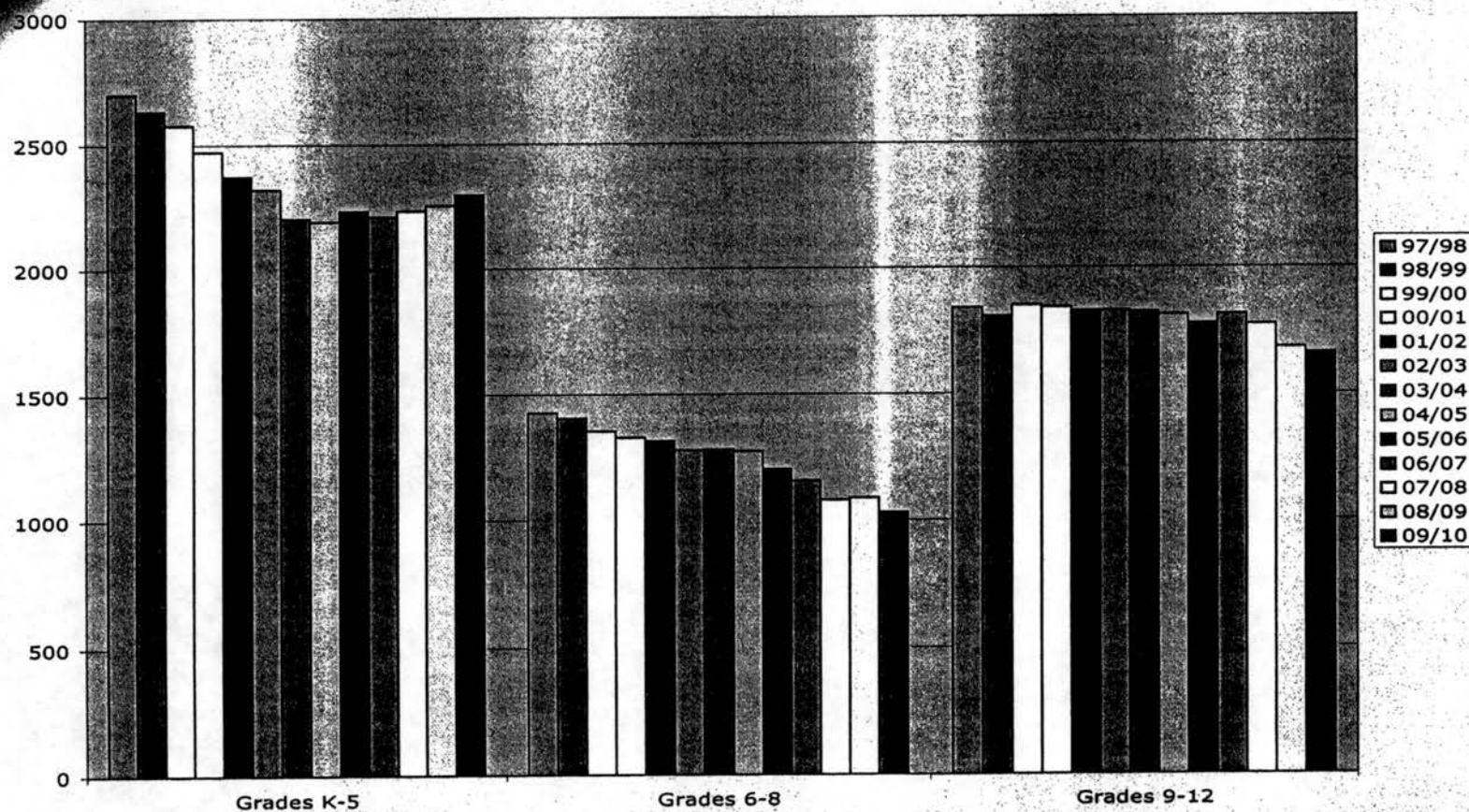


K-12 Stacked Enrollment





Enrollment decline comparison by grade level

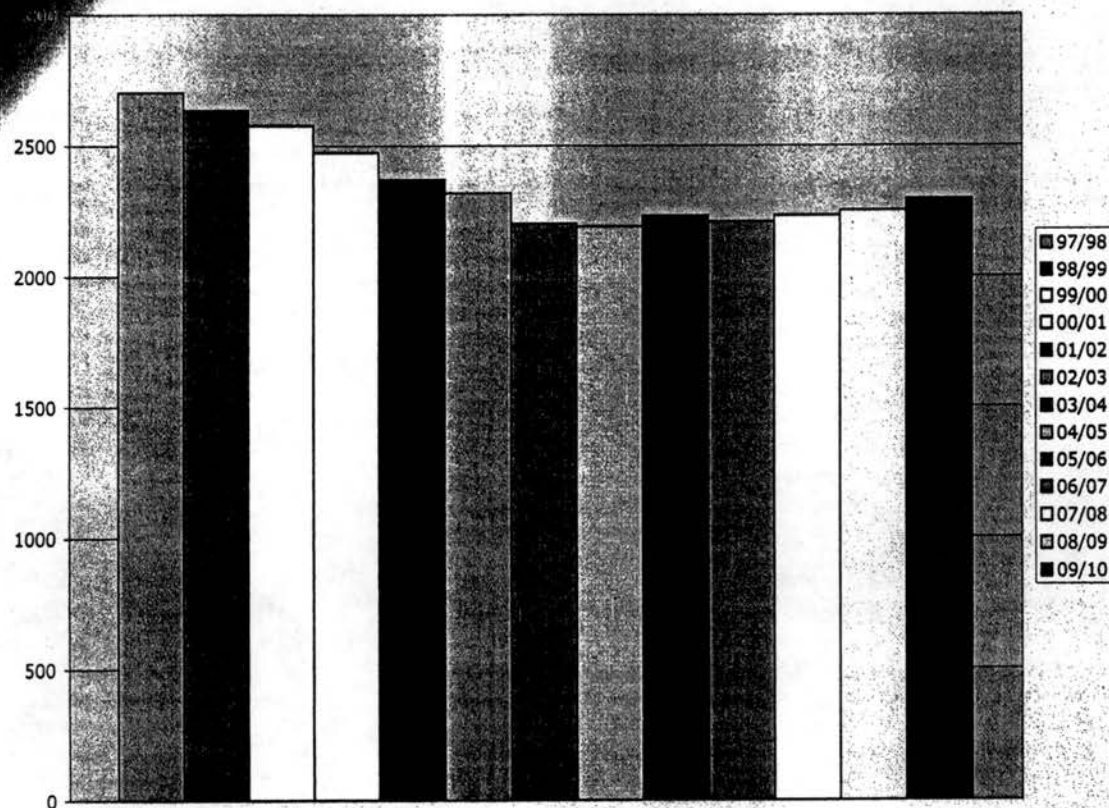


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K-5 Enrollment

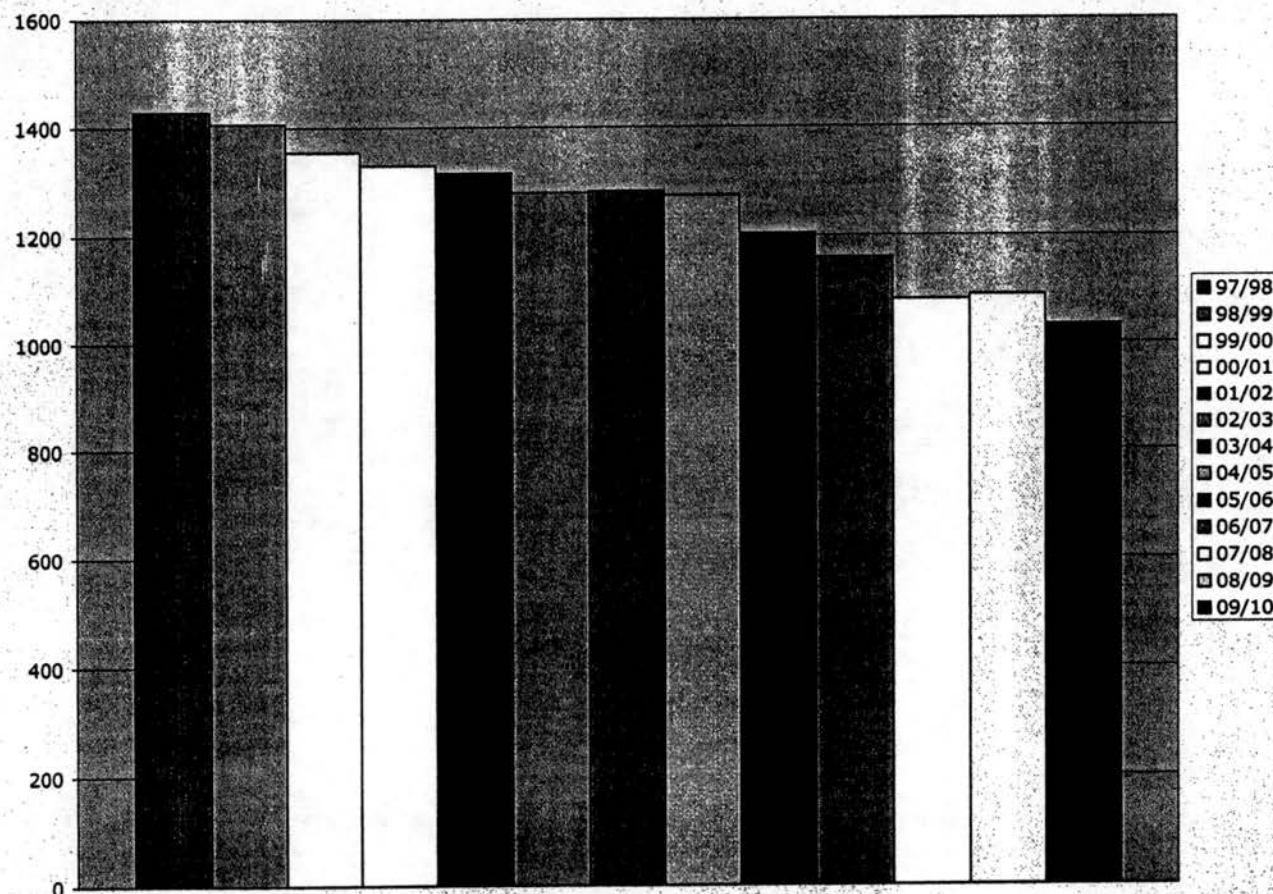


- Enrollment will increase depending upon birthrate - fall entering K major factor
- Cohorts relatively stable with a slight increase in the next years



Grade 6-8
enrollment
will decrease
by 242
students over
the next five
years

District 6-8 Enrollment



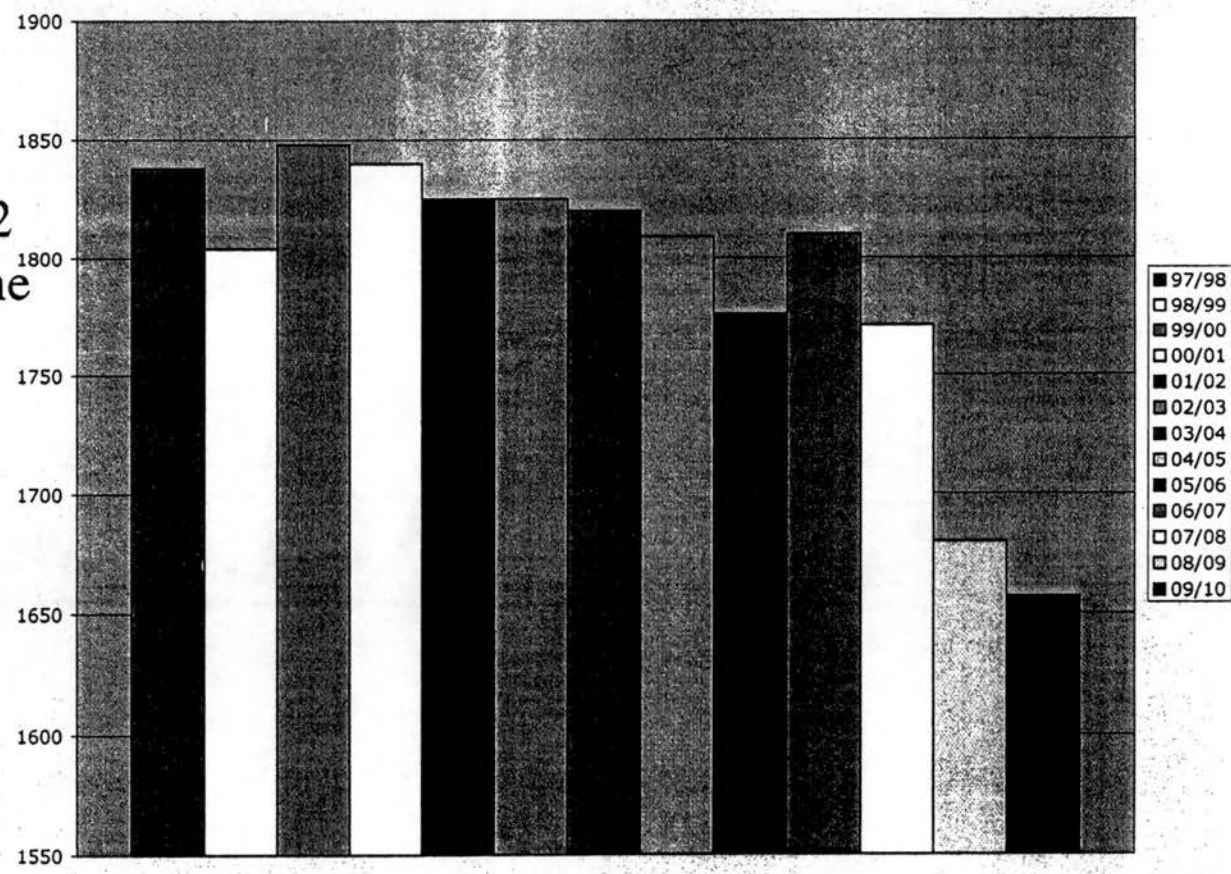
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Office of Teaching and Learning



District 9-12 Enrollment

- Projected to decrease by 152 students over the next five years
- Includes alternative enrollment





Largest to Smallest Classes

Number	Grade	Rank	Number	Grade	Rank
487	10	1	413	8	7
458	12	2	403	K	8
444	7	3	388	4	9
444	9	4	357	2	10
420	11	5	353	1	11
418	6	6	351	3	12

Grade 5 smallest class with 340 students

MOORHEAD AREA PUBLIC SCHOOLS COHORT PROJECTIONS
NOVEMBER 2004

November-04

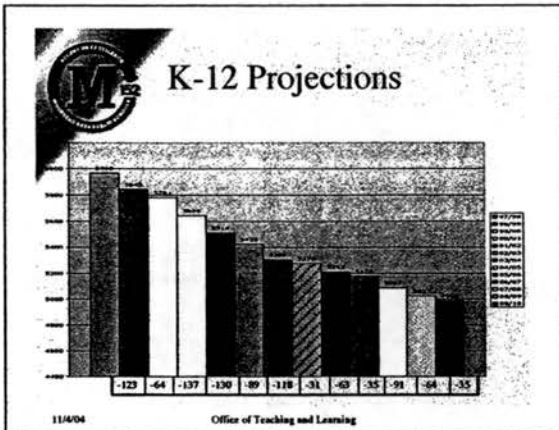
ACTUAL ENROLLMENT

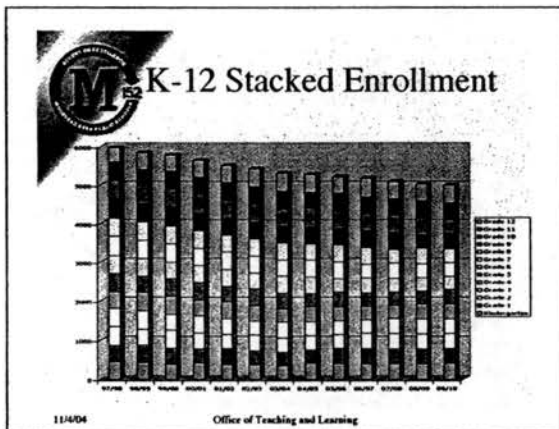
PROJECTED ENROLLMENT

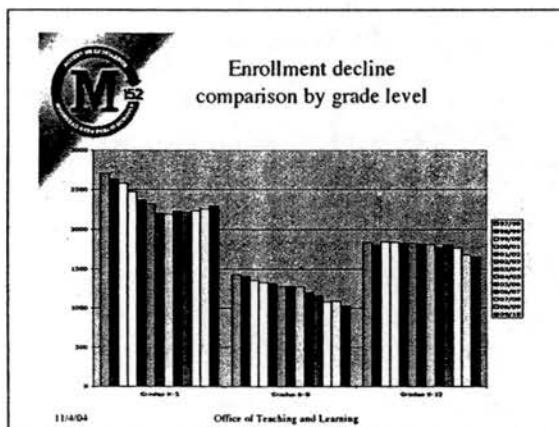
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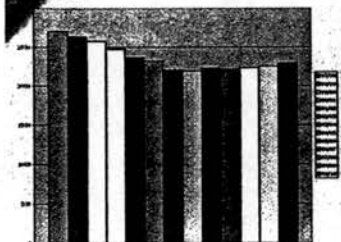








K-5 Enrollment



- Enrollment will increase depending upon birthrate - fall entering K major factor
- Cohorts relatively stable with a slight increase in the next years

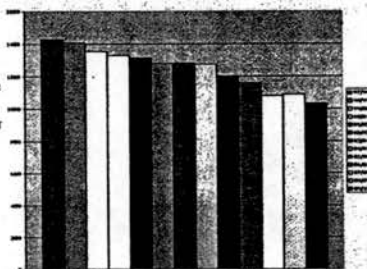
11/4/04

Office of Teaching and Learning



District 6-8 Enrollment

Grade 6-8 enrollment will decrease by 242 students over the next five years



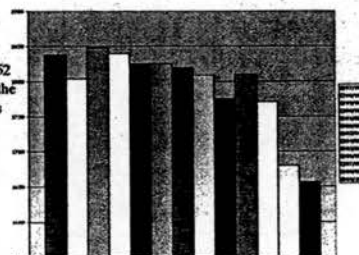
11/4/04

Office of Teaching and Learning



District 9-12 Enrollment

- Projected to decrease by 152 students over the next five years
- Includes alternative enrollment



11/4/04

Office of Teaching and Learning



Largest to Smallest Classes

Number	Grade	Rank	Number	Grade	Rank
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420	11	5	353	1	11
418	6	6	351	3	12

Grade 5 smallest class with 340 students

11/4/04

Office of Teaching and Learning

5-m9-B05
22 Nov. 2004

INDEPENDENT SCHOOL DISTRICT #152

School Board Meeting
Board Room 224 - Probstfield Center for Education
2410 14th Street South
Moorhead, Minnesota

November 22, 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

SCHOOL BOARD AGENDA - November 22, 2004

PAGE 2

member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

- A. TEACHING/LEARNING MATTERS - Kovash
 - (1) Approval of Contract - Pages 5-6
- B. BUSINESS SERVICE MATTERS - Weston
- C. HUMAN RESOURCE MATTERS - Nielsen
 - (1) Approval of New Employee - Page 7
 - (2) Approval of Parental Leave - Page 8
 - (3) Approval of Retirement - Page 9
 - (4) Approval of Resignation - Page 10
 - (5) Approval of Teacher Recall - Page 11
 - (6) Acceptance of Health and Safety Plan Update - Pages 12-15
- D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____
Comments _____

- 3. NWEA MAP ASSESSMENT: Kovash
Pages 16-23
- 4. AYP INTERVENTION PLAN: Kovash
Pages 24-29

SCHOOL BOARD AGENDA - November 22, 2004

PAGE 3

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

Pages 30-44

Conduct a first reading of policies: Instruction and Curriculum Advisory Committee (231), Policy Review Committee (233), Employee Public and Private Personnel Data (414), Part-Time and Substitute Staff Salaries (415), School Attendance Governing Enrollment of Children/Adults with Disabilities (516), Title I Policy Governing Enrollment of Children/Adults with Disabilities (606), Family Involvement (901), Community Involvement (902), and School District - Community Relations (903).

6. **COMMITTEE REPORTS**

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

8. **ADJOURNMENT**


SCHOOL BOARD AGENDA - November 22, 2004**PAGE 4****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Holiday	November 25-26	No School	
Joint Powers Com	December 2	7 am	Clay Cnty Cthouse
Human Rights Com	December 2	3:45 pm	Probst Cntr for Educ
HMS PTAC	December 2	7 pm	Media Center
ECFE Adv Council	December 2	7 pm	Probst Cntr for Educ
Truth in Taxation Public Hearing	December 6	7 pm	Probst Cntr Bd Rm
Continuing Educ Com	December 7	3:30 pm	Village Inn
Technology Com	December 9	3:30 pm	Probst Cntr for Educ
Indian Ed Parent Com	December 9	5 pm	Probst Cntr for Educ
Truth in Taxation Public Hearing (Continuation)	December 13	5 pm	Probst Cntr Bd Rm
School Board	December 13	7 pm	Probst Cntr Bd Rm
Interagency Early Interv	December 15	12 pm	Family Service Center
Clay Cnty Jt Powers Collab	December 15	3:30 pm	Family Service Center
Instr and Curr Adv Com	December 16	7 am	Probst Cntr for Educ
Health/Safety/Wellness Com	December 16	9:30 am	Probst Cntr for Educ
Supt's Adv Council	December 16	7 pm	Probst Cntr for Educ
District Staff Dev Com	December 20	3:30 pm	Probst Cntr for Educ
EH PTAC	December 20	7 pm	Library
RA PTAC	December 20	7 pm	Library
MHS PTAC	December 20	6:30 pm	Media Center
Policy Review Committee	December 20	7 pm	Probst Cntr for Educ
Winter Break Begins	December 23		
School Board	January 10	7 pm	Probst Cntr Bd Rm
Intergovernmental Retreat	January 20-21	TBD	Detroit Lakes
School Board	January 24	7 pm	Probst Cntr Bd Rm

OFFICE OF TEACHING & LEARNING MEMO #: I.05.070



TO: Dr. Larry Nybladh

FROM: Lynne Kovash 

SUBJECT: Contract for the evaluation team
for Physical Education for Progress (PEP) Grant

DATE: November 16, 2004

Dr. Wendy Frappier and Jan Adair have been contracted as the evaluation team for the Physical Education for Progress (PEP) Grant for the amount of \$8000.00 each. This amount includes the first year consulting salary for the evaluation of the grant and the first year expenses for computers, software, mileage, etc. The payments will be made in four payments of \$2000.00 each on January 1, 2005, April 1, 2005, July 1, 2005 and October 1, 2005. The contract has been attached.

SUGGESTED RESOLUTION: Move to approve the contract with Dr. Wendy Frappier and Jan Adair in the amount of \$8000.00 each for the evaluation team for the PEP Grant.

LAK/kmr
Attachment

Contract
Year One

Dr. Wendy Frappier and Jan Adair agree to be the evaluation team for the Physical Education for Progress (PEP) Grant for \$8,000.00 **each**. This amount includes the first year consulting salary for the evaluation of the grant (\$12,000.00) and the first year expenses (\$4,000.00) for computers, software, electronic equipment, printer/cartridges, zerox, paper, printing, mileage, etc.

Moorhead Public Schools agrees to pay Dr. Wendy Frappier Consulting LLC and Adair Consulting LLC \$2000.00 **each** on the following dates:

January 1, 2005

April 1, 2005

July 1, 2005

October 1, 2005

Please remit to the following names and addresses:

Adair Consulting LLC

Jan Adair

722 Rensvold Blvd.

Moorhead, MN 56560

Social Security Number: 470-50-0066

Dr. Wendy Frappier Consulting LLC

1005 118th Ave. South

Horace, ND 58047

Social Security Number: 502-80-4222

Signature: _____
Jan Adair (President of Adair Consulting LLC)

Signature: _____
Wendy Frappier (President of Dr. Wendy Frappier Consulting LLC)

Signature: _____
Moorhead Public Schools Official

HUMAN RESOURCE

MEMO #: HR .05.054



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: New Employee
DATE: November 16, 2004

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

Tahra Larson Paraprofessional, Probstfield Center for Education, 5 hours per day for 40 weeks per year, \$ 11.87 per hour. (Replaces Rebecca Lee-Hunt)

SUGGESTED RESOLUTION: Move to approve the employment of Tahra Larson as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.060



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Parental Leave
DATE: November 16, 2004

The administration requests Parental Leave for the following person:

Karen Reiersen Kindergarten teacher, Robert Asp Elementary, from March 14, 2005 until March 31, 2005

SUGGESTED RESOLUTION: Move to approve the Parental Leave for Karen Reierson pursuant to Section IV, Article 39 of the Teachers' Master Contract.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.055



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Retirement
DATE: November 16, 2004

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

Bonita Hellerstedt Secretary, Census Department, effective immediately.

SUGGESTED RESOLUTION: Move to approve the retirement of Bonita Hellerstedt as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.056



TO: Dr. Larry Nybladh

FROM: Ron Nielsen

SUBJECT: Resignation

DATE: November 16, 2004

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

Janet Wright Health Tech Secretary, Ellen Hopkins Elementary, effective November 9, 2004.

SUGGESTED RESOLUTION: Move to approve the resignation of Janet Wright as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.059



TO: Dr. Larry Nybladh
FROM: Ron *RN*
SUBJECT: Teacher Recall
DATE: November 16, 2004

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

Lisa Hustad Special Education Learning Disabilities teacher, 1.00 FTE at Moorhead High School, effective November 29, 2004. (Replaces Marlene Deist)

SUGGESTED RESOLUTION: Move to approve the recall of Lisa Hustad for the full time Special Education Learning Disabilities position at Moorhead High School effective November 29, 2004.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.058



TO: Dr. Larry P. Nybladh, Superintendent

FROM: Ron Nielson, Director of Human Resources

SUBJECT: Health and Safety Plan Update

DATE: November 17, 2004

Attached is the Executive Summary of the Updated Health and Safety Plan. This plan has been reviewed and updated by Melissa Mattson, our representative from the Lakes Country Service Cooperative, who is the contractor for the School District Health and Safety.

The following policies were reviewed and updated: A Workplace Accident & Injury Reduction Program (AWAIR), Bloodborne Pathogens, Community Right-to-Know, Compressed Gas, Confined Space, Control of Hazardous Energy Sources, and Underground Storage Tanks. The Safety Committee policy was removed as an individual plan and was incorporated into AWAIR.

Updates will be put into the Health and Safety plan on the district web site in the near future. This update is an annual exercise to insure the plan conforms to State of Minnesota Standards.

Suggested Resolution: Move to accept the Health and Safety Plan updates as outlined.

RN/jg

A Workplace Accident and Injury Reduction Program (AWAIR) – Updated

Contact Person: Ron Nielsen, Director of Human Resources

This plan serves as the cornerstone to an effective health and safety program. It addresses the following:

1. How managers, supervisors and employees are responsible for implementing the program and how the continued participation of management will be established, measured, and maintained.
2. Methods used to identify, analyze and control hazards, conditions, and operations.
3. How the plan will be communicated to all affected employees.
4. How workplace accidents will be investigated and corrective actions implemented.
5. How safe work practices and rules will be enforced.
6. Safety Inspections
7. Safety Committee

Asbestos

Contact Person: Orv Kaste, Property Services Supervisor

The purpose of this program is to protect students, employees, contractors, and visitors from potential health hazards of asbestos related diseases and to comply with the EPA's Asbestos Hazard Emergency Response Act.

Bloodborne Pathogens - Updated **Contact Person:** Lona Daley-Getz, School Nurse

This plan is meant to eliminate or minimize occupational exposure to bloodborne pathogens in accordance with OSHA standard 29 CFR 1910.1030. An exposure determination must be completed to determine which employees may incur exposure to blood or other potentially infectious materials as a result of their job duties. All employees identified as occupationally exposed must receive training annually; be provided appropriate personal protective equipment; and offered the Hepatitis B vaccination at the employer's expense.

Chemical Hygiene

Contact Person: Jana Kasper, High School Science

The general intent of the Chemical Hygiene Plan is:

1. To protect faculty and students from health hazards associated with the use of hazardous chemicals in laboratories.
2. To assure that faculty and students are not exposed to substances in excess of the permissible exposure limits as defined by OSHA in 29 CFR subpart Z, Toxic and Hazardous Substances and MN OSHA.
3. To meet the requirements of OSHA 29 CFR 1910.1450, Occupational Exposure to Hazardous Chemicals in Laboratories.

This standard applies to laboratory classes in the school system including chemical and biological.

Community Right-To-Know - Updated **Contact Person:** Orv Kaste, Property Services Supervisor

This plan complies with Title III of the Superfund Amendments and Reauthorization Act, also known as the Emergency Planning and Community Right-to-Know Act, and is administered by the Environmental Protection Agency (EPA). The school district has substances on site (e.g. fuel oil) in quantities that require a Tier II report to be filed annually with the Minnesota Emergency Response Commission and the local fire department listing the substances and their location.

Compressed Gas - Updated

Contact Persons: Mechanic for Transportation, Metals Shop Instructor, Auto Shop Instructor, and the Lead Custodians for Propane

This plan complies with OSHA 29 CFR 1910.101, which requires that all compressed gases be handled, stored, received and used in a safe manner.

Confined Space – Updated

Contact Person: Orv Kaste, Property Services Supervisor

This plan is based on the OSHA standard 29 CFR 1910.146, and establishes minimum safety standards to be followed when employees enter into or work in permit-required confined spaces (e.g. tunnels).

Contractor Safety

Contact Person: Orv Kaste, Property Services Supervisor

Contractors are defined as non-district individuals or businesses that are retained to provide specific labor or services. Contractors working in the district are expected to follow local, state and federal safety regulations.

Contractors will be informed of district policies and procedures regarding asbestos-containing materials; lockout/tagout; confined space entry; and employee right to know.

Control of Hazardous Energy Sources – Updated Supervisor

Contact Person: Orv Kaste, Property Services

This plan establishes minimum requirements for the lockout of energy isolating devices. The purpose of this procedure is to prevent injury from the unexpected start-up or release of stored energy that could cause an injury whenever working on machines or equipment.

Electrical Safety

Contact Person: Orv Kaste, Property Services Supervisor

This plan is designed to prevent electrical related injuries, and to comply with OSHA 1910.331 to 1910.335. This standard addresses safe work practices for both qualified and unqualified employees.

Ergonomics

Contact Persons: Orv Kaste, Property Services Supervisor; Kathy Platt, Property Services Secretary; and Dan Bacon, Transportation Director

Back injuries and repetitive motion injuries are frequent types of injuries/illnesses in workplaces. These problems are often known as repetitive motion disorders, but can be grouped into the category of workplace musculoskeletal disorders (WMSD). WMSD can often be reduced or eliminated by educating employees. This program includes a plan for surveying at-risk employees, reviewing working conditions and training employees.

Employee Right-To-Know

Contact Person: Ron Nielsen, Director of Human Resources

The Minnesota Employee Right-to-Know Act (Minnesota Rule 5206) requires employers to evaluate their work environments and provide specific training and information for all employees who may be exposed to any hazardous substances, harmful physical agents, or infectious agents. This plan identifies affected departments, requires chemical inventories and proper labeling, and required training.

Fire Safety **Contact Persons:** Orv Kaste, Property Services Supervisor and Building Principals

This plan addresses the International Fire Code requirements for fire drills, equipment maintenance, fire extinguisher training, and general fire safety rules.

Hazardous Waste

Contact Person: Orv Kaste, Property Services Supervisor

In the course of its operations, the district generates some wastes considered by the Minnesota Pollution Control Agency (MPCA) and the EPA to be hazardous to health and the environment. The plan identifies areas where hazardous waste may be generated; proper storage of waste; choosing a transporter; and record keeping.

Hearing Conservation Program

Contact Person: Ron Nielsen, Director of Human Resources

The purpose of this program is to protect the hearing of employees; meet the requirements of OSHA 1910.95 standard; and establish appropriate documentation. Includes sound level monitoring of areas/equipment generating high noise levels, training of affected employees, recommended use of hearing protection and audiograms if applicable.

Hoists, Jacks, and Chain Slings Safety

Contact Persons: Instructors or Department Heads

Inspections are required by OSHA regulations to help identify defective equipment and verify safe operating conditions. All hoists, jacks and chain slings will be inspected and used in a safe manner consistent with this plan.

Indoor Air Quality

Contact Person: Orv Kaste, Property Services Supervisor

This plan is to comply with the 1997 Omnibus Education Act by implementing an IAQ Management Plan. This plan will encompass guidelines provided by the Minnesota Department of Education and the EPA "Tools for Schools" document.

Ladder Safety Contact Person: Orv Kaste, Property Services Supervisor

Employees who use ladders must be trained in proper selection, inspection, use and storage. Improper use of ladders has caused a large percentage of the accidents in the workplace. This plan complies with OSHA 29 CFR 1910.25, 1910.26, and 1910.27.

Lead in Drinking Water Contact Person: Orv Kaste, Property Services Supervisor

This plan follows the recommendations of the Department of Health's "Lead Contamination Control in School Drinking Water Guidance Manual." The goal is to reduce lead levels at water taps to as close to the maximum contaminant level goal (0 parts per billion) as feasible, but not to exceed 20 parts per billion at any tap at any time.

Machine Guarding Contact Persons: Individual Instructors

This policy complies with OSHA standard 29 CFR 1910.211 to 1910.219 "Machinery and Machine Guarding". This policy does not list every requirement outlined in these standards but will provide employees with a general understanding of machine guarding.

Playground Safety Contact Persons: Elementary Principals

Currently, there are no state or federal regulations in place regarding playground safety. However, in order to provide safe playgrounds for students, this plan states that the district will follow the Consumer Product Safety Commission's guidelines published as the "Handbook for Public Playground Safety."

Personal Protective Equipment (PPE) Contact Person: Ron Nielsen, Director of Human Resources

This plan covers the requirements for PPE with the exception of PPE used for respiratory and hearing protection or PPE required for hazardous material response to spills or releases. Applicable OSHA Standards are 1910 Subpart I, 132, 133, 136, 138 and 1910.120 App B. All employees are provided with required PPE to suit the task and known hazards. The appropriate PPE is provided at no cost to the employee.

Powered Industrial Truck (Forklift) Contact Person: Orv Kaste, Property Services Supervisor

This plan establishes training, safe operating and procedure rules, and the maintenance requirements.

Radon Contact Person: Orv Kaste, Property Services Supervisor

Following the advisement of the Minnesota Department of Health, the district will test for radon after any major re-modeling of the HVAC system. Testing will focus on basements and low-level areas in the school buildings. If testing indicates radon levels above 4 pCi/L, the district will take steps to lower the levels.

Student Safety Contact Persons: Building Principals

This program is intended to minimize student exposure to hazardous situations, and will apply to all instructional areas that expose students to hazardous situations. It includes requirement for student instruction in safety procedures in classes that involve hazardous materials or equipment.

Underground Storage Tanks - Updated Contact Person: Orv Kaste, Property Services Supervisor

This program follows state and federal regulations as administered by the MPCA and the EPA regarding underground storage tanks. It includes inventory of tanks, and a management plan, including an assessment of leak detection requirements.

Welding Safety Contact Persons: Mechanic for Transportation and Metals Shop Instructor

This plan references OSHA 29 CFR 1910.252. Welding and hot work procedures include any activity which results in sparks, fire, molten slag, or hot material that has the potential to cause fires or explosions. The plan outlines general safety rules, training, and standard operating procedures.

Note: Safety Committee was removed as an individual plan, and incorporated into AWAIR

OFFICE OF TEACHING & LEARNING MEMO #: I.05.072



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: NWEA Map Assessment
DATE: November 16, 2004

The students in grades 2 – 9 have completed the first full testing period of the NWEA assessments. Students at alternative sites also took part in the testing. The testing was completed in October 2004.

The individual student reports have been mailed to families during the week of November 15. The report page describing the information for parents has been enclosed for your information. Some of the information on this report will be discussed with the board.

The district summary report and explanation have also been attached. Information from the materials will be presented to the board.

The training for administrators and teachers is a very important part of the assessment plan. The plan for training will also be discussed with the board.

2003-04 School Year	Pilot testing with Washington Elementary and RRALC.
January 2004	Teachers from Washington and RRALC received training in the <i>Stepping Stones to using Data Workshop</i> . The teachers and administrators from the district gained an understanding of assessment data and learned how to interpret test results for the purpose of improving student learning.
September 2004	Measures of Academic Progress Administration Workshop This workshop was held with selected teachers and all administrators from all of the testing sites to learn about administering and using the MAP assessment.

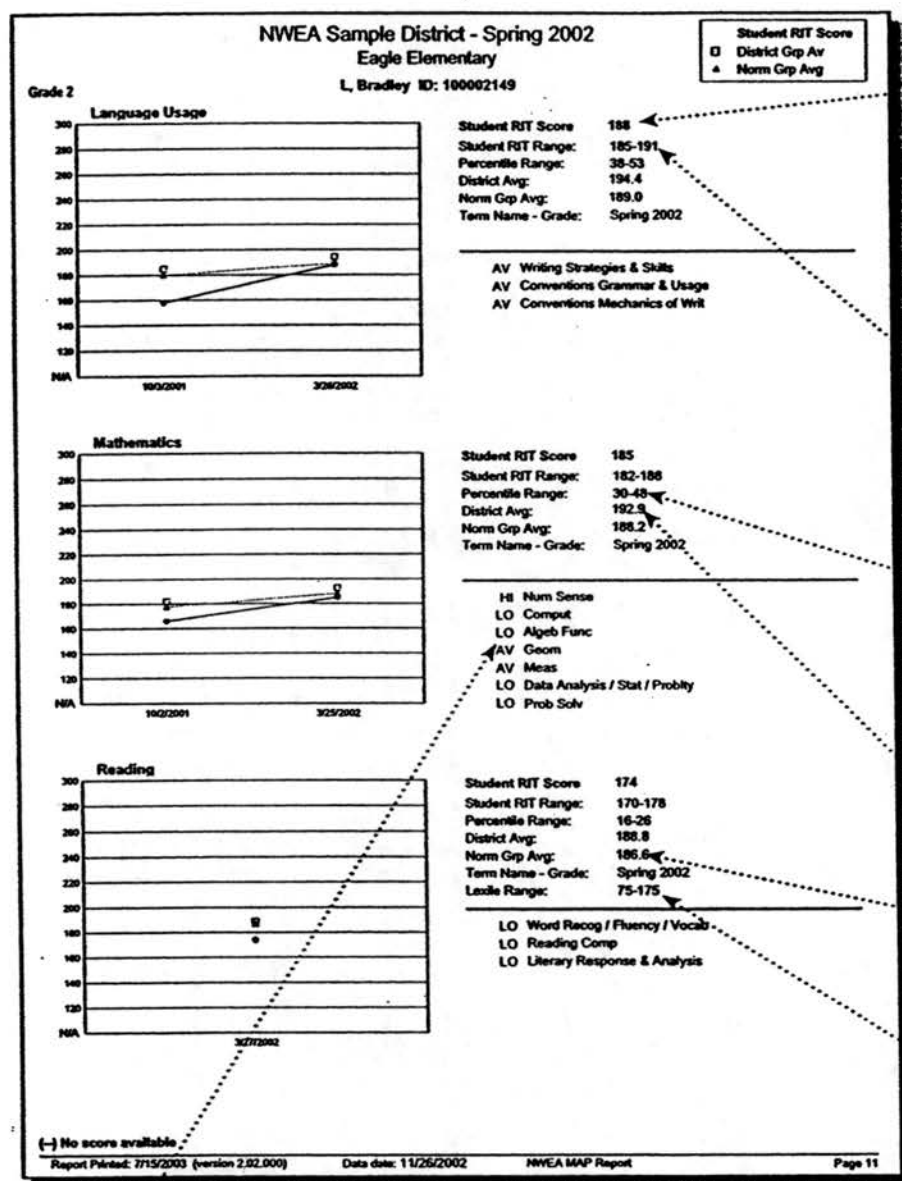
October – Nov. 2004	Teachers will work with the MAP assessments to gain familiarity with the test and the RIT scores and percentile scores. The goals are for all staff to gain an understanding and basic level of working with the scores from the MAP assessment.
January 25 & 26 2005	Each building will send one principal and two teachers to training in Alexandria for continued training using the MAP assessment. One central office administrator and one teacher on special assignment will also attend the training. The workshop entitled Climbing the Data Ladder will apply the data to effective classroom instructional practices. Participants will learn more about using tools such as DesCartes and the Lexile Framework to differentiate instruction and improve learning.
February – May 2005	Administrators and teachers attending the January Workshop will work with teams of teachers to continue to refine and work with the assessment results to improve student learning for all students.
Summer 2005	The building principals and two teachers from each building will be trained as trainers for the Stepping Stones to using Data . Teachers and the principal from each building will be trained facilitators to continue to work with staff to develop more strategic use of the assessment results.
Ongoing training	The district will continue to work to provide training for key teacher leaders and administrators for the current use of assessment instruments and instructional practice.

The use of the MAP assessment is providing the opportunity for administrators and staff to learn to use assessment data to guide instruction and to monitor the progress of every student in the district. Please contact me if you have additional questions.

LAK/kmr

Understanding the Individual Student Report

Plotted on the graph are the student's RIT score, the District Average, and the NWEA Norm Group* Average for the subject in which a student was tested.



RIT Score: This is the student's overall score on the test. This is one of the most important pieces of information on the entire report. This score is unrelated to the age or grade of the student, but reflects the level at which the student is currently performing. RIT stands for Rasch Unit, which is used to measure a child's achievement growth similar to how inches are used to measure a child's height.

RIT Range: No score is absolute. We would expect that if a student took the test again relatively soon, that his or her score would fall within this range most of the time.

Percentile Range: Percentiles are used to compare one student's performance to that of a larger group (norm group*). Percentile means the student scored as well as or better than that percent of students taking the test in his/her grade. There is about a 68% chance that a student's percentile ranking would fall within this range if the student tested again relatively soon.

District Average: The average RIT score for all students in the school district in the same grade who were tested at the same time as this student.

Norm Group* Average: The average score observed for students in the norm group.*

Lexile: Some districts have chosen to subscribe to MetaMetrics Lexile Framework. This information can help in choosing appropriate reading materials based on a student's RIT score. For more information, go to <http://www.lexile.com>.

Goal Performance: The column(s) to the right of the graph show the student's performance in the goal strands (subtests) tested in this subject. Data will only show up in these columns if a student took a Goals Survey test.

- Goal performance scores may be listed as descriptors (LO, AV, HI). LO means that the student is performing at the 33rd percentile or lower. Goal performance of AV means that the student is performing between the 34th and 66th percentile. Goal performance of HI means that the student is performing at or above the 67th percentile.
- They also may be listed as RIT ranges. The RIT ranges, used alongside the NWEA Learning Continuum, provide a snapshot of the skills in each goal area at the student's instructional level.

*Norm Group: Approximately 1,050,000 NWEA test scores from students across the United States.



Northwest Evaluation Association
Partnering to help all kids learn

Understanding the District Summary Report by School

This report summarizes results by school for the most recent test season.

Goal Areas: These columns show the students' performance in the goal strands (subtests) in each subject.

Mean RIT: The average score of students in this group.

Test taken: Summary results are grouped by the subject and test taken.

Student Count: The total number of students with valid scores included in summary data.

Standard Deviation: Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.

Area of Relative Concern: If a score is in ***bold-italic***, it represents a score that is 3 or more RIT points below your district's overall mean for the respective grade level and subject area.

Area of Relative Strength Performance: If a score is in **bold-underlined**, the score is 3 or more RIT points above a district's overall mean for the respective grade level and subject area. (Not present on this report.)

Median: The middle RIT score of the group.

District Summary Report by School - Fall 2003 NWEA Sample District

Reading Nixon Elementary

Reading Goals Survey 2-5 IN Version 2

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Spring 2003	2	17	182.2	13.6	183
Fall 2002	2	20	164.9	9.9	164
Fall 2003	3	28	178.0	12.8	178
Spring 2003	3	22	192.1	16.0	199
Fall 2002	3	31	189.6	14.5	189
Fall 2003	4	25	189.3	20.3	191
Spring 2003	4	17	188.3	17.5	202
Fall 2002	4	30	187.3	17.2	190
Fall 2003	5	27	196.5	14.5	199
Spring 2003	5	28	212.5	11.1	214
Fall 2002	5	36	209.4	7.8	210
Fall 2003	6	1			
Fall 2002	6	1			

Reading Goals Survey 6+ IN Version 2

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2002	2	2			
Fall 2003	6	39	211.8	13.4	214
Spring 2003	6	28	219.4	11.3	216
Fall 2002	6	31	217.5	10.2	217
Fall 2003	7	36	216.9	12.1	217

Word Recog / Fluency / Vocab

Mean	Std Dev
183.5	12.4
167.3	12.6
181.0	13.3
181.4	14.8
187.3	15.6
190.0	20.0
188.4	16.5
186.7	16.3
197.9	16.3
212.9	14.3
208.2	9.6

Word Recog / Fluency / Vocab

Mean	Std Dev
211.4	13.6
219.0	11.1
214.8	10.2
217.4	12.9

Reading Comp

Mean	Std Dev
181.6	16.8
164.7	10.7
175.5	14.9
192.0	15.9
190.0	14.7
188.2	21.3
187.5	19.2
186.5	19.0
195.0	15.7
211.8	14.5
210.1	7.4

Reading Comp

Mean	Std Dev
212.0	13.9
219.3	13.1
219.6	11.9
216.9	12.8

Literary Response & Analysis

Mean	Std Dev
181.2	14.3
161.6	10.3
177.2	15.2
192.4	19.9
191.4	15.9
189.3	21.6
188.8	18.4
188.7	19.2
196.7	14.6
213.1	10.7
210.0	11.0

Literary Response & Analysis

Mean	Std Dev
212.0	14.6
219.5	13.7
218.5	13.3
217.1	13.8

District Summary Report by Grade - Fall 2004
Moorhead Area Public Schools ISD #152

Mathematics

Math Goals Survey 6+ MN V3

						Mathematical Reasoning		Number Sense		Computation / Operations		Patterns / Functions / Alg		Data Analysis / Stats / Prob		Spatial Sense / Geometry		Measurement	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Optional Group: None																			
Fall 2004	5	2																	
Spring 2004	5	1																	
Optional Group: None																			
Fall 2004	6	417	219.9	16.7	222	218.1	18.8	220.2	20.0	218.0	20.3	219.9	18.4	<u>223.5</u>	19.7	220.8	18.4	219.4	19.7
Spring 2004	6	2																	
Fall 2003	6	1																	
Optional Group: None																			
Fall 2004	7	435	226.9	16.0	229	225.3	19.0	229.1	19.3	225.9	17.8	228.4	18.5	229.4	19.5	226.1	17.8	224.7	18.8
Spring 2004	7	8																	
Fall 2003	7	13	209.8	15.3	212	209.8	20.3	211.0	20.5	<u>205.0</u>	20.2	210.8	18.1	<u>204.5</u>	16.0	<u>213.2</u>	18.4	212.5	13.5
Optional Group: None																			
Fall 2004	8	405	233.6	17.4	235	233.1	20.0	235.7	21.2	233.0	19.8	234.1	19.3	236.3	20.4	233.4	19.1	231.2	20.2
Spring 2004	8	13	226.1	11.3	225	225.9	14.7	225.7	16.8	225.8	15.1	226.6	14.4	<u>229.3</u>	13.1	224.5	10.5	224.8	15.2
Fall 2003	8	19	218.6	15.5	218	221.6	17.1	216.9	15.4	218.3	16.5	217.8	17.3	221.5	27.0	216.6	17.8	218.9	18.1
Optional Group: None																			
Fall 2004	9	416	241.5	17.6	244	240.8	21.1	242.7	21.2	239.4	18.9	243.2	19.7	244.3	20.6	240.5	19.6	242.0	19.8
Spring 2004	9	18	218.8	17.7	218	220.0	22.8	218.0	22.4	217.5	17.9	<u>221.9</u>	21.0	216.8	18.3	<u>222.5</u>	15.9	215.9	19.9
Fall 2003	9	15	213.3	16.9	217	214.5	20.9	214.8	21.9	212.1	19.9	<u>210.0</u>	23.1	213.6	17.9	214.3	17.0	212.5	18.5
Optional Group: None																			
Fall 2004	10	28	224.0	13.4	222	221.3	15.6	222.3	20.0	222.3	14.7	224.4	15.5	<u>227.5</u>	17.6	224.3	15.4	224.6	12.7
Spring 2004	10	20	224.5	19.0	226	222.8	22.4	224.8	24.1	222.1	23.0	224.1	20.1	<u>227.7</u>	18.0	224.3	19.5	227.1	20.5
Fall 2003	10	22	221.5	19.9	224	220.3	21.4	219.5	22.5	223.9	19.1	220.9	21.2	221.9	23.4	224.0	22.8	220.7	21.7
Optional Group: None																			
Fall 2004	11	15	224.1	14.1	227	224.1	17.8	226.6	19.3	225.3	15.0	223.5	13.8	<u>220.1</u>	14.7	226.3	18.4	<u>221.0</u>	20.7
Spring 2004	11	9																	
Fall 2003	11	14	229.8	15.8	226	229.7	18.4	228.4	19.0	232.6	18.7	231.5	17.4	<u>226.4</u>	21.1	<u>235.0</u>	20.6	<u>225.0</u>	16.8

Groups with less than students are suppressed because they are not statistically reliable.

A goal mean in ***bold italic*** represents performance that might be considered an area of concern. A goal mean in **bold underlined** represents relatively strong performance.

District Summary Report by Grade - Fall 2004

Moorhead Area Public Schools ISD #152

Mathematics																			
Math Goals Survey 6+ MN V3						Mathematical Reasoning		Number Sense		Computation / Operations		Patterns / Functions / Alg		Data Analysis / Stats / Prob		Spatial Sense / Geometry		Measurement	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Optional Group: None																			
Fall 2004	12	11	222.6	21.2	218	223.9	19.1	225.4	29.8	224.5	20.9	223.2	25.2	219.9	26.7	220.1	19.9	220.0	24.6
Spring 2004	12	11	229.5	17.3	224	231.6	19.6	233.5	21.2	220.0	19.7	227.0	19.6	234.5	17.2	234.1	15.4	228.3	21.3
Fall 2003	12	18	230.1	19.0	230	233.1	22.2	229.1	18.3	228.6	21.9	233.2	19.9	234.7	24.2	228.2	19.5	222.9	21.3
Math Goals Survey 2-5 MN V3						Mathematical Reasoning		Number Sense		Computation / Operations		Patterns / Functions / Alg		Data Analysis / Stats / Prob		Spatial Sense / Geometry		Measurement	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Optional Group: None																			
Fall 2004	2	360	180.0	12.3	180	180.0	14.9	177.5	15.5	175.4	17.5	179.4	17.6	183.7	15.0	182.6	14.9	179.2	15.7
Spring 2004	2	90	191.8	11.5	193	191.1	13.0	191.2	16.2	189.3	16.0	192.7	15.9	190.8	14.4	193.6	13.9	193.3	15.3
Fall 2003	2	89	183.4	10.0	183	184.3	11.9	180.6	14.5	176.5	15.1	185.5	14.3	185.8	14.5	185.5	11.6	184.3	14.2
Optional Group: None																			
Fall 2004	3	353	194.3	11.3	196	193.6	13.3	193.3	14.8	191.3	14.1	195.1	15.9	197.8	15.5	194.4	14.5	194.5	15.8
Spring 2004	3	111	201.5	11.3	203	198.7	13.2	200.9	15.8	198.6	16.3	204.7	14.2	202.4	14.7	203.6	14.2	201.7	15.4
Fall 2003	3	113	193.1	10.4	195	192.0	12.8	192.7	15.5	189.6	14.3	195.2	16.9	193.3	12.1	192.5	14.0	196.3	13.9
Optional Group: None																			
Fall 2004	4	388	204.0	12.9	205	202.7	16.3	203.7	15.2	198.4	14.9	204.9	17.4	205.2	14.4	208.9	17.9	203.9	15.9
Spring 2004	4	75	208.3	14.9	208	207.0	18.1	210.4	20.2	202.8	17.5	210.4	17.7	207.4	14.1	212.1	18.2	207.7	18.1
Fall 2003	4	75	203.5	12.2	202	204.2	14.7	202.2	16.4	199.6	14.5	206.4	17.7	204.1	14.9	206.0	14.5	202.9	14.8
Optional Group: None																			
Fall 2004	5	332	213.6	14.7	213	213.1	17.5	214.8	18.3	211.0	18.3	214.9	16.4	213.1	17.5	215.5	17.8	213.3	18.3
Spring 2004	5	125	217.6	15.2	219	215.9	17.8	220.2	19.5	215.7	19.0	218.4	17.6	217.8	19.0	220.3	17.3	215.7	17.2
Fall 2003	5	121	211.5	13.6	210	210.2	15.7	213.3	18.3	208.8	16.9	211.9	16.1	210.6	16.7	214.1	17.5	211.7	16.3
Optional Group: None																			
Spring 2004	12	2																	

Groups with less than students are suppressed because they are not statistically reliable.

* A goal mean in *bold italic* represents performance that might be considered an area of concern. A goal mean in **bold underlined** represents relatively strong performance.

District Summary Report by Grade - Fall 2004
Moorhead Area Public Schools ISD #152

Reading

Reading Goals Survey 2-5 MN V3

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Optional Group: None																			
Fall 2004	2	360	175.7	16.2	176	173.2	18.4	174.2	19.2	176.4	20.5	176.8	15.8	176.5	18.9				
Spring 2004	2	90	189.8	15.0	191	186.2	16.1	190.2	18.0	189.7	15.7	191.7	18.8	190.7	17.3				
Fall 2003	2	91	181.8	15.0	182	178.8	16.5	181.0	17.4	182.2	19.8	182.2	15.4	184.9	17.0				
Optional Group: None																			
Fall 2004	3	353	192.2	14.7	195	190.9	16.0	192.5	17.6	192.1	16.7	192.8	17.3	193.0	16.4				
Spring 2004	3	112	196.6	13.3	200	194.7	14.6	194.2	15.4	198.1	14.5	197.8	17.7	198.1	15.1				
Fall 2003	3	113	191.4	12.8	193	188.7	14.1	191.3	15.9	194.5	14.4	189.5	14.7	193.5	16.3				
Optional Group: None																			
Fall 2004	4	386	200.5	14.6	203	199.0	15.6	199.7	17.1	201.5	17.2	202.4	17.8	200.1	16.5				
Spring 2004	4	75	204.5	12.0	206	201.6	13.7	204.7	14.6	205.2	15.5	204.8	14.1	206.3	14.0				
Fall 2003	4	75	202.4	11.1	202	199.1	13.3	202.3	15.5	204.1	13.8	203.1	14.0	204.7	15.0				
Optional Group: None																			
Fall 2004	5	331	207.6	12.6	209	205.7	16.2	207.4	15.5	208.8	15.1	209.5	14.9	206.8	13.9				
Fall 2004	5	2																	
Spring 2004	5	125	209.8	14.4	212	206.8	16.5	209.8	16.5	211.1	15.9	211.3	17.0	210.6	17.4				
Spring 2004	5	1																	
Fall 2003	5	121	206.1	14.2	207	204.1	16.8	206.1	16.0	206.6	16.4	208.2	16.9	206.2	16.5				
Optional Group: None																			
Fall 2004	6	10	216.4	6.9	213	212.9	8.5	220.8	10.9	218.0	6.4	215.8	9.8	215.3	9.4				
Fall 2004	6	409	211.1	15.8	213	209.4	17.2	210.8	19.0	212.1	19.0	212.9	17.2	210.5	17.3				
Spring 2004	6	2																	
Fall 2003	6	2																	

Groups with less than students are suppressed because they are not statistically reliable.

* A goal mean in ***bold italic*** represents performance that might be considered an area of concern. A goal mean in **bold underlined** represents relatively strong performance.

District Summary Report by Grade - Fall 2004

Moorhead Area Public Schools ISD #152

Reading

Reading Goals Survey 2-5 MN V3

						Recognition		Comprehension		Comprehension		Comprehension							
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Optional Group: None																			
Fall 2004	7	3																	
Fall 2004	7	429	217.5	13.2	220	216.2	15.0	216.9	16.6	219.2	15.6	218.6	14.9	217.1	15.4				
Spring 2004	7	9																	
Fall 2003	7	12	201.3	11.8	199	198.1	13.2	199.2	12.2	202.9	12.9	204.9	15.1	201.4	17.3				
Optional Group: None																			
Fall 2004	8	1																	
Fall 2004	8	405	220.3	14.2	222	219.1	16.8	221.0	17.3	221.7	16.6	221.6	16.1	219.1	16.3				
Spring 2004	8	13	212.5	10.7	214	207.8	11.9	214.2	12.8	212.9	12.3	215.9	10.8	208.8	18.4				
Fall 2003	8	19	210.7	9.9	210	213.0	11.2	208.0	13.7	209.6	13.7	212.7	10.2	210.1	14.6				
Optional Group: None																			
Fall 2004	9	344	224.5	13.0	226	223.2	16.3	224.9	16.2	226.6	16.9	226.1	14.6	223.9	15.1				
Spring 2004	9	19	212.8	16.2	216	215.7	17.1	212.1	17.8	216.9	17.6	210.6	21.4	210.6	17.5				
Fall 2003	9	17	213.2	14.7	219	212.1	21.6	213.4	15.0	212.4	18.3	213.2	13.4	215.6	17.5				
Optional Group: None																			
Fall 2004	10	1																	
Fall 2004	10	31	217.5	12.6	216	217.9	14.4	219.0	15.0	217.4	17.7	218.3	15.6	214.7	17.2				
Spring 2004	10	21	216.7	11.6	217	217.0	14.2	217.2	13.6	218.8	11.3	214.6	13.8	216.0	13.6				
Fall 2003	10	22	216.7	16.8	216	216.3	17.3	214.6	18.3	219.7	18.2	217.0	22.2	217.7	19.7				
Optional Group: None																			
Fall 2004	11	15	217.5	12.2	220	217.4	17.0	217.3	15.3	221.3	12.8	216.4	15.4	214.7	15.3				
Spring 2004	11	10	212.6	13.4	217	211.6	12.4	214.4	14.5	210.5	16.5	213.1	12.3	213.9	17.7				
Fall 2003	11	13	219.8	14.6	223	217.7	13.9	220.7	19.5	218.0	23.4	221.1	13.5	220.5	17.4				
Optional Group: None																			
Fall 2004	12	11	216.2	15.5	216	215.3	18.8	217.0	16.3	217.4	20.0	218.4	13.8	213.5	17.6				
Spring 2004	12	15	226.2	9.8	229	228.5	14.1	226.5	11.4	227.9	9.6	228.7	14.8	221.7	13.8				
Fall 2003	12	19	224.9	10.5	225	220.2	9.5	225.7	11.9	232.6	19.9	227.0	15.3	223.2	11.2				

Groups with less than students are suppressed because they are not statistically reliable.

* A goal mean in **bold italic** represents performance that might be considered an area of concern. A goal mean in **bold underlined** represents relatively strong performance.

OFFICE OF TEACHING & LEARNING MEMO #: I.05.071



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: AYP Intervention Plan
DATE: November 16, 2004

The attached Power Point will be shared with the board as a part of the plan to address the Adequate Yearly Progress (AYP) planning for the district. The information is provided as a plan to continued understanding of the AYP process and the steps the district will take to address the student proficiency needs.

The district wide improvement plan will be for a minimum of two years. The plan is due January 19, 2005. The board will be informed of the progress of the plan at the next meetings with the plan being presented at the January 10, 2005 meeting for final consideration.

LAK/kmr
Attachment

District AYP Intervention Planning

November 22, 2004

Moorhead Mission Statement

Mission Statement

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

- Focus on the learner
- Focus on the development of learners
- Focus on the changing world

11/17/04

Moorhead Area Public Schools

2

State and Federal Expectations

- The school district is to provide each and every child a quality education.
- The quality education is measured by the standards.
- The standards are measured by the state tests.
- This is the basis of NCLB.

11/17/04

Moorhead Area Public Schools

3

Minnesota's NCLB Accountability System

- Identifies area in which schools can improve
- Under NCLB, the school district has been identified as a district in need of improvement
- District has not met at least one target in reading, math, attendance or graduation for two consecutive years
- Not meeting state standards in all areas in all subgroups does not mean that the district is not delivering a quality education
- This means for certain groups, there exist issues of student performance that need to be addressed.

Moorhead Area Public Schools

4

What are we doing?

- Analyzing all available assessment information to pinpoint strengths and weaknesses
- Weaknesses will be addressed through professional development and a review of the curriculum areas that demonstrate need
- Will be writing an improvement plan at the district level to address areas of need

11/17/04

Moorhead Area Public Schools

5

Intervention Plan Process

- An intervention committee will be formed with building principals and teaching staff
- Develop an improvement plan by January 19.
- Board will be informed of progress in December with final information in January

11/17/04

Moorhead Area Public Schools

6

Components of the Intervention Plan

- Executive Summary
- Comprehensive Needs Assessment
 - Teaching and learning needs in the schools
 - Specific academic problems of low-achieving students

11/17/04

Moorhead Area Public Schools

7

Components cont.

- Measurable goals and targets
 - Specific measurable achievement goals and target for each of the groups identified in the disaggregated
 - Use of district data to determine goals and targets

11/17/04

Moorhead Area Public Schools

8

Components cont.

● Strategies

- Scientifically Based Research
 - Used in reading and math programs
 - Determine additional strategies by research on schools that are making progress
- Improving Achievement
 - Identify actions that have the greatest likelihood of improvement achievement
 - Study of schools making progress

11/17/04

Moorhead Area Public Schools

9

Component cont.

● Strategies cont.

- Professional Development
 - Professional development tied to strategic goals and targets
 - Funding must be provided in those areas
- Parent Involvement
 - Strategies to promote effective parent involvement in the schools
- Schedule Activities
 - Activities before, after schools, summer, extension of school year

11/17/04

Moorhead Area Public Schools

10

Components cont.

● Technical Assistance

- District
 - The district plan to address the needs as identifies
- State
 - Address the needs from the state

11/17/04

Moorhead Area Public Schools

11

Additional Resources

- Learning First Alliance
 - Beyond Islands of Excellence: What Districts Can do to Improve Instruction and Achievement in All Schools - A Leadership Brief
- A Unifying Framework for School Improvement
- *The Handbook for SMART School Teams* - Jan O'Neill and Anne Conzemius
- *Whatever It Takes* - Richard DuFour, Rebecca DuFour, Robert Eaker, Gayle Karhanek
- 2004 Model Schools Conference Proceedings
 - "America's Most Successful High Schools - What Makes Them Work" Willard R. Daggett

11/17/04

Moorhead Area Public Schools

12

Principal Findings

● Learning First Alliance

- Districts had the courage to acknowledge poor performance and the will to seek solutions
- Districts put in place a system wide approach to improving instruction.
- Districts instilled visions that focused on student learning and guided instructional improvement
- Districts made decisions based on data, not instinct
- District adopted new approaches to professional development
- Districts redefined leadership roles
- Districts committed to sustaining reform over the long haul

11/17/04

Moorehead Area Public Schools

13

Rigor, Relevance and Relationships

High-achieving schools teach all students a rigorous academic core, show students the relationship between high school studies and future success, and provide students with personal support.

High Schools That Work

Southern Regional Educational Board 2004 This

11/17/04

Moorehead Area Public Schools

14

What's Next

- Continued emphasis on school improvement and results orientation
- Collaboration
- Brain Research
- Teaching and Learning Styles

"What we have learned about teaching and learning in the last 15 years is among the most exciting discoveries of our 200-year history."

Peter Senge

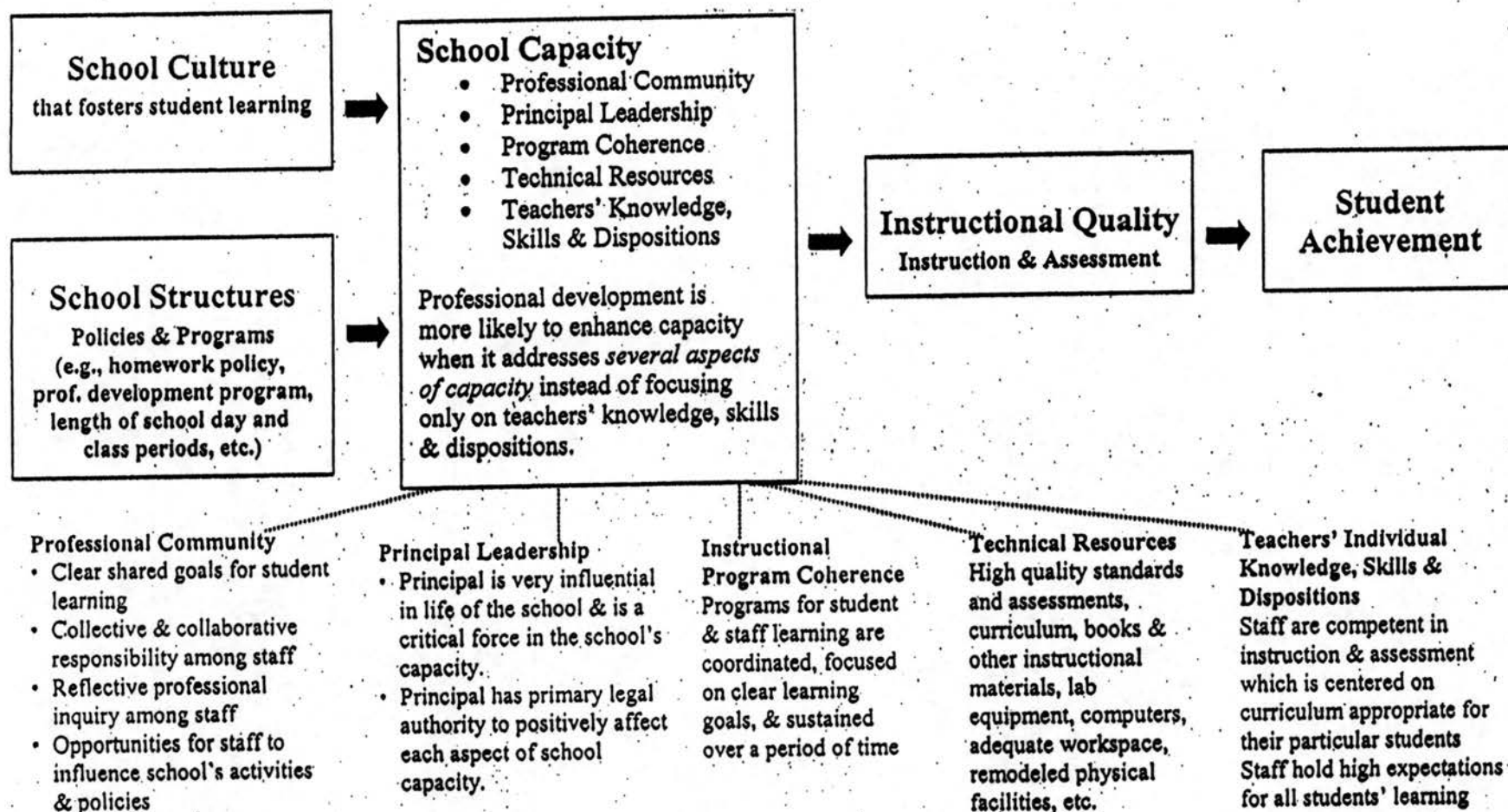
11/17/04

Moorehead Area Public Schools

15

A Unifying Framework for School Improvement

Key: Integrate cultural and structural conditions to focus on intellectual quality and professional community in a sustained way.



Sources


Newmann, F. et al (2000). Professional development that addresses school capacity. Paper presented at the American Education Research Association annual meeting, New Orleans.

Newmann, F. & Associates (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco: Jossey-Bass.

B. Aune, MDE 6/23/04

MEMO #: S-05-023

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: November 17, 2004

RE: First Reading of Policies

Attached please find the following policies: Instruction and Curriculum Advisory Committee (231), Policy Review Committee (233), Employee Public and Private Personnel Data (414), Part-Time and Substitute Staff Salaries (415), School Attendance Governing Enrollment of Children/Adults with Disabilities (516), Title I Policy Governing Enrollment of Children/Adults with Disabilities (606), Family Involvement (901), Community Involvement (902), and School District - Community Relations (903), for your review.

LPN:mde
Attachments

Instruction and Curriculum Advisory Committee**District Code:** 231**Section:** 200 SCHOOL BOARD**Date Adopted:** 9/11/1979**Date Revised:** 6/11/2001**Dates Reviewed:** 02/13/1990

03/23/1993

12/16/1996

07/05/01

06/11/01

PURPOSE

Moorhead Area Public Schools are dedicated to offering quality education to all students. School personnel and community members are working together to refine and maintain the high standards of the educational programs in our district. The district will evaluate selected areas of its curricular program annually to assess students progress toward educational goals. The committee will consider review of technology, long range planning, and inclusive educational as a part of curriculum review.

GENERAL STATEMENT OF POLICY

A process for evaluating curriculum and instruction has been adopted which includes the following components:

1. District Goals - Adopted school district goals which will provide broad direction for district curriculum and instruction.
2. Curriculum Review Process - A sequential periodic curriculum review cycle will guide district curriculum development and evaluation.
3. Learner Outcomes and ~~Graduation Standards~~ Minnesota Academic Standards - Learner outcomes for each subject area in the curriculum will be consistent with ~~graduation~~ Minnesota Academic Standards.
4. Student and Program Evaluation - The district will monitor each student's progress toward meeting state and local ~~graduation achievement~~ requirements and will use the curriculum review process to identify the strengths and ~~weaknesses~~ needs of instruction and curriculum.
5. Instruction and Curriculum Advisory Committee - The school board shall establish ~~an~~ instruction and curriculum advisory committee which reflects the diversity of the district and its learning sites. The district advisory committee shall recommend to the school board district wide education standards, assessments and program evaluation.
6. Improvement Plans - District staff will prepare an annual update of the curricular improvement plan for each subject area. These plans will be presented to the Instruction and Curriculum Advisory Committee for review and recommendation as part of the multi-year curriculum cycle.
7. Annual Report on Curriculum, Instruction and Student Performance - An annual report which includes student performance goals for meeting ~~state and local graduation requirements~~ standards, assessment results, ~~and annual~~ district improvement plans, and progress on previous improvement plans will be approved by the school board by October 1; of each year, ~~and~~ disseminated to district residents and sent to the Department of ~~Children, Families and Learning Education~~ by October 15.
8. Instruction and Curriculum Advisory Committee Role and Responsibilities - The administration shall develop policies and procedures ~~related~~ to the roles and responsibilities of the Advisory Committee, district staff and others involved in the curriculum review process.

Legal Reference:
Minnesota Statute 120B.11 Subd. 3

Cross Reference:
Moorhead School Board Policy 230: Moorhead School District Committees
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 605: Assurance of Mastery
Moorhead School Board Policy 620: Curriculum Selection and Review, Alternative Instruction, and Instructional Resource Reevaluation

Moorhead Area Public Schools

my.moorhead.k12.mn.us

Printed: Wednesday, November 17, 2004 9:16:37 AM
Michelle Erickson

Policy Review Committee

District Code: 233

Section: 200 SCHOOL BOARD

Date Adopted: 1/11/1977

Date Revised: 11/25/2002

Dates Reviewed: 03/09/1993

02/10/1997

06/12/2000

11/25/2002

I. PURPOSE

The purpose of the Policy Review Committee is to systematically review the educational policies of the district and make recommendations to the School Board regarding possible changes in these policies.

II. GENERAL STATEMENTS OF POLICY

A. Membership

The Policy Review Committee will consist of five teacher representatives generally drawn from the ~~primary, intermediate, junior-high~~ elementary (K-5), middle school (6-8) and senior high school (9-12), and special education (K-12) levels, respectively and with one representative appointed by Education Moorhead Cabinet; two principals; supervisor; secretary; custodian; paraprofessional; food service employee; the Superintendent; and, two school board members, appointed by the Board Chair at the annual organizational meeting. Each Employee Association will be responsible for choosing the representative(s) and notifying the Superintendent's Office of its selection prior September 1 of each year.

Members will be appointed to a two-year term and take office in time for the September Policy Review meeting.

B. Meetings

Meetings will be held ~~monthly~~ at ~~Townsite Centre~~ the Probstfield Center for Education during the school year at times and dates determined by the committee.

Cross Reference:

Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation and Review

Employee Public and Private Personnel Data

District Code: 414

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 8/26/2002

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to provide guidance to school district employees and the public as to information the Moorhead Area ~~School District~~ Public Schools collects and maintains regarding its employees.

II. GENERAL STATEMENT OF POLICY

A. All data on individuals collected, created, received, maintained or disseminated by the Moorhead Area ~~School District~~ Public Schools, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.

B. All other data on individuals is private and confidential.

III. DEFINITIONS

A. "Public" means that the data is available to anyone who requests it.

B. "Private" means the data is available to the subject of the data and to school district staff who need it to conduct the business of the school district.

C. "Confidential" means the data is not available to the subject.

D. "Personnel data" means data on individuals collected because they are or were employees of the school district, or an individual was an applicant for employment, volunteers for the school district, or is a member of or applicant for an advisory board or committee.

E. "Finalist" means an individual who is selected to be interviewed for a position.

F. "Protected health information" means individually identifiable health information transmitted in electronic form by a school district acting as a health care provider. "Protected health information" excludes health information in education records covered by FERPA and employment records held by a school district in its role as employer.

IV. PUBLIC PERSONNEL DATA

A. The following information on employees, including volunteer and independent contractors, is public:

1. name;
2. employee identification number, which may not be the employee's social security number;
- ~~23.~~ actual gross salary;
- ~~34.~~ salary range;
- ~~45.~~ contract fees;

- 56. actual gross pension;
- 67. the value and nature of employer-paid fringe benefits;
- 78. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
- 89. job title;
- 910. bargaining unit;
- 1011. job description;
- 1112. education and training background;
- 1213. previous work experience;
- 1314. date of first and last employment;
- 1415. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
- 1516. the final disposition of any disciplinary action, as defined in Minn. Stat. 13.43, Subd. 2 (b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
- 1617. the terms of any agreement setting any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
- 1718. work location;
- 1819. work telephone number
- 1920. badge number;
- 2021. honors and awards received;
- 2122. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data;
- 2223. city and county of residence.

~~B. Personnel data may be disseminated to labor organizations to the extent the school district determines it is necessary for the labor organization to conduct its business or when authorized by the Commissioner of the Bureau of Mediation Services.~~

~~EB.~~ The following information on applicants for employment or advisory board/committee is public:

1. veteran status;
2. relevant test scores, if any;
3. rank on eligible list, if any;
4. job history;
5. education and training;
6. work availability.

~~EC.~~ Names of applicants are private data except when certified as eligible for appointment to a vacancy or when they become finalists for an employment position.

~~ED.~~ Names and home addresses of applicants for appointment to and members of an advisory board/committee are public.

~~FE.~~ Regardless of whether there has been a final disposition as defined in Minn. Stat. 13.43, Subd. 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minn. Stat. 13.43, Subd. 2(e), or if a public official resigns or is

terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.

V. PRIVATE PERSONNEL DATA

A. All other personnel data is private and will only be shared with school district staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.

B. Data pertaining to an employee's dependents are private data.

C. Data created, collected or maintained by the school district to administer employee assistance programs are private.

D. Personnel data may be disseminated to labor organizations to the extent the school district determines it is necessary for the labor organization to conduct its business or when ordered or authorized by the Commissioner of the Bureau of Mediation Services.

~~EE~~. The school district may, if the responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:

1. The person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
2. A pre-petition screening team conducting an investigation of the employee under Minn. Stat. 253B.07, Subd. 1; or
3. A court, law enforcement agency or prosecuting authority.

F. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime.

~~EG~~. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.

~~EH~~. The school district shall make any report to the Board of Teaching as required by Minn. Stat. 122A.20, Subd. 2, and shall, upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the school district's files, any termination or disciplinary proceeding and, settlement or compromise, or any investigative file in accordance with Minn. Stat. 122A.20, Subd. 2.

~~FI~~. Private personnel data shall be disclosed to the Department of Employment and Economic Security Development (DEED) for the purpose of administration of the reemployment insurance program under Minn. Stat. Ch. 268.

J. When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that data would:

1. threaten the personal safety of the complainant or a witness; or

2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

K. When a report of alleged maltreatment of a student in a school is made to the Commissioner of Education, data that are relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report.

L The identity of an employee making a suggestion as part of an organized self-evaluation effort by the school district to cut costs, make the school district more efficient, or to improve school district operations is private.

M. Health information on employees is private unless otherwise provided by law. To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.

VI. MULTIPLE CLASSIFICATIONS

If data on individuals is classified as both private and confidential by Minn. Stat. Chap. 13, or any other state or federal law, the data is private.

VII. CHANGE IN CLASSIFICATIONS

The classification of data in the possession of the school district shall change if it is required to do so to comply with other judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in possession of the disseminating or receiving agency.

VIII. RESPONSIBLE AUTHORITY

The school district has designated the Director of Human Resources, telephone number 218/284-3355, as the authority responsible for personnel data. If you have any questions, contact the Human Resources office.

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form for release of information is included as ~~an addendum to this policy~~ Administrative Procedure 414.1.

Legal References:

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

Minn. Statute 13.02 (Definitions)

Minn. Statute 13.37 (General Nonpublic Data)

Minn. Statute 13.39 (Civil Investigation Data)

Minn. Statute 13.43 (Personnel Data)

Minn. Statute 122A.20, Subd. 2 (Mandatory Reporting)

Minn. Statute Ch. 268 (Economic Security)

45 C.F.R. Parts 160 and 164 (HIPAA Regulations)

P.L. 104-191 (HIPAA)

Cross References:

Moorhead School Board Policy 303: Public Right to Know/Release of Information
Moorhead School Board Policy 421: Employee Drug and Alcohol Testing
Moorhead School Board Policy 423: Health Examination
Moorhead School Board Policy 426: Employee Assistance
Moorhead School Board Policy 504: Protection and Privacy of Pupil Records

Part-Time and Substitute Staff Salaries

District Code: 415

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 8/12/1981

Date Revised: 2/12/2001

Dates Reviewed: 8/14/1990

8/22/1994

5/22/1995

I. PURPOSE

The purpose of this policy is establishment of salaries for licensed substitute teachers, ~~long-term part-time and substitute classified employees substitutes, part-time~~ and community education employees.

II. GENERAL STATEMENT OF POLICY

A. Regular Substitute and Long-term Substitute Teacher Salaries - the basic rate of pay for licensed substitute teachers will be established by the School Board. The pay rate will be reviewed periodically to maintain a rate which will enable the school district to attract competent substitutes. Substitute teachers who are employed for less than ten (10) consecutive days in one position shall be paid at the Board-established daily rate. The salary for substitute teachers working ten (10) or more consecutive working days in the same assignment shall be paid at the Board-established long-term rate. Leaves of absence which are known to be thirty (30) consecutive working days or more in the same assignment will be treated as regular teaching vacancies and long-term substitutes for those positions shall be paid at the base rate ~~as~~ of a beginning BA teacher.

B. Regular teachers who substitute will be paid at the established hourly rate according to Article 167, Section 32 of the current teacher's contract.

C. Part-time Employee Salary Schedule - part-time and substitute classified employees and Community Education teachers will be paid at the rates established by the Board.

Cross References:

Moorhead School Board Policy 410: Employment of Faculty and Staff

Moorhead School Board Policy 412: Employment Licensed Status

Moorhead School Board Policy 413: Employee Background Checks

Moorhead Area Public Schools

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Printed: Thursday, November 18, 2004 8:31:48 AM
Michelle Erickson

School Attendance Governing Enrollment of Children/Adults with Disabilities**District Code:** 516**Section:** 500 STUDENTS**Date Adopted:** 1/11/1977**Date Revised:** 5/8/2000**Dates Reviewed:** 12/1/1990

1/8/1996

5/8/2000

I. PURPOSE

It shall be the policy of Moorhead Area Public Schools to provide special education instruction and services, either within the district or in another district, for all school-age individuals who are residents of the school district and who are identified with disabilities as set forth in Minnesota Statute 125A.02.

School age means from birth until September 1 after the learner with a disability becomes 22 years of age and shall not extend beyond secondary school or its equivalent.

Legal Reference:

Minnesota Statute 125A.02 (Definition and Children with a Disability)

Cross Reference:

Moorhead School Board Policy 602: Special Education Programs

Moorhead School Board Policy 603: Special Education Policy and Procedures

Moorhead Area Public Schools

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Printed: Wednesday, November 17, 2004 3:45:58 PM
Michelle Erickson**Title I Policy Governing Comparability****District Code:** 606**Section:** 100 SCHOOL DISTRICT**Date Adopted:** 6/13/1978**Date Revised:** 5/8/2000**Dates Reviewed:** 2/13/1990

1/6/1992

9/25/1995

5/8/2000

PURPOSE

The purpose of the policy is to provide the requirements to assure comparability for target and nontarget schools for Title I funding.

GENERAL STATEMENT OF POLICY

School districts which accept federal funds for Title I programs are required under law to have a policy on file which assures comparability in accordance with the following:

- 1) Education supplies
- 2) Material expenditures
- 3) Staffing for ~~project schools, non-project areas, and other project schools~~

Moorhead Area Public Schools shall assure that textbooks, materials, supplies, and staffing costs are provided for each target school ~~serving a project area~~ on a basis that is comparable to that for ~~non-project areas~~ nontarget schools and other ~~project~~ target schools.

Comparability as it relates to staff shall include equivalence among schools in teachers, administrators and auxiliary instructional personnel. The average number of children enrolled per instructional FTE (full-time equivalents) for each ~~project~~ target school shall not be more than 110 percent of the average number of children enrolled per instructional FTE in ~~other non-project~~ the nontarget areas schools and other ~~project~~ target schools.

Legal Reference:**PL107-110 (No Child Left Behind)****Cross Reference:****Moorhead School Board Policy 607: Title I Policy Governing Parental Involvement**

Moorhead Area Public Schools

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Printed: Wednesday, November 17, 2004 3:46:13 PM
Michelle Erickson**Family Involvement****District Code:** 901**Section:** 900 COMMUNITY RELATIONS**Date Adopted:** 6/26/1995**Date Revised:** 2/14/2000**Dates Reviewed:** 2/14/2000**I. PURPOSE**

~~ISD #152~~ Moorhead Area Public Schools believes that many benefits result from a strong partnership between home and school. Family involvement in a student's education is a factor in student achievement. Informed and involved families become supporters of the school. Family involvement is a critical link to student achievement, to achieving a high quality education and to a safe, disciplined learning environment.

II. GENERAL STATEMENT OF POLICY

Family involvement will be encouraged at all grade levels. There shall be opportunities for parents to become involved both at home and at school. A special effort will be made to reach out to parents whose language, culture, or family conditions make it difficult for them to participate in their child's education. Changing family structures and strengths and needs will be recognized and programs planned accordingly.

The District will keep families informed ~~through various channels of communication~~ of their child's progress in school and activities. There will be opportunities for parents to become involved and provide input in building and district decisions. The staff will encourage open communication between the family and the schools.

Cross References:Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public SchoolsMoorhead School Board Policy 104: Mission StatementMoorhead School Board Policy 231: Instruction and Curriculum Advisory CommitteeMoorhead School Board Policy 501: Equal Educational OpportunityMoorhead School Board Policy 607: Title I Policy Governing Parental InvolvementMoorhead School Board Policy 902: Community Involvement

Community Involvement

District Code: 902

Section: 900 COMMUNITY RELATIONS

Date Adopted: 9/28/1982

Date Revised: 4/23/2001

Dates Reviewed: 3/11/1992

2/10/1997

4/23/2001

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important role of community involvement in the school district.

II. GENERAL STATEMENT OF POLICY

The School Board recognizes that our constituents in the Moorhead area community have talent, training and experience which could be beneficial to our students, staff and the instructional programs. Therefore, the Board encourages the active involvement of parents and other citizens as individuals and as groups in the lives of our young people and in the life of our schools.

This involvement may take many alternatives and creative approaches toward the end of encouraging student growth and organizational success.

Cross References:

Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee

Moorhead School Board Policy 901: Family Involvement

Moorhead School Board Policy 903: School District-Community Relations

Moorhead Area Public Schools

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Printed: Wednesday, November 17, 2004 12:41:24 PM
Michelle Erickson**School District - Community Relations****District Code:** 903**Section:** 900 COMMUNITY RELATIONS**Date Adopted:** 9/14/1993**Date Revised:** 4/23/2001**Dates Reviewed:** 9/14/1993

5/11/1998

4/23/2001

07/05/01

I. PURPOSE

The School Board of Moorhead Area Public Schools is committed to establishing and supporting planned and systematic two-way communications between the Moorhead School District and its internal and external publics. Such communications will further student achievement by building confidence, morale, goodwill, cooperation and support between and among staff, school board, students, and community.

II. GENERAL STATEMENT OF POLICY

A. The Board affirms the following objectives for the communications program:

1. To build goodwill for ~~ISD #152~~ Moorhead Area Public Schools.
2. To explain district policies, activities and programs to staff and community.
3. To cooperate in every reasonable way with the ~~news~~ media.
4. To communicate student and staff achievement to the stakeholders.
5. To build understanding, morale and support among staff.
6. To train and support all staff in carrying out positive, effective public relations as an integral part of their activities.
7. To identify trends and concerns of the community that may impact the district.

The Superintendent of Schools will present to the School Board an annual communications plan ~~as part of the Long Range Plan~~. The communications plan and activities will be evaluated annually.

Cross Reference:Moorhead School Board Policy 902: Community Involvement