



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

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INDEPENDENT SCHOOL DISTRICT #152
Special School Board Meeting
Board Room 224 - Probstfield Center for Education
2410 14th Street South
Moorhead, Minnesota

December 6, 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 _____

2. **TRUTH IN TAXATION PROPERTY TAX HEARING:** Weston
Pages 3-21

3. **OPEN PUBLIC HEARING:** Thompson

4. **CLOSE PUBLIC HEARING:** Thompson

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

6. **ADJOURNMENT**

S-119-805
6 Dec. 2004

SCHOOL BOARD AGENDA - December 6, 2004**PAGE 2****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Continuing Educ Com	December 7	6:45 am	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
Robert Asp PTAC	December 20	7 pm	Library
Policy Review Committee	December 20	7 pm	Probst Cntr for Educ
Winter Break Begins	December 23		
K-12 Classes Resume	January 3		
School Board	January 10	7 pm	Probst Cntr Bd Rm
Intergovernmental Retreat	January 21-22	TBD	Detroit Lakes
School Board	January 24	7 pm	Probst Cntr Bd Rm



To: Dr. Larry P. Nybladh

From: Mark Weston *MW*

Date: December 1, 2004

RE: Truth in Taxation Hearing

According to Minnesota Statute, the Moorhead School District is required to hold a Truth in Taxation hearing prior to certifying the 2004 Payable 2005 Levy. At this hearing the school district is required to review the 2004 Payable 2005 Levy and review the current year's budget. This year the school district will hold its Truth in Taxation hearing on December 6, 2004 at 7:00 p.m. A continuation hearing is scheduled for December 13 at 5:00 p.m. if necessary. The levy will be certified at the regularly scheduled School Board meeting on December 13.

At this time I would like to bring to your attention a few variances in the 2004 Payable 2005 Levy as compared to the prior year's levy. The total general levy is \$157,768.43 less than the prior levy. This decrease is due primarily to a reduction in Health and Safety Levy. The increase of \$59,021.43 in Community Service is a result of a reduction that was made in 2003 Payable 2004 due to an excess fund balance. The increase of \$405,173.38 in General Debt Service is a result of the formula used to determine Debt Service Equalization aid. As the school district's tax base increases the amount of revenue at the local level increases.

Attached with this memo you will find a graph detailing the ten-year levy history for the Moorhead Area Public Schools. This graph demonstrates the impact of the tax relief legislation that was passed by the 2000 state legislature. Also, attached with this memo is a breakdown of the 2004 Payable 2005 Levy. You will also find budget revenue and expenditure information and projected fund balances for the end of the current fiscal year. I look forward to presenting this information on December 6 at 7:00 p.m. to the School Board and public.

MHW:mde
Attachments

**MOORHEAD AREA PUBLIC SCHOOLS
TRUTH IN TAXATION
PROPERTY TAX HEARING**

DECEMBER 6, 2004

TAX LEVY CALENDAR

September 2004	Levy Limitation Certification received from the State.
September 27, 2004	Certify Proposed levy. (1)
November, 2004	County mails levy notices to property owners.
December 6, 2004	Public hearing on levy.
December 13, 2004	Continuation of Public Hearing 5:00 p.m. (if necessary).
December 13, 2004	Certify final tax levy. (2)

- (1) Except for new voter approved tax levies, the final levy cannot exceed the proposed levy certified in September.**
- (2) The certification of the levy is the culmination of a four month process which began in September. This is the last chance to change levy limits prior to sending notice to the County Auditor.**

GENERAL FUND (01) TRANSPORTATION FUND (03) CAPITAL OUTLAY (05)

LINE #		2001-2002 ACTUAL	2002-03 ACTUAL	2003-04 ACTUAL	1.02		
					2004-05 REVISED	2005-06 PROJECTED	2006-2007 PROJECTED
	Formula Allowance per Pupil Unit	4,068	4,601	4,601	4,601	4,601	4,693
	Enrollment (Nov. 2004 Projections)	5,557	5,425	5,307	5,276	5,213	5,178
REVENUES:							
General Fund							
1	Property Taxes	1,273,182	(37,731)	45,174	485,395	378,315	385,881
2	Interest	266,039	98,239	59,502	59,000	60,000	61,200
3	Tuition & fees	567,702	444,725	572,617	584,392	596,020	607,940
4	Other local sources	681,459	605,808	702,846	714,981	729,281	743,867
5	General ed aid	26,415,970	30,325,413	31,515,057	30,495,591	30,157,244	29,678,731
6	Tax credits/Border city aid	3,614,220	327,033	127,514	213,238	217,503	221,853
7	Non public transportation aid	115,050	138,344	114,532	90,105	91,907	93,745
8	Special ed aid, excess aid, pr yr adj	5,802,423	5,559,034	7,463,953	6,354,900	6,392,819	6,520,675
9	State srcls state adj sec vo/endowment trsf to gen ed	216,977	224,420	(4,515)	39,005	39,785	40,581
10	Federal aids	2,252,524	2,106,127	2,636,543	2,647,751	2,183,702	2,227,376
11	Total General Fund	41,205,546	39,791,412	43,233,223	41,684,358	40,846,576	40,581,850
Operating Capital							
12	Operating Capital aid	1,346,760	1,330,640	1,291,398	1,278,554	1,266,735	1,256,256
13	Telecommunication Access	24,119	0	0	0	0	0
14	Excess Referendum levy	1,865,870	1,800,000	0	0	0	0
15	Lease Levy	347,424	367,293	56,475	317,558	257,144	262,287
16	Interest Income	41,287	4,272	0	0	0	0
17	Head Start Rent Pd in Advance/rental 04-05			100,000	24,405	25,381	26,396
18	Sale of Property	0	0	1,984,368	200,000	0	0
19	Total Operating Capital	3,625,460	3,502,205	3,432,241	1,820,517	1,549,260	1,544,939
20	Health & safety levy	111,491	882,013	74,388	99,985	38,341	39,108
21	Health & safety aid	704,799	71,408	193,319	174,498	177,987	181,547
22	Total Health & Safety	816,290	953,421	267,707	274,483	216,328	220,655
23	Total Revenues	45,647,296	44,247,038	46,933,171	43,779,358	42,612,164	42,347,444
24	% CHANGE	5.08%	-3.07%	6.07%	-6.72%	-2.67%	-0.62%
25	\$ CHANGE	1,794,940	(1,400,258)	2,686,133	(3,153,813)	(1,167,194)	(264,721)
EXPENDITURES:							
26	Admin salaries	2,291,212	2,479,338	2,709,569	2,580,879	2,684,114	2,764,638
27	Admin fringe benefits	353,911	382,818	399,536	381,320	436,850	449,956
28	Admin supplies	10,672	19,226	13,466	13,870	14,290	14,719
29	Admin other	144,024	105,752	148,873	153,340	157,940	162,678
	3,271,444						
30	Instruct salaries (reg & voc)	12,420,396	13,385,608	13,775,693	13,920,445	14,477,263	14,911,581
31	Instruct fringe benefits	3,731,115	4,245,986	4,043,293	4,391,894	4,845,270	4,990,628
32	Instruct supplies	473,318	432,994	479,675	463,104	476,997	491,307
33	Instruct other	778,743	996,464	915,634	862,256	888,130	914,774
	19,214,295						
34	Spec ed salaries	6,794,546	7,598,994	7,691,158	8,265,990	8,596,630	8,854,529
35	Spec ed fringe benefits	1,537,209	1,701,835	1,692,894	1,769,074	1,942,030	2,000,291
36	Spec ed supplies	83,422	73,930	53,822	88,500	91,160	93,895
37	Spec ed others	1,141,457	987,243	985,362	1,103,060	1,136,150	1,170,235
	10,423,236						
38	Instruct support salaries	1,488,614	1,427,022	1,379,071	1,499,837	1,559,830	1,606,625
39	Instruct support fringe benefits	245,097	257,210	241,731	272,677	293,510	302,315
40	Instruct support supplies	107,089	101,709	91,143	93,880	96,700	99,601
41	Instruct support	1,919,604	405,055	207,659	213,890	220,310	226,919
	3,271,444						
42	Pupil support salaries	769,017	776,428	792,827	805,609	837,833	862,968
43	Pupil support fringe benefits	167,666	179,560	176,543	181,722	204,900	211,047
44	Pupil support supplies	27,958	9,838	4,596	4,730	4,870	5,016
45	Pupil support o	984,155	117,096	10,189	10,490	10,800	11,124
	2,369,172						
46	Bldgs & grounds salaries	882,254	975,300	1,012,891	1,121,280	1,140,130	1,174,334
47	Bldgs & grounds fringe benefits	147,855	165,763	172,165	179,912	189,160	194,835
48	Bldgs & grounds energy exp	627,034	653,075	799,382	999,230	1,029,210	1,060,086
49	Bldgs & grounds supplies	166,604	180,952	209,357	344,220	277,300	285,619
50	Bldgs & ground	2,369,172	192,877	175,511	246,220	253,610	261,218
	2,369,172						
51	Transportation salaries	375,539	397,547	359,065	435,161	452,567	466,144
52	Transportation benefits	54,507	70,367	65,188	68,122	80,106	82,509

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LINE #		2001-2002 ACTUAL	2002-03 ACTUAL	2003-04 ACTUAL	2004-05 REVISED	2005-06 PROJECTED	2006-2007 PROJECTED
53	Transportation contracted services	1,675,166	1,698,961	1,836,775	1,771,251	1,824,388	1,879,120
54	Transportation purchased services	26,501	66,681	50,182	80,870	83,296	85,795
55	Transportation supplies	168,484	195,451	214,215	213,844	220,259	226,867
56	Transportation equipment	17,094	0	125,737	0	70,000	72,100
57	Transportation	2,675,537	35,221	24,265	26,532	27,328	28,148
58	Early retirement pay	300,825	0	0	0	0	0
59	Fringe benefits	453,921	0	0	0	0	0
60	Other fixed costs/property casualty 15% inc in 04/05	231,024	212,226	199,171	285,000	293,550	302,357
61	Total General Expenditures	38,442,523	40,245,795	41,056,613	42,848,209	44,916,482	46,263,976
62	Op cap special assessments	15,208	9,346	10,332	9,819	17,116	17,629
63	Op cap Leases	337,668	367,466	400,282	323,858	333,574	343,581
64	Op cap Telephone/telecomm	124,486	65,531	72,964	75,259	77,517	79,843
65	Op cap Bldg Discretionary	55,701	47,432	26,979	40,000	41,200	42,436
66	Op cap Athletics	8,780	9,119	10,591	9,548	9,835	10,130
67	Op cap Textbooks	170,236	122,557	406,243	200,000	103,000	106,090
68	Op cap Music	12,623	9,020	14,388	12,731	13,113	13,506
69	Op cap Media	61,666	56,012	63,151	37,384	38,505	39,660
70	Op cap Maint Eq	6,381	20,572	0	0	0	0
71	Op cap Vehcles	15,634	68,448	0	0	0	0
72	Op cap Eq Contingency/copies	122,287	20,107	12,587	34,840	35,885	36,962
73	Op cap Technology Staffing	81,489	87,448	91,256	95,804	100,594	103,612
74	Op cap Technology Plan	643,460	701,976	336,055	221,013	475,094	489,347
75	Op cap Bldg Const/Maint Plan	443,669	458,116	387,188	581,087	232,182	239,147
76	Op cap Stadium/Boiler	154,170	0	0	0	0	0
77	Op cap Pool Construction			157,513	630,000		
78	Total Operating Cap Expenditures	2,253,458	2,043,150	1,989,531	2,271,343	1,477,615	1,521,943
79	Health & Safety Physical Hazard	9,625	68,764	181,896	213,000	30,000	30,900
80	Health & Safety Hazardous Subst	2,366	16,812	2,909	15,000	15,000	15,450
81	Health & Safety Enviromental Mgmt	102,992	10,587	21,294	50,000	50,000	51,500
82	Health & Safety Asbestos	76,343	394,909	439,303	91,600	91,600	94,348
83	Health & Safety Fire Safety	52,160	35,126	9,894	30,000	30,000	30,900
84	Health & Safety Indoor Air Quality	240,515	32,352	7,032	30,000	30,000	30,900
85	Total Health & Safety Expenditures	484,001	558,550	662,328	429,600	246,600	253,998
86	TOTAL EXPENDITURES	41,179,982	42,847,495	43,708,472	45,549,152	46,640,697	48,039,918
87	% Change	-1%	4%	2%	4.2%	2%	3%
88	\$ Change	(391,796)	1,667,513	860,977	1,840,680	1,091,545	1,399,221
89	REV OVER EXP (EXP OVER REV)						
90	General Fund	2,763,023	(454,383)	2,176,610	(1,163,851)	(4,069,906)	(5,682,127)
91	Operating Capital	1,372,002	1,459,055	1,442,710	(450,826)	71,645	22,996
92	Health & Safety	332,289	394,871	(394,621)	(155,117)	(30,272)	(33,343)
93	Total Rev Over Exp (Exp over Rev)	4,467,314	1,399,543	3,224,699	(1,769,794)	(4,028,533)	(5,692,474)
94	BEGINNING FUND BALANCE						
95	General Fund	6,246,807	7,275,518	6,807,672	8,984,282	7,820,430	3,750,525
96	Operating Capital	(1,593,927)	1,811,301	3,558,368	5,001,078	4,550,252	4,621,897
97	Health & Safety	(569,930)	88,651	483,522	88,901	(66,216)	(96,488)
98	Total Beginning Fund Balance	4,082,950	9,175,470	10,849,562	14,074,261	12,304,466	8,275,934
99	Transfer From General Fund	1,800,000	0	0	0	0	0
100	Transfer to Operating Capital	(1,800,000)	0	0	0	0	0
101	Transfer From Fund 22	0	274,549	0	0	0	0
102	ENDING FUND BALANCE						
103	General Fund	\$7,275,518	\$6,807,672	\$8,984,282	\$7,820,430	\$3,750,525	(\$1,931,602)
104	Operating Capital	\$1,811,301	\$3,558,368	\$5,001,078	\$4,550,252	\$4,621,897	\$4,644,893
105	Health & Safety	\$88,651	\$483,522	\$88,901	(\$66,216)	(\$96,488)	(\$129,831)
106	Total Ending Fund Balance	\$9,175,470	\$10,849,562	\$14,074,261	\$12,304,466	\$8,275,934	\$2,583,460

INDEPENDENT SCHOOL DISTRICT #152
FOOD SERVICE FUND (02)

Line #	2001-02 ACTUAL	2002-03 ACTUAL	2003-04 ACTUAL	2004-05 REVISED	2005-06 PROJECTED	2006-07 PROJECTED
REVENUES:				1.02	1.02	1.02
Other local and county sources:						
1 Interest	\$3,000	4,225	4,455	4,540	4,630	4,720
2 Miscellaneous local revenues	30,431	40,229	10,166	18,000	18,360	18,730
3 Subtotal other sources	33,431	44,454	14,621	22,540	22,990	23,450
State sources:						
4 Lunch/Breakfast program aid	127,720	61,389	114,795	99,029	101,010	103,030
Federal sources:						
5 Lunch program aid	517,442	577,757	614,876	580,780	592,400	604,250
6 Food distribution program	108,594	126,631	78,365	85,000	86,700	88,430
7 Subtotal federal sources	626,036	704,388	693,241	665,780	679,100	692,680
8 Sale of food	678,295	709,567	714,411	708,647	722,820	737,280
10 TOTAL REVENUES	1,465,482	1,519,798	1,537,068	1,495,996	1,525,920	1,556,440
11 % CHANGE	7.34%	3.71%	1.14%	-2.67%	2.00%	2.00%
12 \$ CHANGE	100,222	54,316	17,270	(41,072)	29,924	30,520
EXPENDITURES:				1.030	1.030	1.03
Pupil support services:						
12 Salaries and wages	386,390	397,481	427,658	425,203	468,898	482,965
13 Employee benefits	56,977	61,495	62,247	63,492	68,466	70,520
14 Purchased services	92,242	85,581	96,002	103,396	106,500	109,700
15 Food costs-USDA commodities	108,594	126,632	78,365	85,000	87,550	90,180
16 Food costs, milk and supplies	739,073	710,924	817,462	854,000	879,620	906,010
17 Equipment/Construction	6,619	44,791	20,248	20,000	10,001	10,300
18 Other expenditures	23,847	16,366	26,354	22,000	22,660	23,340
19 TOTAL EXPENDITURES	1,413,742	1,443,270	1,528,336	1,573,091	1,643,695	1,693,015
20 % CHANGE	6.16%	2.09%	5.89%	2.93%	4.49%	3.00%
21 \$ CHANGE	81,974	29,528	85,066	44,755	70,604	49,320
22 REV OVER EXP (EXP OVER REV)	51,740	76,528	8,732	(77,095)	(117,775)	(136,575)
23 BEGINNING FUND BALANCE	308,543	360,283	436,811	445,543	368,448	250,673
24 ENDING FUND BALANCE	\$360,283	\$436,811	\$445,543	\$368,448	\$250,673	\$114,098
25 Fund Balance as a % of Expenditures	25.48%	30.27%	29.15%	23.42%	15.25%	6.74%

**INDEPENDENT SCHOOL DISTRICT #152
COMMUNITY EDUCATION (04)**

LINE #	2001-02 ACTUAL	2002-03 ACTUAL	2003-04 ACTUAL	2004-05 REVISED	2005-06 PROJECTED	2006-07 PROJECTED
REVENUES:						1.02
1 Gen Com Ed	\$305,239	\$173,404	\$369,563	\$251,434	\$251,434	256,463
2 Fees	156,316	164,196	168,876	192,500	192,500	196,350
3 All Day Kindergarten	0	0	0	0	0	0
4 Choices	23,257	26,000	15,626	27,550	27,500	28,050
5 ABE	480,918	398,155	468,996	342,000	342,000	348,840
6 Interest	6,704	4,950	2,778	2,000	2,000	2,040
7 ECFE	430,459	365,060	448,871	199,044	199,044	203,025
8 Kindergarten Readiness	112,227	59,315	77,033	57,000	58,710	59,884
9 Lincoln	23,750	21,000	21,500	0	0	0
10 Other	129,402	86,615	90,070	167,721	25,000	25,500
11 TOTAL REVENUES	1,668,272	1,298,695	1,663,313	1,239,249	1,098,188	1,120,152
12 % CHANGE	10.81%	-22.15%	28.08%	-25.50%	-11.38%	2.00%
13 \$ CHANGE	162,716	(369,577)	364,618	(424,064)	(141,061)	21,964
EXPENDITURES:						1.03
14 General Com Ed	398,804	479,115	439,038	450,000	450,000	463,500
15 Choices	23,257	26,968	27,098	27,500	27,500	28,325
16 All Day Kindergarten	0	0	0	0	0	0
17 ABE	492,728	447,749	450,084	342,000	342,000	352,260
18 ECFE	411,936	386,578	408,153	199,044	199,044	205,015
19 Kindergarten Readiness	63,886	69,296	58,254	57,000	58,710	60,471
20 Lincoln	20,283	20,432	18,850	0	0	0
21 Other	151,199	122,721	131,749	167,721	25,000	25,750
22 TOTAL EXPENDITURES	1,562,093	1,552,859	1,533,226	1,243,265	1,102,254	1,135,322
23 % CHANGE	8.41%	-0.59%	-1.26%	-18.91%	-11.34%	3.00%
24 \$ CHANGE	121,157	(9,234)	(19,633)	(289,961)	(141,011)	33,068
25 REV OVER EXP (EXP OVER I	106,179	(254,164)	130,087	(4,016)	(4,066)	(15,170)
26 BEGINNING FUND BALANCE	378,705	484,884	230,720	360,807	356,791	352,725
27 ENDING FUND BALANCE	\$484,884	\$230,720	\$360,807	\$356,791	\$352,725	\$337,555
28 As a % of Expenditures	31.04%	14.86%	23.53%	28.70%	32.00%	29.73%
	=====	=====	=====	=====	=====	=====

12/1/2004

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BUILDING CONSTRUCTION FUND (06)					
REVENUES	2001-02 ACTUAL	2002-03 ACTUAL	2003-04 ACTUAL	2004-05 PROJECTED	
1. Interest	196,011	2,171,694	1,351,177	179,867	3,898,748
2. Sale of Bonds	64,500,000	0	0	0	
3. Head Start Grant for construction		50,000	0	0	
4. MS Retention Pond Credit		0	104,497		
5. Lockers		3,070			
6. 14th St Assessments		46,600			
7. HS Sports Center Ring Road			263,548		
8. Reimb for Special Assesst. On land by Reinertsen			310,189		
9. Reimb for Special Assesst. On land by Horizon			56,494		
	64,696,011	2,271,364	2,085,905	179,867	
Total Revenues	64,696,011	2,271,364	2,085,905	179,867	69,233,146

EXPENDITURES	2001-02 ACTUAL	2002-03 REVISED	2003-04 PROPOSED	2004-05 PROJECT	SUMMARY
District Wide Cost					
Construction Costs			0		0
Consult/Fees for Service					0
Legal Services					0
Permits/ City of Moorhead			0		0
Technology/Video Switcher			0		0
Moving Salaries and Exp			0		0
	0	0	0	0	0

Probstfield Education Center					
Architecture/Engineer Fee/Professional Fee	19,178	24,977	48,603	10,709	103,467
Construction Cost	0	0	361,412	2,283,689	2,645,101
Districts Cost/General Conditions	1,875	9,003	251	30,931	42,060
FF&E plus carry over	0	0	599	255,545	256,144
Technology/Security	0	3,000	112,623	0	115,623
Signage	0	0	0	15,000	15,000
Contingency	0	0	0	142,819	142,819
	21,053	36,980	523,488	2,738,693	3,320,214

Asp Elem / Hopkins Elem					
Architecture/Engineer Fee/Professional Fee	67,142	401,082	74,890	-30,046	513,068
Construction Cost	0	763,442	4,907,727	2,800,112	8,471,281
Districts Cost/General Conditions	17,106	51,888	182,868	-160,467	91,395
FF&E plus carry over	0	0	113,943	74,416	188,359
Technology/Security	0	6,000	186,688	76,496	269,184
Signage	0	0	0	30,000	30,000
Contingency	0	0	0	637,587	637,587
	84,248	1,222,413	5,466,116	3,428,098	10,200,875

Reinertsen					
Architecture/Engineer Fee/Professional Fee	16,847	424,609	97,777	1,741	540,974
Construction Cost	0	1,134,724	7,848,721	977,787	9,961,232
Districts Cost/General Conditions	141,357	86,774	250,438	-473,858	4,711
Special Assessments	0	0	788,437	185,000	973,437
FF&E plus carry over	0	0	89,817	9,810	99,627
Technology/Security	0	3,000	107,477	-8,975	101,502
Signage	0	0	0	15,000	15,000
Contingency	0	0	0	260,000	260,000
	158,204	1,649,106	9,182,667	966,505	11,956,482

Horizon Middle School					
Architecture/Engineer Fee/Professional Fee	135,624	917,485	212,825	18,948	1,284,882
Construction Cost	0	2,944,592	16,974,458	4,241,766	24,160,816
Districts Cost/General Conditions	165,071	210,630	746,269	-839,036	282,934
Special Assessments	0	0	679,799	461,764	1,141,563
FF&E plus carry over	0	0	178,006	138,008	316,014
Technology/Security	0	3,000	253,503	45,815	302,318
Signage	0	0	0	40,000	40,000
Contingency	0	0	0	786,781	786,781
	300,695	4,075,707	19,044,860	4,894,046	28,315,308

Senior High					
Architecture/Engineer Fee/Professional Fee	70,790	536,431	146,783	48,108	802,112
Construction Costs	91,101	1,241,966	9,115,185	1,922,186	12,370,438
Districts Cost/General Conditions	23,889	95,432	132,325	-281,011	-29,365
FF&E plus carry over	0	0	338,697	37,979	376,676
Technology/Security	0	27,273	399,997	23,257	450,527
Signage	0	0	0	30,000	30,000
Contingency	0	0	0	625,732	625,732
	185,780	1,901,103	10,132,987	2,406,251	14,626,121

Total Expenditures	749,980	8,885,308	44,350,118	14,433,593	68,418,999
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Revenues over (under) Expenses	63,946,031	(6,613,944)	(42,264,213)	(14,253,726)	
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Beginning Fund Balance	0	63,946,031	57,332,086	15,067,873	
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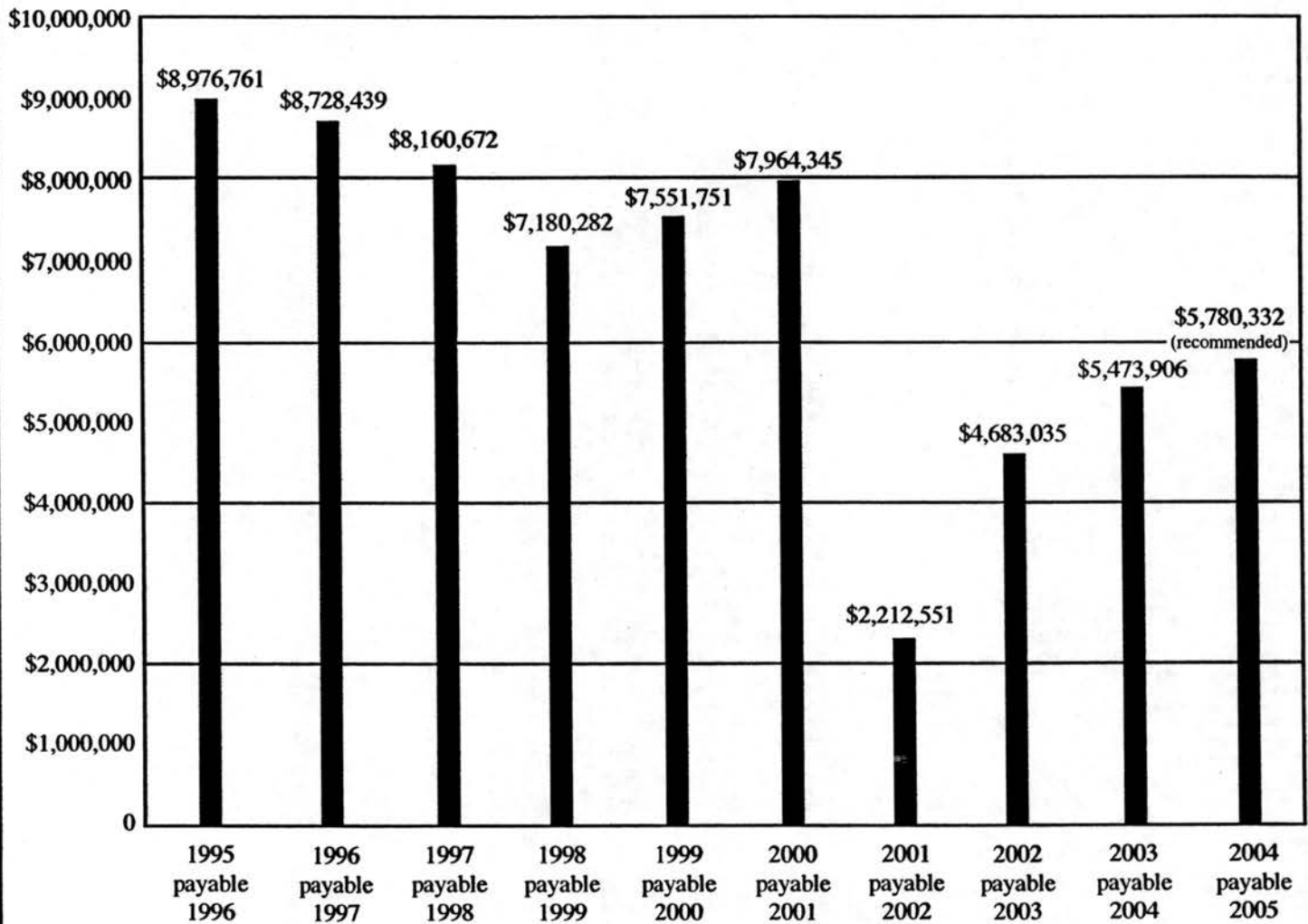
Ending Fund Balance	63,946,031	57,332,086	15,067,873	814,147	
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Budget		
Architecture/Engineer Fee/Professional Fee	3,244,503	
Construction Cost	57,608,868	
Districts Cost/General Conditions	391,735	
Special Assessments	2,115,000	
FF&E plus carry over	1,236,820	
Technology/Security	1,239,154	
Signage	130,000	
Contingency	2,452,919	
	68,418,999	

Moorhead Area Public Schools

Ten Year Levy History

The graph below shows the 2004 payable 2005 levy in comparison to the levy the school district has had in the past 10 years.

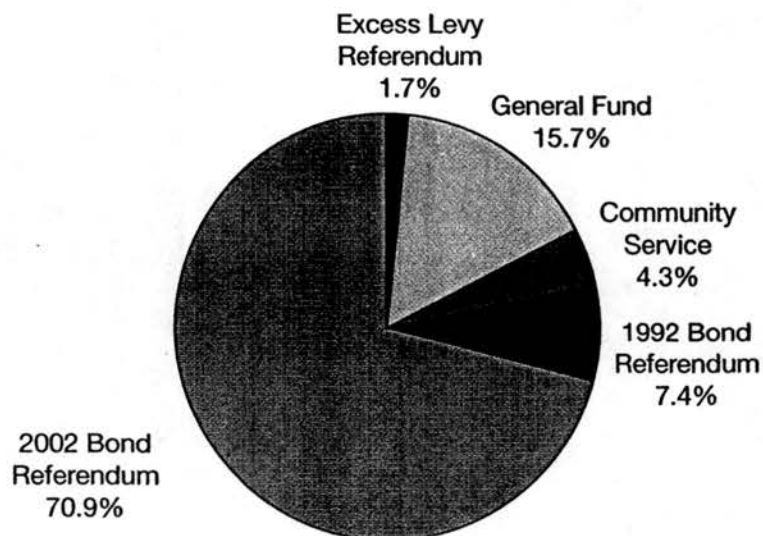


2004 Payable 2005 Levy Limitation

As detailed in the narrative and demonstrated in the pie chart, voter approved bond referendums will comprise 80 percent of the 2004 payable 2005 levy.

\$101,182.96	Voter approved excess levy referendum from 1998
\$910,524.82	General - Other
\$248,004.28	Community Education programs
\$4,520,620.00	Voter approved bond referendums <ul style="list-style-type: none">• 1992 bond referendum payment (\$571,432)• 2002 bond referendum payment (\$5,482,625)
<hr/>	
\$5,780,332.06	Total

2004 Payable 2005 Levy



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LVYLIM01520105 MINNESOTA DEPARTMENT OF EDUCATION
DISTRICT NO. 0152 TYPE 01 LEVY LIMITATION AND CERTIFICATION
DISTRICT NAME MOORHEAD 2004 PAYABLE 2005
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DATE OF RUN: 11/10/04

I. COMPUTATION OF 2004 PAYABLE 2005 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TACONITE ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN (RMV VOTER AP)	102,992.28	1,809.32-	N/A			101,182.96
GEN (RMV OTHER)	257,521.25	2,784.73-	N/A			254,736.52
GEN (NTC VOTER AP)			N/A			
GEN (NTC OTHER)	785,705.99	130,226.28-	308.59			655,788.30
TOTAL GENERAL	1,146,219.52	134,820.33-	308.59			1,011,707.78
COMMUNITY SERVICE	256,413.07	8,437.43-	28.64			248,004.28
DEBT SERV (VOTER AP)	4,519,615.97		1,004.03			4,520,620.00
DEBT SERV (OTHER)						
TOTAL GEN DEBT SERV	4,519,615.97		1,004.03			4,520,620.00
TOTAL	5,922,248.56	143,257.76-	1,341.26			5,780,332.06

II. COMPARISON OF 2003 PAYABLE 2004 LEVY LIMITATION WITH 2004 PAYABLE 2005 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS): *1

FUND	03 PAY 04 LIMITATION	04 PAY 05 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
TOTAL GENERAL	1,169,476.21	1,011,707.78	157,768.43-	13.49-%
COMMUNITY SERVICE	188,982.85	248,004.28	59,021.43	31.23
GENERAL DEBT SERVICE *2	4,115,446.62	4,520,620.00	405,173.38	9.85
TOTAL	5,473,905.68	5,780,332.06	306,426.38	5.60 %

III. COMPARISON OF 2003 PAYABLE 2004 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH
2004 PAYABLE 2005 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS: *1

FUND	PAY 04 CERT LEVY + ADJUSTMENTS	PAY 05 CERT LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
TOTAL GENERAL	1,169,476.21			%
COMMUNITY SERVICE	188,982.85			
GENERAL DEBT SERVICE *2	4,115,446.62			
TOTAL AFTER ADJUSTMENTS	5,473,905.68			%

TABLES II AND III FOOTNOTES:

*1 AMOUNTS SHOWN ARE BEFORE REDUCTIONS FOR MARKET VALUE CREDITS.

*2 AMOUNTS SHOWN REFLECT REDUCTIONS FOR DEBT SERVICE EXCESS AND DEBT SERVICE AID.

LEVY CATEGORY	MAXIMUM LEVY BEFORE OFFSETS	OFFSET ADJUSTMENTS *	TACONITE ADJUSTMENTS	MAXIMUM LEVY LIMITATION	** FINAL ** CERTIFIED LEVY
(1) GENERAL--RMV VOTER APPROVED	101,182.96			101,182.96	
(2) GENERAL--RMV OTHER	254,736.52			254,736.52	
(3) GENERAL--NTC VOTER APPROVED					
(4) GENERAL--NTC OTHER	655,788.30			655,788.30	
(5) COMMUNITY SERVICE--OTHER	248,004.28			248,004.28	
(6) GEN DEBT SERV--VOTER APPROVED	4,520,620.00			4,520,620.00	
(7) GEN DEBT SERV--OTHER					
(8) TOTAL LEVY	5,780,332.06			5,780,332.06	
(9) GENERAL ADJUST OFFSET CARRIED FORWARD					
(10) DEBT SERVICE OFFSET CARRIED FORWARD					

TRUTH IN TAXATION LEVY CATEGORIES:

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

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

SCHOOL DISTRICTS CERTIFYING THE MAXIMUM LEVY LIMITATION FOR THE FINAL LEVY MUST CERTIFY THE DOLLAR LIMITATION SHOWN. SCHOOL DISTRICTS MUST ADOPT THEIR FINAL LEVY ON OR BEFORE DECEMBER 27, 2004.

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

THE SCHOOL DISTRICT MUST SUBMIT THE COMPLETED ORIGINAL OF THIS FORM TO THE HOME COUNTY AUDITOR BY DECEMBER 28, 2004. A DUPLICATE COPY MUST BE SUBMITTED TO MINNESOTA DEPT OF EDUCATION, PROGRAM FINANCE DIVISION, 1500 HIGHWAY 36 WEST, ROSEVILLE, MN 55113, BY JANUARY 17, 2004.

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

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

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

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

SIGNATURE OF
SCHOOL BOARD CLERK _____

DATE OF CERTIFICATION _____

LVYLIM01520105 MINNESOTA DEPARTMENT OF EDUCATION
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(COMPLETED ONLY BY DISTRICTS THAT CERTIFY LESS THAN THE MAXIMUM GENERAL - REF MARKET VALUE VOTER APPROVED
 OR GENERAL - REF MARKET VALUE OTHER LEVY LIMITATION)

GENERAL VOTER APPROVED REFERENDUM MARKET VALUE:

LIMITATION COMPONENTS	LIMITATION	**** FINAL **** /CERTIFIED LEVY *2 /
(212) FY 06 1ST TIER RMV REF	102,992.28	
	*1	
(213) FY 06 2ND TIER RMV REF		
	*1	
(214) FY 06 UNEQUALIZED RMV REF		
(1016) FY 05 1ST TIER REF ADJUST	96.46	96.46
	*1	
(1020) FY 05 2ND TIER REF ADJUST		
	*1	
(1024) FY 05 UNEQUAL REF ADJUST		
(1031) FY 03 1ST TIER REF ADJUST	1,712.86	1,712.86
(1038) FY 03 2ND TIER REF ADJUST		
(1045) FY 03 UNEQUAL REF ADJUST		
(1131) OTHER RMV REFERENDUM ADJUSTMENT (MEMO)		
(3022) RMV REF NET OFFSET ADJ		
(4029) REFERENDUM TACONITE ADJ		
TOTAL GENERAL - RMV VOTER APPROVED	101,182.96	
	*2	

GENERAL OTHER REFERENDUM MARKET VALUE:

LIMITATION COMPONENTS	LIMITATION	**** FINAL **** /CERTIFIED LEVY *2 /
(182) EQUITY	257,521.25	
	*1	
(184) TRANSITION		
	*1	
(1008) FY05 EQUITY ADJUST	2,784.73	2,784.73
	*1	
(1012) FY05 TRANSITION ADJUST		
	*1	
(3023) GENERAL OTH RMV NET OFFSET		
(4027) GEN OTH RMV TACONITE ADJ		
TOTAL GENERAL - RMV OTHER	254,736.52	
	*2	

GENERAL REF MARKET VALUE VOTER APPROVED LEVY FOOTNOTES:

- *1 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID.
 *2 THE CERTIFIED LEVY COMPONENTS MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED GENERAL - VOTER APPR MKT VALUE LEVY ON PAGE 19.

GENERAL REF MARKET VALUE OTHER LEVY FOOTNOTES:

- *1 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN GENERAL EDUCATION AID.
 *2 THE CERTIFIED LEVY COMPONENTS MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED GENERAL - OTHER MARKET VALUE LEVY ON PAGE 19.

(DISTRICTS THAT CERTIFY LESS THAN THE MAXIMUM GENERAL - NET TAX CAPACITY VOTER APPROVED LEVY LIMITATION MUST COMPLETE COLUMN 1 BELOW
DISTRICTS THAT CERTIFY LESS THAN THE MAXIMUM GENERAL - NET TAX CAPACITY OTHER LEVY LIMITATION MUST COMPLETE COLUMN 2 BELOW.
NOTE: DISTRICTS COMPLETING COLUMN 2 MUST ALSO COMPLETE PAGE 22 THROUGH PAGE 24.)

GENERAL VOTER APPROVED NET TAX CAPACITY:

LIMITATION COMPONENTS	LIMITATION	**** FINAL **** /CERTIFIED LEVY *1 /
(314) CAPITAL PROJECT REFERENDUM		/
(1130) OTHER NTC VOTER ADJUSTMENT (MEMO)		/
(3024) NTC VOTER NET OFFSET ADJ		/
(4031) CAPITAL PROJ TACONITE ADJ		/
TOTAL GENERAL - NTC VOTER APPROVED		/
	*1	/

GENERAL OTHER NET TAX CAPACITY:

LIMITATION COMPONENTS	LIMITATION	**** FINAL **** /CERTIFIED LEVY *9 /
(178) OPERATING CAPITAL	153,349.79	/
(232) OPERATING DEBT	*10	/
(237) INTEGRATION		/
(242) REEMPLOYMENT INS		/
(244) SAFE SCHOOLS	185,549.40	/
(250) JUDGMENT		/
(252) ICE ARENA		/
(255) FY05 CAREER TECHNICAL	96,617.96	/
(287) HEALTH AND SAFETY	87,566.11	/
SUBTOTAL: INITIAL GENERAL NTC OTHER (THIS COLUMN)		/
	523,083.26	/
		/

GENERAL NET TAX CAPACITY VOTER APPROVED LEVY FOOTNOTES:

*1 THE CERTIFIED LEVY COMPONENTS MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED GENERAL - VOTER APPROVED TAX CAPACITY LEVY ON PAGE 19.

GENERAL NET TAX CAPACITY OTHER LEVY FOOTNOTES:

- *1 WITH COMMISSIONER APPROVAL, DISTRICTS MAY SPREAD THIS LEVY OVER UP TO THREE YEARS.
- *2 DISTRICT UNDERLEVY BELOW THE AMOUNT SHOWN ON PAGE 6, LINE 282 WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID
- *9 THE CERTIFIED LEVY COMPONENTS ON PAGE 21, COLUMN 2, THROUGH PAGE 24 MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED OTHER GENERAL NET TAX CAPACITY LEVY ON PAGE 19.
- *10 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN GENERAL EDUCATION AID.

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(COMPLETED ONLY BY DISTRICTS THAT CERTIFY LESS THAN THE MAXIMUM GENERAL - NET TAX CAPACITY OTHER LEVY LIMITATION.
NOTE: DISTRICTS COMPLETING THIS PAGE MUST ALSO COMPLETE PAGE 21, COLUMN 2, AND PAGE 23 THROUGH PAGE 24.)

LIMITATION COMPONENTS		LIMITATION	**** FINAL **** /CERTIFIED LEVY *9 /	LIMITATION COMPONENTS		LIMITATION	**** FINAL **** /CERTIFIED LEVY *9 /
(296)	DISABLED ACCESS		/	(321)	SEVERANCE		/
(311)	BUILDING/LAND LEASE	257,144.40	/	(322)	SWIMMING POOL		/
(312)	COOP BUILDING REPAIR		/	(323)	LOST INTEREST EARNINGS	5,478.33	/
(805)	ALTERNATIVE FACILITIES		/	(324)	TREE GROWTH		/
(313)	OTHER CAPITAL (MEMO)		/	(325)	CONSOL/RETIREMENT		/
(316)	CONSOL/TRANSITION		/	(326)	ECON DEV ABATEMENT		/
(317)	REORG OPERATING DEBT		/	(327)	OTHER GENERAL (MEMO)		/
(318)	HEALTH BENEFITS		/	SUBTOTAL:			/
(319)	HEALTH INS (MPLS)		/	INITIAL GEN NTC OTHER			/
(320)	ADDITIONAL RETIREMENT		/	(THIS PAGE)	262,622.73		/
			/	SUBTOTAL:			/
			/	INITIAL GEN NTC OTHER			/
			/	(FROM PAGE 21)	523,083.26		/
			/	SUBTOTAL--INITIAL			/
			/	GENERAL - NET TAX			/
			/	CAPACITY OTHER	785,705.99		/

GENERAL NET TAX CAPACITY OTHER LEVY FOOTNOTES (CONTINUED):

*9 THE CERTIFIED LEVY COMPONENTS ON PAGE 21, COLUMN 2, THROUGH PAGE 24 MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED OTHER
GENERAL LEVY SPREAD ON TAX CAPACITY ON PAGE 19.

(COMPLETED ONLY BY DISTRICTS THAT CERTIFY LESS THAN THE MAXIMUM GENERAL NET TAX CAPACITY OTHER LEVY LIMITATION.
NOTE: DISTRICTS COMPLETING THIS PAGE MUST ALSO COMPLETE PAGE 21, COLUMN 2, THROUGH PAGE 22 AND PAGE 24.)

LIMITATION COMPONENTS		**** FINAL **** LIMITATION /CERTIFIED LEVY *9 /		LIMITATION COMPONENTS		**** FINAL **** LIMITATION /CERTIFIED LEVY *9 /	
(1004)				(1070)			
FY 05 OPER CAPITAL ADJUST	2,157.89-		2,157.89-	FY 03 SAFE SCHOOLS ADJ	22.77		
	*12						
(1049)				(1074)			
FY 05 INTEGRATION ADJ				FY 03 HEALTH INS ADJUST			
(1056)				(1078)			
FY 03 INTEGRATION ADJ				FY 03 HEALTH BENEFITS ADJ			
(1064)				(1087)			
FY 03 REEMPLOYMENT ADJ				FY 05 HEALTH & SAFETY ADJ			
	*11						
				(1097)			
				FY 04 HEALTH & SAFETY ADJ	48,454.53-	48,454.53-	
					*4		
				(1111)			
				FY 03 HEALTH & SAFETY ADJ	77,453.44-	77,453.44-	
					*5		
				SUBTOTAL:			
				ADJUSTMENTS			
				(THIS PAGE)	128,043.09-		

GENERAL NET TAX CAPACITY OTHER LEVY FOOTNOTES (CONTINUED):

- *3 DIST UNDERLEVY BELOW THE AMOUNT SHOWN ON PAGE 13, LINE 1086 WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID.
- *4 DIST UNDERLEVY BELOW THE AMOUNT SHOWN ON PAGE 13, LINE 1098 WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID.
- *5 DIST UNDERLEVY BELOW THE AMOUNT SHOWN ON PAGE 13, LINE 1112 WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID.
- *9 THE CERTIFIED LEVY COMPONENTS ON PAGE 21, COLUMN 2, THROUGH PAGE 24 MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED OTHER GENERAL LEVY SPREAD ON TAX CAPACITY ON PAGE 19.
- *11 LEVY LIMITATION IN FUTURE YEARS WILL NOT BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- *12 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN GENERAL EDUCATION AID.

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(COMPLETED ONLY BY DISTRICTS THAT CERTIFY LESS THAN THE MAXIMUM GENERAL NET TAX CAPACITY OTHER LEVY LIMITATION.
 NOTE: DISTRICTS COMPLETING THIS PAGE MUST ALSO COMPLETE PAGE 21, COLUMN 2, THROUGH PAGE 23.)

LIMITATION COMPONENTS	LIMITATION	**** FINAL **** /CERTIFIED LEVY *9 /	LIMITATION COMPONENTS	LIMITATION	**** FINAL **** /CERTIFIED LEVY *9 /
(1117) LEASE ADJ (MEMO)		/	(2031) ABATEMENT ADJUSTMENT	50.14	/
(1118) LEASE PU ADJ (MEMO)		/	(2041) CARRY-OVER ABATEMENT ADJ	*6	/
(1119) OTHER CAPITAL ADJ (MEMO)		/	(2056) ADVANCE ABATEMENT ADJ	*7	/
(1124) OTHER GENERAL ADJ (MEMO)	2,183.19-	2,183.19-	(3025) GENERAL OTH NTC NET OFFSET	258.45	/
(1125) ATTACH MAC FINAL ADJ		/	(4023) GEN OTH NTC TACONITE ADJ	*8	/
(776) FY 06 FAC & EQP BOND ADJ		/	SUBTOTAL: ADJUSTMENTS (THIS PAGE)	1,874.60-	/
(1126) MAINT PU VARIANCE ADJ		/	SUBTOTAL: ADJUSTMENTS (FROM PAGE 23)	128,043.09-	/
(1127) FY 03 STAFF DEV INC ADJ		/	SUBTOTAL: INITIAL GENERAL NET TAX CAPACITY OTHER (FROM PAGE 22)	785,705.99	/
(1128) ECON DEV ABATE ADJ		/	TOTAL GENERAL NET TAX CAPACITY OTHER (EXCLUDING REFERENDUM)	655,788.30	/
(1129) DEBT SURPLUS ADJUST		/		*9	/

GENERAL NET TAX CAPACITY OTHER LEVY FOOTNOTES (CONTINUED):

- *6 PAY 06 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT. DISTRICTS MAY SPREAD THIS COMPONENT OVER A PERIOD OF TWO YEARS (UP TO THREE YEARS ON REQUEST).
- *7 PAY 06 LEVY LIMITATION WILL NOT BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT UNLESS AN EXTENSION IS REQUESTED.
- *8 PAY 06 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- *9 THE CERTIFIED LEVY COMPONENTS ON PAGE 21, COLUMN 2, THROUGH PAGE 24 MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED OTHER GENERAL LEVY SPREAD ON TAX CAPACITY ON PAGE 19.

(COMPLETED ONLY BY DISTRICTS THAT CERTIFY LESS THAN THE MAXIMUM COMMUNITY SERVICE LEVY LIMITATION)

		**** FINAL ****				**** FINAL ****	
LIMITATION COMPONENTS	LIMITATION	/	CERTIFIED LEVY *6 /	LIMITATION COMPONENTS	LIMITATION	/	CERTIFIED LEVY *6 /
(510) BASIC COMMUNITY EDUC	161,084.06	/	/	(1408) FY 05 EARLY CHILD FAMILY ADJUST		/	/
	*1	/	/		*2	/	/
(516) EARLY CHILD FAMILY	79,348.21	/	/	(1412) FY 05 HOME VISITING ADJ	273.60-	/	273.60-/
	*2	/	/			/	/
(518) HOME VISITING	2,980.80	/	/	(1416) FY 03 SCHOOL-AGE CARE ADJ		/	/
		/	/			/	/
(519) ADULTS W/ DISABILITIES	13,000.00	/	/	(1417) ADULTS W/ DISABILITIES ADJ		/	/
		/	/			/	/
(523) SCHOOL-AGE CARE		/	/	(1418) OTHER ADJUST (MEMO)	1,002.00-	/	1,002.00-/
	*2	/	/			/	/
(525) OTHER COMM ED (MEMO)		/	/	(1419) COMM ED FUND BALANCE ADJ	5,771.20-	/	5,771.20-/
		/	/			/	/
		/	/	(1420) EARLY CHILD FAMILY FUND BALANCE ADJ	1,390.63-	/	1,390.63-/
		/	/			/	/
		/	/	(2032) ABATEMENT ADJUSTMENT	1.10-	/	1.10-/
		/	/		*3	/	/
		/	/	(2042) CARRY-OVER ABATEMENT ADJ		/	/
		/	/		*4	/	/
		/	/	(2057) ADVANCE ABATEMENT ADJ	29.74	/	/
		/	/		*5	/	/
		/	/	(3026) COMM SERV NET OFFSET ADJ		/	/
		/	/			/	/
		/	/	(4021) COMM SERV TACONITE ADJ		/	/
		/	/			/	/
		/	/	TOTAL COMMUNITY SERVICE	248,004.28	/	/
		/	/		*6	/	/

COMMUNITY SERVICE FOOTNOTES:

- *1 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID.
- *2 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID. DISTRICT MUST PROVIDE A COMMUNITY EDUCATION PROGRAM TO QUALIFY FOR THIS LEVY.
- *3 PAY 06 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT. DISTRICTS MAY SPREAD THIS COMPONENT OVER A PERIOD OF TWO YEARS (UP TO THREE YEARS ON REQUEST).
- *4 PAY 06 LEVY LIMITATION WILL NOT BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT UNLESS AN EXTENSION IS REQUESTED.
- *5 PAY 06 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- *6 THE CERTIFIED LEVY COMPONENTS MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED COMMUNITY SERVICE LEVY ON PAGE 19.

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

MINNESOTA DEPARTMENT OF EDUCATION
LEVY LIMITATION AND CERTIFICATION
2004 PAYABLE 2005

ED-00111-26

PAGE 26 OF 26
DATE OF RUN: 11/10/04

(COMPLETED ONLY BY DISTRICTS THAT CERTIFY LESS THAN THE MAXIMUM VOTER APPROVED DEBT SERVICE OR
OTHER DEBT SERVICE LEVY LIMITATION)

VOTER APPROVED DEBT SERVICE:

LIMITATION COMPONENTS	LIMITATION	**** FINAL **** /CERTIFIED LEVY *5 /
(835) INITIAL DEBT SERVICE	4,519,615.97	4,519,615.97
	*1	
(1701) REDUCTION FOR DEBT EXCESS		
(1702) OTHER ADJUST (MEMO)		
(2033)* ABATEMENT ADJUSTMENT	251.78	
	*2	
(2043)* CARRY OVER ABATEMENT		
	*3	
(2058)* ADVANCE ABATE ADJ	752.25	
	*4	
(3031) GDS VTR NET OFFSET ADJ		
(4033) GDS VTR TACONITE ADJ		
TOTAL VOTER APPROVED DEBT SERVICE	4,520,620.00	
	*5	

OTHER DEBT SERVICE:

LIMITATION COMPONENTS	LIMITATION	**** FINAL **** /CERTIFIED LEVY *5 /
(836) INITIAL DEBT SERVICE		
	*1	
(1704) REDUCTION FOR DEBT EXCESS		
(1705) OTHER ADJUST (MEMO)		
(2033)* ABATEMENT ADJUSTMENT		
	*2	
(2043)* CARRY OVER ABATEMENT		
	*3	
(2058)* ADVANCE ABATE ADJ		
	*4	
(3032) GDS OTH NET OFFSET ADJ		
(4025) GDS OTH TACONITE ADJ		
TOTAL OTHER DEBT SERVICE		
	*5	

* NOTE: ABATEMENT ADJUSTMENTS SHOWN ON PAGE 15, LINES 2033, 2043, AND 2058 APPEAR ABOVE AS VOTER APPROVED DEBT SERVICE IF VOTER APPROVED INITIAL DEBT SERVICE LEVY ON PAGE 11, LINE 835 IS GREATER THAN ZERO. OTHERWISE, ABATEMENT ADJUSTMENTS APPEAR ABOVE AS OTHER DEBT SERVICE.

DEBT SERVICE VOTER APPROVED LEVY FOOTNOTES:

- *1 DISTRICT MUST LEVY THE MAXIMUM AMOUNT FOR THIS LEVY COMPONENT.
- *2 PAY 06 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT. DISTRICTS MAY SPREAD THIS COMPONENT OVER A PERIOD OF TWO YEARS (UP TO THREE YEARS ON REQUEST).
- *3 PAY 06 LEVY LIMITATION WILL NOT BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT UNLESS AN EXTENSION IS REQUESTED.
- *4 PAY 06 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- *5 THE CERTIFIED LEVY COMPONENTS MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED VOTER APPROVED DEBT SERVICE LEVY ON PAGE 19.

DEBT SERVICE OTHER LEVY FOOTNOTES:

- *1 DISTRICT MUST LEVY THE MAXIMUM AMOUNT FOR THIS LEVY COMPONENT.
- *2 PAY 06 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT. DISTRICTS MAY SPREAD THIS COMPONENT OVER A PERIOD OF TWO YEARS (UP TO THREE YEARS ON REQUEST).
- *3 PAY 06 LEVY LIMITATION WILL NOT BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT UNLESS AN EXTENSION IS REQUESTED.
- *4 PAY 06 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- *5 THE CERTIFIED LEVY COMPONENTS MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED DEBT SERVICE OTHER LEVY ON PAGE 19.

S-119-005
13 Dec. 2004

INDEPENDENT SCHOOL DISTRICT #152

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

December 13, 2004

7:00 p.m.

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

ATTENDANCE:

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

AGENDA

1. **CALL TO ORDER**

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

Moved by _____ Seconded by _____

Comments _____

- D. "We Are Proud"

***** We Are Proud** of Moorhead Community Education for being honored for excellence in the Best Community Service category by the Learning Resources Network (LERN), an international association in lifelong learning. The winning entry was included in a showcase of internationally exemplary programs at the LERN Annual Convention in Toronto on Nov. 18-20, 2004. In addition, winning programs will be featured in future LERN publications and on LERN's Web site. Karen

SCHOOL BOARD AGENDA - December 13, 2004

PAGE 2

Nitzkowski submitted the winning entry, and Peggy Haugstad accepted Community Education's award in Toronto.

Judges indicated that there was a very high level of excellence in this year's field of nominees. Julie Coates, vice president of information services for LERN, said that this year's award nominees were among the highest quality ever submitted. Moorhead Community Education's nomination was selected for first place from a field of more than 100 nominations from four countries.

Community Education received international honor for its "Nickel and Dimed in Fargo Moorhead" event held in February 2004. Barbara Ehrenreich's best-selling book "Nickel and Dimed: On (Not) Getting By in America" heightened awareness of the plight of low-paid and unskilled workers through her experiences attempting to get by on low wages. Community Education's two-day program "Nickel and Dimed in Fargo Moorhead" was designed to bring awareness to the realities of working poor and provide literacy opportunities to an underserved population. The first day of the two-day event was a National Issues Forum discussion based on the issue book "Making Ends Meet," developed by the Kettering Foundation. The second day was a "Nickel and Dimed" Reader's Theatre Production and book discussion.

Community Education partnered with F/M Communiversity, Senior Connections, City of Moorhead and the Minnesota Humanities Commission for this event. "Nickel and Dimed in Fargo Moorhead" was sponsored by Private Client Group of U.S.

The primary criteria for judging was the quality of being at the leading edge of the field of lifelong learning. In addition, judges considered originality, innovation, appropriateness as a model for other programs, replicability and measurable outcomes.

***** We Are Proud** of Dan Markert, Director of Information Systems and Instructional Support, for being named the TIES 2004 District Technology Leader. The statewide District Technology Leader contest, sponsored by Palm, Inc., and TIES, recognizes an individual who has demonstrated outstanding achievement in implementing technology to improve E-12 education.

SCHOOL BOARD AGENDA - December 13, 2004

PAGE 3

Under Markert's leadership, the Moorhead School District has become a technology leader. During the construction projects, Markert took a leadership role in designing and implementing communications systems, electrical services, security systems, and administrative and classroom computing configurations. He has also worked to establish partnerships with Moorhead Cable Access Television, City of Moorhead and local colleges. Markert was recognized at the TIES 2004 conference banquet on Dec. 5 in Minneapolis. He received a Palm handheld computer and a two-day pass to the TIES 2005 conference.

- 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 Memorandum of Agreement - Pages 11-18
 - (2) Approval of Carl Perkins Funding - Page 19
 - (3) Acceptance of Donations - Page 20
- B. BUSINESS SERVICE MATTERS - Weston
 - (1) Approval of Agreement - Pages 21-22
- C. HUMAN RESOURCE MATTERS - Nielsen
 - (1) Approval of New Employees - Pages 23-24
 - (2) Approval of Family/Medical Leaves - Pages 25-26
 - (3) Approval of Resignations - Pages 27-28

SCHOOL BOARD AGENDA - December 13, 2004

PAGE 4

D. SUPERINTENDENT MATTERS - Nybladh

- (1) Approval of November 8 and 22, 2004 Meeting Minutes - Pages 29-34
- (2) Approval of December Claims

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

Moved by _____ Seconded by _____
Comments _____

3. SCHOOL BOARD/STAFF DIALOGUE: Kovash

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

Update on Middle School Curriculum and Programming - Kovash
Page 35

4. 2003-2004 AUDIT REPORT: Weston
Page 36

Suggested Resolution: Move to accept the 2003-2004 Comprehensive Annual Financial Report as presented.

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - December 13, 2004

PAGE 5

5. **2004-2005 ANNUAL OPERATING PLAN AMENDMENT:** Weston

Pages 37-39

Suggested Resolution: Move to approve the amended 2004-2005 Annual Operating Plan as presented.

Moved by _____ Seconded by _____

Comments _____

6. **2004 PAYABLE 2005 LEVY:** Weston

Page 40

Suggested Resolution: Move to set the 2004 Payable 2005 Levy at \$5,780,332.06. The School Board Clerk is authorized to certify the proposed levy and send the original to the County Auditor of Clay County, Minnesota prior to December 28, 2004.

Moved by _____ Seconded by _____

Comments _____

7. **APPROVAL OF POLICY:** Nybladh

Pages 41-43

Suggested Resolution: Move to approve the policy, Instruction and Curriculum Advisory Committee (231), as presented.

Moved by _____ Seconded by _____

Comments _____

SCHOOL BOARD AGENDA - December 13, 2004

PAGE 6

8. **APPROVAL OF POLICY:** Nybladh

Pages 44-45

Suggested Resolution: Move to approve the policy, Policy Review Committee (233), as presented.

Moved by _____ Seconded by _____

Comments _____

9. **APPROVAL OF POLICY:** Nybladh

Pages 46-51

Suggested Resolution: Move to approve the policy, Employee Public and Private Personnel Data (414), as presented.

Moved by _____ Seconded by _____

Comments _____

10. **APPROVAL OF POLICY:** Nybladh

Pages 52-53

Suggested Resolution: Move to approve the policy, Part-Time and Substitute Staff Salaries (415), as presented.

Moved by _____ Seconded by _____

Comments _____

11. **APPROVAL OF POLICY:** Nybladh

Pages 54-55

Suggested Resolution: Move to approve the policy, School Attendance Governing Enrollment of Children/Adults with Disabilities (516), as presented.

Moved by _____ Seconded by _____

Comments _____

SCHOOL BOARD AGENDA - December 13, 2004

PAGE 7

12. **APPROVAL OF POLICY:** Nybladh

Pages 56-57

Suggested Resolution: Move to approve the policy, Title I Policy Governing Comparability (606), as presented.

Moved by _____ Seconded by _____
Comments _____

13. **APPROVAL OF POLICY:** Nybladh

Pages 58-59

Suggested Resolution: Move to approve the policy, Family Involvement (901), as presented.

Moved by _____ Seconded by _____
Comments _____

14. **APPROVAL OF POLICY:** Nybladh

Pages 60-61

Suggested Resolution: Move to approve the policy, Community Involvement (902), as presented.

Moved by _____ Seconded by _____
Comments _____

15. **APPROVAL OF POLICY:** Nybladh

Pages 62-63

Suggested Resolution: Move to approve the policy, School District - Community Relations (903), as presented.

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - December 13, 2004

PAGE 8

16. **CURRICULUM COURSE PROPOSALS:** Kovash

Pages 64-93

Suggested Resolution: Move to approve the addition of seven courses to the Moorhead High School Curriculum to begin in the 2005-2006 school year.

Moved by _____ Seconded by _____

Comments _____

17. **AYP IMPROVEMENT PLAN:** Kovash

Pages 94-99

18. **COMMITTEE REPORTS**

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

20. **ADJOURNMENT**

SCHOOL BOARD AGENDA - December 13, 2004**PAGE 9****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
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
Robert Asp PTAC	December 20	7 pm	Library
Policy Review Committee	December 20	7 pm	Probst Cntr for Educ
Winter Break Begins	December 23		
K-12 Classes Resume	January 3		
Robert Asp PTAC	January 3	7 pm	Library
Hopkins PTAC	January 3	7 pm	Library
Continuing Educ Com	January 4	6:45 am	Probst Cntr for Educ
Indian Ed Parent Com	January 5	6 pm	Probst Cntr for Educ
Joint Powers Com	January 6	7 am	Dilworth City Hall
Horizon PTAC	January 6	7 pm	Media Center
Early Chldhd Adv Council	January 6	7 pm	Probst Cntr for Educ
District Care Team	January 10	3:30 pm	Probst Cntr for Educ
School Board	January 10	7 pm	Probst Cntr Bd Rm
Collab Transition Interagency	January 12	3:30 pm	MHS
MSBA Annual Conference	January 12-14		Mpls Conv Cntr
MHCI Board	January 14	7:30 am	TC Bd Room
Bldg Unity in our Community			
Event - Elva Trevino Hart	January 16	7 pm	MSUM
Bldg Unity in our Community			
Event - Elva Trevino Hart	January 17	8:30 am-12 pm	Concordia
K-12 Staff Development Day (Martin Luther King Jr. Day)	January 17	No School	
MHS PTAC	January 17	6:30 pm	MHS
Spec Educ Parent Adv Council	January 18	12 noon	Probst Cntr for Educ
Reinertsen PTAC	January 18	7 pm	Library

SCHOOL BOARD AGENDA - December 13, 2004**PAGE 10****CALENDAR OF EVENTS (Continued)**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Interagency Early Intervention	January 19	12 noon	Family Service Center
Clay Cnty Jt Powers Collab	January 19	3:30 pm	Family Service Center
Instr and Curr Adv Com	January 20	7 am	Probst Cntr for Educ
Health/Safety/Wellness Com	January 20	9:30 am	Probst Cntr for Educ
Supt's Adv Council	January 20	7 pm	Probst Cntr for Educ
End of 2nd Qtr/1st Sem	January 21		MHS
Intergovernmental Retreat	January 21-22	TBD	Detroit Lakes
K-12 Staff Workshops	January 24	No School	
Winter Com Ed Classes Start	January 24		
Early Childhood Screening	January 24		Probst Cntr for Educ
School Board	January 24	7 pm	Probst Cntr Bd Rm
Technology Com	January 25	3:45 pm	Probst Cntr for Educ
Com Ed Adv Council	January 25	7 pm	Probst Cntr for Educ
Basic Skills Test (Writing)	January 25		MHS/RRALC
Activities Council	January 26	7 am	Probst Cntr for Educ
Kindergarten Registration	January 31		All Elem Schools
Policy Review Com	January 31	7 pm	Probst Cntr for Educ

OFFICE OF TEACHING & LEARNING MEMO #: I.05.073



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Memorandum of Agreement
DATE: November 23, 2004

Attached is the Memorandum of Agreement between Moorhead Area Public Schools and Northland Community and Technical College. The agreement would provide for the opportunity to work with many programs for clerical internship in the area of Health and Human Service Programs. The specific area the district will be providing is a clinical site with the Occupational Therapy Assistant Program.

RESOLVED RESOLUTION Move to approve the Memorandum of Agreement between Moorhead Area Public Schools and Northland Community and Technical College

LAK/kmr
Attachment

STATE OF MINNESOTA
MINNESOTA STATE COLLEGE/UNIVERSITYS AND UNIVERSITIES

MEMORANDUM OF AGREEMENT

BETWEEN
NORTHLAND COMMUNITY AND TECHNICAL COLLEGE
AND
MOORHEAD PUBLIC SCHOOLS

This Agreement is entered into between the Board of Trustees of the Minnesota State College and Universities, on behalf of **NORTHLAND COMMUNITY AND TECHNICAL COLLEGE** (hereinafter "the College/University") and **MOORHEAD PUBLIC SCHOOLS, 2410 14TH STREET SOUTH, MOORHEAD, MN 56560** (hereinafter "the Facility"). This Agreement, and any amendments and supplements thereto, shall be interpreted pursuant to the Laws of the State of Minnesota.

WITNESSETH THAT:

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

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

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

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

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

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

I. COLLEGE/UNIVERSITY RESPONSIBILITIES

- A. The College/University, which is accredited by the North Central Association of Colleges and Secondary Schools, is responsible for offering the following programs: **Cardiovascular Technology, Child Care Education, Clinical Laboratory Technology, Emergency Medicine Technician, Fire Technology, Health Information Technology, Medical Assisting, Nurse Assistant, Nurse Refresher, Occupational Therapy Assistant, Paramedicine, Pharmacy Technology, Diploma & AAS, Practical Nursing, AAS, Radiologic Technology, Respiratory Care Practitioner, Surgical Technology.** The programs are approved or accredited by the following agencies:

Cardiovascular Technology
Clinical Laboratory Technology
Emergency Medicine Technician
Health Information Technology
Medical Assisting
Nurse Assistant
Nurse Refresher

Occupational Therapy Assistant
Paramedicine

Pharmacy Technology
Practical Nursing, AAS

Radiologic Technology

Respiratory Care Practitioner

Surgical Technology

Commission on Accreditation of Allied Health Programs (CAAHEP)
National Accrediting Agency for Clinical Laboratory Science (NAACLS)
Minnesota Emergency Medical Services Regulatory Board
American Health Information Management Association (AHIMA)
Commission on Accreditation of Allied Health Programs (CAAHEP)
MN Department of Health
Minnesota Board of Nursing and North Dakota Board of Nursing
Accreditation Council for OT Education
Minnesota Emergency Medical Services Regulatory Board
Commission on Accreditation of Allied Health Programs (CAAHEP)
American Society of Health-System Pharmacists
Minnesota Board of Nursing and an Out-of-State Student Agreement with North Dakota Board of Nursing
Joint Review Committee on Education and Radiologic Technology (JRCERT)
Commission on Accreditation of Allied Health Programs (CAAHEP)
Commission on Accreditation of Allied Health Programs (CAAHEP)

- B. The College/University will assume responsibility for the supervision of its students during the clinical experience at the Facility. The College/University will provide its faculty to effectively implement the clinical experience at the Facility or collaborate with the Facility to appoint clinical experience supervisor(s). The clinical experience faculty so assigned or appointed will hold current licensure, registration or certification valid in the State of Minnesota and/or North Dakota.
- C. The College/University faculty will be responsible for planning, directing and evaluating the students' learning experience. The College/University faculty will attend the Facility's orientation for clinical experience instructors as deemed necessary by the College/University and the Facility.
- D. The College/University will provide the Facility, at its request, with objectives for the clinical experience program. Implementation of those objectives will be accomplished by the College/University in cooperation with the Facility's designated representative(s).
- E. The College/University will provide the Facility with a list of the students who are participating in the clinical experience program, the units within the Facility where they are assigned, and the dates of each student's participation in the program.
- F. The College/University will inform its faculty and students of the Facility's policies and regulations which relate to the clinical experience at the Facility.
- G. The College/University will inform its faculty and the students who are participating in the clinical experience program that they are encouraged to carry their own health insurance and are responsible for carrying their own professional liability insurance if professional liability insurance is not provided by the College/University.

- H. The College/University will maintain a record of students' health examinations and current immunizations and shall obtain student permission to submit data regarding their health status to the Facility.

II. FACILITY RESPONSIBILITIES

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

III. MUTUAL RESPONSIBILITIES

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

IV. REQUIREMENTS OF STUDENTS

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

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

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

V. EMERGENCY MEDICAL CARE AND INFECTIOUS DISEASE EXPOSURE

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

VI. LIABILITY

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

VII. TERM OF AGREEMENT

This Agreement is effective on the later of **DECEMBER 1, 2004**, or when fully executed, and shall remain in effect until **NOVEMBER 30, 2009**. This Agreement may be terminated by either party at any time upon sixty (60) days written notice to the other party. Termination by the Facility shall not become effective with respect to students then participating in the clinical experience program.

VIII. FINANCIAL CONSIDERATION

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

IX. AMENDMENTS

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

X. ASSIGNMENT

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

XI. STATE AUDIT

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

XII. VOTER REGISTRATION (When Applicable)

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

XIII. AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

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

XIV. GOVERNMENT DATA PRACTICES ACT

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

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

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

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

APPROVED:

1. FACILITY

By (authorized signature)
Title
Date

By (authorized signature)
Title
Date

2. NORTHLAND COMMUNITY AND TECHNICAL COLLEGE

By (authorized signature)
Title
Date

By (authorized signature)
Title
Date

MnSCU011
9/27/200, revised 03/27/03; rev. 8/27/03; rev. 5/25/04

OFFICE OF TEACHING & LEARNING MEMO #: 1.05.082



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Carl Perkins Funding
DATE: December 7, 2004

The Moorhead High School has received the following instructional material and equipment for the Administrative Support Occupations Program:

- 2 LaCie 250 GB firewall hard drives
- 4 Canon soft camera cases SC-1000
- 2 Flash memory Olympus xD-Picture Card
- 2 Canon ZR 90 Mini DV Camcorder
- 2 Canon Dm-50 directional microphones
- 4 Sandisk 8 in 1 USB2 Readers
- 2 Edge 128 MB smart media cards
- 1 LaCie d2 DVD+/-RW double layer DVD burner
- 2 LaCie 80GB mobile hard drives
- 1 HP LaserJet 4600 printer
- 2 Olympus C-7000 digital cameras
- 3 Dell 520 Mhz PDA's

The total award is \$6,597.60. These items are in the process of being purchased by the Lakes Country Carl D. Perkins and Tech Prep Projects at the Lakes Country Service Cooperative and will be forwarded to the High School.

SUGGESTED RESOLUTION Move to approve the instructional material and equipment from Lakes Country Carl D. Perkins and Tech Prep Projects in the amount of \$6,597.60.

LAK/kmr

OFFICE OF TEACHING & LEARNING MEMO #: I.05.075



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Donation
DATE: November 23, 2004

The annual 9th Grade Respect Retreat received donations from the following groups:

American Legion	\$1,500.00
VFW	\$ 500.00
VFW Auxiliary	\$ 250.00

SUGGESTED RESOLUTION Move to approve the donation from the groups and direct administration to send a thank you to each.

LAK/kmr



To: Dr. Larry P. Nybladh

From: Mark Weston *MW*

Date: December 7, 2004

RE: Townsite Centre Final Payment Agreement

The attached agreement details the final payment for the lease we had with Townsite Centre, LLC. As you will also note with this agreement the district will no longer be renting any space at Townsite Centre.

Should you have any questions regarding this matter please contact me.

Suggested Resolution: Move to approve the final payment agreement with Townsite Centre, LLC as presented.

MHW:mde
Attachment

December 9, 2004

It is agreed that the Moorhead ISD #152 will make a final payment to Townsite Centre, LLC in the amount of \$25,100.00. This amount will cover all rents due through December 31, 2004. It is also understood that the school district will not remove any further items from the building including but not limited to debris, furniture, and equipment. Also, per our mutual agreement, Moorhead ISD #152 will make Clint Talley or another qualified individual available to inspect the building and boiler/heating system daily through the end of the year 2004. It is also agreed that Clint Talley or another qualified individual assist as needed until April 1, 2005 to help train personnel that will be hired at the building to take over maintenance and janitorial. This assistance will be kept to a minimum however, it is agreed that during business hours for this assistance the school district will not charge Townsite Centre, LLC. As agreed by the school district a workable floor buffer will be left at the building as part of the equipment.

This letter also serves as a notice that the school district will no longer be leasing any space after December 31, 2004 and will remove all items from their present storage area located on the second floor of the building.

Townsite Centre, LLC
P.O. Box 876
810 4th Ave S
Moorhead, MN 56561

Moorhead ISD #152
2410 14th St S
Moorhead, MN 56560

By: _____

By: _____

Date: _____

Date: _____

HUMAN RESOURCE**MEMO #: HR .05.062**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources *RN / SW*

SUBJECT: New Employees

DATE: November 29, 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.

Darrell Poitra Server, Horizon Middle School, 2.75 hours per day, \$7.49 per hour, effective November 29, 2004. (Replacing Brittany Arechigo)

Elizabeth Lafromboise Server, Moorhead High School, 2.75 hours per day, \$7.49 per hour, effective November 29, 2004. (Replacing Jennifer Thompson)

Eric LeRoux Custodian, Moorhead High School, A12 (3) \$11.55 per hour, 8 hours per day, effective December 1, 2004. (Replacing Dan Lerfald)

Jon Martin Long-Term Substitute, Horizon Middle School, \$39 per day, effective November 22, 2004. (This is a grant position.)

Cassandra Reyes Server, Horizon Middle School, 2.75 hours per day, \$7.49 per hour, effective November 23, 2004. (Replacing Jennifer Milbradt)

Heather Boe Server, Ellen Hopkins Elementary, 2.5 hours per day, \$7.49 per hour, effective November 29, 2004. (Replacing Amanda Love)

Zainab Mohammad Server, Horizon Middle School, 2.75 hours per day, \$7.75 per hour, effective November 18, 2004. (Replacing Jennifer Dilbeck)

Jenny Lancon Server, Horizon Middle School, 2 hours per day, \$7.49 per hour, effective November 29, 2004. (Nancy Dampier-Nizzi)

Gloria Peterson	Server, Horizon Middle School, 2.75 hours per day, \$7.75 per hour, effective November 29, 2004. (Replacing Norma Bakken)
Yvonne Wegscheid	Custodian, Moorhead High School, A12 (3) \$11.55 per hour, 8 hours per day, effective December 6, 2004 (Replacing Gerald Stuhr)
Lisa Pribula	Special Education Teacher, Ellen Hopkins Elementary, .50 FTE, BA (0) \$9,190.37, effective December 6, 2004. (Replaces Lisa Hustad)
Teddi Long	Secretary, Adult Basic Education, 6 hours per day, 44 weeks per year, effective December 8, 2004. (Replaces Angela Martinez)

SUGGESTED RESOLUTION: Move to approve the employment of Darrell Poitra, Elizabeth Lafromboise, Eric LeRoux, Jon Martin, Cassandra Reyes, Heather Boe, Zainab Mohammad, Jenny Lancon, Gloria Peterson, Yvonne Wegscheid, Lisa Pribula and Teddi Long as presented.

RN/jg

HUMAN RESOURCE

MEMO #: HR .05.064



TO: Dr. Larry P. Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
SUBJECT: Family/Medical Leave
DATE: November 30, 2004

The administration requests Family Medical Leave for the following people:

Rebecca Meyer-Larson	Teacher, High School, to begin approximately December 21, 2004 for 6 weeks.
Donna Tvedt	Cook, High School, to begin December 6, 2004 for 6 weeks.
Tracey Branden	Paraprofessional, High School, to begin November 4th through December 3, 2004.
Patricia Beach	Secretary, High School, to begin January 3, 2005 for 8 weeks.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Rebecca Meyer-Larson pursuant to Section IV, Article 38 of the Teachers' Master Contract, for Donna Tvedt, pursuant to Article 9, Section 6 of the Dietary and Food Service Master Contract, for Tracey Branden, pursuant to Article VIII, Section 3 of the Paraprofessionals' Master Contract and for Patricia Beach pursuant to Article IX, Section 3 of the Secretarial & Clerical Employees' Master Contract.

RN/jg

HUMAN RESOURCE

MEMO #: HR .05.066



TO: Dr. Larry Nybladh
FROM: Ron Nelson
SUBJECT: Family/Medical Leave
DATE: December 7, 2004

The administration requests Family Medical Leave for the following person:

Jane Butler Teacher, Robert Asp Elementary, to begin on November 29, 2004 for the remainder of the 2004-2005 school year.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Jane Butler pursuant to Minnesota Statute 340.095.

RN/smw

HUMAN RESOURCE**MEMO #: HR .05.063**

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

SUBJECT: Resignations

DATE: November 30, 2004

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

Jennifer Dilbeck	Server, Horizon Middle School, effective November 1, 2004.
Mary Helen Lawrence	Dishwasher/Server, Robert Asp Elementary, effective December 22, 2004.
Jennifer Thompson	Server, RRALC, effective May, 2004.
Marilyn Akers	Server, S.G. Reinertsen, effective November, 2004.
Kathlynn Anderson	Server, effective May, 2004.
Brittany Arechigo	Server, Riverside Elementary, effective May, 2004.
Norma Bakken	Server, MHS, effective May, 2004.
Shawntel Nystrom	Server, effective May, 2004.
Betty Ostlie	Server, Washington Elementary, effective May, 2004.
Amy Krabbenhoft	Server, Jr. High, effective May, 2004.
Debra Lien	Server, S. G. Reinertsen, effective August, 2004.
Amanda Love	Server, S.G. Reinertsen, effective August, 2004.
Jennifer Milbradt	Server, Horizon Middle School, effective October, 2004
Ryan Parker	Paraprofessional, Moorhead High School, effective December 2, 2004

SUGGESTED RESOLUTION: Move to approve the resignations of Jennifer Dilbeck, Mary Helen Lawrence, Jennifer Thompson, Marilyn Akers, Kathlynn Anderson, Brittany Arechigo, Norma Bakken, Shawntel Nystrom, Betty Ostlie, Amy Krabbenhoft, Debra Lien, Amanda Love, Jennifer Milbradt and Ryan Parker as presented.

RN/jg

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 8, 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 presented.

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

***** 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.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Contract - Approve the amended contract with Clay County Public Health allowing Moorhead Schools to contract for early childhood screening services at a rate of \$37 per hour for ECS screening days and \$35 per child for "mop-up" screenings.

New Employees

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)

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 8, 2004
PAGE 2**

Change in Employment Contract

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)

Retirement

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

Resignations

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

Angela Martinez - Secretary, Adult Basic Education, effective immediately

Minutes - Approve the October 11 and 25, 2004 regular meeting minutes as presented.

Claims - Approve the November Claims, subject to audit, in the amount of \$3,141,993.21.

General	\$1,189,909.04
Food Service	138,091.72
Community Service	40,987.81
Building Construction	1,773,004.64
TOTAL	\$3,141,993.21

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.)

Moorhead High School Enhancements - Moorhead High School principals Gene Boyle, Russ Henegar and Dave Lawrence presented information regarding High School Enhancements. The information included accomplishments related to the new schedule, expanded day and curriculum, facilities, lunch change, 9th grade small learning community, intramurals, building climate/no bells, and Excel and RRALC in the building. Other issues regarding the respect retreat, seniors, and the Hall of Honor were discussed. Comments were made regarding future focus items that include new courses, MAP testing, divisional/interdepartmental, and potential academies. A discussion was held regarding challenges related to meeting standards, annual improvement plan and NCLB.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 8, 2004
PAGE 3**

Boyle commented on the "Executive Summary - Breaking Ranks II: Strategies for Leading High School Reform" that was also included in the agenda.

ENROLLMENT PROJECTIONS: Kovash presented enrollment projections based on November 2004 actual enrollment. The actual enrollment is 30 students above the number projected in 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. Kovash also provided charts and graphs with an estimate of the student population over the next five years. The projections are based on the use of an historical cohort method, using the past year enrollment trends to predict the future five enrollment projections.

COMMITTEE REPORTS: Brief reports were heard regarding the Joint Powers Committee, Robert Asp PTAC, ECFE Advisory Council, Ellen Hopkins PTAC, Clay County Joint Powers Collaborative Board Executive Committee, Technology Committee, Horizon Middle School PTAC meetings. Siggerud commented he had attended an orchestra concert at Horizon Middle School and the acoustics were great.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

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

Carol Ladwig, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 22, 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: Erickson moved, seconded by Tomhave, to recommend the agenda proceed with clerical revisions as presented. Motion carried 7-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Contract - Approve the contract with Dr. Wendy Frappier and Jan Adair as the evaluation team for the Physical Education for Progress (PEP) grant. The contract amount is \$8,000 each. The amount includes the first year consulting salary for the evaluation of the grant and the first year expenses for computers, software, mileage, etc. Payments will be made in four installments of \$2,000 each on January 1, 2005; April 1, 2005; July 1, 2005; and October 1, 2005.

New Employee

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

Parental Leave

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

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 22, 2004
PAGE 2**

Retirement

Bonita Hellerstedt - Secretary, Census Department, effective immediately.

Resignation

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

Teacher Recall

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

Health and Safety Plan Update - Accept the Health and Safety Plan updates as outlined. The plan was reviewed and updated by Melissa Mattson, the district's representative from the Lakes Country Service Cooperative, who is the contractor for the school district's health and safety. The update is an annual exercise to ensure the plan conforms to State of Minnesota standards.

Motion carried 7-0.

NWEA MAP ASSESSMENT: Kovash reported on the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment. In October 2004, students in grades 2-9 and students at alternative sites completed the first full testing period of the NWEA assessments. Individual student reports were mailed to families the week of November 15. Kovash discussed the report page which describes assessment information for parents. Kovash also reviewed the district's summary report and explanation.

Training for administrators and teachers is a very important part of the assessment plan. Kovash further reviewed the 2004-05 training schedule with Board members. Use of the MAP assessment provides 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.

AYP INTERVENTION PLAN: Kovash provided information regarding the plan to address the Adequate Yearly Progress (AYP) planning for the district. The information provided a plan to continue the understanding of the AYP process and the steps the district will take to address the student proficiency needs.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 22, 2004
PAGE 3**

A district wide AYP improvement plan will be developed and used for a minimum of two years. The plan must be completed by January 19, 2005. The Board will be informed of the progress of the plan at future meetings with the plan being presented for approval at the January 10, 2005 meeting.

FIRST READING OF POLICIES: The Board conducted a first reading of 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).

COMMITTEE REPORTS: Brief reports were heard regarding the Clay County Joint Powers Collaborative Board, High School PTAC, Community Education Advisory Council, Instruction and Curriculum Advisory Committee, Health/Safety/Wellness Committee, Interagency Early Intervention Committee, Reinertsen PTAC and the Superintendent's Advisory Council meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Fagerlie stated a correction to the Calendar of Events regarding the Robert Asp PTAC date. Thompson asked Board members to contact Michelle regarding MSBA travel plans.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 8:16 p.m.

Carol Ladwig, Clerk

OFFICE OF TEACHING & LEARNING MEMO #: 1.05.086



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Update on Middle School Curriculum and Programming
DATE: December 7, 2004

The Horizon Middle School PTAC chair, teacher and administration will provide an update on the middle school curriculum and programming.

Teachers will update the school board on teaming, exploratories for sixth graders, new classes, START, PIP (Positive Incentive Program) and activities. Colleen Odney, PTAC chair will provide a parent perspective. Sharon Nelson will also present a seven-minute video regarding the middle school.

LAK/kmr



To: Dr. Larry P. Nybladh

From: Mark Weston *MW*

Date: December 7, 2004

RE: 2003-2004 Audit Report

Brian Stavenger, Eide Bailly LLP, will present the District's Comprehensive Annual Financial Report for the year ending June 30, 2004.

Suggested Resolution: Move to accept the 2003-2004 Comprehensive Annual Financial Report as presented.

MHW:mde
Attachment



To: Dr. Larry P. Nybladh

From: Mark Weston *MW*

Date: December 7, 2004

RE: 2004-05 Annual Operating Plan Amendment

At this time, I am recommending that the School Board amend the 2004-2005 Annual Operating Plan. The recommendation is based on new information in the form of the 2003-2004 Audit being completed and the recent enrollment numbers provided through the Office of Assistant Superintendent of Teaching and Learning. The attached pages reflect the changes that are necessary based on new information described earlier. Should you have any questions regarding this issue, please contact me at your convenience.

Suggested Resolution: Move to approve the amended 2004-2005 Annual Operating Plan as presented.

MHW:mde
Attachments

GENERAL FUND (01) TRANSPORTATION FUND (03) CAPITAL OUTLAY (05)

LINE #		2001-2002 ACTUAL	2002-03 ACTUAL	2003-04 ACTUAL	1.02		
					2004-05 REVISED	2005-06 PROJECTED	2006-2007 PROJECTED
	Formula Allowance per Pupil Unit	4,068	4,601	4,601	4,601	4,601	4693
	Enrollment (Nov. 2004 Projections)	5,557	5,425	5,307	5,276	5,213	5178
REVENUES:							
General Fund							
1	Property Taxes	1,273,182	(37,731)	45,174	485,395	378,315	385,881
2	Interest	266,039	98,239	59,502	63,000	65,000	66,300
3	Tuition & fees	567,702	444,725	572,617	584,392	596,020	607,940
4	Other local sources	681,459	605,808	702,846	697,951	711,911	726,149
5	General ed aid	26,415,970	30,325,413	31,515,057	30,495,591	30,157,244	29,678,731
6	Tax credits/Border city aid	3,614,220	327,033	127,514	213,238	217,503	221,853
7	Non public transporation aid	115,050	138,344	114,532	90,105	91,907	93,745
8	Special ed aid,excess aid,pr yr adj	5,802,423	5,559,034	7,463,953	6,354,900	6,392,819	6,520,675
9	Secondary Vocational	216,977	224,420	(4,515)	39,005	39,785	40,581
10	Federal aids	2,252,524	2,106,127	2,636,543	2,647,751	2,183,702	2,227,376
11	Total General Fund	41,205,546	39,791,412	43,233,223	41,671,328	40,834,206	40,569,232
Operating Capital							
12	Operating Capital aid	1,346,760	1,330,640	1,291,398	1,278,554	1,266,735	1,256,256
13	Telecommunication Acess	24,119	0	0	0	0	0
14	Excess Referendum levy	1,865,870	1,800,000	0	0	0	0
15	Lease Levy	347,424	367,293	56,475	317,558	257,144	262,287
16	Interest Income	41,287	4,272	0	0	0	0
17	Head Start Rent Pd in Advance/rental 04-05			100,000	16,404	17,060	17,743
18	Sale of Property	0	0	1,984,368	201,937	0	0
19	Total Operating Capital	3,625,460	3,502,205	3,432,241	1,814,453	1,540,939	1,536,285
20	Health & safety levy	111,491	882,013	74,388	99,985	38,341	39,108
21	Health & safety aid	704,799	71,408	193,319	174,498	177,987	181,547
22	Total Health & Safety	816,290	953,421	267,707	274,483	216,328	220,655
23	Total Revenues	45,647,296	44,247,038	46,933,171	43,760,264	42,591,473	42,326,172
24	% CHANGE	5.08%	-3.07%	6.07%	-6.76%	-2.67%	-0.62%
25	\$ CHANGE	1,794,940	(1,400,258)	2,686,133	(3,172,908)	(1,168,790)	(265,301)
EXPENDITURES:							
26	Admin salaries	2,291,212	2,479,338	2,709,569	2,580,879	2,684,114	2,764,638
27	Admin fringe benefits	353,911	382,818	399,536	381,320	436,850	449,956
28	Admin supplies	10,672	19,226	13,466	13,870	14,290	14,719
29	Admin other	144,024	105,752	148,873	153,340	157,940	162,678
30	Instruct salaries (reg & voc)	12,420,396	13,385,608	13,775,693	13,947,945	14,533,363	14,969,364
31	Instruct fringe benefits	3,731,115	4,245,986	4,043,293	4,401,244	4,854,620	5,000,259
32	Instruct supplies	473,318	432,994	479,675	477,504	478,277	492,625
33	Instruct other	778,743	996,464	915,634	1,214,131	918,920	946,488
34	Spec ed salaries	6,794,546	7,598,994	7,691,158	8,265,990	8,596,630	8,854,529
35	Spec ed fringe benefits	1,537,209	1,701,835	1,692,894	1,769,074	1,942,030	2,000,291
36	Spec ed supplies	83,422	73,930	53,822	88,500	91,160	93,895
37	Spec ed others	1,141,457	987,243	985,362	1,103,060	1,136,150	1,170,235
38	Instruct support salaries	1,488,614	1,427,022	1,379,071	1,499,837	1,559,830	1,606,625
39	Instruct support fringe benefits	245,097	257,210	241,731	272,677	293,510	302,315
40	Instruct support supplies	107,089	101,709	91,143	106,560	109,760	113,053
41	Instruct support other	405,055	215,343	207,659	292,820	301,600	310,648
42	Pupil support salaries	769,017	776,428	792,827	805,609	837,833	862,968
43	Pupil support fringe benefits	167,666	179,560	176,543	181,722	204,900	211,047
44	Pupil support supplies	27,958	9,838	4,596	11,030	11,360	11,701
45	Pupil support other	117,096	52,398	10,189	10,490	10,800	11,124
46	Bldgs & grounds salaries	882,254	975,300	1,012,891	1,121,280	1,140,130	1,174,334
47	Bldgs & grounds fringe benefits	147,855	165,763	172,165	179,912	189,160	194,835
48	Bldgs & grounds energy exp	627,034	653,075	799,382	950,000	978,500	1,007,855
49	Bldgs & grounds supplies	166,604	180,952	209,357	290,638	277,300	285,619
50	Bldgs & grounds other	192,877	175,511	175,377	180,639	186,060	191,642
51	Transportation salaries	375,539	397,547	359,065	435,161	452,567	466,144
52	Transportation benefits	54,507	70,367	65,188	68,122	80,106	82,509

LINE #	2001-2002 ACTUAL	2002-03 ACTUAL	2003-04 ACTUAL	2004-05 REVISED	2005-06 PROJECTED	2006-2007 PROJECTED
53 Transportation contracted services	1,675,166	1,698,961	1,836,775	1,500,000	1,824,388	1,879,120
54 Transportation purchased services	26,501	66,681	50,182	80,870	83,296	85,795
55 Transportation supplies	168,484	195,451	214,215	213,844	220,259	226,867
56 Transportation equipment	17,094	0	125,737	130,000	70,000	72,100
57 Transportation other	35,221	24,265	24,375	26,532	27,328	28,148
58 Early retirement pay	300,825	0	0	0	0	0
59 Fringe benefits	453,921	0	0	0	0	0
60 Other fixed costs/property casualty 15% inc in 04/05	231,024	212,226	199,171	260,000	267,800	275,834
61 Total General Expenditures	38,442,523	40,245,795	41,056,613	43,014,599	44,970,832	46,319,957
62 Op cap special assessments	15,208	9,346	10,332	9,819	17,116	17,629
63 Op cap Leases	337,668	367,466	400,282	323,858	333,574	343,581
64 Op cap Telephone/telecomm	124,486	65,531	72,964	75,259	77,517	79,843
65 Op cap Bldg Discretionary	55,701	47,432	26,979	40,000	41,200	42,436
66 Op cap Athletics	8,780	9,119	10,591	9,548	9,835	10,130
67 Op cap Textbooks	170,236	122,557	406,243	200,000	103,000	106,090
68 Op cap Music	12,623	9,020	14,388	12,731	13,113	13,506
69 Op cap Media	61,666	56,012	63,151	37,384	38,505	39,660
70 Op cap Maint Eq	6,381	20,572	0	60,000	0	0
71 Op cap Vehicles	15,634	68,448	0	60,000	0	0
72 Op cap Eq Contingency/copiers	122,287	20,107	12,587	34,840	35,885	36,962
73 Op cap Technology Staffing	81,489	87,448	91,256	95,804	100,594	103,612
74 Op cap Technology Plan	643,460	701,976	336,055	221,013	475,094	489,347
75 Op cap Bldg Const/Maint Plan	443,669	458,116	387,188	581,087	232,182	239,147
76 Op cap Stadium/Boiler	154,170	0	0	0	0	0
77 Op cap Pool Construction			157,513	630,000		
78 Total Operating Cap Expenditures	2,253,458	2,043,150	1,989,531	2,391,343	1,477,615	1,521,943
79 Health & Safety Physical Hazard	9,625	68,764	181,896	213,000	30,000	30,900
80 Health & Safety Hazardous Subst	2,366	16,812	2,909	15,000	15,000	15,450
81 Health & Safety Environmental Mgmt	102,992	10,587	21,294	50,000	50,000	51,500
82 Health & Safety Asbestos	76,343	394,909	439,303	91,600	91,600	94,348
83 Health & Safety Fire Safety	52,160	35,126	9,894	30,000	30,000	30,900
84 Health & Safety Indoor Air Quality	240,515	32,352	7,032	30,000	30,000	30,900
85 Total Health & Safety Expenditures	484,001	558,550	662,328	429,600	246,600	253,998
86 TOTAL EXPENDITURES	41,179,982	42,847,495	43,708,472	45,835,542	46,695,047	48,095,898
87 % Change	-1%	4%	2%	4.9%	2%	3%
88 \$ Change	(391,796)	1,667,513	860,977	2,127,070	859,504	1,400,851
89 REV OVER EXP (EXP OVER REV)						
90 General Fund	2,763,023	(454,383)	2,176,610	(1,343,271)	(4,136,626)	(5,750,725)
91 Operating Capital	1,372,002	1,459,055	1,442,710	(576,891)	63,324	14,342
92 Health & Safety	332,289	394,871	(394,621)	(155,117)	(30,272)	(33,343)
93 Total Rev Over Exp (Exp over Rev)	4,467,314	1,399,543	3,224,699	(2,075,279)	(4,103,574)	(5,769,726)
94 BEGINNING FUND BALANCE						
95 General Fund	6,246,807	7,275,518	6,807,672	8,984,282	7,641,010	3,504,384
96 Operating Capital	(1,593,927)	1,811,301	3,558,368	5,001,078	4,424,188	4,487,512
97 Health & Safety	(569,930)	88,651	483,522	88,901	(66,216)	(96,488)
98 Total Beginning Fund Balance	4,082,950	9,175,470	10,849,562	14,074,261	11,998,981	7,895,409
99 Transfer From General Fund	1,800,000	0	0	0	0	0
100 Transfer to Operating Capital	(1,800,000)	0	0	0	0	0
101 Transfer From Fund 22	0	274,549	0	0	0	0
102 ENDING FUND BALANCE						
103 General Fund	\$7,275,518	\$6,807,672	\$8,984,282	\$7,641,010	\$3,504,384	(\$2,246,340)
104 Operating Capital	\$1,811,301	\$3,558,368	\$5,001,078	\$4,424,188	\$4,487,512	\$4,501,854
105 Health & Safety	\$88,651	\$483,522	\$88,901	(\$66,216)	(\$96,488)	(\$129,831)
106 Total Ending Fund Balance	\$9,175,470	\$10,849,562	\$14,074,261	\$11,998,981	\$7,895,409	\$2,125,683
108 As a % of Expenditures	22.28%	25.32%	32.20%	26.18%	16.91%	4.42%



To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: December 7, 2004

RE: 2004 Payable 2005 Levy

Pursuant to Minnesota Statute, the School Board of Independent School District #152, Moorhead, Minnesota, is authorized to make the following tax levies:


	<u>Recommended Payable 2005</u>
General - RMV Voter Approved	\$ 101,182.96
General - RMV Other	\$ 254,736.52
General - NTC Other	\$ 655,788.30
Community Service	\$ 248,004.28
Debt Service	\$4,520,620.00
Net School Tax Levy	\$5,780,332.06

Suggested Resolution: Move to set the 2004 Payable 2005 Levy at \$5,780,332.06. The School Board Clerk is authorized to certify the proposed levy and send the original to the County Auditor of Clay County, Minnesota prior to December 28, 2004.

MHW:mde
Attachment

MEMO #: S-05-028

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: December 6, 2004

RE: Approval of Policy

Attached please find the policy, Instruction and Curriculum Advisory Committee (231).

Suggested Resolution: Move to approve the policy, Instruction and Curriculum Advisory Committee (231), as presented.

LPN:mde
Attachment

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 education 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

MEMO #: S-05-029

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: December 6, 2004

RE: Approval of Policy

Attached please find the policy, Policy Review Committee (233).

Suggested Resolution: Move to approve the policy, Policy Review Committee (233), as presented.

LPN:mde
Attachment

Moorhead Area Public Schools

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Printed: Tuesday, November 30, 2004 9:14:48 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

MEMO #: S-05-037

TO: School Board

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

DATE: December 6, 2004

RE: Approval of Policy

Attached please find the policy, Employee Public and Private Personnel Data (414).

Suggested Resolution: Move to approve the policy, Employee Public and Private Personnel Data (414), as presented.

LPN:mde
Attachment

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.~~ 3. Actual gross salary;
- ~~34.~~ 4. Salary range;
- ~~45.~~ 5. 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.

~~E~~. 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.

~~G~~. 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.

~~H~~. 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.

~~I~~. 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

MEMO #: S-05-031

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: December 6, 2004

RE: Approval of Policy

Attached please find the policy, Part-Time and Substitute Staff Salaries (415).

Suggested Resolution: Move to approve the policy, Part-Time and Substitute Staff Salaries (415), as presented.

LPN:mde
Attachment

Moorhead Area Public Schools

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Printed: Tuesday, November 30, 2004 9:15:10 AM
Michelle Erickson

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

MEMO #: S-05-032

TO: School Board

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

DATE: December 6, 2004

RE: Approval of Policy

Attached please find the policy, School Attendance Governing Enrollment of Children/Adults with Disabilities (516).

Suggested Resolution: Move to approve the policy, School Attendance Governing Enrollment of Children/Adults with Disabilities (516), as presented.

LPN:mde
Attachment

Moorhead Area Public Schools

my.moorhead.k12.mn.us

Printed: Tuesday, November 30, 2004 9:15:25 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

MEMO #: S-05-033

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: December 6, 2004

RE: Approval of Policy

Attached please find the policy, Title I Policy Governing Comparability (606).

Suggested Resolution: Move to approve the policy, Title I Policy Governing Comparability (606), as presented.

LPN:mde
Attachment

Moorhead Area Public Schools

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Printed: Tuesday, November 30, 2004 9:15:40 AM
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**

MEMO #: S-05-034

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: December 6, 2004

RE: Approval of Policy

Attached please find the policy, Family Involvement (901).

Suggested Resolution: Move to approve the policy, Family Involvement (901), as presented.

LPN:mde
Attachment

Moorhead Area Public Schools

my.moorhead.k12.mn.us

Printed: Tuesday, November 30, 2004 9:15:53 AM
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

MEMO #: S-05-035

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: December 6, 2004

RE: Approval of Policy

Attached please find the policy, Community Involvement (902).

Suggested Resolution: Move to approve the policy, Community Involvement (902), as presented.

LPN:mde
Attachment

Moorhead Area Public Schools

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Printed: Tuesday, November 30, 2004 9:16:04 AM
Michelle Erickson

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 CommitteeMoorhead School Board Policy 901: Family InvolvementMoorhead School Board Policy 903: School District-Community Relations

MEMO #: S-05-036

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: December 6, 2004

RE: Approval of Policy

Attached please find the policy, School District - Community Relations (903).

Suggested Resolution: Move to approve the policy, School District - Community Relations (903), as presented.

LPN:mde
Attachment

Moorhead Area Public Schools

my.moorhead.k12.mn.us

Printed: Tuesday, November 30, 2004 9:16:42 AM
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

OFFICE OF TEACHING & LEARNING MEMO #: I.05.083



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Curriculum Course Proposal
DATE: December 7, 2004

Attached are 7 proposals from Moorhead High School to provide additional opportunities for students. The proposals have been reviewed by the Instruction and Curriculum Advisory Committee and have been revised and reviewed by administration.

The proposed courses will begin next fall. As the high school registration booklet will be released the beginning of January, these courses would be included for student registration. As an elective course, there is a minimum of 20 students registered for a class to be held.

The following courses are proposed as additions to Moorhead High School registration.

1. Level 5 and 6 in Spanish

The proposal describes the additional elective option as a result of block scheduling and additional credits for graduation. The purpose will be for students to test higher on college placement tests and out of college level courses. This proposal is also in response to student requests for upper levels of Spanish. The budgetary requests for curriculum development time will be through building staff development funding. The current text will be utilized for the course. The learner outcomes, course descriptions and methods of evaluating the program have been included in the proposal.

2. Careers Class

The proposed class will be offered to sophomores through seniors and will be a 1/2 credit class. Through a survey of 87 students in the spring of 2004, a need was shown for assistance to choose a career path at Moorhead High School. The Family

and Consumer Science Department has texts that will be utilized for the class. The learner outcomes, course descriptions and methods of evaluations are included with the proposal.

3. Explore Class

The proposal describes the addition of a required 1 credit class for all ninth grade students. The course will incorporate mentors, a 3 year personalized learning plan for each students, career exploration, interdisciplinary work and organizational skills. The ninth grade teachers in the small learning communities have explored literature to develop programs and strategies to meet the need of today's students. The specific objectives, implementation strategies and topics are described in the proposal. The evaluation of the program utilizes surveys on a longitudinal basis to determine the strengths and opportunities for any changes to the course. The development of a ninth grade advisory group, including faculty, parents, students, school board and administration will also monitor the progress and implementation of the class.

4. World Religions

The proposal would add a course entitled World Religions to the course offerings at Moorhead High School. The Moorhead School Board Policy 634 states, "The Moorhead Schools should play a vital role in bringing about an understanding among people of different backgrounds. Teaching about religions as literature, and the role of religion in the history of the United States and other countries can help achieve this understanding". The summary of objectives, specific objectives of the course and implementation have been described in the proposal. The textbook would be a part of the Social Studies Curriculum Adoption Process this year. The learner outcomes and course descriptions have also been included in the proposal.

5. Media/TV Production

The addition of a media/TV production class would utilize equipment and labs that have been made available at the school during the remodeling projects. The students would use the Black Box Theater/TV students and the equipment available through Moorhead Community Access Television (MCAT). The objectives, program development and coordination, implementation and evaluation have been described in the proposal. The proposal also describes the learner outcomes and course descriptions.

6. Yearbook

The proposal would move the Moorhead High School Yearbook from an extracurricular position to an elective course. Through the addition of the course, there will be wider student participation, consistency of a daily course and will be

consistent with other schools the size of Moorhead in offering a yearbook course. The implementation, evaluation, course descriptions and applied standards have been listed in the proposal.

7. Film Studies

The film studies course would provide opportunities for students to analyze and interpret diverse works of literature. The goal for the course is to give students a complete understanding of how the history, innovations and artistry of film making affect society. The major assessment of the course will be a research paper or project to be presented the final day of the course. Students will study films from a variety of different eras and genres and explore how filmmakers shape ideas directly from writers, musicians, visual artist and theater directors.

RESOLVED RESOLUTION: Move to approve the addition of the seven courses to the Moorhead High School Curriculum to begin in the 2005-06 school year.

LAK/kmr
Attachment

I. Brief Description of Proposal

Add offerings of Levels 5 & 6 in Spanish to the High School Curriculum

II. Review of Supporting Literature

National Standards for Foreign Language Learning in the 21st Century
developed by the American Council on the Teaching of Foreign
Languages

Minnesota World Languages Standards (Draft) - 2003

Nebraska Dept. of Education - Nebraska K-12 Foreign Language Frameworks

Pennsylvania Dept. of Education - Proposed Academic Standards for
World Languages

Bardovi-Harlig, Kathleen, et.al. Beyond Methods Components of Language
Teacher Education, McGraw-Hill, 1997. 9-23.

III. Rational and Need

District requirement for more credits for graduation

Provide additional elective options as a result of block scheduling

Students testing higher at college placement tests

Students testing out of college level courses

Request by students for upper levels beyond Level 4

IV. Objectives of the Proposal

Acquisition of language occurs over a period of time. The need for continued
language development with continuity between levels is a requisite to work
towards proficiency in a language.

V. Procedures for Program Development and Coordination

A. Budget for program development - curriculum development time

B. Resources utilized in preparation of proposal

National Standards set by ACTFL

No Child Left Behind

Supporting Literature (see II above)

World Language Conference 2003 - Chaired by Barb Hexum,
Fergus Falls, MN

C. Resource people for planning steps

Jean Moe

Guadalupe Steinert

Brittney Lundblad

C. Resource people for planning steps (con't.)

Lisa Ferguson
Gene Boyle

VI. Implementation

- A. Budget for implementation - Curriculum writing time
- B. Additional staff needs - as needed as enrollment grows
- C. Inservice training necessary to implement program - from text companies
- D. Equipment and materials - none needed
- E. Curriculum resource materials - readers, supplemental and authentic materials (already have text)
- F. Space requirements - current classrooms sufficient
- G. Scheduling requirements - regular block period

VII. Evaluation

- A. Methods of evaluating program
 - Student survey
 - Anecdotal information
 - Anecdotal information of college placement
- B. Plans for regular feedback
 - Every semester

VIII. Learner Outcomes

- 1. Students acquire information and perspectives through authentic materials in the target language and within cultures. Students are able to:
 - a. Analyze and apply information from sources intended for native speakers of the language
 - b. Use authentic sources to analyze the perspectives of the target culture.
- 2. Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language. Students are able to:
 - a. Apply, within limited contexts, the sound patterns of the target language
 - b. Apply, within limited contexts, the structural patterns of the target language and compare them to the student's own language
 - c. Compare and contrast idiomatic expressions of the language and the student's own language
 - d. Identify connections among languages

3. Students use the language both within and beyond the school setting for a variety of purposes. Students are able to:
 - a. Respond to the target language encountered in the student's daily life
 - b. Establish connections with the target culture through the use of technology, media, and authentic sources.

IX. Course Descriptions

Level V - Prerequisite: Spanish IV or demonstrated proficiency

Use Spanish language daily in conversations and activities. Make persuasive statements and distinguish facts from suppositions. Focus on people of importance and influence in the Spanish-speaking world. Various countries and regions are studied using photos, cultural, historical, and technological information.

Level VI - Prerequisite: Spanish V or demonstrated proficiency

Refine communication skills and sentence structure to utilize them in real life situations. Make inferences and suggestions. Express regrets for something they wish they had or had not done. Discuss the life and work of some important Hispanic authors. Explore the importance of being bilingual and bicultural in a variety of careers and jobs.

Careers 090101-06

FACS

Moorhead High School

Sophomores - Seniors

1/2 credit 64.5 hours

Course Description: This course will provide students with the skills to make a successful transition from high school into a post secondary school or the workplace. Students will gain a better understanding of themselves and various career options. The students will gain the knowledge and ability to integrate self knowledge with occupation knowledge. The students will establish a plan to meet personal, academic and career tools so he or she can enter the world of work and lead successful, productive and rewarding lives.

Course Learning Outcomes:

1. Given instruction in course objectives the student will:
2. Self Knowledge Explore personal career opportunities through self-discovery and evaluation.
3. 1. Understand the influence of a positive self esteem.
4. 2. Gain skills to interact positively with others.
5. 3. Understand the impact of growth and development
6. Educational and Occupational Exploration- Explore and understand career opportunities in a changing world.
7. 4. Understand the relationship between educational achievement and career planning.
8. 5. Understand the need for positive attitudes toward work and learning.
9. 6. Gains skills to locate, evaluate and interpret career information.
10. 7. Gain skills to prepare to seek, obtain, maintain and change jobs.
11. 8. Understand how societal needs and functions influence the nature and structure of work.
12. 9. Utilize community connections in guest speakers and field trips.
13. Career Planning- Connect goal setting and planning to learning and life work.
14. 10. Skills to made decisions.
15. 11. Understand the interrelationship of life roles.
16. 12. Understand the continuing changes in male/female roles.
17. 13. Skills in career planning.
18. 14. Utilize a variety of career resources.
19. 15. Evaluate career choices in relationship to life goals and job values.
20. 16. Utilize job shadowing and work based learning opportunities.
21. 17. Understand that career development is a lifelong process.
- 22.
- 23.

Text and References:

MN DEpartment of Employment and Economic

Development, MN CAREERS

Labor Market Information Office

Various web sites.

The instructor will provide reference materials, handouts, and readings.

Contributions by Learner:

The learner will be expected to:

1. Attend all lectures.
2. Participate in class projects and discussions.
3. Hand in all assignments when due.

Course Objectives:

The following list of course objectives, directly related to the Course Learning Outcomes, will be addressed.

- *1. Identify, interpret and appreciate personal interests, abilities and skills.
2. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals.
3. Identify personal job values.
4. Identify personality type.
5. Identify learning styles.
6. Demonstrate communication skills.
- **7. Demonstrate effective interpersonal skills required for working with and for others.
- **8. Demonstrate how to express feelings, reactions and ideas in an appropriate manner.
- **9. Describe healthy ways of dealing with stress.
10. Demonstrate behaviors that maintain physical and mental health.
- #11. Demonstrate how to apply academic and vocational skills to achieve personal goals.
- #12. Describe how education relates to the selection of college majors, further training and and or entry into the job market.
- **13. Describe how learning skills are required in the work place.
- **14. Identify the positive contributions workers make to society.
- **15. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- #16. Describe the educational requirements of various occupations.
- *,#17. Demonstrate use of a range of resources(e.g. handbooks, career materials, labor market information, and computerized career information delivery system).
- #18. Identify career resources in school.
- #19. Identify career resources in the community.
- #20. Demonstrate knowledge of various classification systems that categorize occupations and industries(e.g. Dictionary of Occupations Titles).
- #21. Describe the concept of career ladders.
- #22. Describe the advantages/ disadvantages of self-employment as a career option.

#23. Identify an individual in a selected occupation as a possible information resource, role model or mentor.

#24. Demonstrate skills to locate, interpret and use information about job openings and opportunities.

*,**25. Demonstrate academic or vocational skills required for a full or part time job.

*,**26. Demonstrate skills in preparing a resume and completing job applications.

*,**27. Demonstrate skills in writing cover letters and thank yous.

#28. Identify specific job openings

**29. Demonstrate skills and behaviors necessary for a successful job interview.

**30. Recognize proper methods of accepting and rejecting employment.

**31. Understand companies policies and payment procedures.

**32. Understand benefits that employers offer employees.

#33 Describe placement services available to make the transition from high school to civilian employment, the armed services or post secondary education/training.

#34. Demonstrate and understand that job opportunities often require relocation.

**35. Describe how occupational and industrial trends relate to training and employment.

36. Demonstrate an understanding of the global economy and how it affects each individual.

*,#37. Demonstrate responsibility for making tentative educational and occupations choices.

*,**38. Describe skills/ aptitudes needed to qualify for desired post secondary education/training.

**39. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.

*40. Identify and complete required steps toward transition from high school to entry in post secondary education/training programs or work.

41. Identify steps to apply and secure financial assistance for post secondary education and training.

**42. Understand the role of labor unions in the workplace.

#43. Describe different career patterns and the potential effect on family pattern and lifestyle .

#44. Identify factors that have influenced the changing career patterns of women and men.

#45. Describe the advantages and problems of nontraditional occupations.

#46. Describe career paths that reflect the importance of lifelong learning.

*,**47. Demonstrate knowledge that changes may require retaining and upgrading of employees skills.

*,**48. Describe occupational skills and developed through volunteer experiences, part time employment, or school to work transition program.

*,#49. Investigate possible career options.

*,#50. Evaluate and prioritize career options.

*,#51. Complete a career portfolio.

*,#52. Develop an individual career plan, updating information from earlier paths and including tentative decisions to be implemented after high school

Course Evaluation:

Course evaluation includes two components. 1) Learning will be assessed by rating proficiency in the Course Learning Outcomes. 2) Grades will be awarded as a letter grade A-F based on points earned from assignments, quizzes, and exams. A =100-95%, A- =94-93%,B+ =92-91%,B= 90-86%, B- = 85-83%, C+ = 82-80%, C=79-74%, C- = 73-70%, D+ = 69-68%, D =67-63%, D- = 62-60%, F=59% and below.

*=Career and Tech Ed standards address Technological Literacy

**= Career and Tech Ed Standards address Workplace skills

#= Career and Tech Ed standards address Career Decision Making Skills

Program or Curriculum Proposal

Principal Moorhead High School _____ **Date** _____

Assistant Superintendent _____ **Date** _____

Recommendation to Superintendent _____ **Date** _____

I. Brief Description of Proposal:

The Ninth Grade Small Learning Community is requesting the addition of a required 1 credit Explore class for all ninth graders. The course will incorporate mentors, 3 year personalized learning plan, career exploration, interdisciplinary work and organizational skills. This class will focus on areas that will help assure students that they have the information they need to make the important decisions they have while going through Moorhead High School.

II. Review of Supporting Literature:

Our literature has primarily come from Breaking Ranks II. This document lists a number of things that High Schools must do to meet the needs of today's students. The areas that we focused on were Personalized learning Plans, Advisories, Service Learning.

III. Rational and Need:

All ninth grade students and their families have a tremendous amount of decisions to make as they transition through High School. It is incumbent on us that we give them the information they need to make these decisions. We feel that this class can take a big step in that direction. A students 3 year plan becomes a road map of what High School is going to look like. A example would be if a student is making the decision to go to College, than there is a specific set of criteria that this student should have before leaving MHS to help them assure success in college. Study skills is another huge area, our special education teachers have a strong background in this area but is only shared with Spec. Ed. students. Through this proposal we would be using their expertise for all students, building a strong collaboration between reg. ed. and special ed. These are all areas that we would like to say could be taught across the curriculum but in reality are the first to go when time limits and curricular issues develop. The career component consists of information needed to make good decision about post secondary education. What is really out there for career choices and how can I best prepare for those choices.

IV. Objective of the Proposal:

The Ninth Grade Small Learning Community requests the the Explore class be required of all ninth grade students. This will take a big step in helping students prepare for life after Moorhead High School. As we transition into academies etc. at Moorhead High it will become even more important that students have the information and skills they need to prepare the future.

A. Specific Objectives:

1. Develop a 3 year plan that will enable the student to be prepared for whatever decisions they make down the road.
2. Assist students in developing a realistic and positive self view
3. Career exploration that would give them a birds eye view of different occupations and the education it takes to work at these different jobs.
4. Assist students in developing effective interpersonal skills.
5. Study skills for all ninth graders, test taking strategies etc.
6. Help students express themselves in a socially acceptable manner.
7. Interdisciplinary work that would show the connectedness between subject matters. Example why is taking chemistry, math, english and social connected to becoming a cosmetologist.
8. Assist students in organizational skills.
9. Use our trained mentors for the respect retreat as tutors, group leaders and service learning leaders. All these areas should become second nature. It is just right to treat people with respect and volunteer for service projects. Most importantly a upper classmen they can count on.
10. Teachers will serve as a mentor and the go to person for these ninth graders.

V. Procedure for Program Development and Coordination:

The Ninth Grade Small Learning Community met the summer of 2003-2004 and hoped this would be included in the initial set up. The necessary steps were not taken to assure the initial set up. We have been meeting throughout the school year this year and believe that this class could make for a better prepared student. The program/class would be coordinated in a collaborative effort with Learner Support Services, Ninth Grade Teachers, Counselor and Administrator in charge of ninth grade.

A. Budget: Staff development money and volunteer time.

B. Study Group: Ninth Small learning Communities, Learner Support Services,

Counselor and Ninth Grade Principal.

C. Resources utilized in preparation proposal: Staff development money was used the summer of 2003 - 2004 and volunteer time has been used this year.

D. Resource people for planning steps: Teachers and Administrators.

VI. Implementation:

- | | |
|--|--|
| A. Budget: | No new moneys at this time. |
| B. Additional staff needs: | None. |
| C. Inservice necessary: | Will be provided by Learner Support Services, Toni Bach and Russ Henegar. |
| D. Equipment and Materials: | No new equipment or materials. |
| E. Curriculum and resource materials: | All curriculum needed we already have. |
| F. Space requirement: | No new space requirement. |
| G. Scheduling requirement: | Will be scheduled as a year long skinny or a semester blocked. |

VII. Evaluation:

We will use questionnaires and surveys to evaluate the Freshman class in May of 2006. We will follow up with questionnaires as students become 10th, 11th and 12th to see what was useful and what we could change. We will also be developing a ninth grade advisory group that will consist of faculty, students, parents, assistant superintendent and school board member to make sure we are staying on the cutting edge of research.

Example of proposed study skills component:

Topics Covered:

A. Responsibility

- 1. Response statements**
- 2. Assuming responsibility**
- 3. Dealing with persons of authority**

B. Assertive Behavior

- 1. Aggressive behavior**
- 2. Passive behavior**
- 3. Assertive behavior**

C. Assertiveness II

- 1. Compliments and conversations**

2. Making requests
3. Refusing request
4. Constructive expression of personal opinion
5. Coping with anger
6. Expressing anger

D. Responsibility II

1. Winners and non-winners
2. Feelings are a choice
3. Making the choice

E. Responsibility III

1. Taking risks
- 2.. Risks and stress
3. You and group pressure
4. Friends and trust
5. Trust walk

F. Organization/Time management

1. Assignment completion strategies
2. Quarter progress
3. Goal setting
4. Strengths / Challenges
5. Journal
6. Time scheduling
7. Monthly calendar
8. Weekly calendar

G. Study Strategies

1. Learning styles
2. Work habits
3. Effective studying
4. Study environment
5. Test taking strategies
6. Note taking strategies
7. Paraphrasing strategies
8. SMART reading strategy/ other reading strategies
9. Editing
10. Graphic organizers
11. Memorization strategies
12. Essay writing strategies

H. Listening and following directions

1. Effective listening
2. SLANT
3. Concentration
4. Active/Passive participation

VIII. Learner outcomes:

- 1. Students will recognize the education they need for different careers.**
- 2. Students will develop a 3 year plan.**
- 3. Students will develop a awareness of the interdisciplinary studies and how the relate to one another.**
- 4. Students will recognize that study skills and organization directly relates to their success.**
- 5. Students will become aware of the many benefits of mentoring and service learning.**

IX. Course Description:

Explore

Explore is a required course for all ninth grade students. Students will develop a three year curricular plan, work on study skills, explore career opportunities , work with upper class mentors, develop and work on interdisciplinary strategies, explore your learning style and develop a rapport with your Explore teacher.

PROGRAM OR CURRICULUM PROPOSAL FORM

MOORHEAD AREA PUBLIC SCHOOLS
MOORHEAD, MINNESOTA

____2005-2006____ School Year

Date to Assistant Superintendent:

Approved by Instruction and Curriculum Advisory Council:

Recommendation to Superintendent:

Complete a description of program proposal. Information in support of this proposal should be as comprehensive as possible.

I. Brief Description of Proposal

The purpose of this proposal is to add a course in **World Religions** to the course offerings at Moorhead High School.

II. Review of Supporting Literature

In 1974 the United Nations came out in support of Religious Education as a means to promote tolerance and understanding. In their words, "Religious education should be conceived as a tool to transmit knowledge and values pertaining to all religious trends, in an inclusive way, so that individuals realize their being part of the same community and learn to create their own identity in harmony with identities different from their own." The study was reviewed in November of 2001 and found the need to promote the study of world religions as a means to promote Universal Human Rights.. UNESCO's resolution endorsed the instruction of different religious beliefs in schools around the world.

Inherent to this study was the need to promote the freedom of non-belief as well as the acceptance of individual beliefs as proclaimed in the Declaration of Human Rights. A review of ethnic variety available at Moorhead High School (Profile) suggests the diversity of religious beliefs and values held by Moorhead's students. (seventeen different languages from around the globe).

III. Rational and Need

A. Reasons for proposed changes in present program

Given the recent events of 9/11 plus parallel violence in the world either directly or indirectly

related to religious beliefs it is deemed necessary to focus upon the role of religion in the history of the world. The goals are to promote understanding, increase tolerance, advance the knowledge surrounding differences and similarities in religious beliefs plus nurture the principles contained within the Universal Declaration of Rights.

IV. Objectives of the Proposal

- A. Summary of objectives of proposal - World religions is designed to promote understanding between religions and and nurture a tolerance of other beliefs. To that end major religions will be explored in a structured manner to learn about the following:

- History and origins
- Religious tenets
- Core beliefs
- Practices
- Writings taking from the primary documents
- Impact upon current affairs

The religions to be explored will be as follows:

- Hinduism
- Buddhism
- Judaism
- Christianity
- Islam

B. Specific Objectives

Students will create diagrams that reflect the essential teachings of each religious family

Students will create timelines demonstrating the expansion of each religion

Students will note similarities between each religion.

Students will read and understand the application of the Universal Declaration of Rights in respect to religion and values

Students will hear from practitioners of each faith.

Students will learn of global conflicts past and present that have stemmed from religious differences.

V. Procedures for Program Development and Coordination

List steps used in planning the proposal.

A. Budget for program development -

Costs would be borne by the department's budget. Online sources plus outside speakers will be the main source of information. If curriculum writing time would be appreciated.

The Instruction and Curriculum Advisory Council has recommended that a textbook should be used with this course. A classroom set of thirty textbooks will be purchased at an approximate cost of \$600. This purchase will be part of the social studies curriculum adoption budget.

B. Study group participation

Representatives from each of the aforementioned religious groups listed above will be tapped prior to the implementation of the course. In addition outside speakers will be a bulwark of the program. These speakers will be used to explain the skeleton of each religious group as well as give experiences due to religious strife. At the suggestion of the Curriculum and Instruction Advisory Council speakers will be given an outline prior to their presentations.

C. Resources utilized in preparation of proposal

They are listed above in "B". Local colleges are rich resources to be tapped in terms of both faculty and students.

D. Resource people in planning steps

The resource people would be the same as in "C"

VI. Implementation

A. Budget for implementation

Costs would be absorbed through the social studies adoption budget and department budget.

B. Additional staff needs

It is uncertain that the course would demand additional staff or would it represent a shift from traditionally offered classes.

C. Inservice training necessary to implement program

None will be needed.

D. Equipment and materials

The class would need access to computers but those computers should be available throughout the school.

E. Curriculum resource materials

The intent is to rely upon computer sources. Some money may be expended to secure preparatory materials for the instructor but those costs will come from the department's budget. The school has video tapes regarding the religions listed above. As other resources appear to be needed it is the intent to use allocated departmental funds for that purpose.

A classroom set of textbooks will be used at an estimated cost of \$600.

F. Space requirements

Appropriate classroom space.

G. Scheduling requirement

There are no special requirements that strike our attention.

VII.

A. Methods of Evaluating program

1. Questionnaires and survey - students will be given surveys at the beginning and the end of the course. Students will be asked to list their expectations for the course at the beginning and at the end they will be asked if their expectations have been met. Students will be encouraged to provide feedback that help instructors refine the focus of the course or the methods employed.
2. Minnesota State Testing Information - unrelated to the course
3. Achievement scores - unrelated to the course
4. Other methods of evaluation - Any teacher can tell from class interaction how a class is going.

B. Plans for regular feedback - This elements appears to be a repeat of the items above.

VIII Learner Outcomes

Students will demonstrate a knowledge of a specific religion's -

Origin
History
Writings
Beliefs
Practices
Traditions

Students will demonstrate how religious beliefs and impact contemporary affairs

Students will identify similarities between religious beliefs and practices.

Students will give examples of difference groups within any defined religious group.

Students will demonstrate a knowledge of the Universal Declaration of Human Rights

IX Course Descriptions

World religions is designed to introduce students to the major religions of the world. The goal will be to introduce students to Hinduism, Buddhism, Judaism, Christianity and Islam. With each religious group students will learn about the respective origin, history, beliefs, practice and writings. Students will seek to define similarities and differences between the groups as well as trace the impact upon the world of the past and the present. Students will learn of each group through on line resources, speakers and individual investigation.

PROGRAM OR CURRICULUM PROPOSAL FORM

MOORHEAD AREA PUBLIC SCHOOLS

Moorhead, Minnesota

2004-2005 School Year

Proposed to begin in the 2005-2006 School Year

Date to Assistant Superintendent:

Approved by Instruction and Curriculum Advisory Committee:

Recommendation to Superintendent:

Complete a description of program proposal. Information in support of the proposal should be as comprehensive as possible.

I. Brief Description of Proposal:

The Business Education Department is proposing a Media/TV Production course that will utilize equipment and labs that are already available in our school.

II. Review of Supporting Literature:

We have been reviewing curriculum from several different schools: Thousand Oaks High School in Ventura, California; Onalaska High School, Onalaska, Wisconsin; Clark Atlanta University, Atlanta, Georgia; Apple Digital Campus Curriculum, (sister to the Web Design Curriculum that we currently use); and other Minnesota High Schools currently offering courses of this type. Some of the following are: Lake of the Woods, Bemidji, Roseville, St. Francis, Chaska, Fisher, Brainerd, Austin and Bloomington. We have been in contact with each of these Minnesota schools during the month of September to find out more about their curriculum and plan to make some site visits to those that would be of most value in our research.

III. Rationale and Need

In our constantly changing world, student exposure to real-life experiences is vital to their success. This course would give students hands-on, real life exposure to the workings of a television station and all that is involved in production and management of a network. As a bonus students will be made aware of a wealth of career opportunities that they can explore. We would like to offer our students the same opportunities that other Minnesota schools and premier schools around the country offer their students. We need to use the equipment/facility available to us to provide this opportunity for our students.

IV. Objectives of the Proposal:

- A. Summary of objectives: We would make use of the Black Box Theater/TV studio and the \$130,000 of equipment made available to us from MCAT (Moorhead Community Access Television).
- B. Specific Objectives:
 - 1) To create a student run TV Production Network that could originate "LIVE" broadcast from any classroom in the district and share it with all other district classrooms.
 - 2) To utilize access to provide broadcast content for Moorhead Community Access Television Channel 12 including the ability to provide "live" and tape delay programming to CableOne subscribers.
 - 3) To better utilize our ITV connection to allow the sharing of our broadcast content with the world and likewise receive content from other worldwide providers.
 - 4) To use the stationary and portable television production equipment that we currently own or have access to in order to promote Moorhead Area Public Schools' students and staff.
 - 5) Students would learn and experience the workings of Media/TV Productions in a hands-on, real life format.
 - 6) Career exploration of the vocations relating to the multimedia medium would allow students to make informed decision regarding their future.

V. Procedures for Program Development and Coordination

List the steps used in planning the proposal

- A. Budget for program development: The only monies that we may need in this research and planning phase would be the expense of visiting successful programs at other school sites. The research to this point has been done through telephone calls, e-mail and online.
- B. Study group participation: We have been meeting as a department with Dan Markert, Director of Technology.
- C. Resources utilized in preparation of proposal: We have been reviewing the curriculum of the following schools around the country: Thousand Oaks High School in Ventura, California; Onalaska High School, Onalaska, Wisconsin; Clark Atlanta University, Atlanta, Georgia; Apple Digital Campus Curriculum, (sister to the Web Design Curriculum that we currently use). We have been in telephone or e-mail contact with the following Minnesota Schools currently offering courses of this type. Some of the following are: Lake of the Woods, Bemidji, Roseville, St. Francis, Chaska, Fisher, Brainerd, Austin and Bloomington. We plan to continue our research more extensively before final curriculum decisions are made.

- D. Resource people for planning steps: Business Education Department members and Dan Markert, Director of Technology; Dana Harris, MCAT coordinator; Rusty Caselton, MCAT president and MSUM television production instructor.

VI. Implementation

- A. Budget for implementation: Final figures will not be available until site visits and meetings with our Technology Director have been finalized.
- B. Additional staff needs: Our department is willing to take on this endeavor, with training.
- C. Inservice training necessary to implement program: Since this is not something that we have previously been trained in or been taught ourselves, we would need to learn the workings of running a Television Production Studio prior to instructing students of the same. Technology has allocated staff development funds to accommodate this training need. In addition, MCAT staff and MSUM television production has offered to provide training and support.
- D. Equipment and materials: We currently have access to \$130,000 of equipment made available to us through MCAT (Moorhead Community Access Television) so equipment would not be needed. The \$64 million building referendum also has provided each district building with portable TV studio equipment. There may be a need for some materials depending on the curriculum that is chosen to best teach this skill to the students.
- E. Curriculum resource materials: There may be a need for some materials depending on the curriculum that is chosen to best teach this skill to the students.
- F. Space requirements: The black box theater/TV studio currently contains floor space and production equipment necessary for this course. Scheduling accommodations would need to be considered so as to not double book this location with other fine art classes.
- G. Scheduling requirements: We are encouraged that we are currently on the block schedule since this course is best taught in the block. Students will make use of the longer class times to accomplish more in each meeting.

VII. Evaluation

- A. Methods of evaluating program
 - 1. Questionnaires and surveys: We will collect that information from the students. We will also collect this information from those in the community who will view our productions.
 - 2. Minnesota State Testing Information: not applicable
 - 3. Achievement scores: not applicable
 - 4. Other methods of evaluation: Our evaluation will be the products themselves—the Productions that the students create and put on air.

- B. Plans for regular feedback: We will create ongoing opportunities for evaluations that would be available to all of our viewers, whether they be students, faculty, district employees and community members who watch the student productions.
- C. The establishment of a television production club will serve to further provide additional opportunities for our students.

VIII. Learner Outcomes

These learners will have the opportunity to experience the workings of a Television Network through the management and production phases of programs that will air on Moorhead Community Access Television as well as our in house district channels.

IX. Course Description

Media/TV Production: Students will receive hands-on experience in producing, directing, writing, editing, reporting, and camera work. Students will utilize production skills by working with equipment provided by MCAT (Moorhead Community Access Television) and broadcasting through them. Different styles and techniques of production will be utilized.

In order to have students run the network throughout the entire school year, scheduling would need to be:

Block I—Media/TV Production I

Block II—Media/TV Production II

Block III—Media/TV Production I

Block IV—Media/TV Production II

Media/TV Production I 1/2 credit—Block 1 and 3

Curriculum

Unit 1: Video Journalism: The Power of Information

- Lessons:
- 1. Journalism
 - 2. The Campus Newsroom

Unit 2: Developing the Idea for the Story

- Lessons:
- 1. Introduction to News Production
 - 2. Roles and Responsibilities in a Production Team
 - 3. Features of Broadcast and Internet News
 - 4. Types of News Stories
 - 5. Determining Newsworthiness
 - 6. Pitching a Story

Unit 3: The First Craft: Editing

- Lessons:
1. Basic Editing
 2. Building a Sequence
 3. Transitions

Unit 4: Planning the Story

- Lessons:
1. Identifying Primary and Secondary Sources
 2. Note-Taking and Observation
 3. Interviewing
 4. Documenting Sources
 5. Ethics of Journalism

Unit 5: The Second Craft: Camera

- Lessons:
1. Introduction to the Camera
 2. Working With the Camera
 3. News Coverage
 4. Shooting the Voice-Over
 5. Scripting and Editing the Voice-Over

Unit 6: Producing the Story for Video

- Lessons:
1. Assigning Roles and Responsibilities
 2. Production Equipment
 3. Camera Functions
 4. Video Formats
 5. Sound
 6. Lighting
 7. Elements of a Video Package
 8. Types of Shots
 9. The Field Production Checklist

Unit 7: Scripting the Video Story

- Lessons:
1. The Screening Room
 2. Scripting the Story
 3. Formatting the Script
 4. Editing the Story

Media/TV Production II

1/2 credit—Block 2 and 4

Curriculum

Unit 8: On Assignment

- Lessons:
1. Conducting Interviews
 2. Making Assignments
 3. On Assignment: Production
 4. On Assignment: Post-Production

Unit 9: Writing the Story for the Web

- Lessons:**
1. Elements of a Web Story
 2. Web vs. Newspaper
 3. Writing a News Lead
 4. Putting the Pieces Together
 5. Thinking Interactively
 6. The Blurb

Unit 10: Web Publishing

- Lessons:**
1. Online Video Basics
 2. Preparing Video for the Web
 3. Publishing to the Web

Unit 11: The Third Craft: Lighting

- Lessons:**
1. Basic Lighting
 2. Practical Lighting

Unit 12: The Fourth Craft: Sound

- Lessons:**
1. Basic Sound Recording
 2. Location Sound

Unit 13: Motion Graphics

- Lessons:**
1. Text Tools
 2. Compositing and Animation
 3. Filters
 4. Finishing the News Story

Unit 14: On Air

- Lessons:**
1. The Studio
 2. The Anchors
 3. The Line-Up
 4. Putting It All Together

Unit 15: Advanced Editing Extensions

- Lessons:**
1. Working with Audio
 2. Organization
 3. Audio/Video Settings and Preferences

Yearbook Class Proposal

11-11-04

I. This proposal concerns the movement of the MHS yearbook program from an extracurricular activity to an elective course. The course will also occur after school hours through the yearbook editor staff.

II. Supporting literature for this course has been provided through Andy Hedstrom, the Jostens representative. Through this literature, Andy outlined needs that MHS currently has and how the course will solve those needs. Also, Andy outlined outcomes and skills acquired through the course.

III.

A. The MHS yearbook is a major publication, drawing roughly \$40,000 from the student body. Because of the school size, the yearbook staff has had difficulties completing the yearbook in a timely manner due to lack of staff reliability and limited technological resources. The rational for moving the activity into a class are as follows:

1. Wider student participation (members of other activities will participate).
2. The class will maintain a more consistent staff motivated by the product and grade.
3. The consistency of a daily course will allow for productivity.
4. Computer skills acquired through desktop publishing are often required for careers. These skills should appear in a wider range of MHS courses.
5. Photography will be more available to the MHS student body through the Yearbook course.
6. The proposed change is widely practiced throughout Minnesota; every school the size of MHS within Minnesota has a yearbook course.

IV.

A. The objectives of this proposal are to illustrate the need of a yearbook course, provide examples of the course's success in other schools of our size, and enumerate current obstacles with the yearbook and provide viable solutions.

V. Procedures for Program Development and Coordination

- a. Jostens, our current yearbook partner, offers a layout program online that allows students to develop their pages from ANY computer with internet access. This allows the yearbook course to occur without purchasing any desktop layout programs.
- b. No study group participation is required.
- c. All research regarding the yearbook class was through other instructors and representatives.
- d. Resource Individuals:
 1. Rachel Meyer, the previous yearbook advisor, agrees and recommended the yearbook as a course for reasons mentioned above.
 2. Andy Hedstrom provided much of the literature and feedback regarding the

yearbook course. Andy has the ability to gauge the possible outcome of this course through his management of school yearbooks throughout his representative area.

VI. Implementation:

a. MHS will need an available area with computers for each student to work on their yearbook pages.

*Note: Jostens provides an online yearbook layout program that will not require the school to purchase costly desktop layout programs. Also, the students will now have the ability to work on their pages from any high speed internet access computer.

b. One instructor will be needed for the course with experience in yearbook production.

c. The yearbook software will require training for the yearbook instructor if previous experience does not exist.

d. Equipment will primarily include an overhead to instruct layout and photography concepts and computers for the desktop layout.

e. Curriculum materials needed are a photography text and layout text for the instructor to convey information to the students.

f. A standard class room will be required for the course.

g. This course could function as a quarter course at any point during the school year. The course would also work within a 90 or 45 minute class period.

VII. Evaluation:

a. This course will be evaluated through surveys to the participating students and yearbook representative, Andy Hedstrom, who will gauge the progress of the yearbook compared to previous years.

b. regular feedback will come through the yearbook editing staff as they track the progress and production of each section of the yearbook.

VIII. Learner Outcomes:

a. Through the yearbook course, students will develop skills in group planning and organization, deadline organization, photography composition, desktop layout, and media writing. All skills acquired in this course are applicable to an array of professions. Also, as a wider range of students participate and gain these skills, the MHS yearbook will become a more efficient and diverse piece of history.

IX. Course Description:

a. The yearbook class will begin by discussing the elements of desktop layout, photography composition, and the Jostens' layout software training.

b. The remainder of the course will focus on group organization of the deadlines and pages needed for production, assignment to each page, and the designing/ production of the pages.

X. Applied Standards

Reading and Literature

B. Vocabulary Expansion: students will apply the use of a thesaurus when developing quotes for each yearbook section in order to better target their intended audience.

Writing

A. Type of Writing

Standard: Students will write descriptive models and will practice the media style writing method.

1. Students will plan, organize, and compose descriptive writing based on their research in order to address a specific audience.

B. Elements of composition

Standard: the students will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.

The student will:

1. Generate, gather, and organize ideas for writing.
2. Revise writing for clarity, coherence, smooth transitions, and unity.
3. Apply available technology to develop, revise, and edit their yearbook pages.
4. Revise, edit, and prepare final yearbook page drafts that fit the yearbook theme, intended audience, and overall yearbook purpose.

C. Spelling, Grammar, and Usage

Standard: the students will apply standard English conventions when writing for the Yearbook publication.

The student will:

1. Understand the differences between formal and informal language styles in use each appropriately for the different section of the Yearbook.
2. Use a variety of correctly punctuated sentences for meaning and stylistic effect.
3. Edit writing for standard English conventions.

D. Research

Standard: the yearbook students will locate and use reference materials.

The student will:

1. Use print and electronic databases in order to obtain the required information for their assigned yearbook page(s).
2. Students will learn to narrow their researched information in order to gain their intended audience and meet the requirements of the yearbook publication.

3. Develop a research plan in order to meet yearbook deadlines and objectives.
4. Learn to differentiate between sources based n their usefulness to the yearbook goal.
5. Proofread the final edition of their yearbook page(s) for grammar conventions.

Proposal for New Communications Arts Course

- I. The following proposal will detail the necessity for creating a Film Studies communications course at Moorhead High School for the 2005-2006 school year. Proposing a Film Studies communications course is a step towards forming a well-rounded curriculum for students at Moorhead High School.
- II. The primary literature used to determine a communications course's legitimacy was based on the teaching of Howard Gardner, specifically his theory of Multiple Intelligences. Any communication arts course would utilize a student's emotional intelligence as well as the cognitive intelligence naturally associated with a survey course in communications. In addition, the standards developed by the Language Arts teachers in the district require students to be able to analyze and interpret diverse works of literature. By definition, Film Studies would be a literature class offered only to those students capable of the rigors of film analysis.
- III. The students of Moorhead High School would benefit from a communications arts course because presently, no course is being offered at Moorhead High School in the area. In addition, to stress the need for communication arts courses at this school is to show the students, parents, and faculty of the district that Moorhead High School is committed to offering diverse and progressive curricular options.
- IV. The objectives for this proposal are to provide justification for a course in Film Studies communications at Moorhead High School. Specific Minnesota Language Arts Academic standards related to this class are:

Strand III: Speaking, Listening and Viewing

Sub-strand B : Media Literacy

Grades 9-12 Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

Benchmarks:

- #6. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.
- #7. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.
- #8. Formulate critical, evaluative questions relevant to print or non-print selections

- V. The following steps were followed while determining the proposal content:

1. Budget: At this time, budget is not a concern. Films will be obtained from the collections established by the teacher.
2. Study Group: No study group participation would be necessary.
3. Resources utilized: Information for this proposal was gathered from colleagues throughout the state of Minnesota who are part of the professional teachers organization *Communication and Theatre Association of Minnesota (CTAM)*. In addition to many professionals, the text *Questions of Communication* by Rob Anderson and Veronica Ross was a helpful guide in determining what kinds of information would be relevant to high school students.
4. Resource People: If this course was to be expanded over the years to include creation/production of film, Dan Markert and the technology staff available would be invaluable to its success. In addition, community and post-secondary sources would be utilized to create a connection between the class and its relevance in the Fargo-Moorhead area and the world at large.

VI.

1. Budget: No extra allocation of funds will be necessary.
2. Staff needs: This class would be taught by qualified teachers on a rotating basis. No one teacher teaches this class every year over and over again. Each teacher qualified to teach it and who demonstrates an interest in teaching this class may. Any language arts teacher earning their license after the year 2001 must be certified to teach communication classes as well as English literature and writing classes.
3. Inservice: No inservice training will be necessary.
4. Equipment and materials: No equipment other than what is provided to all current Language Arts teachers will be required. Teachers without an LCD projector would have to be given one or provided with a cart with a TV and DVD player.
5. Curriculum Resource Materials: The resource materials will follow the current need for English resource materials. No text books will be necessary.
6. Space Requirements: The auditorium, black box, or study hall would be the best place to hold this class as these are the only spaces large enough for a class of this size.
7. Scheduling Requirements: This class would be taught as a block class twice a year for a quarter long each time. It may be paired with other communications arts classes in a semester long format. It may be possible to teach film analysis one quarter and film creation/production the next. If the class is held in the auditorium or study hall, the size of the class could be expanded to 40 as well.

VII. The course will be evaluated by surveys to be done by students at the beginning of the course and at the conclusion of the course to gauge the level of interest and the level of knowledge attained. Feedback from students will be done at the conclusion of each course each quarter, semester, or year.

VIII. The goal for this course is to give students a complete understanding of how the history,

innovations, and artistry of filmmaking affects society. Students will learn the history of filmmaking including the directors/producers who have influenced the medium most profoundly. At the outcome of the course, students will be able to identify key genres, influential auteurs, and significant works. Students should also have a basic idea of how filmmakers use the medium through music, camera angles, special effects, and scene/costume design. Students will be assessed on this information through standard objective assessments, but will also undertake the task of creating a class determined rubric for evaluating modern films and their relevance in society. The major assessment to be done will be a course long discussion of modern filmmaking's importance in society today to culminate in a research paper or project to be presented the final day of the course.

IX. Film Studies Communication is a class designed for the student capable of interpreting literature within the genre of film and being able to analyze it as a work of art from the perspective of the filmmaker, society, and audience. Students will study films from a variety of different eras and genres and explore how filmmakers shape ideas differently from writers, musicians, visual artists, and theatre directors. A possibility in the future would be the creation of a film writing/production class utilizing the technology available to students at Moorhead High School.

Submitted: October, 25 2004

Christopher Lien
English Department
Moorhead High School

OFFICE OF TEACHING & LEARNING MEMO #: I.05.084



TO: Dr. Larry Nybladh
FROM: Lynne Kovash JK
SUBJECT: Improvement Plan
DATE: December 7, 2004

Attached are the charts and information to share with the board regarding the Improvement Plan for Moorhead Area Public Schools.

The attached data will provide information regarding the achievement gap in the district.

1. Target goals for student subgroups
2. Percent proficient/student subgroups
3. Format to address achievement gaps

The AYP Intervention Planning Team will meet on Friday, December 10 to develop the draft of the intervention plan. The plan will be presented to the board at the January 13, 2005 school board meeting for final consideration. The plan is due to the Minnesota Department of Education on January 19, 2005.

LAK/kmr
Attachment

**Moorhead Area Public School Improvement Plan
FIRST DRAFT BEFORE AYP MEETING
12/8/04**

I. Executive Summary

The Moorhead Area Public Schools have a reputation for excellence. The high expectations of parents, the dedication of the teachers and staff, the visionary leadership, and the influence of three four-year colleges in the area have made the schools among the best in Minnesota, a state with a highly regarded educational system.

The district is best known for three things: the superior academic achievement of its students, its far-reaching extracurricular activities, and its efficiency in operating costs.

The mission of the Moorhead School District is to develop the maximum potential of every learner to thrive in a changing world. Each day approximately 5,200 students learn and thrive in the classrooms, hallways and playgrounds of Moorhead Area Public Schools.

Ellen Hopkins Elementary School, Robert Asp Elementary School, and S.G. Reinertsen Elementary School serve students in grades K-5, Horizon Middle School serves grades 6-8, and Moorhead High School serves grades 9-12. The Red River Area Learning Center offers an alternative school setting and independent study options for middle school and high school learners.

Besides addressing the needs of K-12 students, the district also provides educational, social and recreational opportunities for learners of all ages.

Learning in Moorhead begins at birth with a wide range of popular Early Childhood Family Education classes for parents and children, birth through age five. Early Intervention Services provides special education services to children, birth through age five, in the district.

Each year, Community Education, a program of the Moorhead School District, offers approximately 1,000 enrichment courses to thousands of area residents. GED preparation and instruction in basic skills are offered through Adult Basic Education.

The Moorhead School District, which covers 216 square miles along the Red River, is 34 miles long and 9.5 miles wide. The district includes the cities of Moorhead, Georgetown and Sabin. The district's budget exceeds \$40 million.

The school's demographics in 2003-04 were as follows: American Indian, 3.12%; Asian, 1.49%; Hispanic, 8.38%; Black, 2.53%; White, 84.48%; LEP, 6.77%; Special Education, 18.5%; and Free and Reduced Lunch, 33%.

Based on the 2004 Minnesota Comprehensive Assessment, the school met targets for attendance, graduation, participation on all test and in all subgroups. The district met targets for all students, Asian, Hispanic, Black, and White on the reading tests. The district met target for all students, Asian, Black and White students. The district received a waiver for special education based on the high percentage of special education and the regional status of the district. The school was identified for Adequate Yearly Progress for American Indian, LEP and Free and Reduced Lunch students on the reading test. The district was identified in Need of Improvement for American Indian, Hispanic, LEP and Free and Reduced Lunch students on the mathematics test.

II. Comprehensive Needs Assessment

In preparation for developing an Improvement Plan, the district has reviewed and analyzed its student achievement data and determined areas for further work and improvement.

Key Strengths

Curriculum

Instruction

Assessment

Staff Development

Family and Community

Leadership

Key Opportunities for Improvement

Curriculum

Instruction

Assessment

Staff Development

Family and Community

Leadership

III. Measurable Goals and Targets

District Goal and Target

Mathematics

The percentage of students proficient will increase in each targeted sub group by %

District targets will increase to targeted levels.

	2004 Level	Target Level
American Indian	43.48	56.19
Hispanic	53.07	60.94
LEP	46.03	61.76
FRP	59.60	65.34

Reading

The percentage of students proficient will increase in each targeted sub group by %

District Targets

	2004 Level	Target Level
American Indian	56.73	59.71
LEP	46.40	63.61
FRP	53.93	67.41

IV. Strategies

Goal 1 Mathematics

Goal 2 Reading

V. Technical Assistance

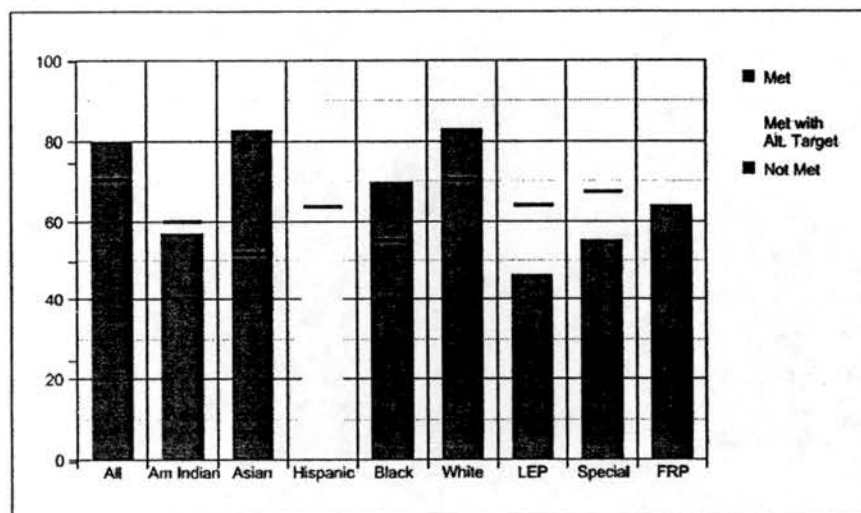
The district will provide staff development and Title II funds for the reading and math curriculum alignment.

The district will work with the state best practice representatives in math, reading, and LEP.


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MOORHEAD

How did the district do in reading Proficiency?

[Proficiency](#)
[Participation](#)


The reading proficiency graph shows the index rate earned by students across tested grades on the MCAs this year. There are nine possible groups included in this calculation. This graph shows a bar for groups of 20 students or more or in the case of special education students only groups of 40 or more are shown. Groups of that do not meet minimum size requirements are not shown. Targets are different for each group because they are individually calculated based on the exact number of students at each grade level. Targets for each group are shown as black lines floating over each bar.

Index Rate: 2003		2004	
	Rate	Target	Rate
▶ All	80.3	70.03	79.78
▶ Am Indian	58.33	59.71	56.73
▶ Asian	NA	51.57	82.69
▶ Hispanic	50.81	63.27	57.08
▶ Black	NA	54.99	69.70
▶ White	84.32	70.04	82.90
▶ LEP	47.54	63.61	46.40
▶ Special	55.68	67.10	55.26
▶ FRP	66.95	67.41	63.93

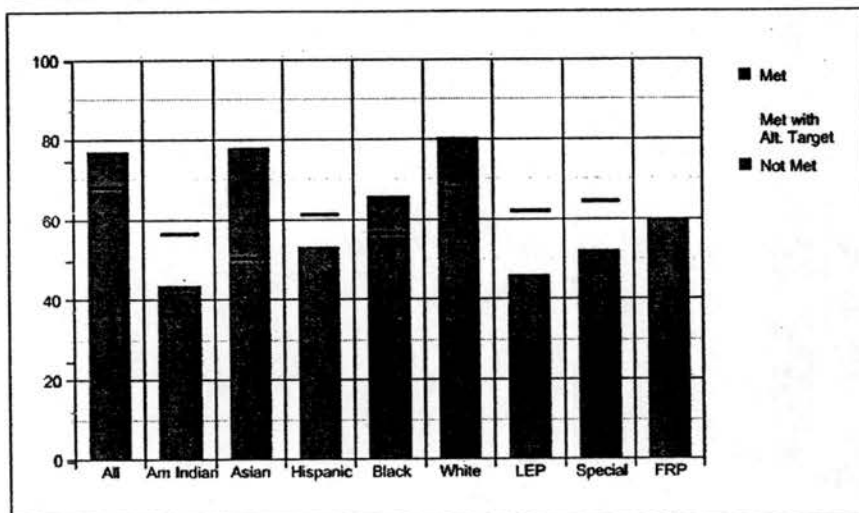
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MOORHEAD

How did the district do in math Proficiency?

[Proficiency](#)
[Participation](#)


The mathematics proficiency graph shows the index rate earned by students across tested grades on the MCAs this year. There are nine possible groups included in this calculation. This graph shows a bar for groups of 20 students or more or in the case of special education students only groups of 40 or more are shown. Groups of that do not meet minimum size requirements are not shown. Targets are different for each group because they are individually calculated based on the exact number of students at each grade level. Targets for each group are shown as black lines floating over each bar.

Index Rate: 2003

	Rate
► All	79.86
► Am Indian	54.17
► Asian	NA
► Hispanic	50
► Black	NA
► White	84.08
► LEP	47.46
► Special	59.77
► FRP	67.1

2004

Target	Rate
67.69	76.78
56.19	43.48
50.33	77.78
60.94	53.07
56.43	65.48
67.62	80.26
61.76	46.03
64.22	51.96
65.34	59.60

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