



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

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S-M9-B05
10 January 2005

INDEPENDENT SCHOOL DISTRICT #152

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

January 10, 2005

7:00 p.m.

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

ATTENDANCE:

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

AGENDA

1. **CALL TO ORDER**

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

Moved by _____ Seconded by _____

Comments _____

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

2. **ORGANIZATION OF THE SCHOOL BOARD:** Thompson

SCHOOL BOARD AGENDA - January 10, 2005

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A. Election of Officers

Chairperson -

Vice-Chair -

Clerk -

Treasurer -

Suggested Resolution: Move to nominate the following slate of officers for the one-year term (2005) on the Moorhead School Board, and cast a unanimous ballot by acclamation:

Moved by _____ Seconded by _____

Comments _____

3. **CONSENT AGENDA**

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

A. TEACHING/LEARNING MATTERS - Kovash

(1) Approval of Funding - Pages 6-8

(2) Acceptance of Gifts - Pages 9-11

B. BUSINESS SERVICE MATTERS - Weston

(1) Approval of Collection of NSF Checks - Page 12

C. HUMAN RESOURCE MATTERS - Nielsen

(1) Approval of New Employees - Page 13

(2) Approval of Family/Medical Leave - Page 14

(3) Acceptance of Resignations - Page 15

(4) Approval of Leave - Page 16

SCHOOL BOARD AGENDA - January 10, 2005

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(5) Approval of Child Care/Parenting Leave - Page 17

(6) Approval of Retirement - Page 18

D. SUPERINTENDENT MATTERS - Nybladh

(1) Approval of December 6 Special and December 13, 2004 Regular Meeting Minutes - Pages 19-27

(2) Approval of Agreement - Pages 28-41

(3) Approval of January Claims

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

Moved by _____ Seconded by _____

Comments _____

4. SCHOOL BOARD/STAFF DIALOGUE: Kovash

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

Special Education Updates and Trends in Moorhead Schools - Kovash

Page 42

5. FIRST READING OF POLICIES: Nybladh

Pages 43-61

Conduct a first reading of policies: Cash Management (820), School Calendar (630), School Board Evaluation (204), School District Crisis Management (710), Field Trips (632), Religion (634), Early Admissions (513), and Drug-Free Workplace/Drug-Free School (572).

SCHOOL BOARD AGENDA - January 10, 2005

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6. **AYP IMPROVEMENT PLAN:** Kovash

Pages 62-101

Suggested Resolution: Move to approve the Moorhead Area Public Schools AYP Improvement Plan and direct administration to file the plan with the Minnesota Department of Education by January 19, 2005.

Moved by _____ Seconded by _____

Comments _____

7. **COMMITTEE REPORTS**

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

9. **ADJOURNMENT**

SCHOOL BOARD AGENDA - January 10, 2005**PAGE 5****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Collab Trans Interagency Com	January 12	3:30 pm	MHS
MSBA Annual Conference	January 12-14		Mpls Conv Cntr
Instr and Curr Adv Com	January 13	7 am	Probst Cntr for Educ
MHCI Board	January 14	7:30 am	Townsite Centre
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
SGR PTAC	January 18	7 pm	Library
Interagency Early Intervention	January 19	12 noon	Family Service Center
Clay Cnty Jt Powers Collab	January 19	3:30 pm	Family Service Center
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		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
School Board	February 14	7 pm	Probst Cntr for Educ
School Board	February 28	7 pm	Probst Cntr for Educ

OFFICE OF TEACHING & LEARNING MEMO #: I.05.093



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Functional Workforce Literacy program
DATE: December 16, 2004

Moorhead Adult Basic Education has been notified that the funds from Clay County Social Services for the Functional Workforce Literacy program have been extended for another year. The total amount available is \$18,639.00.

RESOLVED RESOLUTION Move to approve the Functional Workforce funding in the amount of \$18,639.00 from Clay County Social Services.

LAK/kmr

OFFICE OF TEACHING & LEARNING MEMO #: I.05.096



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Carl Perkins Funding
DATE: December 27, 2004

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

2 Apple M-Audio Keystations
2 Apple iPods
1 Cisco Aironet 1231

The total award is \$1,602.90. 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. These materials are to be used only by the Administrative Support Occupations program at Moorhead 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 \$1,602.90.

LAK/kmr

OFFICE OF TEACHING & LEARNING MEMO #: I.05.100



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Carl Perkins Funding
DATE: January 4, 2005

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

35 student textbooks and 1 teachers' edition Microsoft Office X:
Introductory Concepts and Techniques

The total award is \$2,117.50. 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 from Thomson Learning and will be forwarded to the High School. These materials are to be used only by the Administrative Support Occupations Program at Moorhead High School.

SUGGESTED RESOLUTION Move to approve the instructional material from Lakes Country Carl D. Perkins and Tech Prep Projects in the amount of \$2,117.50.

LAK/kmr

OFFICE OF TEACHING & LEARNING MEMO #: I.05.094



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Gift Acceptance
DATE: December 21, 2004

Horizon Middle School has received a gift of a stovetop range from David Rauenhorst. The range will be used in a Healthy Lifestyle classroom and is valued at \$100.00.

SUGGESTED RESOLUTION: Moved to approve the donation of the stovetop range valued at \$100. Direct administration to send a thank you letter.

LAK/kmr

OFFICE OF TEACHING & LEARNING MEMO #: I.05.092



TO: Dr. Larry Nybladh
FROM: Lynne Kovash
SUBJECT: Gift Acceptance *LK*
DATE: December 15, 2004

Moorhead High School AYES automotive program has recently been given a donation of a 1998 Honda Accord 2 door (VIN#) 1HGCG3650WA000002. Estimated value is \$12,000.00.

American Honda Motor Co., Inc.
Industry Education Coordinator 500-2C-11B
1919 Torrance Blvd.
Torrance, CA 90501-2746

with local assistance from:
Chuck Bowen, Automotive Department
Dunwoody College of Technology
818 Dunwoody Blvd.
Minneapolis, MN 55403-1141

SUGGESTED RESOLUTION: Move to approve the donation of the 1998 Honda Accord valued at \$12,000. Direct administration to send a thank you letter.

LAK/kmr

OFFICE OF TEACHING & LEARNING MEMO #: I.05.091



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Gift Acceptance
DATE: December 15, 2004

Moorhead High School AYES automotive program has recently been given a donation of a 2000 Toyota Corolla (VIN#) INXBR12E3YZ407050. Estimated value is \$9,000.00.

Toyota Motor Sales, USA, Inc.
19001 S Western Ave H213
Torrance, CA 90509-2714

SUGGESTED RESOLUTION: Move to approve the donation of the 2000 Toyota Corolla valued at \$9,000. Direct administration to send a thank you letter.

LAK/kmr



To: Dr. Larry P. Nybladh

From: Mark Weston *mw*

Date: January 3, 2005

RE: NSF Checks

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

One the General Account:

Ellen McCann	\$ 10.00
Refugio J. Villarreal, Jr.	\$ 35.00
Cory A. Emerson	\$ 20.00
Michelle Colton	\$ 3.50
Danielle M. Daigle	\$ 15.00
Donna Goehring (4)	\$ 87.00
Rogelio Garcia	\$ 30.00
Mardi Eidem	\$130.00
Total	\$330.50

On the Activity Account:

Lindsay Samek	\$ 13.00
Todd Kristofferson dba	
South Plaza Barbers	\$ 15.00
Saysamone Sandkuai	\$ 55.00
Andrea B. Sell	\$ 8.00
Susan G. Amicucci	\$ 11.50
Patty L. Stoll	\$ 20.95
Michelle Colton	\$ 8.00
Total	\$131.45

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

MHW:mde

HUMAN RESOURCE

MEMO #: HR .05.069



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: New Employees
DATE: January 3, 2005

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.

Aitan Haji ESL Paraprofessional, High School, 6.5 hours per day, B21 0-2 \$11.87 per hour, effective January 3, 2005. (Replaces Nahro Hamad)

Michelle Swanson Computer/Server, S.G. Reinertsen Elementary, 2.75 hours per day, \$7.75 per hour, effective December 15, 2004. (Replaces Marilyn Akers)

Mary Murphy Server, Robert Asp Elementary, 2.75 hours per day, \$7.75 per hour, effective December 15, 2004. (Replaces Mary Lawrence)

Marcie Grady Server, High School, 2.75 hours per day, \$7.75 per hour, effective January 10, 2005. (Replaces Aisha Salih)

SUGGESTED RESOLUTION: Move to approve the employment of Aitan Haji, Michelle Swanson, Mary Murphy and Marcie Grady.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.073



TO: Dr. Larry Nybladh
FROM: Ron Nybladh
SUBJECT: Family/Medical Leave
DATE: January 3, 2005

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

Stephanie Ramirez Paraprofessional, Partners in Learning, to begin approximately January 30, 2005 for five weeks.

SUGGESTED RESOLUTION: Move to approve the Family Medical Leave for Stephanie Ramirez pursuant to Article VIII, Section 3 of the Paraprofessionals' Master Agreement.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.070



TO: Dr. Larry Nybladh

FROM: Ron Nielsen

SUBJECT: Resignations

DATE: January 3, 2005

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

Brenda Backlund Server, Horizon Middle School, effective December 22, 2004

Matthew Omvig Custodian, High School, effective December 13, 2004

Tonya Matson Early Childhood Teacher, effective December 31, 2004.

SUGGESTED RESOLUTION: Move to approve the resignations of Brenda Backlund, Matthew Omvig and Tonya Matson. as presented.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.071



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Other Leave
DATE: January 3, 2005

The administration requests Other Leave for the following person:

Nahir Munoz Paraprofessional, High School from January 3, 2005 - January 26, 2005.

SUGGESTED RESOLUTION: Move to approve the Other Leave for Nahir Munoz pursuant to Section 8 of the Paraprofessionals' Master Agreement.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.072



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Child Care/Parenting Leave
DATE: January 3, 2005

The administration requests Child Care/Parenting Leave for the following person:

Nicole Anderson Paraprofessional, Ellen Hopkins Elementary, effective January 3, 2005 for six weeks.

SUGGESTED RESOLUTION: Move to approve the Child Care/Parenting Leave for Nicole Anderson pursuant to Article VIII, Section 2 of the Paraprofessionals' Master Agreement.

RN/smw

HUMAN RESOURCE

MEMO #: HR .05.074



TO: Dr. Larry Nybladh
FROM: Ron Nielsen
SUBJECT: Retirement
DATE: January 3, 2005

The administration request approval for Retirement of the following person:

Clifford Steinert Custodian, High School, effective March 31, 2005.

SUGGESTED RESOLUTION: Move to approve the retirement of Clifford Steinert

RN/smw

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
DECEMBER 6, 2004
PAGE 1**

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

MEMBERS ABSENT: Mike Siggerud and Kristine Thompson.

CALL TO ORDER: Vice Chairwoman Erickson called the meeting to order at 7:00 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: Hohnadel moved, seconded by Tomhave, to approve the agenda as presented. Motion carried 5-0.

TRUTH IN TAXATION PROPERTY TAX HEARING: Weston presented an overview of the 2004 Payable 2005 Levy and current year's budget. Weston pointed out variances in the levy compared to the prior year's levy that decreases the general levy \$157,768.43. The decrease is due primarily to a reduction in the 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.

OPEN PUBLIC HEARING: Erickson opened the public hearing at 8:00 p.m.

Erickson requested the audience to address the Board with any questions regarding the levy. This request was made three times.

CLOSE PUBLIC HEARING: Erickson closed the public hearing at 8:07 p.m.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

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ADJOURNMENT: Hearing no objections, the meeting adjourned at 8:08 p.m.

Carol Ladwig, Clerk

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

MEMBER ABSENT: Lisa Erickson.

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

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

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

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 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 Dime in Fargo Moorhead" event held in February 2004. Barbara Ehrenreich's best-selling book "Nickel and Dime: 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 Dime in Fargo Moorhead" was designed to bring awareness to the realities of working poor and provide literacy opportunities to an underserved

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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 Dime" 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 Dime 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.

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.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Memorandum of Agreement - Approve the Memorandum of Agreement between Moorhead Area Public Schools and Northland Community and Technical College. The agreement provides the opportunity for students to work with many programs for clerical internships 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.

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Carl Perkins Funding - Approve the instructional material and equipment from Lakes Country Carl D. Perkins and Tech Prep projects in the amount of \$6,597.60. Materials and equipment will be utilized in Moorhead High School's Administrative Support Occupations program.

Gifts - Approve donations from the American Legion \$1,500, VFW \$500 and VFW Auxiliary \$250 to assist with costs for the annual 9th grade Respect Retreat.

Agreement - Approve the final payment of \$23,000 and lease agreement with Townsite Centre, LLC as presented.

New Employees

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 Dottie Biffert)

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. (Replacing Lisa Hustad)

Teddi Long - Secretary, Adult Basic Education, 6 hours per day, 44 weeks per year, effective December 8, 2004. (Replacing Angela Martinez)

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Family/Medical Leave

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.

Family/Medical Leave

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

Resignations

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.

Ryan Parker - Paraprofessional, Moorhead High School, effective December 2, 2004

Minutes - Approve the November 8 and 22, 2004 regular meeting minutes as presented.

Claims - Approve the December Claims, subject to audit, in the amount of \$2,424,656.33.

General	\$1,287,310.42
Food Service	157,376.52
Community Service	23,180.61
Building Construction	956,788.78

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TOTAL	\$2,424,656.33
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Motion carried 6-0.

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.)

Update on Middle School Curriculum and Programming - Horizon Middle School administration and teachers provided an update on the middle school curriculum and programming. Teachers Kirsten Kopacek, Mike Benson, Lynn Johnson, Barb Stack, Pam Midthune, William Franklin, and Sharon Nelson briefly shared information on teaming, exploratories for sixth graders, new classes, START, PIP (Positive Incentive Program), and activities with the Board. Sharon Nelson presented a video regarding middle school student perspectives as well as staff.

2003-2004 AUDIT REPORT: Brian Stavenger, Eide Bailly LLP, presented the District's Comprehensive Annual Financial Report for the year ending June 30, 2004 and reported the results of the annual audit.

Hohnadel moved, seconded by Tomhave, to accept the 2003-2004 Comprehensive Annual Financial Report as presented. Motion carried 6-0.

2004-2005 ANNUAL OPERATING PLAN AMENDMENT: Tomhave moved, seconded by Siggerud, to approve the amended 2004-2005 Annual Operating Plan as presented. Motion carried 6-0.

2004 PAYABLE 2005 LEVY: Hohnadel moved, seconded by Fagerlie, 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. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Tomhave, to approve the policy, Instruction and Curriculum Advisory Committee (231), as presented. Motion carried 6-0.

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APPROVAL OF POLICY: Fagerlie moved, seconded by Hohnadel, to approve the policy, Policy Review Committee (233), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Fagerlie, to approve the policy, Employee Public and Private Personnel Data (414), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Ladwig, to approve the policy, Part-Time and Substitute Staff Salaries (415), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Hohnadel moved, seconded by Tomhave, to approve the policy, School Attendance Governing Enrollment of Children/Adults with Disabilities (516), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Ladwig, to approve the policy, Title I Policy Governing Comparability (606), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Ladwig, to approve the policy, Family Involvement (901), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Hohnadel, to approve the policy, Community Involvement (902), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Hohnadel, to approve the policy, School District - Community Relations (903), as presented. Motion carried 6-0.

CURRICULUM COURSE PROPOSALS: Ladwig moved, seconded by Tomhave, to approve the addition of the following five courses to the Moorhead High School Curriculum to begin in the 2005-06 school year: Levels 5 and 6 in Spanish, Careers Class, Media/TV Production, Yearbook, and Film Studies. The Explore Class - World Religions will be brought back to administration, staff and the Instruction and Curriculum Advisory Committee for additional review and consideration. Motion carried 6-0.

AYP IMPROVEMENT PLAN: Kovash shared with the Board charts and information regarding the proposed Improvement Plan for Moorhead Area Public Schools. The data provided information regarding the achievement gap in the district related to target goals for student

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subgroups, percent proficient/student subgroups, and format to address achievement gaps. Carol Ladwig will represent the Board on the AYP Intervention Planning Team which will meet again on Friday, December 10 to develop the draft of the intervention plan. The plan will be presented to the Board on January 10 for final consideration and due to the Minnesota Department of Education on January 19, 2005.

COMMITTEE REPORTS: Brief reports were heard regarding the Joint Powers Committee, Human Rights Committee and Horizon PTAC meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Hohnadel recommended Board members read the book "Barefoot Heart, Stories of a Migrant Child" by author Elva Trevino Hart who will be in the area and district on January 16 and 17, 2005. Thompson reminded Board members to turn in the Region I ballots to Michelle prior to December 31, 2004.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 8:59 p.m.

Carol Ladwig, Clerk

MEMO #: S-05-038

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: January 4, 2005

RE: Clay County Joint Powers Collaborative Formal Agreement

Attached please find the draft Clay County Joint Powers Collaborative Formal Agreement for your review and approval.

Suggested Resolution: Move to approve the draft Clay County Joint Powers Collaborative Formal Agreement as presented.

LPN(mde)
Attachment

CLAY COUNTY JOINT POWERS COLLABORATIVE

715 11th St. N., Moorhead, MN 56560

e-mail: cynthia.sillers@co.clay.mn.us

DEC 7 2004

December 7, 2004

TO: Jerry Waller, Chair, Clay County Board of Commissioners
Kathy McKay, Interim Director, Clay County Public Health
Larry Nybladh, Superintendent, Moorhead Public Schools
Phil Jensen, Superintendent, Barnesville Public Schools
Bernie Lipp, Superintendent, Dilworth-Glyndon-Felton Public Schools
Mike McLoughlin, Superintendent, Hawley Public Schools
Allen Zenor, Superintendent, Ulen-Hitterdal Public Schools
Joe Pederson, Director, Lakes and Prairies Community Action Agency Partnership, Inc.
Shelley Guida, Mental Health Representative to the Board, Village Family Services
Greg Potvin, District Supervisor, MN Department of Corrections

FM: Cynthia Sillers

I am writing to you regarding the enclosed "DRAFT" of the Clay County Joint Powers Collaborative Formal Agreement.

The document is the Agreement that governs the Collaborative. The Collaborative Board has recently reviewed it and is suggesting a few changes. The proposed deletions are indicated with a line drawn through them and the additions are indicated in bold print.

Please review the proposed changes with the Boards and/or Committees that need to approve them; secure the needed signatures (see pages 10-12) if the changes are approved; and return the signature pages to me before December 20, 2004, if possible.

I would appreciate your letting me know if you will be unable to return the signature pages to me before December 31. Please let me know if you have any questions, as well. Thank-you.

Enc.

P.S. Once I have everyone's approval, I will send you a copy of the "final document."

CLAY COUNTY JOINT POWERS COLLABORATIVE
JOINT POWERS FORMAL AGREEMENT
AMENDED AUGUST 20, 2003 _____

This Joint Powers Formal Agreement made and entered into this 4th day of March, 1997, and amended on December 15, 1999, ~~again on May 16, 2001, again on May 21, 2003, and again on August 20, 2003, and on _____~~ by and between the mandated partners: ~~the Board Representatives of of County Commissioners of Clay County, Minnesota; Clay County Public Health; Clay County, a school district within Clay County; Lakes and Prairies Community Action Partnership, Inc.; that is the federal grantee for the Head Start Program; Headstart; Collaborative Advisory Committee (mental health professional) ; a Mental Health Professional who serves children and families in Clay County; Minnesota Department of Corrections-Clay County Court Services/Department of Corrections;~~ and also between the voluntary partners as set out in this Agreement in Section 4 A.(4); herein collectively referred to as "Participating Boards;" is as follows:

WHEREAS, there is a recognized need to plan and develop services for children and families in Clay County; and

WHEREAS, Minnesota Statute Section 124D.23 provides for the establishment of a Family Services Collaborative to provide services designed to enhance opportunities for children or youth to improve child health and development, reduce barriers to adequate school performance, improve family functioning, provide community service, enhance self esteem and develop general employment skills; and

WHEREAS, Minnesota Statute Section 245.491 to 245.495, provides for the establishment of a Children's Mental Health Collaborative to provide for the establishment of a local system of care including mental health services, social services, correctional services, educational services, health services, and vocational services for the purposes of developing and governing an integrated service system; and

WHEREAS, Minnesota Statutes Sections 125A.023 and 125A.027 provide for the establishment of an interagency governance structure to coordinate local services for children with disabilities through the Interagency Services for Children with Disabilities Act; and

WHEREAS, the Participating Boards desire to make such services readily available to their residents in conformance with the provisions of Minnesota Statute 124D.23 and

WHEREAS, the Participating Boards recognize that such services can be appropriately financed, supported and managed by a multi organizations joint venture.

NOW THEREFORE, in consideration of the conveyance and mutual agreements pursuant to the foregoing and to Minnesota Statutes Section 471.59, the Participating Boards do hereby establish the Clay County Joint Powers Collaborative; hereinafter referred to as CCJPC; having the composition, powers and duties provided in this Agreement as follows:

SECTION 1. PURPOSE:

The purpose of this agreement is to fulfill the Participating Boards' responsibilities to carry out the mission of the CCJPC. The CCJPC Board is established, herein and referred to as the Joint Powers Board, to plan for and develop policies to implement, direct, operate and manage or contract for the operation and management of services of the CCJPC.

SECTION 2. MISSION:

The mission of CCJPC is to work in partnership with Clay County families, communities, agencies/organizations and institutions to increase opportunities to improve child health and development, reduce barriers to quality school performance, **and improve family functioning through enhanced self esteem and the development of general employment skills.**

SECTION 3. OFFICE:

The main administrative offices for CCJPC shall be at a location determined by the fiscal agent.

SECTION 4. JOINT POWERS BOARD:

The powers, duties, mission and purpose of this agreement shall be carried out through the Joint Powers Board. Composition of the membership in the Joint Powers Board shall be as follows:

A. The Board shall Consist of:

1. Two (2) Clay County Commissioners.
2. Two (2) School Board Members from the Independent School District 152.
3. One (1) School Board Member from each of the other four (4) participating School Districts.
4. One (1) City Representative from within each of the five School Districts.
5. One (1) Representative of the Lakes and Prairies Community Action Partnership, Inc.-**Headstart, that is the federal grantee for the Head Start Program for Clay County.**
6. ~~One (1) Representative of the Collaborative Advisory Committee (mental health professional).~~ **Mental Health Professional Representative who serves children and families in Clay County.**

7. **One (1) Representative from the Children's Coordinating Council (CCC).**
8. **One (1) Representative of the ~~Minnesota Department of Corrections~~ Clay County Court Services/Department of Corrections.**
9. **Two (2) Consumer/Parent representatives of children with special needs who are participating Partners of the Collaborative ~~Advisory Committee~~ and residents of Clay County.**
10. **Administrator ~~Director~~ of Clay County Public Health Department.**
11. **Director of Clay County Social Services.**
12. **Two (2) Superintendent representatives from within Clay County as recommended by the Superintendents of the School Districts in the County.**

B. Appointment to the Collaborative Board:

1. **Members representing Clay County shall be appointed annually and removed by the Clay County Board of Commissioners.**
2. **Members representing each school district shall be appointed annually and removed by the represented School District's Board.**
3. **Representatives of each City choosing to participate shall be appointed annually and removed by the their City Council.**
4. **Representative of the Lakes and Prairies Community Action Partnership, Inc., that is the federal grantee for the Head Start Program, shall be appointed annually and removed by the Clay County Board of Commissioners.**
5. **Representatives of the Children's Coordinating Council shall be appointed annually and removed by the Clay County Board of Commissioners.**
6. **The Mental Health Professional who serves children and families in Clay County ~~Collaborative Advisory Committee (mental health professional)~~ shall be appointed annually and removed by the Clay County Board of Commissioners.**
7. **Representative of the ~~Minnesota Department of Corrections~~ Clay County Court Services/Department of Corrections shall be appointed annually and removed by the Clay County Board of Commissioners.**

8. Parent Representatives of children with disabilities shall be appointed annually and removed by the Clay County Board of Commissioners.

9. The Superintendent Representative(s) shall be selected annually by the Clay County Superintendent group and forwarded to the Clay County Board of Commissioners for formal appointment and/or removal.

10. Additional Parties to this Joint Powers Agreement may be added from time to time by agreement of the present/future participating Boards.

11. Participating Board Members should identify an alternate Representative to the Board.

SECTION 5. POWERS AND DUTIES OF THE JOINT POWERS BOARD:

The Joint Powers Board shall exercise the powers and duties as **set forth under Minnesota Statute 471.59** and necessary in the creation and operation of a Family Services Collaborative as provided under Minnesota Statute Section 124D.23, Children's Mental Health Collaborative as provided under Minnesota Statute Section 245.491 through 245.496 MN Statute Section 125A.023 and 125A.027 and by this Joint Powers Agreement. The parties agree as follows:

A. This Joint Powers Agreement authorizes the CCJPC to receive and expend any funds received from parties hereto, from the State of Minnesota, and from any other lawful source, including any governmental source, gifts, or donations in order to fulfill the purposes and mission as described in this agreement.

B. The respective Participating Boards each will make the final decisions related to the collaborative efforts as they impact their specific jurisdiction.

C. An Integrated Fund shall be created. In-kind contributions and approved grants shall be committed to the integrated fund by Participating Boards in conformance to the provision of Minnesota Statute Chapter 124D.23.

D. Any funding received by CCJPC for which expenditure guidelines have not been clearly identified must be approved by a two thirds (2/3) majority of the six (6) mandated Partners of the Joint Powers Board.

E. Clay County is hereby designated the fiscal agent for CCJPC. At the effective date of this agreement Clay County, as the fiscal agent for the CCJPC shall be responsible for the safekeeping of the funds of the CCJPC. The CCJPC and the fiscal agent shall ensure the accountability of all funds and the accurate reporting of all receipts and disbursements.

F. All contracts, shall be signed by the Joint Powers Board Chair and the Coordinator. All sales and purchases made by the Joint Powers Board shall be in conformance with the procurement procedures and practices applied by the fiscal agent (Clay County) and may be approved for payment if within the parameters of the budget.

G. The Joint Powers Board may contract with and/or employ and manage staff as necessary to carry out the purpose of this Joint Powers Agreement, subject to the financial and regulatory limitations imposed by law, this Joint Powers Agreement to the State of Minnesota.

H. If a coordinator and/or other employees are employed by the CCJPC, the positions shall be paid for by grant funds with, or without, contributions from other Participating Boards **following CCJPC policies and procedures.**

I. The CCJPC shall assure that a collaborative plan is created in accordance with Minnesota Statute Sections 124D.23 and 245.491 ~~to through~~ 245.495 and 125A.023 and 125A.027.

SECTION 6. OPERATING PROCEDURES:

A. The CCJPC's fiscal year will be January 1 through December 31.

B. At the annual organizational meeting, held the first meeting of the Collaborative's fiscal year, the Joint Powers Board shall elect, from its membership, a chair, **vice chair and recorder** and such other officers as it deems necessary for the conduct of its affairs.

C. Each Joint Powers Board member shall have one vote in the determination of all issues. A quorum is necessary for the conduct of business. A two-thirds (2/3) majority of the six mandated partners: the Board representative of County Commissioners of Clay County; Clay County Public Health; a school district within Clay County; Lakes and Prairies Community Action Partnership, Inc-Headstart, **that is the federal grantee for the Headstart Program;** ~~Collaborative Advisory Committee;~~ a Mental Health Professional **who serves children and families in Clay County;** and ~~Minnesota Department of Corrections- Clay County Court Services/Department of Corrections~~ shall constitute a quorum. Proxy voting shall not be permitted. An alternate member, **designated by each of the participating CCJPC Board Members** when acting in the absence of a Board member, shall have all rights and privileges of a Board member including a vote in the determination of all issues.

D. The regular meetings of the Joint Powers Board shall be held at a minimum once every quarter. Time and place of regular and special meetings shall be established by the Joint Powers Board.

E. All meetings of the Joint Powers Board shall be conducted in a manner consistent with ~~the Minnesota Open Meeting Law,~~ Minnesota Statute Section regarding the Minnesota Open Meeting Law 471.705, and amendments thereto.

F. The Joint Powers Board shall provide the minutes of its meetings, financial statements and a copy of its annual audit to the Participating Boards. It shall annually inform the Participating Boards about its anticipated revenues and expenses for the coming year in sufficient time for consideration in the budget process by the Participating Boards.

G. Each member of the Joint Powers Board may receive per diem and be reimbursed expenses in the performance of official duties within the limitations established by the board which she/he represents. Consumer/Parent representatives serving on the CCJPC Board will be provided with a per diem as available.

~~SECTION 7. CCJPC ADVISORY COMMITTEE:~~

~~—The Collaborative Advisory Committee shall consist of representatives of the former Family Services Collaborative Advisory Committee (which was established to provide services designed to enhance opportunities for children or youth to improve child health and development, reduce barriers to adequate school performance, improve family functioning, provide community service, enhance self esteem and develop general employment skills); the former Children's Mental Health Collaborative Advisory Committee (which was established to provide a local system of care including mental health services, social services, correctional services, educational services, health services, and vocational services for the purposes of developing and governing an integrated services system) and the Interagency Early Intervention Committee (IEIC) (which was established to develop and implement interagency policies and procedures on a variety of identification, referrals and services that work with the birth to five population and their families); and the Community Transition Interagency Committee (CTIC) (which was established to address transition issues affecting students with an Individual Educational Plan, or an Individual Interagency Intervention Plan, ages 14 to 21). A Chair shall be elected annually to lead the meetings and minutes recorded shall be forwarded to the CCJPC Executive Committee and the Executive Committee meeting minutes shall be forwarded to the Advisory Committee.~~

SECTION 7. FOCUS GROUPS:

The Collaborative will have four (4) Focus Groups with representation from all areas of the community and county. The Focus Groups shall select a chair, vice chair, and recorder. Minutes of the Focus Group meetings will be forwarded to the CCC.

The purpose of the four (4) Focus Groups are as follows:

- 1. Child and Family Well Being: Assist children and families with meeting their basic needs in the areas of physical, chemical health and overall safety.**
- 2. Prevention and Early Intervention: Provide services to improve child and family functioning for all ages through strategies aimed at preventing problems that interfere with family and/or individual health.**
- 3. Systems and Community Change: Parents, agencies and government working together to enhance or change communication, interactions and methods of meeting the needs of children and families for the benefit of the community.**
- 4. Children's Mental Health: Assist children and families with identified needs in areas of mental health in cooperation with the Local Advisory Council (LAC).**

The responsibilities of the Focus Groups shall be, but not limited to the following:

1. Recruitment of appropriate Consumer/Parent and minority representatives for the Focus Groups;
2. Work collaboratively to identify needs;
3. Set priorities; and
4. Develop spending proposals, work plans, timelines and outcomes.

SECTION 8. CHILDREN'S COORDINATING COUNCIL(CCC):

Membership on the CCC shall include a mandated partner, an At-Large representative and a Consumer/Parent from each Focus Group. The CCJPC Board will appoint two (2) Board Representatives and an alternate to serve on the CCC. The CCC shall select a chair, vice chair, and recorder. The recorder will forward minutes of each CCC meeting to the Executive Committee. The Chair of the CCC shall serve on the CCJPC Board and designees of the CCC shall be appointed to serve on the Finance Committee, Formal Agreement Committee and the Executive Committee of the CCJPC.

Responsibilities of the CCC shall include:

1. Work cooperatively with the Focus Groups to review work plans;
2. Eliminate duplication and promote integration;
3. Identify alternative funding sources; and
4. Make recommendations to the CCJPC Board.

SECTION 9. CCJPC STANDING COMMITTEES:

The purpose of the Standing Committees shall be to assure that the Clay County Joint Powers Collaborative functions smoothly and provides support for the Board Officers and Collaborative Coordinator. Each standing committee shall meet regularly, or as required, and appoint a chair, an alternate and recorder. Minutes and/or recommendations of the meetings shall be forwarded to the Executive Committee and the Executive Committee meeting minutes shall be forwarded to the Board. CCJPC Board members shall serve on at least one Standing Committee. Description of the Standing Board Committees is as follows:

A. Executive Committee: The function of the Executive Committee shall be to provide direction to the Collaborative Coordinator when the Collaborative Board is between meetings; to review minutes ~~of the Advisory Committee and of all Standing Committees, to present the CCC and Ad Hoc Committee Meetings; overviews of the Advisory Committee and Standing Committee meetings to the Board;~~ and to make recommendations to the CCJPC Board. Minutes of the Executive Committee meetings shall be forwarded to CCJPC Board Members. The CCJPC Board Chair, or Vice Chair, shall lead the meetings. Members of the Executive Committee shall include Chairs of the ~~Advisory Committee~~ Finance Committee, Personnel Committee, Formal Agreement Committee, ~~and~~ Nominating Committee, ~~and~~ designee of the CCC.

B. Finance Committee: The function of the Finance Committee shall be to review all fiscal matters of the Collaborative. Specific responsibilities shall include review of the **Integrated Fund program**, LCTS expenditures and operational budgets; identify areas for change; and make recommendation to the Executive Committee. Membership of the Committee shall consist of the Board Chair and Vice Chair, ~~a Board parent/consumer representative, a designee of the CCC, Chair of the Collaborative Advisory Committee~~ **Director of Social Services**, and two appointed CCJPC Board Members **from Mandated Partners**.

C. Personnel Committee: The function of the Personnel Committee shall be to provide development and oversight of job descriptions for all CCJPC positions, **and development of the CCJPC as well as to assist the Collaborative Coordinator in developing the Personnel Manual**. This shall include developing personnel goals and objectives; supervision of the evaluation methods for all positions; making staffing recommendations to the Executive Committee; and updating the Personnel Manual as needed. Membership of the Committee shall consist of the Board Chair and two (2) or three (3) additional CCJPC Board Members representing various entities on the Board.

D. Formal Agreement Committee: The function of the Formal Agreement Committee shall be to review the CCJPC Formal Agreement ~~and Bylaws~~ annually and to develop and present ~~bylaw~~ changes as needed to the Executive Committee. Membership on this Committee shall **include a designee of the CCC** and consist of three (3) to four (4) CCJPC Board members representing various entities on the Board.

E. Nominating Committee: The function of the Nominating Committee shall be to seek out **and accept** CCJPC Board members who would be ~~willing~~ interested to serving as **an officers** (chair, ~~and vice chair and recorder~~) on the CCJPC Board. **Those interested in being considered to serve as an officer must indicate their interest by September 15th to the Nominating Committee Chair. The Nominating Committee will review all candidates and present recommendations** ~~A slate of officers will be presented for voting at a the CCJPC Board meeting in December, prior to the CCJPC Board's annual meeting, (held at the first meeting of the Collaborative's fiscal year after January 1). Membership of the Committee shall consist of two (2) to three (3) CCJPC Board Members not currently serving on the Executive Committee, and selected by the CCJPC Board one month after the annual meeting.~~

F. Ad Hoc Committees: The functions of such committees will be defined by the CCJPC Board and appointed by the Chair. **These Committees shall appoint a chair, alternate and recorder.** ~~may include the LCTS Grant Review Committee, a Funding Priorities Committee, an Outcome Indicator Committee, etc.~~ **Ad Hoc Committees shall forward minutes to the Executive Committee.** The Committees shall function until their purpose/goal has been met.

SECTION 9 10. COLLABORATION WITH ONGOING PROJECTS AND INITIATIVES:

A. The CCJPC shall seek to improve coordination with existing collaboratives and/or future initiatives that may be related to its mission within the County.

B. A commitment to the Local Collaborative Time Study Formal Agreement for the following calendar year shall be secured by September 30 of each year.

SECTION 11. COMMITMENT AND TERMINATION:

Each participating Board shall have the right to annually review its participation and financial commitment when and if there is change in the existing funding mechanisms and legislation as it relates to the mission of CCJPC. Any participating Board shall have the right to withdraw from this Joint Powers **Formal Agreement** in a manner described as follows:

A. The participating Board withdrawing shall pass a resolution declaring its intent to withdraw and forward a certified copy of the resolution to the Chair of the CCJPC **Board** not later than September 30 of each year.

B. Each participating Board acknowledges that withdrawal may mean that the CCJPC **Board** could cease to meet the statutory requirements for continued existence as a collaborative under Federal, State and/or local law.

C. Notwithstanding each Participating Board's right to withdraw from this Joint Powers **Formal Agreement**, and the CCJPC **Joint Powers Board**, created hereby, shall continue in full force and effect until all CCJPC Board members mutually agree to terminate this agreement by a joint resolution.

D. After the effective date of termination, the CCJPC **Joint Powers Board** shall continue to exist for the limited purpose of discharging the Board's debts and liabilities, settling its affairs and disposing of its property, if any.

SECTION 12. DISPOSAL OF SURPLUS PROPERTY:

Disposal of Collaborative property will be conducted according to public law and approval of CCJPC Board.

Upon termination of this Joint Powers **Formal Agreement** all remaining personal and real property of CCJPC shall be distributed by resolution of the **Clay County Joint Powers Board** in accordance with the law and in a manner to best accomplish the continuing purposes of the CCJPC. As provided by law, any surplus monies, or property shall be returned to the Parties after the purpose of the **Joint Powers Formal Agreement** has been completed.

SECTION 13. AMENDMENTS:

This Joint Powers **Formal Agreement** may be amended only by the agreement of all Participating Boards. Notice of any proposed amendments will ~~must~~ be provided to all parties at least 30 days **following approval by the CCJPC Board.** ~~prior to the effective date of the proposed~~ **Effective date of proposed amendment changes will be thirty (30) days after the CCJPC Board approval.** ~~amendment~~

SECTION 14. INSURANCE AND INDEMNIFICATION:

CCJPC shall obtain and maintain such workers' compensation insurance, automobile insurance and general liability insurance for bodily injury, personal injury, and property damage **and errors and omissions insurance to** for the CCJPC officials and the employees in the performance of duties arising from this Joint Powers **Formal Agreement** as is appropriate.

The CCJPC Board shall also obtain such general liability insurance for bodily injury, personal injury, property damage to third parties as is appropriate ~~as is appropriate~~. CCJPC shall provide certification of such coverage to the Participating Boards **when requested**.

SECTION 15. EFFECTIVE DATE:

The effective date of this amended agreement shall be the _____
~~September 30, 2003.~~

IN WITNESS WHEREOF, the parties have caused this agreement to be executed by the authority of their respective governing boards.

CLAY COUNTY BOARD OF COMMISSIONERS

Dated: _____ By _____
Its: Chair

Dated: _____ By _____
Its: Administrator

CLAY COUNTY PUBLIC HEALTH

Dated: _____ By _____
Its: Chair

Dated: _____ By _____
Its: Clerk

10
ISD NO. 152 (MOORHEAD)

Dated: _____ By _____
Its: Chair

Dated: _____ By _____
Its: Clerk
ISD NO. 146 (BARNESVILLE)

Dated: _____ By _____
Its: Chair

Dated: _____ By _____
Its: Clerk

Dated: _____
By _____
Its: Chair

Dated: _____
By _____
Its: Clerk

ISD NO. 150 (HAWLEY)
Dated: _____
By _____
Its: Chair

Dated: _____
By _____
10 Its: Clerk

ISD NO. 914 (ULEN HITTERDAL)
Dated: _____
By _____
Its: Chair

Dated: _____
By _____
Its: Clerk

LAKES AND PRAIRIES COMMUNITY ACTION
PARTNERSHIP, INC.-HEAD START that is also the
federal grantee for the Head Start Program
Dated: _____
By _____
Its: Chair

Dated: _____
By _____
Its: Executive Director

MENTAL HEALTH COLLABORATIVE
PROFESSIONAL REPRESENTATIVE
Dated: _____
By _____
Its: Chair

Dated: _____
By _____
Its: Vice-Chair

MN. DEPARTMENT OF CORRECTIONS-CLAY CTY.
COURT SERVICES/DEPT. OF CORRECTIONS
Dated: _____
By _____
Its: District Supervisor
Dated: _____
By _____
Its: Lead Agent

LOCAL COLLABORATIVE TIME STUDY AGREEMENT

Due September 30 for following fiscal year

Whereas, all participating parties are committed to supporting the Clay County Joint Powers Collaborative in its efforts to provide expanded prevention and early intervention services for children and families; and

Whereas, the Clay County Joint Powers Collaborative has an opportunity to access certain federal reimbursement dollars and therefore has agreed to participate in the Local Collaborative Time Study through the Minnesota Department of Human Services;

Now, therefore, each of the participating partners agree:

1. To provide or continue to provide case management services designed to help families and children access health or health related services or provide case management services for children at risk of foster care and their families.
2. To participate in the Local Collaborative Time Study under all terms and conditions agreed to in the contract between the Minnesota Department of Human Services and Clay County Social Services on behalf of the Clay County Joint Powers Collaborative.
3. To maintain and supply all necessary documentation to meet the reporting requirements of the Local Collaborative Time Study.
4. All revenues earned through the Local Collaborative Time Study shall be placed in the integrated fund of the Clay County Joint Powers Collaborative to be used by the Collaborative to expand prevention and early intervention services for children and families.

Clay County Board of Commissioners Date

Moorhead School District Date

Dilworth-Glyndon-Felton School District Date

Barnesville School District Date

Hawley School District Date

Ulen-Hitterdal School District Date

Clay County Court Services/
Department of Corrections Date

Clay County Public Health Date

OFFICE OF TEACHING & LEARNING MEMO #: I.05.101



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: Special Education Updates and Trends in Moorhead Schools
DATE: January 4, 2005

Jill Skarvold, Director of Learner Support Services will provide information about special education services in Moorhead Schools as well as the most current child count information. The impact of No Child Left Behind and the new IDEA (which is now referred to as IDEIA - Individuals with Disabilities Education Improvement Act) will also be discussed as it relates to the current activities that are being undertaken within the Moorhead Schools, showing how special education is a part of district's overall goals, not a separate system.

LAK/kmr

MEMO #: S-05-042

TO: School Board

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

DATE: January 4, 2005

RE: First Reading of Policies

Attached please find the following policies: Cash Management (820), School Calendar (630), School Board Evaluation (204), School District Crisis Management (710), Field Trips (632), Religion (634), Early Admissions (513), and Drug-Free Workplace/Drug-Free School (572), for your review.

LPN^{mde}
Attachments

Moorhead Area Public Schools

my.moorhead.k12.mn.us

Printed: Tuesday, January 04, 2005 2:17:21 PM
Michelle Erickson**Cash Management****District Code:** 820**Section:** 800 BUSINESS SERVICES**Date Adopted:** 7/17/1995**Date Revised:** 2/14/2000**Dates Reviewed:** 02/14/2000**I. PURPOSE**

The Moorhead School Board acknowledges the need for effective management of the district's cash resources. The school board directs the Assistant Superintendent ~~System Support of Business Services~~ or designee, to maintain effective cash management procedures. These procedures (Administrative Procedure 820.1) shall seek to optimize yields of investable funds at acceptable levels of risk. Procedures shall be in accordance with Minnesota statutes.

II. GENERAL STATEMENT OF POLICY

It is the policy of the Moorhead School Board that all cash be managed in such a manner as to best serve its citizens.

Legal References:Minnesota Statutes 118A.04-118A.06Cross References:Moorhead School Board Policy 801: District Fiscal Management

Moorhead Area Public Schools

my.moorhead.k12.mn.us

Printed: Tuesday, January 04, 2005 2:52:46 PM
Michelle Erickson**School Year Calendar****District Code:** 630**Section:** 600 EDUCATION PROGRAMS**Date Adopted:** 5/10/1983**Date Revised:** 5/10/1999**Dates Reviewed:** 12/1/1990

1/23/1995

5/10/1999

I. PURPOSE

~~The Moorhead School Board will request each year that the administration submit to the Board for adoption a school calendar for the next year and a preliminary calendar for the subsequent year that is consistent with all requirements set forth by the Minnesota Department of Children, Families and Learning and legislative actions. The proposed calendar (s) should be developed through administrative procedures which solicit input from Building Leadership Teams, building Parent Teacher Advisory Councils and the Superintendent's Advisory Council.~~

The purpose of this policy is to establish the procedures for the development of an administrative recommendation to the Moorhead School Board for approval of an annual school year calendar for the Moorhead Area Public Schools.

II. GENERAL STATEMENT OF POLICY

Prior to March 1st of each year, the Superintendent shall submit to the school board a recommendation for a school year calendar for the next school year. The proposed calendar shall be consistent with all requirements set forth by the Minnesota Department of Education and applicable state statutes. The calendar proposal shall be developed by a process determined by the Superintendent and should involve input from various stakeholder groups.

Once adopted by the school board, copies of the calendar shall be prepared for distribution.

Cross Reference:

Moorhead School Board Policy 634: Religion

Moorhead Area Public Schools

my.moorhead.k12.mn.us

Printed: Tuesday, January 04, 2005 2:15:06 PM
Michelle Erickson**School Board Evaluation****District Code:** 204**Section:** 200 SCHOOL BOARD**Date Adopted:** 6/28/1983**Date Revised:** 4/23/2001**Dates Reviewed:** 05/12/1992

06/09/1997

04/23/2001

I. PURPOSE

The Moorhead School Board believes and has directed that every person employed by the Moorhead Area Public School District has systematic performance reviews and thus the school board desires to model this belief by having a review of its own performance.

II. GENERAL STATEMENT OF POLICY

The Moorhead School Board believes that the personal and professional growth of its members and the individual and collective performance by board members of their role affects the quality of education in Moorhead and the daily operation of the school district.

The performance evaluation shall be performed in accordance with the following guidelines and may include feedback from the district stakeholders:

A. Board members should know the standards against which they will be evaluated. They will be involved in the development of the standards.

B. The evaluation instrument designed for the board will be completed by each board member and others as determined by the board and the results tabulated.

C. The evaluation should take place a minimum of once a year with all board members present.

D. The school board should not limit itself to those items which appear in the evaluation. No terms or set guidelines should encompass the totality of a school board's responsibility.

Moorhead Area Public Schools

my.moorhead.k12.mn.us

Printed: Wednesday, January 05, 2005 4:22:07 PM
Michelle Erickson**School District Crisis Management****District Code:** 710**Section:** 100 SCHOOL DISTRICT**Date Adopted:** 6/12/2000**Date Revised:****Dates Reviewed:****I. PURPOSE**

The purpose of the ~~District 152~~ Moorhead Area Public Schools Crisis Management Policy is to act as a guide for the school district and building administrators, school employees, students, school board members, and community members as to how to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation in the school district. Please note that, pursuant to this policy, tailored crisis management plans ~~will be~~ are developed for each school building in the school district and sections or procedures may be added or deleted in those crisis management plans based on building needs.

II. GENERAL INFORMATION**A. The Policy and Plans**

~~This Moorhead Area Public School~~ District's Crisis Management Policy has been created in consultation with local law enforcement agency, fire officials, county attorney, mental health and social service agencies local community response agencies and other appropriate individuals and groups likely to be involved in assisting with a school emergency. It is designed so that each building administrator can tailor a crisis management plan to meet that building's specific situation and needs. The school district administration and/or the administration of each building shall present tailored crisis management plans to the school board for review and approval. These building-specific crisis management plans will include general crisis procedures and crisis specific procedures. Upon approval of the school board, building crisis management plans shall become administrative policy. This school district policy and building plans will be maintained and updated with review by the board on an annual basis.

B. Elements of the District Crisis Emergency Procedure Manual

1. General Crisis Procedures. This Crisis Management Policy includes general crisis procedures for securing the building, classroom evacuation, building evacuation, campus evacuation, and sheltering. It designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating the building-specific crisis management plans. Each building will have access to a copy of the District Crisis Emergency Procedure Manual. This guide will assist in development of the building-specific crisis management plans. The manual will include but not be exclusive to procedures relating to the following emergencies:

Section 1.

- a. Chain of Command
- b. Evacuation
- c. Sheltering and Lock Down Procedures Annual Planning Guide

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- d. Telephone List
- e. Site Plans
- Section 2. Fire
- Section 3. Severe Weather
- Section 4. Assault/Fight
- Section 5. Bomb Threat
- Section 6. Demonstration or Disturbance
- Section 7. Hazardous Materials
- Section 8. Intruder/Hostage
- Section 9. Serious Injury/Death/Sudden Illness
- Section 10. Shooting
- Section 11. Suicide
- Section 12. Terrorism
- Section 13. Weapons
- Section 14. Sudden Damage to Facility/Break In
- Section 15. Child Abuse
- Section 16. Utility Emergency
- Section 17. Radiological Incident (Not Applicable to this District)
- Section 18. Community Notification Plan
- Section 19. Media
- Section 20. Transportation Emergency Procedures
- Section 21. Care Team and Emergency Team Members and Resource Lists
- Section 22. Care Team Response Guide
- Section 23. Emergency Team Response Guide
- Section 24. Appendix (Sample Forms, Reports, and Misc. Information)

2. Crisis-Specific Procedures. This Crisis Management Policy includes crisis- specific procedures for potential crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed so that building administrators can tailor response procedures when creating building-specific crisis management plans.

3. Media Policy. The superintendent has the authority and discretion for notifying parents and guardians and the school community in the event of a crisis or early school closure. All media requests will be directed to the Superintendent or designee.

4. Facility Diagrams and Site Plans. School buildings will have a facility diagram and site plan showing at least the following: the location of primary and secondary evacuation routes, exits designated safe areas inside and outside of the building, fire alarms, fire extinguishers, hoses and water spigots. The facility diagrams and site plans will be available in the office of the building administrator and in appropriate areas and will be kept on file in the Superintendent's school district office. Maps to exits will be posted in each room.

5. Emergency Telephone Numbers. Each building manual will maintain a current list of emergency telephone numbers and the names and addresses of local and county personnel who are likely to be involved in resolving a crisis situation. The list will include numbers for agencies such as the police, fire, ambulance, hospital, and the Poison Control Center, local, county, and state emergency management agencies, local public works department, local utility companies, the public health nurse, mental health/suicide hot lines, and the county welfare agency, so that they may be contacted as appropriate. A copy of the list for each building will be kept on file in the Superintendent's school district office and will be updated annually.

6. Crisis Response Teams

a. Composition. The building administrator in each school building will select a crisis response team trained to respond in an emergency. All team members will be trained to carry out the building's crisis management plan and have knowledge of procedures, evacuation routes and safe areas. Team members must be willing to be actively involved with resolving crises and be available to assist when necessary. Each building will maintain a current list of crisis response team members and update it annually. A copy of the list will be kept on file in the Superintendent's school district office. Crisis response teams will include CARE teams, Medical Emergency teams and/or Security teams.

b. Leaders. The building administrator or designee serves as the leader of the crisis response team and the principle contact for emergency response officials. When they are present, emergency response agents may elect to take command and control of the situation. It is critical in this situation that school officials assume a resource role and are available to the emergency response personnel.

7. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they should be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff should be aware of the District Crisis Management Policy and their own building's crisis management plan and their role in responding to a crisis situation.

Legal References:

42 U.S.C. 5121 et. seq (Disaster Relief and Emergency Assistance)
Minnesota Statute Ch. 12 (Emergency Services)
Minnesota Statute 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minnesota Statute 121A.035 (Crisis Management Policy)
Minnesota Statute 299F.011 (Uniform Fire Code)
Minnesota Statute 299F.391 (Health Care, Education, or Lodging Facility)
Minnesota Statute 299F.452 (Reporting Malicious False Fire Alarm)
Minnesota Statute 609.605 Subd. 4 (Trespasses on School Property)
Minnesota Rules Parts 3530.4400 to 3530.4700 (Civil Defense)
Minnesota Rules Part 7510 (Fire Safety)

Moorhead Area Public Schools

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Printed: Wednesday, January 05, 2005 3:16:15 PM
Michelle Erickson**Field Trips****District Code:** 632**Section:** 600 EDUCATION PROGRAMS**Date Adopted:** 10/24/1989**Date Revised:** 1/8/2001**Dates Reviewed:** 03/11/96
01/08/01**I. PURPOSE**

Field trips are activities that contribute substantially to achieving desirable student educational goals. The primary consideration, when planning and authorizing field trip, shall be the educational value derived from the experience along with the safety and welfare of the students involved.

II. GENERAL STATEMENT OF POLICY**Categories**

A. Field Trips - Any activity that requires leaving school district property for the purpose of enhancing school district curriculum.

1. Regular - Any trip that takes place within the regular school day.

2. Extended Day - Any trip that begins either prior to and/or extends beyond the regular school day and may or may not include overnight lodging.

3. Major Magnitude - Any trip involving travel in excess of 500 miles one way from Moorhead and includes overnight lodging.

B. Activity/Athletic Competition Trips - Any trip handled through the activities office involving participation in activity/athletic season competitions at the ~~Jr. middle~~ and ~~Sr. High School~~ levels.

Approval Guidelines

A. All Field Trips and Activity/Athletic Competition Trips must be authorized by the building ~~principal~~ administrator. Travel arrangements will be made through the transportation office.

1. Regular ~~and Extended Day~~ Field Trips - Staff/advisors seeking authorization must file the appropriate request form with the building ~~principal~~ administrator. The form must be submitted in a timely manner and both ~~principal~~ administrator and staff/advisors must keep a copy. (Administrative Form 632.1: Regular/Extended Day Field Trip Request Form)

2. Extended Day Field Trips - Staff/advisors seeking authorization must file the appropriate request form with the building administrator. (Administrative Form 632.1: Regular/Extended Day Field Trip Request Form.) The form must be submitted in a timely manner and both principal and staff/advisors must keep a copy. A copy of the form must be sent to the Department of Teaching and Learning

23. Major Magnitude Field Trips - Staff/advisors need to obtain appropriate approval in timely manner and both principal and staff/advisors must keep a copy. (Administrative Form 632.2:

Major Magnitude Field Trip Request Section I, II, & III)

- a) A staff advisor shall not plan a major magnitude field trip of over 500 miles one way from Moorhead outside the continental United States more often than once every other year.
- b) Formal publicity, public discussion, or fund raising activities may not begin until appropriate forms have been filed and required authorizations/approvals have been obtained.
- c) Approval is required both from the school board and the Superintendent/designee. Staff will discuss the proposal with the building ~~principal~~ administrator and Superintendent. The Superintendent may approve, modify, or disapprove the proposal. School board approval must be at least 60 days prior to the proposed date of departure.

± i. Major magnitude field trip requests presented to the school board for approval require: (Administrative Form 632.2 Section I)

- a) The educational purpose of the trip (including: how the trip is related to the activity, if activity is curricular or co-curricular, and how the trip is related to the course content and graduation standards);
- b) The location to be visited and general trip itinerary;
- c) Number of school days involved (attempts shall be made to consider non-school days when possible);
- d) Transportation plans;
- e) Housing plans;
- f) Probable number of students involved;
- g) Approximate individual and district costs;
- h) Plans for funding or fund-raising for the trip; and
- i) An accommodation plan for any student with an IEP or 504 plan.

d) Staff travel expenses shall not be paid by the district, but may be provided by the tour agency. Cost of travel by a spouse or family member of staff will be at personal expense.

e) Written assurances of compliance with this policy will be given by the ~~principal~~ building administrator and advisor to the Superintendent or designee at least two weeks prior to the date of the departure (Administrative Form 632.2 Section II). Failure to provide this assurance will result in immediate cancellation of the trip.

f) Following the trip, a written summary report will be presented to the building ~~principal~~ administrator and Superintendent assessing the degree to which the goals of the trip were attained. (Administrative Form 632.2 Section III)

34. Activity/athletic competition trip information will be handled through the activity office. Coaches/advisors will review with students and provide parent/guardians relevant information prior to the season or before an individual activity/athletic field trip.

Supervision+

A. All students will be under assigned adult supervision while on field trips. Staff advisors/coaches will be responsible for ensuring that the student/adult chaperone ratio is adequate. Arrangements for student supervision, in case of an emergency, will be determined prior to departure. No supervisor/chaperone will leave his/her group unsupervised unless an arrangement has been made to take care of an emergency.

B. An accurate roster of students and adults going on the field trip and relevant information

will be provided to chaperones, parents/guardians and ~~principal~~ building administrator/activity director prior to the field trip or activity/athletic season.

C. While attending a school-sponsored field trip or activity/athletic competition trip, students will be released only at the written request of parents/guardians.

Student Conduct:

Prior to travel, advisors and coaches will review expectations of conduct with Moorhead students and chaperones. These expectations are outlined in the building's handbook, Moorhead School District's Discipline Handbook, and Minnesota High School League Rules. They are in effect 24 hours a day for the duration of the trip. If a student misbehaves or fails to adhere to the rules, his/her parents/guardians will be contacted and appropriate action will be taken.

Final Trip Information and Forms

A. Regular Field Trips and Extended Day Field Trips:

1. A building/transportation field trip form stating purpose, destination, costs, estimated time and type of bus needed (Administrative Form 632.1);
2. Authorization by the building ~~principal~~ administrator;
3. A roster of students going on the trip and written parent/guardian approval as needed;
4. A list of staff and chaperones on the trip;
5. The trip itinerary with estimated time lines (and housing accommodation information if necessary);
6. An accommodation plan for students with an IEP or 504 plan;
7. Emergency phone numbers in order to contact advisor/chaperons at the destination (Administrative Procedure 721.2);
8. Trip expenses and cost of the trip for individual students.
9. Evaluation of trip as required (Administrative Form 632.1 Section III)

B. Major Magnitude Field Trip:

1. A Major Magnitude Trip form (Administrative Form 632.2 Section II)
2. Authorization/approval by the building ~~principal~~ administrator, Superintendent and school board;
3. A roster of students going on the trip with written parent/guardian approval;
4. A list of chaperones going on the trip;
5. A detailed trip itinerary with hotel/motel accommodations and phone numbers, activities planned, and estimated time lines;
6. A list of emergency phone numbers where an advisor/chaperone can be reached in case of an emergency
7. An accommodation plan for students with an IEP or 504 plan;
8. Trip expenses, funds raised, and the cost for individual students;
9. An approved school district Transportation Request Form including cost, estimated time, and type of bus if needed (Administrative Form 632.1 Section I);
10. An evaluation of the trip to be turned in to the building ~~principal~~ administrator and Superintendent/~~Director of Curriculum and Instruction~~ Assistant Superintendent of Teaching and Learning. (Administrative Form 632.2 Section III.)

C. Activity/Athletic Season Competition Trips:

1. A Regular/Extended Day Field Trip Transportation Form (Administrative Form 631.1 - Section I);

2. Authorization by the building ~~principal~~ administrator or activities director.

Legal References:

Minnesota Statute 123B.36 (Authorized Fees)

Minnesota Statute 123B.37 (Prohibited Fees)

Minnesota Statute 123B.49 (Cocurricular and Extracurricular Activities Insurance)

Sonkowsky v. Board of Education for Indep. Sch. Dist. No. 721, 327F.3d 675 (8th Cir 2003)

Cross References:

Moorhead School Board Policy 721: Student Transportation Safety

Moorhead School Board Policy 713: Winter Weather Related Emergencies

Moorhead Area Public Schools

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Printed: Wednesday, January 05, 2005 3:18:05 PM
Michelle Erickson**Religion****District Code:** 634**Section:** 600 EDUCATION PROGRAMS**Date Adopted:** 1/9/1979**Date Revised:** 6/12/2000**Dates Reviewed:** 9/1990
1/8/1996**I. PURPOSE**

The purpose of this policy is to identify the status of religion as it pertains to the programs of the Moorhead Area Public School District. The proper role that religion plays in the Moorhead Area Public Schools is in its educational value rather than its observance or celebration. This value is based upon its important cultural element whose effects have been felt throughout history.

One of the purposes of the Moorhead Area Public Schools is to teach about the world in history, and ~~the current world that is~~ issues and events. The role that religion has played in the historical, social, cultural, and political development of all humanity is essential to the curriculum.

The Moorhead Area Public 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 choice of what to believe is, and should be, left solely to the individual. Each person is free to choose or reject any belief without interference from either government or other members of the community. The choice made by each person and family is entitled to the greatest respect. The Moorhead Area Public Schools shall marshal its forces to maintain the dignity of each religious preference or absence of the same, and the sanctity of that belief for each individual home. No person should be put in an embarrassing position because of personal or family choice.

Our policy regarding the relationship of religion and public education is intended to provide freedom, protection, sensitivity, tolerance and appreciation for students, employees, parents, and community as a whole.

The Moorhead Area Public Schools shall implement the rules and regulations identified in this policy that speak toward the teaching of religious symbols, musical programs, concerts, advertising religious activities, and the school calendar.

II. GENERAL STATEMENT OF POLICY**A. RESPONSIBILITY**

1. It shall be the responsibility of the superintendent to ensure that the study of religious materials, customs, beliefs and holidays in the school district is in keeping with the following guidelines:

- a. The proposed activity must have a secular purpose,
- b. The primary objective of the activity must be one that neither advances nor inhibits

religion, and

c. The activity must not foster excessive governmental relationships with religion.

d. Notwithstanding the foregoing guidelines, reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.

B. RULES AND REGULATIONS

The Superintendent is granted authority to develop and present for board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion.

1. Non-Promotion or Disparagement of Religions - The school district shall neither promote nor disparage any religious belief or non-belief. Instead, the school district encourages all students and employees to have appreciation and tolerance of each other's views.

2. Academic Study About Religions - The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.

3. The Use of Religious Symbols - Religious symbols are sacred to particular faiths and have their place in the church, synagogue, or home. The use of religious symbols in the school shall be encouraged only in the academic study of religions; that is for temporary periods in connection with educational purposes.

4. Musical Programs and Concerts - Musical programs prepared for or presented during school hours shall not be religious or religiously oriented. However, the school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music which may have had a religious basis or origin as well as secular importance. Consequently, such programs may include religious music to the extent presentation of the music advances an educational objective and is presented in an objective manner without religious indoctrination.

A volunteer group practicing outside the school day, school day defined as 30 minutes prior to or 30 minutes immediately following the regularly scheduled student day, may present a program of religious music in the school outside of school hours, subject to, and in conformance with, the school policies and rules governing the use of school facilities equal access.

At all levels of education, the study of religious music as a part of a music appreciation course, musical experience, or as part of a study of various lands and cultures is appropriate as is the study of secular music.

5. Advertising Religious Activities - The advertising of religious activities and distribution of religious literature shall be on the same terms and conditions as permitted for other advertising or literature that is unrelated to school curriculum or activities.

6. School Calendar - The school calendar should be designed to encourage sensitivity for religious holidays, Sabbaths and holy days of all faiths.

If conflicts occur, care should be taken to modify lesson activities or other activities which will be difficult to make up.

7. Religious Excusals - In the event a student and/or student's parent or guardian finds a lesson objectionable based on the student's or student's parent or guardian's religious beliefs or other conscientious grounds, the student and/or student's parent or guardian may seek excusals therefrom through the building ~~principal~~ administrator. The building ~~principal~~ administrator shall work with the student and/or student's parent or guardian to arrange for such excusals unless there are clear issues of overriding concern that would prevent it.

Legal References:

U.S. Constitution, First Amendment

Minnesota Statute 120A.22, Subd 12(3) (Compulsory Instruction)

Minnesota Statute 120A.35 (Absence From School for Religious Observance)

Lemon v. Kurtzman, 403 U.S. 602, 91 S.Ct. 2105, 29 L.Ed. 2d 745 (1971)

Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir.) cert. denied, 449 US. 987, 101 S.Ct. 409, 66 L.Ed.2d 251 (1980)

Stark v Independent School District No 640, 123 F.3d 1068 (8th Cir.) cert. denied, 118 S. Ct. 1560, 140 L.Ed. 2d 792 (1997)

Santa Fe Independent School District v. Doe, 530 U.S. 1251, 120 S. Ct. 2266 (2000)

Tangipahoa Parish Board of Education v. Freiler, 530 U.S.1251, 120 S. Ct 2266 (2000)

LeVake v. Independent School District No. 656, 625 N.W. 2d 502 (Minn. App. 2001), cert. denied, 534 U.S.1081, 122 S. Ct. 814, 151 L.Ed.2d 698 (2000)

Good News Club v Milford Central School, 533 U.S. 98, 121 S Ct. 2093, 150 L.Ed.2d 151 (2001)

Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)

Wigg v. Sioux Falls Sch. Dist., No. 03-2956, 03-3107, 2004 WL 1948682 (8th Cir., Sept. 3, 2004)

Minn. Op. Atty. Gen 169-J (Feb 14, 1968)

Minn. Op Atty. Gen 169-K (Oct. 21, 1949)

Minn. Op. Atty. Gen. No 63 (1940)

Minn. Op. Atty Gen. No 120 (1924)

Minn. Op Atty. Gen. No. 121 (1924)

Cross References:

Moorhead School Board Policy 501: Equal Educational Opportunity

Moorhead School Board Policy 515: School District Student Attendance

Moorhead School Board Policy 630: School Calendar

Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities

Moorhead Area Public Schools

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Printed: Wednesday, January 05, 2005 3:52:31 PM
Michelle Erickson**Early Admissions****District Code:** 513**Section:** 500 STUDENTS**Date Adopted:** 4/8/1980**Date Revised:** 2/12/2001**Dates Reviewed:** 1/26/1991

12/16/1996

07/05/01

02/12/01

I. PURPOSE

Statute specifies that a child must be five years of age on or before September 1 before commencing kindergarten and six years of age on or before September 1 before beginning first grade.

The Moorhead Area Public Schools recognize that there may be occasions when it is appropriate to admit a youngster to school prior to the regular entrance age of five years old.

The administration is authorized to develop procedures that will provide for early admission of students with consideration given to their cognitive abilities, academic abilities, language skills, motor development, social and emotional maturity.

II. GENERAL STATEMENT OF POLICY

After careful consideration, the Moorhead Area Public Schools has adopted the following criteria for early admission:

1. **COGNITIVE ABILITY** assessed to be within the very superior range (IQ 130+) as measured by a standardized individually administered test. The Stanford Binet-Fourth Edition (SB-IV), Wechsler Preschool & Primary Scale of Intelligence-Revised Form (WPPSI-~~R~~III), Woodcock Johnson Test of Cognitive Abilities-3rd Revision Form (WJ-~~R~~III) or the Kaufman Assessment Battery for Children (K-ABC) Differential Abilities Scale (DAS) are examples of intelligence tests that can be utilized for this purpose.
2. **ACADEMIC ACHIEVEMENT** assessed to be within the very superior range (standard scores 130 or above) as measured by the Woodcock-Johnson Tests of Achievement (WJ-~~R~~III), Peabody Individual Achievement Test-Revised (PIAT-R), or Battelle Developmental Inventory (BDI).
3. **SUPERIOR COORDINATION** as determined by scores which are 2 standard deviations above the mean on the Bruinink's-Oseretsky Test of Motor Proficiency.
4. **SUPERIOR SOCIAL MATURITY** on the basis of information gathered from parent report, day care observations, and other developmental checklists as appropriate.
5. **SUPERIOR LANGUAGE DEVELOPMENT** as determined by scores falling at least two standard deviations above the mean as measured by the Preschool Language Scale or the Test of Word Knowledge (TOWK).
6. **COMPLETION OF HEALTH FORMS**, physical and required immunizations.
7. **RECOMMENDATION OF ASSESSMENT TEAM.**

APPLICATION PROCESS FOR EARLY ADMISSION

Although chronological age is probably the best single factor used to determine eligibility for admission, some younger children may be ready for kindergarten or the first grade sooner. Consequently, a district policy makes it possible for some exceptional children to be considered for early admission if they turn five years old during September 1 -- December 1. They may be competing in school with children who are several months older than they are. The district

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does not believe it is wise to admit a child to school early unless the child can work with more mature pupils.

**CHILDREN MAY BE CONSIDERED FOR EARLY ENTRANCE TO KINDERGARTEN/GRADE ONE
ACCORDING TO THE FOLLOWING PROCEDURES:**

1. The child must be five/six years old between September 1 -- December 1 of the year in which kindergarten/grade one entrance is required. A copy of the child's birth certificate is required.
2. Parents or guardians must complete an application (Administrative Procedure 513.1) requesting early admission.
3. Applications may be made anytime after May 1 of the year the parent or guardian wishes the child enter school. The process must be completed before school starts. Included in the application will be a developmental checklist which must be filled out by the parent prior to the meeting with the building principal and kindergarten teacher.
4. Parents will request a meeting with the building principal and a kindergarten teacher to review the application and developmental information. A review of the entrance criteria will take place at this time.
5. The principal and kindergarten teacher may also obtain additional information as needed (e.g. observations, notes from day care provider, preschool record review).
6. The parent, principal and kindergarten teacher will meet when the necessary information has been gathered and review the results. If the recommendation of this team is that the child is not a viable candidate for early admissions, then the application process will be terminated. If the team determines that the child may be an appropriate candidate for early admissions, a meeting will be scheduled to develop an assessment plan with appropriate school personnel (e.g. school psychologist, occupational therapist, speech/language clinician).
7. Following the completion of this assessment, the parents will meet with the assessment team, building principal, gifted and talented coordinator and kindergarten teacher to discuss the results and make a final recommendation for early entrance.
8. Parents who disagree with the finding of the school staff may appeal the decision in writing to the assistant superintendent of teaching and learning. The final decision shall rest with the Superintendent of Schools.

Legal Reference:

Minnesota Statute 120A.20 (Admission to Public School)

Moorhead Area Public Schools

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Printed: Wednesday, January 05, 2005 4:26:38 PM
Michelle Erickson**Drug-Free Workplace/Drug-Free School****District Code:** 572**Section:** 500 STUDENTS**Date Adopted:** 6/24/1995**Date Revised:** 2/12/2001**Dates Reviewed:****I. PURPOSE**

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances and controlled substances without a physician prescription.

II. GENERAL STATEMENT OF POLICY

A. Use of controlled substances, toxic substances, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

B. It shall be a violation of this policy for any student, teacher, administrator, or other school district personnel, or member of the public to use alcohol, toxic substances or controlled substances in any school location.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

A. "Alcohol" includes any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. 812, including analogues and look-alike drugs.

C. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

D. "Use" includes to sell, buy, distribute, dispense, possess, use or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

E. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.

F. "School District location" includes any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are

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under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

IV. EXCEPTIONS

A. It shall not be a violation of this policy for a person to bring onto a school location, for such person's own use, a controlled substance which has a currently accepted medical use in treatment in the United States and the person has a physician prescription for the substance. The person shall comply with the relevant procedures of this policy.

B. It shall not be a violation of this policy for a person to possess an alcoholic beverage in a school location when the possession is within the exceptions of Minn. Stat. 624.701, Subd. 1a (experiments in laboratories ~~or pursuant to a temporary license holder~~).

V. PROCEDURES

A. Students who have a prescription from a physician for medical treatment with a controlled substance are permitted to possess such controlled substances and associated necessary paraphernalia, such as an inhaler or syringe. The student must provide a copy of the prescription to the (school nurse or principal or other designated staff) to be kept on file, along with other emergency information. ~~The school district's Moorhead Area Public Schools~~ licensed school nurse, trained health clerk, ~~principal~~ building administrator or teacher will administer the prescribed medication in accordance with school district procedures. It is the responsibility of the student to provide a copy of a renewal after prescription has expired.

B. Employees who have a prescription from a physician for medical treatment with a controlled substance are permitted to possess such controlled substances and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

E. Members of the public are not permitted to possess controlled substances in a school location except with the express permission of the Superintendent.

F. Possession of alcohol on school grounds pursuant to the exceptions of Minn. Stat. 624.701, Subd. 1a, shall be by permission of the school board only. The applicant for permission shall apply in writing and shall follow school board procedures for placing an item on the agenda.

VI. ENFORCEMENT

A. Students

1. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

2. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or law enforcement officials where appropriate.

B. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination or discharge as deemed appropriate by the school board.
2. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol assistance abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension or termination as deemed appropriate by the school board.
3. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction.
4. Sanctions against employees, including nonrenewal, suspension, termination or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References:

Minnesota Statute 340A.403 (3.2 Percent Malt Liquor Licenses)
Minnesota Statute 340A.404 Intoxicating Liquor; On-Sale Licenses)
Minnesota Statute 609.684 (Sale of Toxic Substances to Children; Abuse of Toxic Substances)
Minnesota Statute 624.701 (Liquor in Certain Buildings or Grounds)
41 U.S.C. 701-707 (Drug-Free Workplace Act)
20 U.S.C. 7101-7165 (Safe and Drug-Free Schools and Communities Act)
21 U.S.C. 812 (Schedules of Controlled Substances)
21 C.F.R. 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 85 (Government-wide Requirements for Drug-Free Workplace)

Cross Reference:

Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 421: Employee Drug and Alcohol Testing
Moorhead School Board Policy 532: Medication
Moorhead School Board Policy 551: Student Discipline

OFFICE OF TEACHING & LEARNING MEMO #: I.05.099



TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
SUBJECT: AYP Improvement Plan
DATE: January 3, 2005

Attached is the draft copy of the Moorhead Area Public School 2004-05 District AYP School Improvement Plan. The plan contains an executive summary, a needs assessment, goals and specific strategies to meet the goals. An action plan will be developed using the goals from the district improvement plan.

RESOLVED RESOLUTION : Move to approve the Moorhead Area Public Schools AYP Improvement Plan and direct administration to file the plan with the Minnesota Department of Education by January 19, 2005.

LAK/kmr
Attachment

Moorhead Area Public Schools AYP Improvement Plan

January 10, 2005

DRAFT

KEY PARTICIPANTS IN IMPROVEMENT PROCESS

District Contact: Lynne Kovash, Assistant Superintendent of Teaching and Learning

District Team:

Del Larson – Teacher – Robert Asp Elementary School
David Bowe – Teacher – S.G. Reinertsen Elementary School
Karin Schumacher – Teacher – Moorhead High School
Dan Dahlvang – Teacher – Horizon Middle School
Paulette Hagen – Teacher – Red River Area Learning Center
Brenda Krueger – Teacher – Ellen Hopkins Elementary School
Mary Jo Schmid – Principal – Ellen Hopkins Elementary School
Kevin Kopperud – Principal – Robert Asp Elementary School
Anne Moyano – Principal – S.G. Reinertsen Elementary School
Colleen Tupper – Principal – Horizon Middle School
Gene Boyle – Principal – Moorhead High School
Deb Pender – Program Manager – Alternative Education
Sarah King – Program Manager – Learner Support Services
Jill Skarvold – Director – Learner Support Services
Carol Ladwig – School Board Member

Time Line:

Notification of AYP Status – October 19, 2004
Presentation to School Board regarding AYP Status – November 22, 2004
AYP Intervention Team Meeting – November 30, 2004
AYP Intervention Work Session – December 10, 2004
Plan Reviewed by Instruction and Curriculum Advisory Committee – December 16, 2004
AYP Intervention Team Meeting – December 17, 2004
AYP Intervention Team Meeting – January 4, 2005
Board Consideration - January 10, 2005

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 district'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 results, the district met targets for attendance, graduation, and participation on all tests and in all subgroups. The district met targets for all students, Asian, Hispanic, Black, and White on the reading tests. The district met targets for all students, Asian, Black and White students on the mathematics

tests. The district received a waiver for special education based on the high percentage of special education students 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.

Moorhead Area Public School District

SUMMARY OF QUALITY INDICATORS

- 1 – District has no system-wide approach. Some staff may address this area.
- 2 – District is developing a system-wide approach.
- 3 – Approach fully developed. Implementation under way.
- 4 – Approach fully implemented.
- 5 – District has evaluated and improved its fully implemented approach

1. CURRICULUM (Math)	1	2	3	4	5
A. Alignment of curriculum to state standards and assessments (test specifications)		X			
B. Staff understanding of the research that underlies and supports the district's curriculum		X			
C. Alignment of curriculum to address diverse learning levels and styles and diverse cultures	X				
D. Staff understanding of district-wide curriculum, especially of grades just above and below		X			
2. INSTRUCTION (Math)					
A. How staff identify and develop instructional strategies effective in helping students learn		X			
B. How staff vary instruction to address diverse learning levels and styles and diverse cultures	X				
C. How staff accelerate progress of students who are below grade level		X			
D. How staff build relationships with students to help them become actively engaged in learning			X		
E. How classroom staff and various specialists collaborate to enhance student learning			X		
3. ASSESSMENT and USE OF RESULTS					
A. How district and staff analyze and use the results of MCAs and other standardized tests to identify areas for improvement in student learning and teaching	X				
B. How staff use Examining Student Work and other formative assessments to identify areas for improvement in student learning and teaching		X			
C. Degree to which classroom assessments evaluate the skills and concepts required by standards			X		
D. Whether the district uses comparative data to identify strategies for improvement	X				
4. STAFF DEVELOPMENT					
A. How the district selects content for staff development relevant to improving student learning		X			
B. How the district creates a culture of learning among the staff			X		
C. How district leadership supports an environment for staff development			X		
5. ENGAGING FAMILIES and COMMUNITY					
A. How staff learn about the diverse expectations, values, and cultures of the students' families			X		
B. How staff and district communicate with families and engage them as partners in the education of their children			X		
C. How the district forms partnerships with the community to enhance the learning of the students	X				
D. How the district gathers, analyzes, and uses feedback from students, families, and community	X				
6. LEADERSHIP and GOVERNANCE					
A. How leadership sets direction for the district			X		
B. How leadership creates a culture and systems that lead to high levels of learning		X			
C. How leadership reviews and analyzes progress of the district in achieving its objectives and uses the results of the review for improvement			X		
D. How leadership communicates achievement goals and results to all stakeholders			X		
7. PLANNING and RESOURCES					
A. How the district plans		X			
B. How the district allocates resources			X		
C. How the district makes decisions		X			

District Improvement Planning

1. Curriculum

This section focuses on Curriculum, which the Minnesota District Improvement Model describes as an intentional and rigorous plan for what students will learn and when they will learn it.

The following table is the result of a self-assessment made by the District Team. The numbers on the right indicate the team's consensus response to four questions about Curriculum. The numbers indicate the following levels of maturity in developing a systematic approach to Curriculum:

- 1 – District has no system-wide approach. Some staff may address this area.
- 2 – District is developing a system-wide approach.
- 3 – Approach fully developed. Implementation under way.
- 4 – Approach fully implemented.
- 5 – District has evaluated and improved its fully implemented approach.

1. CURRICULUM (Math)	1	2	3	4	5
A. Alignment of curriculum to state standards and assessments (test specifications)		x			
B. Staff understanding of the research that underlies and supports the district's curriculum		x			
C. Alignment of curriculum to address diverse learning levels and styles and diverse cultures	x				
D. Staff understanding of district-wide curriculum, especially of grades just above and below		x			

The following section captures Strengths and Opportunities for Improvement relevant to Curriculum, as identified by the District Team during the Quality Indicator Exercise.

Strengths:

- Middle school and high school curriculum is aligned with the mathematics standards.
- The alignment process is being refined for the elementary curriculum across the district.
- Everyday Math is tied to the academic standards.
- Daily oral math is used in some elementary classrooms across the district.
- Special Education alignment with general education curriculum is increasing.

Opportunities for Improvement:

- Reinforce in the area of computation at the elementary level.
- Investigate supplemental math materials (i.e. daily oral math).

- Provide inservice for all staff members on the research behind the math programs and promising programs in the mathematics area.
- Improve rigor of all classes for diverse cultures.
- Ensure rigor by course is in place.
- Provide inservice to bring all staff up to date and foster a commitment to the mathematics program at every level.
- Investigate research- based approaches to accelerated skill development.
- Provide for annual staff development in mathematics for newly hired and reassigned teachers.

2. Instruction

This section focuses on Instruction, which the Minnesota District Improvement Model describes as the research-based strategies that staff may use to help students learn at high levels.

The following table is the result of a self-assessment made by the District Team. The numbers on the right indicate the team's consensus response to five questions about its instructional strategies. The numbers indicate the following levels of maturity in developing a systematic approach to Instruction:

- 1 – District has no system-wide approach. Some staff may address this area.
- 2 – District is developing a system-wide approach.
- 3 – Approach fully developed. Implementation under way.
- 4 – Approach fully implemented.
- 5 – District has evaluated and improved its fully implemented approach.

2. INSTRUCTION (Math)	1	2	3	4	5
A. How staff identify and develop instructional strategies effective in helping students learn		x			
B. How staff vary instruction to address diverse learning levels and styles and diverse cultures	x				
C. How staff accelerate progress of students who are below grade level		x			
D. How staff build relationships with students to help them become actively engaged in learning			x		
E. How classroom staff and various specialists collaborate to enhance student learning			x		

The following section captures Strengths and Opportunities for Improvement relevant to Instruction, as identified by the District Team during the Quality Indicator Exercise.

Strengths:

- Use of manipulatives for all students.
- Team planning time at the middle school.
- Technology has strengthened math program.
- Service learning is a part of the curriculum.
- Staff engagement with students through responsive classroom, advisor/advisee program and restorative processes.
- Block schedule at high school affords students more opportunities to take math classes.
- ACT scores at the high school level are highest in the mathematics area.
- Highly successful competitive mathematics programs (Math League, Mathcounts).

Opportunities for Improvement:

- Decrease dependence upon programs to meet the needs of diverse learners (Special Education, LEP, Title I).

- Develop a structure for expanded opportunities for mathematics during the instructional day.
- Provide opportunities for differentiated instruction during the math class.
- Provide more time for mathematics instruction during the instructional day by reviewing the schedule and instructional strategies.
- Provide consistent amounts of time and frequency for math instruction by the classroom teacher.

3. Assessment and Use of Results

This section focuses on Assessment, which the Minnesota District Improvement Model describes as gathering, analyzing, and using information about students and their academic progress to improve learning.

The following table is the result of a self-assessment made by the District Team. The numbers on the right indicate the team's consensus response to four questions about Assessment. The numbers indicate the following levels of maturity in developing a systematic approach to Assessment and the Use of Results:

- 1 – District has no system-wide approach. Some staff may address this area.
- 2 – District is developing a system-wide approach.
- 3 – Approach fully developed. Implementation under way.
- 4 – Approach fully implemented.
- 5 – District has evaluated and improved its fully implemented approach.

3. ASSESSMENT and USE OF RESULTS	1	2	3	4	5
A. How district and staff analyze and use the results of MCAs and other standardized tests to identify areas for improvement in student learning and teaching	x				
B. How staff use Examining Student Work and other formative assessments to identify areas for improvement in student learning and teaching		x			
C. Degree to which classroom assessments evaluate the skills and concepts required by standards			x		
D. Whether the district uses comparative data to identify strategies for improvement	x				

The following section captures Strengths and Opportunities for Improvement relevant to Assessment, as identified by the District Team during the Quality Indicator Exercise and the district staff during the Site Visit.

Strengths:

- Plan for training of teachers in using Measures of Academic Progress (MAP) results.
- Adoption of MAP assessment.
- SMART School training (process for school improvement).
- High level of collaboration among teachers at grade levels and subjects.
- Standards embedded in curriculum.

Opportunities for Improvement:

- Communicate with the state regarding return of test scores in a timelier manner.
- Replace MCA with MAP assessment.
- Develop use of comparative data for test results.
- Investigate assessments that are not related to standards or students being assessed on items that have not been taught.
- Explore instructional strategies that are related to assessment results.
- Develop intervention strategies or enrichments.
- Provide for diagnostic assessments to show measures of incremental growth.

- Use data to trigger early intervention programs.
- Convince students that the MCA assessment does matter.

4. Staff Development

This section focuses on Staff Development, which the Minnesota District Improvement Model describes as a continuous and systematic process of individual and collaborative in-depth learning experiences designed to further educators' knowledge and skills in their profession.

The following table is the result of a self-assessment made by the District Team. The numbers on the right indicate the team's consensus response to three questions about Staff Development. The numbers indicate the following levels of maturity in developing a systematic approach to Staff Development:

- 1 – District has no system-wide approach. Some staff may address this area.
- 2 – District is developing a system-wide approach.
- 3 – Approach fully developed. Implementation under way.
- 4 – Approach fully implemented.
- 5 – District has evaluated and improved its fully implemented approach.

4. STAFF DEVELOPMENT	1	2	3	4	5
A. How the district selects content for staff development relevant to improving student learning		x			
B. How the district creates a culture of learning among the staff			x		
C. How district leadership supports an environment for staff development			x		

The following section captures Strengths and Opportunities for Improvement relevant to Staff Development, as identified by the District Team during the Quality Indicator Exercise.

Strengths:

- District has improved in listening to teacher's needs and asking for input to staff development.
- High level of collaboration among teachers at grade levels and subjects.
- Study groups used for professional development.
- Train the trainer model strength in the past for mathematics instruction.

Opportunities for Improvement:

- Explore the use of regular late start days across the school year.
- Provide for the utilization of local experts within the district.
- Rely more on student achievement data and less on intuition to determine focus in staff development.
- Provide a district coordinator to focus on staff development.
- Provide sustained support of new initiatives.
- Develop the utilization of teacher leader in the area of mathematics and related staff development.
- Limit staff development to highest priority areas.

5. Engaging Families and Community

This section focuses on Engaging Families and Community, especially on how to engage both in supporting and facilitating the learning of students.

The following table is the result of a self-assessment made by the District Team. The numbers on the right indicate the team's consensus response to four questions about families and community. The numbers indicate the following levels of maturity in developing a systematic approach to Engaging Families and Community:

- 1 – District has no system-wide approach. Some staff may address this area.
- 2 – District is developing a system-wide approach.
- 3 – Approach fully developed. Implementation under way.
- 4 – Approach fully implemented.
- 5 – District has evaluated and improved its fully implemented approach.

5. ENGAGING FAMILIES and COMMUNITY	1	2	3	4	5
A. How staff learn about the diverse expectations, values, and cultures of the students' families		x			
B. How staff and district communicate with families and engage them as partners in the education of their children		x			
C. How the district forms partnerships with the community to enhance the learning of the students	x				
D. How the district gathers, analyzes, and uses feedback from students, families, and community	x				

The following section captures Strengths and Opportunities for Improvement relevant to Engaging Families and Community, as identified by the District Team during the Quality Indicator Exercise.

Strengths:

- A culture of engaged community members but has not been applied to math.
- Community Education program "Math for Parents".
- Some successes in engaging parents in supporting students in math but not available system wide.
- Power School is a district program available for parents to check grades and attendance.
- Math education practicum, internships and connections with university and education leaders.
- Have cultural liaisons with expertise in diverse cultural backgrounds to connect with families in their first language.
- Truancy Intervention Program (TIPS) has been valuable in the school district.
- District Web Site.

Opportunities for Improvement:

- Provide a resource program for parents in the area of mathematics.

- Develop opportunities in the schools for parent involvement.
- Connect with universities in the area of math.
- Research the use of existing meetings or groups to provide education through those groups (American Indian Parent Group, refugee programs, new citizen program, etc.).
- Work with county with attendance issues for children younger than 7.
- Provide opportunities for training to providers working with families.
- Develop the concept of the parent center.
- Provide family involvement programs more closely aligned with instructional goals and priorities.

6. Leadership and Governance

This section focuses on Leadership, which the Minnesota District Improvement Model describes as a commitment to implement decisions supporting student learning and achievement.

The following table is the result of a self-assessment made by the District Team. The numbers on the right indicate the team's consensus response to four questions about Leadership. The numbers indicate the following levels of maturity in developing a systematic approach to Leadership and Governance:

- 1 – District has no system-wide approach. Some staff may address this area.
- 2 – District is developing a system-wide approach.
- 3 – Approach fully developed. Implementation under way.
- 4 – Approach fully implemented.
- 5 – District has evaluated and improved its fully implemented approach.

6. LEADERSHIP and GOVERNANCE	1	2	3	4	5
A. How leadership sets direction for the district			x		
B. How leadership creates a culture and systems that lead to high levels of learning		x			
C. How leadership reviews and analyzes progress of the district in achieving its objectives and uses the results of the review for improvement			x		
D. How leadership communicates achievement goals and results to all stakeholders			x		

The following section captures Strengths and Opportunities for Improvement relevant to Leadership, as identified by the District Team during the Quality Indicator Exercise.

Strengths:

- Emerging leadership (different models of leadership and more consensus building).
- Trained in SMART schools and shared responsibility for student learning.
- Strong foundation of teacher leaders and site based management.
- District Web Site a strong communication tool.
- Implementation of building curriculum and assessment committees to develop process for curriculum alignments (elementary).

Opportunities for Improvement:

- Develop a focused strategic plan that addresses the needs of the identified subgroups.
- Align the work done through this plan with the elementary school plan, middle school and high school initiatives.
- Implement and continue the work from SMART schools model.
- Diversify the ways we communicate goals and results to all stakeholders.

- Provide teachers' time to focus on math at the elementary level – prioritize the time in the classroom.
- Examine the time for core instruction in the area of math for different groups of students.

7. Planning and Resources

This section focuses on Planning, which the Minnesota District Improvement Model describes as developing and implementing of action plans that identify, allocate, and align available resources to ensure continuous improvement of the learning process.

The following table is the result of a self-assessment made by the District Team. The numbers on the right indicate the team's consensus response to four questions about Planning. The numbers indicate the following levels of maturity in developing a systematic approach to Planning and Resources:

- 1 – District has no system-wide approach. Some staff may address this area.
- 2 – District is developing a system-wide approach.
- 3 – Approach fully developed. Implementation under way.
- 4 – Approach fully implemented.
- 5 – District has evaluated and improved its fully implemented approach.

V. PLANNING and RESOURCES	1	2	3	4	5
A. How the district plans		x			
B. How the district allocates resources			x		
C. How the district makes decisions		x			

The following section captures Strengths and Opportunities for Improvement relevant to Planning and Resources, as identified by the District Team during the Quality Indicator Exercise.

Strengths:

- District support in adding staff development days.
- Principal support in purchasing materials or sharing materials.
- District math committee has met to look at continuous improvement.
- The committee has met with K-12 teacher leadership in the math area.
- Teacher leadership of the committees.
- District is progressive in technology (hardware).

Opportunities for Improvement:

- Add math page to Web site.
- Offer computer labs for student access for math.
- Find a way to get computers to families to use them.
- Research the use of stand alone computers to use software that does not work with updated and networked computers.
- Support teachers need to have updated materials.
- Research the use of software programs for math curriculum.
- Provide training for staff with the new technology to implement in classrooms.
- Increase math supply budgets.

III. Measurable Goals and Targets

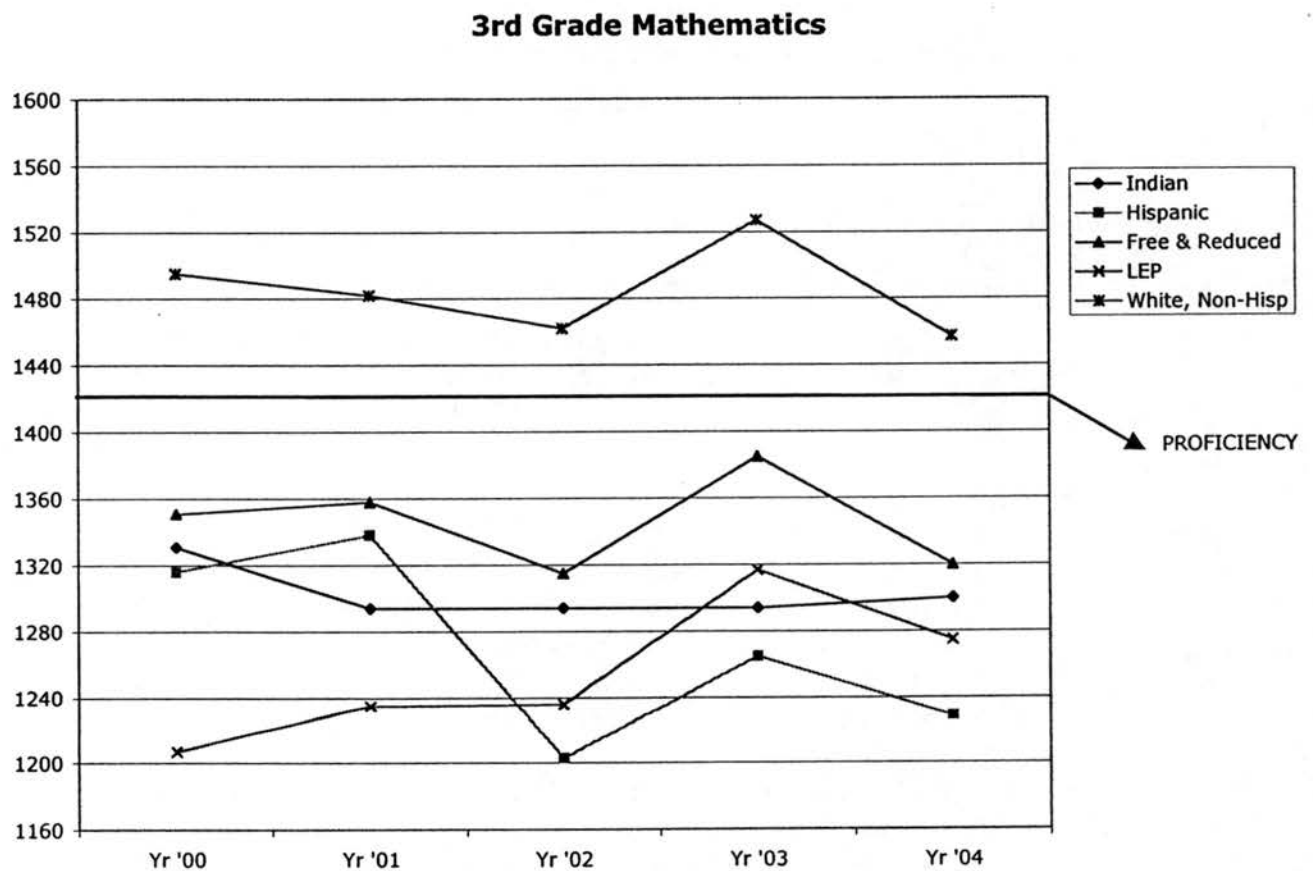
District Performance Goal and Target

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

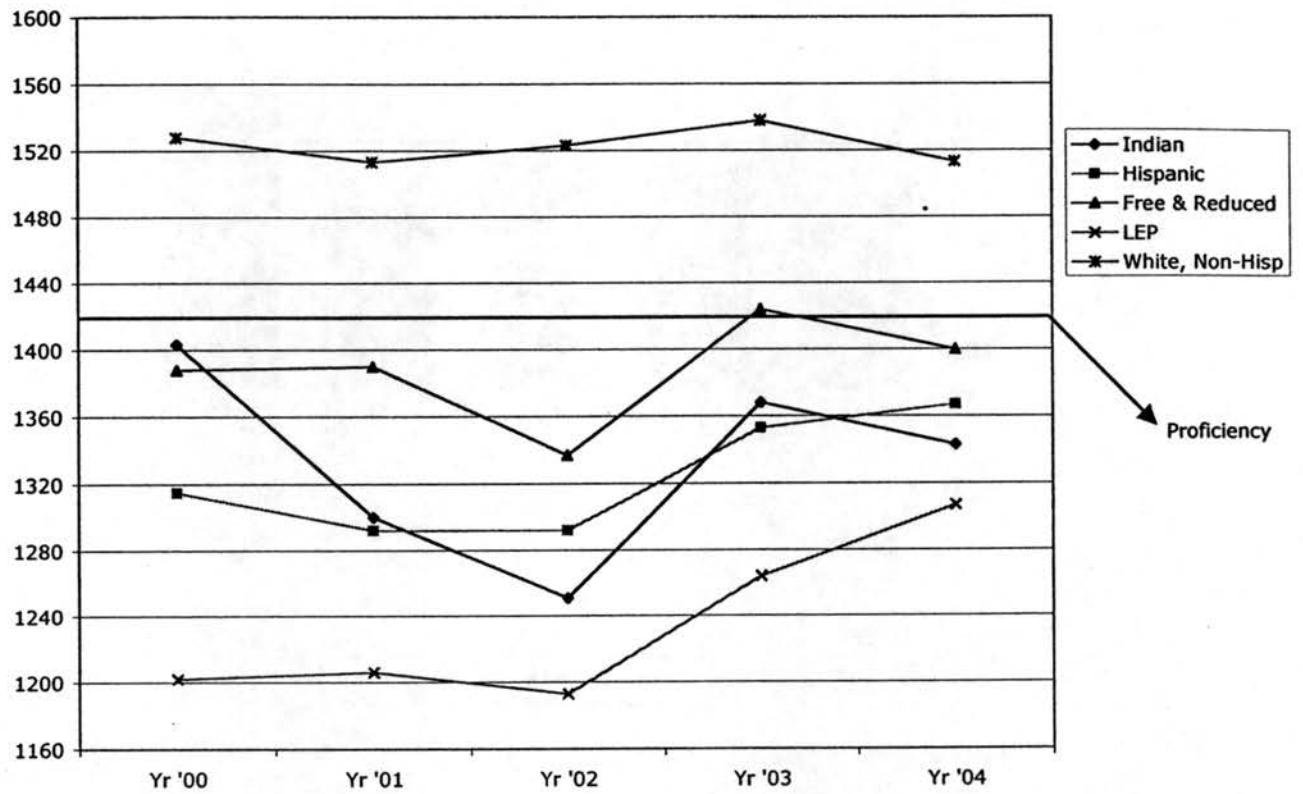
Mathematics

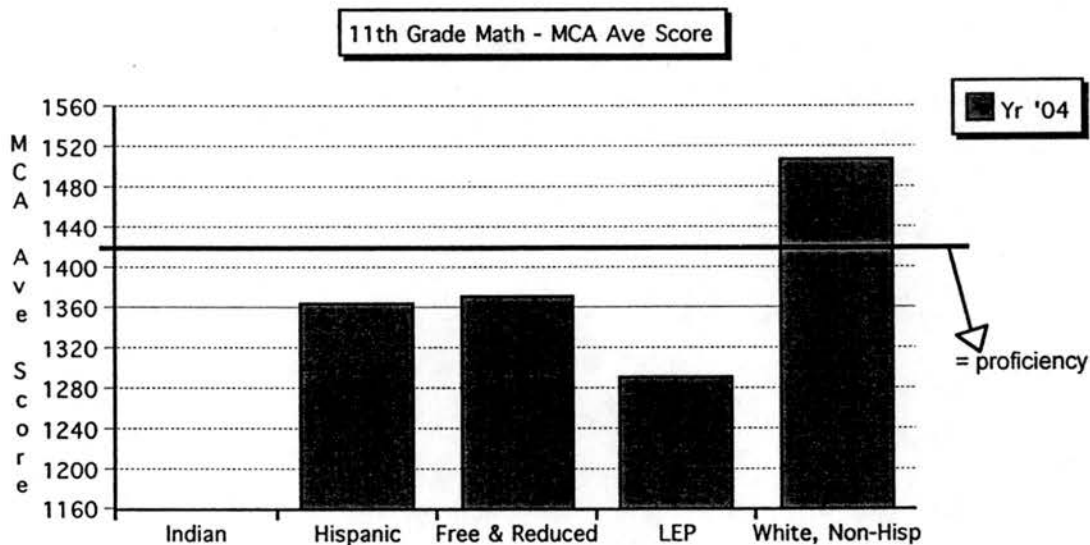
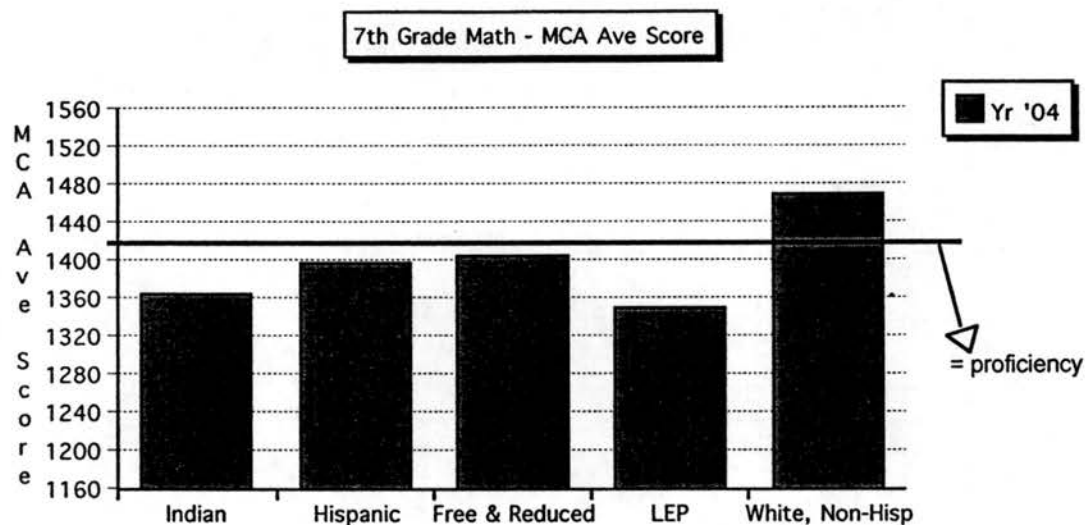
The percentage of students in the aggregate and for each subgroup who are at the proficient level in mathematics on the MCAs will increase by 5%.

2000 - 2004 MCA Data



5th Grade Mathematics





District targets will increase to targeted levels. The target level has been set by the Minnesota Department of Education. The 2004 level is the level attained by each of the subgroups using the index points as part of Minnesota's implementation plan for No Child Left Behind (0 points for Level I, .5 points for Level II and 1 point for levels III, IV, and V). The target levels are for the 2004 test data; the targets have not been set for

2005. In an effort to increase achievement for all subgroups to the 100% proficiency as set in federal legislation, it is assumed that the target levels will increase for the 2005 testing season.

	2004 Level	2004 Target Level set by MDE
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 in the aggregate and for each subgroup who are at the proficient level in reading/language arts on the MCAs will increase by 3%.

District Targets

District targets will increase to targeted levels. The target level has been set by the Minnesota Department of Education. The 2004 level is the level attained by each of the subgroups using the index points as part of Minnesota's implementation plan for No Child Left Behind (0 points for Level I, .5 points for Level II and 1 points for levels III, IV, and V). The target levels are for the 2004 test data; the targets have not been set for 2005. In an effort to increase achievement for all subgroups to the 100% proficiency as set in federal legislation, it is assumed that the target levels will increase for the 2005 testing season.

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

IV. Strategies

Goal 1 Mathematics

The percentage of students proficient will increase in each targeted sub group by 5%

Strategies

Elementary

- Provide staff development to ensure all elementary math teachers, including newly hired and reassigned teachers, fully understand the instructional methods and research base of the Everyday Math program.
- Research and implement data driven intervention strategies including differentiated instruction and accelerated skill development for students not meeting benchmarks.
- Ensure consistent and adequate math learning time.

Secondary

- Focus on leadership and program development to research and implement tools, strategies and approaches to facilitate accelerated skill development, i.e. analyze local data to identify trends and targeted needs. Investigate tools and approaches related staff development.
- Provide opportunities for students by increasing available resources including increased instructional time, mentoring opportunities, parent collaboration and engagement, and staff collaboration opportunities.
- Develop and implement an integrated approach to instruction for students not meeting benchmarks, including collaboration between content experts and licensed support staff, time for coordination among teachers at a grade level, and time for ongoing consultation and training.

Targeted Groups

American Indian

- Use authentic language and literature and teaching of skills in context rather than in isolation.
- Use American Indian ways of teaching such as, modeling and providing for long periods of observation and practice by children.
- Incorporate American Indian Content Standards in Language and Literacy, and Math into alignment process of state and local reading and math standards. (In Minnesota a set of Indian learner outcomes, developed by American Indian Ed Committee, 1994 was included; Indian educators were invited to provide recommendations when graduation standards were developed, 1994).
- Performance-based assessment and multiple measures avoids cultural bias more than standardized, multiple choice tests for American Indian students. (Bulleted items taken from a paper prepared by Sandra J. Fox for the American Indian/Alaska Native Research Agenda Conference, 2000.)

Hispanic

- Examine promising practice models of instruction for programs related to Hispanic students and work to implement best practice strategies and models to the extent possible with personnel and funding.

LEP

- Examine alignment of ESL standards with Minnesota standards
- Teach learners **speaking, reading, listening** and **writing** skills in English to help them access curriculum.
- Assist learners in learning how to bridge own **cultural experiences** with those of peers.
- Explore **bilingual assistance** for enhanced family communication.
- Enhance collaboration - use the lessons learned from inclusion in special education: meet specific students' needs; adapt curriculum; teaming. (Valeria Silva, ELL Director, St. Paul Schools)
- Effective Instructional Strategies in Mainstream Classrooms - good for all students:
 - Write clearly defined language objectives and share them with students.
 - Explicitly link concepts to students' backgrounds and experiences.
 - Emphasize key vocabulary - preteach, review.
 - Use speech appropriate for students' level of proficiency.
 - Provide students with sufficient "wait time" to answer questions. (Susan Wallace, "Effective Instructional Strategies for ELLs in Mainstream Classrooms")

Free and Reduced Lunch

- Examine practices in district that have made educational improvements for all students. Implement those strategies to the extent possible with personnel and funding.

District wide

- Continue and refine training with the MAP assessment and goal setting for all students.
- Continue to develop the professional learning community concept within the school district.
- Prioritize time for every teacher to study and align the standards, curriculum, and test specifications in the area of reading and mathematics.
- Develop strategies for high school reform based on Breaking Ranks II and high school reform project through MDE.
- Continue to develop the school improvement process to include more stakeholders and individual schools.
- Continue to research, study and implement strategies that have been proven effective in increasing student achievement for targeted students groups.

- Continue to work toward improving instruction for all students, provide instruction for all students at their instructional level and then expect academic growth and learning.

Goal 2 Reading

- Strengthen the alignment of the curriculum to state standards and assessments K- 12
- Continue and refine training with the MAP assessment and goal setting for all students.
- Continue to develop the professional learning community concept within the school district.
- Prioritize time for every teacher to study and align the standards, curriculum, test specifications in the area of reading and mathematics.
- Continue to develop the school improvement process to include more stakeholders and individual schools.

V. Technical Assistance (Support of all stakeholders)

District Leadership

- Work collaboratively to frame and implement a district vision focused on instruction and achievement and to adopt and use research-based principles regarding effective teaching and effective professional development.
- Improving instruction and achievement is the guide for decision making and budgeting.
- Support, encourage and develop leadership at all levels of the system. Collaborate with all leaders across the district. Create structures that bring together principals from across the district to collaborate regularly on improving instruction.
- Take a system approach to improving instruction and achievement.
- Provide clear curricular guidance to help teachers know what to teach.
- Principals are the instructional leaders of the school and the district will provide training and support.
- Foster networks of teacher leaders at the district and school levels who provide instructional assistance to other teachers and leaders.
- Use research-based principles to guide professional development.
- Assess the needs of teachers in the district using teacher survey data, attrition rates, achievement data, and other information. Propose and collaborate on strategies that address these needs, such as induction programs, provision of differentiated professional development for veteran teachers, and development of teacher leaders.

Teachers

- Work collaboratively to frame and implement a district vision focused on instruction and achievement and to adopt and use research-based principles regarding effective teaching and effective professional development.
- Collaborate with leaders for a system of teacher leaders that can provide needed supports to classroom teachers.

Building Leadership

- Continually improve skills in using data, observing instructional practice, providing instructional feedback and motivating teachers. Work together with colleagues to advocate for greater district-level supports and training.
- Foster professional learning communities so that teachers work and learn together as part of their regular practice. Encourage teachers to engage in research-based professional development.
- Make improving instruction and achievement the guide for decision making and budgeting.

Parents

- Build parent and community support for instructional reform. Work with other parents to understand reform in the district, the importance of instruction and the relationship between instructional improvement and student achievement.
- Learn about the need for ongoing on-the-job professional development to improve student achievement, and work with other parents to support it.

State

- Support and assist the district in processes to align standards, assessment, curriculum, and professional development.
- Provide technical support from teacher networks and professionals in the mathematics area to support district achievement.
- Work with the district and MDE in the high school reform project.
- The district will request assistance from the state best practice representatives in math, reading, and working with LEP students.

Appendix

Action Plan developed from AYP Improvement Plan.

The action plan is a working document to assist district personnel in implementing the Improvement Plan.

Changes to the document will be made with further input from stakeholders.

Moorhead Area Public School District AYP Improvement Plan Draft Action Plan

Elementary				
Strategy	Activities	Timeline	Person responsible and participants	Evaluation of effectiveness
Provide staff development to ensure all elementary math teachers, including newly hired and reassigned teachers, fully understand the instructional methods and research base of the Everyday Math program	Staff development activities for all teachers on January 24. Develop training for newly hired and reassigned teachers. Continued study groups related to the math program.	Training January 24. Training schedule for teachers developed by spring. Study groups through spring.	Assistant Superintendent and principals.	Teachers will increase knowledge of math program.
Research and implement data driven intervention strategies including differentiate instruction and accelerated skill development for students not meeting benchmarks	Work with MDE best practice specialist to determine programs. Develop list of research based programs. Develop implementation schedule for 2005-06 school year with trial programs this spring.	Specialist to meet with math committee by spring. List developed this spring with trials.	Principals, assistant superintendent and math committee.	All teachers will utilize strategies. Schools will develop intervention schedules for students not meeting benchmarks.
Ensure consistent and adequate math learning time	Determine pacing and time needed for math.	Timelines set Jan. 24 with follow up in spring. Schedules for 2005-06 will include adequate time for math.	Building principals and math committee members	Teachers will develop pacing schedule and time will be set for math instruction

Moorhead Area Public School District AYP Improvement Plan

Draft Action Plan

Secondary				
Strategy	Activities	Timeline	Person responsible and participants	Evaluation of effectiveness
Focus on leadership and program development to research and implement tools, strategies and approaches to facilitate accelerated skill development, i.e. analyze local data to identify trends and targeted needs. Investigate tools and approaches, related staff development.	Work with MDE best practice specialist to determine programs. Develop list of research based programs.	Spring with continued implementation 2005-06 school year.	Building principals, math department chairs, assistant superintendent, and math committee	Teachers would incorporate tools, strategies and approaches to mathematics instruction
Provide opportunities for students by increasing available resources including increased instructional time, mentoring opportunities, parent collaboration and engagement, and staff collaboration opportunities.	Determine opportunities and feasibility of opportunities. Develop proposals and plans to implement opportunities based on research and best practice.	Opportunities explored and listed in the spring. Proposals for implementation in the 05-06 school year.	Building principals, math department chairs, assistant superintendent, and math committee	Opportunities would be increased for students and parents.

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Develop and implement an integrated approach to instruction for students not meeting benchmarks, including collaboration between content experts and licensed support staff, time for coordination among teachers at a grade level, time for ongoing consultation and training.	Develop the planning through collaborative use of time and professional development funding. Utilization of information developed through professional learning communities and other programs designed to provide assistance to schools.	Spring the plans are developed.	Building principals, department chairs, assistant superintendent, and Building Leadership Teams.	A systematic intervention plan for students not meeting benchmarks.

Moorhead Area Public School District AYP Improvement Plan
Draft Action Plan

American Indian

Strategy	Activities	Timeline	Person responsible and participants	Evaluation of effectiveness
Use authentic language and literature and teaching of skills in context rather than in isolation.	Information provided to curriculum committees to provide resources for authentic literature.	Ongoing	Principals and American Indian Liaisons with all staff	Utilization of authentic literature will increase.
Use American Indian ways of teaching such as, modeling and providing for long periods of observation and practice by children.	Information provided to teachers on the integration of modeling and observation and practice into instructional practices.	Ongoing	Principals and American Indian Liaisons with all staff	Utilization of effective teaching strategies will increase.
Incorporate American Indian Content Standards in Language and Literacy, and Math into alignment process of state and local reading & math standards. recommendations when graduation standards were developed, 1994).	Information provided to teachers on the standards and develop alignment with reading and math standards.	Spring	Curriculum committees, principals, assistant superintendent and American Indian Liaisons.	Standards will be incorporated.

Moorhead Area Public School District AYP Improvement Plan Draft Action Plan

Hispanic

Strategy	Activities	Timeline	Person responsible and participants	Evaluation of effectiveness
Examine promising practice models of instruction for programs related to Hispanic students and work to implement best practice strategies and models to the extent possible with personnel and funding.	Research and study group to determine instructional models.	Spring	Program Manager for Federal Programs, teachers, and building principals.	Programs will be researched with plans for implementation of models.

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ELL

Strategy	Activities	Timeline	Person responsible and participants	Evaluation of effectiveness
Examine alignment of ESL standards with MN standards	Work with curriculum committees to examine alignment.	Reading, math and social studies spring	Assistant Superintendent, Building principals, curriculum committees and Program Manager for Federal Programs	Alignment would be examined and developed
Teach learners speaking, reading, listening and writing skills in English to help them access curriculum.	Information shared with teachers	Spring	Program Manager for Federal Programs and ESL teachers and Principals	Teachers would understand and develop strategies to teacher skills to ELL students.
Assist learners in learning how to bridge own cultural experiences with those of peers.	Information shared with teachers	Spring	Program Manager for Federal Programs and ESL teachers and Principals	Teachers would understand and develop strategies to teacher skills to ELL students.
Explore bilingual assistance for enhanced family communication.	Work with ELL staff and principals to study the issue	Spring	Program Manager for Federal Programs and ESL teachers and principals	Plan would be developed for bilingual assistance.
Enhance collaboration - use the lessons learned from inclusion in special education: meet specific students' needs; adapt curriculum; teaming.	Information shared with teachers	Spring	Program Manager for Federal Programs and ESL teachers and Principals	Teachers would understand and develop strategies to teacher skills to ELL students.

Moorhead Area Public School District AYP Improvement Plan Draft Action Plan

<p>Effective Instructional Strategies in Mainstream Classrooms - good for all students</p> <p>Write clearly defined language objectives and share them with students.</p> <p>Explicitly link concepts to students' backgrounds and experiences.</p> <p>Emphasize key vocabulary - preteach, review.</p> <p>Use speech appropriate for students' level of proficiency.</p> <p>Provide students with sufficient "wait time" to answer questions.</p>	<p>Information shared with teachers</p>	<p>Spring</p>	<p>Program Manager for Federal Programs and ESL teachers and Principals</p>	<p>Teachers would understand and develop strategies to teacher skills to ELL students.</p>
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Moorhead Area Public School District AYP Improvement Plan
Draft Action Plan

Free and Reduced Lunch Program

Strategy	Activities	Timeline	Person responsible and participants	Evaluation of effectiveness
Examine practices in district that have made educational improvements for all students. Implement those strategies to the extent possible with personnel and funding.	Research and study group to determine instructional models.	Spring	Program Manager for Federal Programs, teachers, and building principals.	Programs will be researched with plans for implementation of models.

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District

Strategy	Activities	Timeline	Person responsible and participants	Evaluation of effectiveness
Continue and refine training with the MAP assessment and goal setting for all students.	Two teachers and one administrator from every school will attend training to interpret and use assessment	January 25 and 26	Assistant Superintendent, principals and selected staff	The MAP assessment results will continue to be used for improving student learning and instruction
Continue to develop the professional learning community concept within the school district.	Study groups continue to focus on professional learning community concept. School site visit where concept has worked	Spring	Assistant Superintendent, principals and selected staff	Staff members will continue to study and utilize practices of a learning community
Prioritize time for every teacher to study and align the standards, curriculum, test specifications in the area of reading and mathematics.	Elementary staff working with math and reading standards. Work with curriculum committees and departments to continue alignment.	Spring	Assistant Superintendent, principals and selected staff	All teachers will be involved with the alignment process
Develop strategies for high school reform based on Breaking Ranks II and high school reform project through MDE.	Administrator and staff member will attend training in February. Study group information from Breaking Ranks II	February and through spring	Assistant Superintendent, principals and selected staff	High school staff will have knowledge of practices from Breaking Ranks II

Moorhead Area Public School District AYP Improvement Plan Draft Action Plan

Strategy	Activities	Timeline	Person responsible and participants	Evaluation of effectiveness
Continue to develop the school improvement process to include more stakeholders and individual schools.	Develop process for continued work for school improvement. Work with individual schools to develop school process.	Ongoing from summer 04 and first goals due May 04	Assistant Superintendent, principals and staff	Each school will have an academic goal by the end of the school year with strategies to meet the goal
Continue to research, study and implement strategies that have been proven effective in increasing student achievement for targeted students groups.	Research and study group to determine instructional models.	Spring	Assistant Superintendent	Programs will be researched with plans for implementation of models.
Continue to work toward improving instruction for all students, provide instruction for all students at their instructional level and then expect academic growth and learning.	Research and study group to determine instructional models.	Spring	Assistant Superintendent	Programs will be researched with plans for implementation of models.

Moorhead Area Public School District AYP Improvement Plan Draft Action Plan

Reading				
Strategy	Activities	Timeline	Person responsible and participants	Evaluation of effectiveness
Strengthen the alignment of the curriculum to state standards and assessments K- 12	Teacher will work on alignment through grade levels, departments and curriculum committees	Spring	Assistant Superintendent, Principals and all staff.	Standards will be aligned.
Continue and refine training with the MAP assessment and goal setting for all students.	Two teachers and one administrator from every school will attend training to interpret and use assessment	January 25 and 26	Assistant Superintendent, principals and selected staff	The MAP assessment results will continue to be used for improving student learning and instruction
Continue to develop the professional learning community concept within the school district.	Study groups continue to focus on professional learning community concept. School site visit where concept has worked	Spring	Assistant Superintendent, principals and selected staff	Staff members will continue to study and utilize practices of a learning community
Prioritize time for every teacher to study and align the standards, curriculum, test specifications in the area of reading and mathematics.	Time will be set aside	Spring	Assistant Superintendent, principals and all staff.	Alignment and activities will be completed.

Moorhead Area Public School District AYP Improvement Plan Draft Action Plan

Continue to develop the school improvement process to include more stakeholders and individual schools.	Develop process for continued work for school improvement. Work with individual schools to develop school process.	Ongoing from summer 04 and first goals due May 04	Assistant Superintendent, principals and staff	Each school will have an academic goal by the end of the school year with strategies to meet the goal
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DISTRICT AYP IMPROVEMENT PLAN
Two Year Plan

SCHOOL DISTRICT IDENTIFICATION

LEA Name Moorhead Area Public Schools		LEA Number 0152	Telephone Number (218) 284-3315
Address 2410 14th St S		City Moorhead, MN	Zip Code 56560
LEA Representative Name Lynne Kovash		Title Asst Supt of Teaching & Learning	Email Address lkovash@moorhead.k12.mn.us
Action Plan for (Mathematics, Reading, Attendance, Graduation) Mathematics		Fax Number (218) 284-3333	

The local education agency (LEA) assures that:

- it has notified the parents of all students in the LEA of the district improvement status;
- it will set aside ten percent (10%) of its total Title I allocation for professional development in Title I schools for each fiscal year that the district is in improvement status;
- if it chooses to exercise the flexibility option, districts are limited to 30% and the entire amount is to be used for LEA improvement efforts.

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of Moorhead Area Public Schools (district name) has authorized Lynne Kovash (person's name) at a monthly meeting held on Jan. 10, 2005 to act as the LEA Representative in filing the District AYP Improvement Plan as provided under Public Law 107-110 for the school year 2004-2006. The LEA Representative will ensure that the school district maintains compliance with the appropriate Federal statutes, regulations and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this District Improvement Plan. The following person is authorized as contact person for:

Signature of LEA Representative

Date