



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

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S-M 9-B05  
26 - June - 2006

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

June 26, 2006

7:00 p.m.

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

**ATTENDANCE:**

Karin Dulski _____	Mike Siggerud _____
Lisa Erickson _____	Kristine Thompson _____
Cindy Fagerlie _____	Bill Tomhave _____
Carol Ladwig _____	Larry P. Nybladh _____

**AGENDA**

1. **CALL TO ORDER**

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

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

- D. "We Are Proud"

\*\*\* **We Are Proud** of the Moorhead High School Economics Challenge team for placing second in the national competition on May 22. The team members each received \$1,500 in savings bonds for placing second to Iolani School, a private high school in Honolulu, Hawaii, and the defending champion. Team members are Andrew Bakken, Andrew Chen, Brian Hakk and Stephen Zitzow. Doug Johnson is the team's coach.



## SCHOOL BOARD AGENDA - June 26, 2006

### PAGE 2

The Moorhead team won the state regional competition, the state competition and the national regional competition to reach the national competition. Each team member received a \$1,000 savings bond for winning the national regional competition as well as the trip to New York City to compete against the other three regional winners.

**\*\*\* We Are Proud** of Andrew Chen, who was named a Minnesota Scholar of Distinction in Mathematics. The Scholars of Distinction Awards Program of 2006, sponsored by a grant from the Minnesota Department of Education, honors students who demonstrate excellence in theater arts, science, math, applied geography and leadership. Chen had to write a paper demonstrating mastery of a topic not normally covered in the secondary mathematics curriculum and give an oral presentation about his work. He was one of five students who received the designation of Scholar of Distinction in Mathematics.

**\*\*\*We Are Proud** of two members of the Moorhead High School girls track team, Kristin Slette and Kylene Ramsey, for qualifying for the state track tournament. Slette finished sixth in the 400 meters at the state meet, and Ramsey finished 13th in the shot put. Head coach is Tom Dooher, and assistant coaches are Jeremy Blake and Mick Dunn.

**\*\*\* We Are Proud** of two members of the Moorhead High School girls golf team for advancing to the 2006 State Golf Tournament. Kayla Wheeler placed fifth at state, and Ali Nelson placed eighth at state. Karin Schumacher is head coach, and Jim MacFarlane is assistant coach.

**\*\*\*We Are Proud** of the Moorhead High boys track team for winning the Section 8AA championship. State qualifiers and place winners are:

Brock Spandl -- 110 meter hurdles, 5th place

Corey Eidem -- 200-meter dash, 2nd place, and 100-meter dash, 5th place

David Haugen, Nathan Appel, Paul Lillehaugen and Erik Hanson -- 4 x 800 relay, 9th place

Head coaches are Jon Moe and Tom Dooher, and assistant coaches are Dennis Nelson and Tony Spandl.

## SCHOOL BOARD AGENDA - June 26, 2006

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

## 2. CONSENT AGENDA

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

- A. TEACHING/LEARNING MATTERS - Kovash
  - (1) Acceptance of Grant - Pages 7-12
  - (2) Approval of Agreement - Pages 13-19
- B. BUSINESS SERVICE MATTERS - Weston
  - (1) Acceptance of Bids - Pages 20-24
- C. HUMAN RESOURCE MATTERS - Nielsen
  - (1) Acceptance of Resignations - Page 25
  - (2) Approval of Change in Contract - Page 26
  - (3) Approval of Family/Medical Leave - Page 27
  - (4) Approval of Other Leave - Page 28
  - (5) Approval of New Employees - Page 29
- D. SUPERINTENDENT MATTERS - Nybladh

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

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

- 3. SCHOOL DISTRICT HEALTH INSURANCE: Weston  
Pages 30-42

**SCHOOL BOARD AGENDA - June 26, 2006**

**PAGE 4**

4. **APPROVAL OF HEALTH AND SAFETY PLAN:** Nielsen

Pages 43-47

Suggested Resolution: Move to accept Attachment 99 criteria for the school district health and safety plan.

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

Comments \_\_\_\_\_

5. **MOORHEAD HIGH SCHOOL SCHEDULE PROPOSAL:** Kovash

Pages 48-54

6. **APPROVAL OF POLICY:** Kovash

Pages 55-73

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

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

Comments \_\_\_\_\_

7. **APPROVAL OF PART-TIME AND SUBSTITUTE PAY SCHEDULE CHANGE:**

Nielsen

Pages 74-75

Suggested Resolution: Move to approve the pay schedule as presented.

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

Comments \_\_\_\_\_

8. **APPROVAL OF MOORHEAD HIGH SCHOOL STUDENT HANDBOOK:** Kovash

Page 76

Suggested Resolution: Move to approve the Moorhead High School Student Handbook as presented.

**SCHOOL BOARD AGENDA - June 26, 2006**

**PAGE 5**

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

Comments \_\_\_\_\_

9. **COMMITTEE REPORTS**

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

11. **CLOSE PUBLIC MEETING**: Erickson

Suggested Resolution: Move to close the public meeting at \_\_\_\_\_ p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies.

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

Comments \_\_\_\_\_

12. **OPEN PUBLIC MEETING**: Erickson

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

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

Comments \_\_\_\_\_

13. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - June 26, 2006****PAGE 6****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
EXCEL Summer School			
Elementary	June 20-July 20	8 am - 12 pm	EHS
Secondary - Grades 8-9	June 12-July 27		MHS
Secondary - Grades 10-12	June 13-July 27		RRALC
ESY Summer School	June 20-July 27	8 am-12 pm	EHS, HMS, MHS
School Board	July 17	7 pm	PCE
Basic Skills Test Re-takes (Writing, Math & Reading)	July 18-20		
Early Childhood Screening	August 8, 9	Varies	PCE
School Board	August 14	7 pm	PCE
School Board	August 28	7 pm	PCE

**DEPARTMENT OF TEACHING AND LEARNING MEMO # 1.06.179**



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash  
SUBJECT: Responsiveness to Intervention (RTI) Grant  
DATE: June 19, 2006

Moorhead School District has received grant funding from the Minnesota Department of Education in the amount of \$60,000 under the Responsiveness to Intervention (RTI) initiative. The purpose of this grant is to develop a district (RTI) process for skill specific interventions addressing students who are not making sufficient progress in the general education curriculum. The main focus of the work will be in the area of literacy.

With the funding from the grant, the district will be hiring .5 FTE literacy coaches in each elementary school. The grant funding will be used with Title I funding to provide focused professional development for teachers in the area of literacy.

The project will run from July 5, 2006 through November 30, 2007.

**SUGGESTED RESOLUTION:** Move to accept the grant from the Minnesota Department of Education in the amount of \$60,000 for the Responsiveness to Intervention initiative.

LAK/kmr  
Attachment

## GRANT CONTRACT/GRANT AGREEMENT ("Agreement")

Fiscal Year: 2007	CFDA #: 84.027A	UFARS #: 01F421	Vendor Number: 009152000 - 00			
Total Amount of Grant: \$60,000		Amount of Grant First Fiscal Year: \$54,000 If more than one cost code, amount from each cost code, each fiscal year:				
Object Code: 5000		Activity: NF00				
Account Dist # 1	Fund: 300	Agency: E37	Orgn: 2418	Appr: 451	Rept Category:	Amount: \$60,000
Account Dist # 2	Fund:	Agency: E37	Orgn:	Appr:	Rept Category:	Amount:
Account Dist # 3	Fund:	Agency: E37	Orgn:	Appr:	Rept Category:	Amount:

Requisition	Date: 061406	Number: 7288	Entered by: ljh
Purchase Order	Date:	Number:	Signature:

Individual signing certifies funds have been encumbered as required by Minn. Stat. § 16A.15 and 16C.05

THIS AGREEMENT, which shall be interpreted pursuant to the laws of the State of Minnesota, between the State of Minnesota (STATE) acting through its Minnesota Department of Education (DEPARTMENT), and Moorhead Public Schools #152  
2410 14th Street South  
Moorhead, MN. 56560

8033594

41-6008721

MN Tax ID. No. \_\_\_\_\_ Federal Employer ID. No. \_\_\_\_\_ (GRANTEE), witnesseth that:

WHEREAS, the DEPARTMENT is authorized to make a grant for the purpose of:

Provide staff development as related to the Responsiveness to Intervention program with focus on increased reading achievements for students.

WHEREAS, GRANTEE prepared and submitted according to pertinent guidelines a proposal or a workplan for a grant for the above desired project; AND

WHEREAS, GRANTEE represents that it is duly qualified, willing, and prepared to undertake and complete the project or work plan which is attached hereto as ATTACHMENT A (hereinafter "PROJECT");

WHEREAS, the DEPARTMENT and the GRANTEE desire to formally agree upon the performance of the PROJECT described herein;

NOW, THEREFORE, IT IS AGREED by and between the parties as follows:

- I. **TERMS OF PERFORMANCE.** The objectives, scope, and methods of the PROJECT are stated in ATTACHMENT A the terms of which are incorporated herein.
- II. **CONSIDERATION AND TERMS OF PAYMENT.**
  - A. In consideration of all services performed and goods or materials supplied by the GRANTEE pursuant to the Agreement, the STATE shall pay for all allowable costs incurred by the GRANTEE under the terms of this agreement, not to exceed Sixty Thousand Dollars and No Cents (\$60,000).
  - B. Matching Requirements: (If applicable). GRANTEE certifies that the following matching requirement for the Grant will be met by GRANTEE (fill in match amount or if none, enter none):



1. The GRANTEE agrees to provide the cash match of \$None, which is required to be at least 0% of the Total Project Cost.
  2. The GRANTEE will expend grant funds and required match allocated for this Project according to ATTACHMENT A. Grant funds will be spent in accordance with the Budget included in Attachment A. See Paragraph III below for limitations on the use of grant funds.
- C. Reimbursement for travel and subsistence expenses actually and necessarily incurred by GRANTEE in performance of this Agreement will be paid provided that the GRANTEE shall be reimbursed for travel and subsistence expenses in the same manner and in no greater amount than in the current "Commissioner's Plan" promulgated by the Commissioner of Employee Relations and GRANTEE will only be reimbursed for travel and subsistence outside the State of Minnesota if it has received prior written approval for such out of state travel from the STATE.
- D. The STATE shall make payment as stated in ATTACHMENT B, which is incorporated by reference herein.

**III. LIMITATION ON USE OF FUNDS.** The use of these grant monies shall be limited to that portion of ATTACHMENT A funded under Clause I of this Agreement, and by any applicable state or federal laws. Grant funds may not be used for gifts or novelty items (unless individually and specifically approved by the DEPARTMENT) or for payments to vendors displaying exhibits. Grant funds may not be used to pay for or support other projects not identified in this grant contract. Grant funds may not be used for the benefit of state employees. This includes, but is not limited to, reimbursement for any expenditures, including travel expenses; costs of registration fees for training sessions or educational courses presented or arranged by GRANTEE; payments to state employees for presentations at workshops, seminars, etc. whether on state time, vacation time, leave of absence, or any other non-work time.

**IV. AGREEMENT PERIOD.** This Agreement shall be effective on July 5, 2006, or upon the date that the final required signature is obtained by the STATE pursuant to Minnesota Statutes section. 16C.05, subd. 2 whichever occurs later, and shall remain in effect until November 30, 2007, or until all obligations set forth in this Agreement have been satisfactorily fulfilled, whichever occurs first. **The GRANTEE understands that no work should begin under this Agreement until ALL required signatures have been obtained and GRANTEE is notified to begin work by the State's Authorized Representative.**

**V. AUTHORIZED REPRESENTATIVES:**

**STATE'S AUTHORIZED REPRESENTATIVE.** The STATE'S authorized representative for the purposes of administration of this Agreement is Nancy Larson, Ph.D, Supervisor, SE Policy, or his/her successor, and has the responsibility to monitor GRANTEE's performance and the authority to accept the services provided under this Agreement. If the services are satisfactory, the State's Authorized Representative will certify acceptance on each payment request submitted for payment.

**GRANTEE'S AUTHORIZED REPRESENTATIVE:** The GRANTEE'S authorized representative is Lynne Kovash, Assistant Superintendent. If the Grantee's Authorized Representative changes at any time during this Agreement, the GRANTEE must immediately notify the STATE.

**VI. REPORTS.**

- A. The GRANTEE, in the conduct of activities under this Agreement, shall submit such reports as may be required by written instructions of the DEPARTMENT within the times required by it. The DEPARTMENT shall withhold funding if reporting requirements are not met in a complete, accurate and timely manner.
- B. The GRANTEE shall present reports to the DEPARTMENT Commissioner (COMMISSIONER) or representative named in provision V. At the COMMISSIONER'S discretion, the reports may be presented at Departmental, legislative, other state agency, or public meetings where the GRANTEE shall be available to explain the PROJECT and to respond to questions.

**VII. FINANCIAL AND ADMINISTRATIVE PROVISIONS.**

- A. **ALLOWABILITY OF COSTS.** For federal funds, allowability of costs incurred under this Agreement shall be determined in accordance with the procedures and principles given in the federal publications "Office of Management and Budget" (OMB). For all funds, no claim for materials purchased in excess of budget categories or program services not specifically provided for in this Agreement by the GRANTEE will be allowed by the STATE unless approved in writing by the STATE. Such approval shall be considered to be a modification of the Agreement. There may be additional limitations on allowable costs. See "Other Provisions" in paragraph XX below.



- B. RECORDS. The GRANTEE shall maintain books, records, documents, and other evidence pertaining to the costs and expenses of implementing this Agreement to the extent and in such detail as will accurately reflect all gross costs, direct and indirect, of labor materials, equipment, supplies, services, and other costs and expenses of whatever nature. The GRANTEE shall use generally accepted accounting principles. The GRANTEE shall preserve all financial and cost reports, books of account and supporting documents, and other data evidencing costs allowable and revenues and other applicable credits under this Agreement which are in the possession of the GRANTEE and relate to this Agreement, for the period specified by Minnesota Statutes section 16C.05, subd. 5 and the respective federal requirements where applicable.

All pertinent records and books of accounts related to this Agreement shall be preserved by the GRANTEE for a period of six years subject to the following criteria:

1. The six-year retention period shall commence from the date of submission of the final expenditure report;
2. If any litigation, claim or audit is started before the expiration of the six-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved.

The GRANTEE agrees to cooperate in any examination and audit under the provisions of this paragraph.

- C. EXAMINATION AND AUDIT OF ACCOUNTS AND RECORDS. The DEPARTMENT or its representative or the federal administering department (when applicable) shall have the right to examine books, records, documents, and other evidence and accounting procedures and practices, sufficient to reflect properly all direct and indirect costs and the method of implementing the Agreement. The GRANTEE shall make available at the office of the GRANTEE at all reasonable times before and during the period of record retention, proper facilities for such examination and audit.
- D. STATE AND FEDERAL AUDITS. The books, records, documents, and accounting procedures and practices of the GRANTEE relevant to this Agreement shall be subject to examination by the State or federal auditors, as authorized by law. Minnesota Statutes section 16C.05 subd. 5 requires the State audit clause be in effect for a minimum of six years, (see Paragraph VII, Clause B.) Federal audits shall be governed by requirements of federal regulations.
1. If the GRANTEE (in federal OMB Circular language known as "subrecipient") receives federal assistance from the State of Minnesota, it will comply with the Single Audit Act of 1984 as amended and OMB circular A-133, "Audits of States, Local Governments and Non-Profit Organizations" for audits of fiscal years beginning after June 30, 1996; or
  2. The Grantee will provide copies of the single audit reporting package (as defined in A-133 section 320(c), financial statement audits, management letters and corrective action plans to the STATE, the Office of the State Auditor, Single Audit Division, or Federal Audit Clearinghouse in accordance with OMB A-133.

VIII. EQUIPMENT. All equipment purchased under this Agreement shall be returned to the State by the GRANTEE upon termination of the Agreement at the discretion of the State.

IX. CANCELLATION.

- A. This Agreement may be cancelled by the STATE or GRANTEE at any time, with or without cause, upon thirty (30) days' written notice to the other party. In the event of such a cancellation, GRANTEE shall be entitled to payment, determined on a pro rata basis, for work or services performed to the STATE's satisfaction. It is expressly understood and agreed that in the event the reimbursement to the State from Federal sources or appropriations by the Minnesota Legislature are not obtained and continued at an aggregate level sufficient to allow for the GRANTEE'S program to continue operating, the grant shall immediately be terminated upon written notice by the STATE to the GRANTEE. In the event of such termination, GRANTEE shall be entitled to payment determined on a pro rata basis, for services performed and liabilities already accrued prior to such termination.
- B. The STATE may cancel this Agreement immediately if the STATE finds that there has been a failure to comply with the provisions of this Agreement, that reasonable progress has not been made or that the purposes for which the funds were granted have not been or will not be fulfilled. The STATE may take action to protect the interests of the State of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.

X. AMENDMENTS. Any amendments to the Agreement shall be in writing, and shall be executed by the same parties who executed the original agreement, or their successors in office.

- XI. ASSIGNMENTS.** The GRANTEE shall not transfer or assign to any party or parties any right(s), obligation(s) or claim(s) under this Agreement without the prior written consent of the DEPARTMENT. It is understood, however, that GRANTEE remains solely responsible to the STATE for providing the products and services described.
- XII. LIABILITY.** GRANTEE agrees to indemnify and save and hold the STATE, its agents and employees harmless from any and all claims or causes of action, including all attorneys' fees incurred by the STATE arising from the performance of the agreement by GRANTEE OR GRANTEE'S agents or employees. This clause shall not be construed to bar any legal remedies GRANTEE may have for the STATE'S failure to fulfill its obligations pursuant to this Agreement.
- XIII. OWNERSHIP OF MATERIALS AND INTELLECTUAL PROPERTY RIGHTS.**
- A. Intellectual Property Rights:  
The STATE shall own all rights, title and interest in all of the intellectual property rights, including copyrights, patents, trade secrets, trademarks, and service marks in the Works and Documents *created and paid for under this Agreement*. Works means all inventions, improvements, discoveries (whether or not patentable) databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes and disks conceived, reduced to practice, created or originated by the GRANTEE, its employees, agents, and subcontractors, either individually or jointly with others in the performance of this Agreement. Works includes "Documents". Documents are the originals of any databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes, disks, or other materials, whether in tangible or electronic forms, prepared by the GRANTEE, its employees, agents, or subcontractors in the performance of this Agreement. The Documents will be the exclusive property of the STATE and all such Documents must be immediately returned to the STATE by the GRANTEE upon completion or cancellation of this Agreement. To the extent possible, those Works eligible for copyright protection under the United States Copyright Act will be deemed to be "works for hire". The GRANTEE assigns all right, title, and interest it may have in the Works and the Documents to the STATE. The GRANTEE must, at the request of the STATE, execute all papers and perform all other acts necessary to transfer or record the STATE's ownership interest in the Works and Documents.
- B. Obligations
1. Notification: Whenever any invention, improvement, or discovery (whether or not patentable) is made or conceived for the first time or actually or constructively reduced to practice by the GRANTEE, including its employees and subcontractors, in the performance of this Agreement, the GRANTEE will immediately give the State's Authorized Representative written notice thereof, and must promptly furnish the Authorized Representative with complete information and/or disclosure thereon.
  2. Representation: The GRANTEE must perform all acts, and take all steps necessary to ensure that all intellectual property rights in the Works and Documents are the sole property of the STATE, and that neither the GRANTEE nor its employees, agents, or subcontractors retain any interest in and to the Works and Documents. The GRANTEE represents and warrants that the Works and Documents do not and will not infringe upon any intellectual property of other persons or entities. Notwithstanding Clause XII, the GRANTEE will indemnify; defend, to the extent permitted by the Attorney General; and hold harmless the STATE, at the GRANTEE's expense, from any action or claim brought against the STATE to the extent that it is based on a claim that all or part of the Works or Documents infringe upon the intellectual property rights of others. The GRANTEE will be responsible for payment of any and all such claims, demands, obligations, liabilities, costs, and damages, including but not limited to, attorney fees. If such a claim or action arises, or in the GRANTEE's or the STATE's opinion is likely to arise, the GRANTEE, must at the STATE's discretion, either procure for the STATE the right or license to use the intellectual property rights at issue or replace or modify the allegedly infringing Works or Documents as necessary and appropriate to obviate the infringement claim. This remedy of the STATE will be in addition and not exclusive of other remedies provided by law.
- XIV. PUBLICITY.** Any publicity given to the program, publications, or services provided resulting from this Agreement, including, but not limited to notices, informational pamphlets, press releases, research, reports, signs and similar public notices prepared for the GRANTEE or its employees individually or jointly with others or any subgrantees, shall identify the STATE as the sponsoring agency. The publicity described may only be released with the prior approval of the State's Authorized Representative, or as described in Attachment A.
- XV. GOVERNMENT DATA PRACTICES.** The GRANTEE and the STATE must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by the STATE under this Agreement, and as it applies to all data created collected, received stored, used, maintained or disseminated by the GRANTEE under this Agreement. The civil remedies of Minnesota Statutes section 13.08 apply to the release of the data referred to in this paragraph by either the GRANTEE or the STATE.

If the GRANTEE receives a request to release the data referred to in this paragraph, the GRANTEE must immediately notify the STATE. The STATE will give the GRANTEE instructions concerning the release of the data to the requesting party before the data is released.

- XVI. WORKERS' COMPENSATION:** GRANTEE certifies that it is in compliance with Minn. Stat. § 176.181, subd. 2, pertaining to workers' compensation insurance coverage. The GRANTEE's employees and agents will not be considered State employees. Any claims that may arise under the Minnesota Workers' Compensation Act on behalf of these employees and any claims made by any third party as a consequence of any act or omission on the part of these employees are in no way the State's obligation or responsibility.
- XVII. ANTITRUST:** GRANTEE hereby assigns to the State of Minnesota any and all claims for overcharges as to goods and/or services provided in connection with this Agreement resulting from antitrust violations which arise under the antitrust laws of the United States and the antitrust laws of the State of Minnesota.
- XVIII. GOVERNING LAW, JURISDICTION AND VENUE.** Minnesota law, without regard to its choice-of-law, provisions, governs this Agreement. Venue for all legal proceedings arising out of this Agreement, or its breach, must be in the appropriate state or federal court with competent jurisdiction in Ramsey County, Minnesota.
- XIX. ASSURANCES.**
- A. The GRANTEE shall comply with all applicable federal, state and local laws, ordinances, rules and regulations in the performance of this project.
- B. For Agreements involving grants of federal funds, the following also apply:
1. If this Agreement involves an award of \$25,000.00 or more, GRANTEE certifies that it has complied with the provisions of the Drug Free Workplace Act of 1988, P.L. 100-690.
  2. If applicable, GRANTEE agrees that it shall provide the certification required by 34 C.F.R. Part 85.
- C. Requirements of Appendix A of this Agreement.
- XX. OTHER PROVISIONS.** Other provisions to this Agreement, if any, are:  
Any publications announcing grant activities and/or reports produced using these grant funds must contain a statement identifying the MN. Department of Education as the sponsoring agency and must also identify the source of funds.
- Funding for these grant activities are made possible with a grant from MDE. The source of the funds are from federal award, Special Education - Grants to States, CFDA 84.027A.

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

GRANTEE:  
GRANTEE certifies that the appropriate person(s) have executed the Grant Contract on behalf of the GRANTEE as required by applicable articles, by-laws, resolutions, or ordinances. (If a corporation, two corporate officers must execute.)

MINNESOTA DEPARTMENT OF EDUCATION

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Date: 12 \_\_\_\_\_

**DEPARTMENT OF TEACHING AND LEARNING MEMO # 1.06.175**



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Affiliation Agreement with the University of North Dakota  
DATE: June 19, 2006

Attached is an affiliation agreement with the University of North Dakota for the Moorhead Area Public School District to serve as a clinical education experience center for students enrolled in the Physical Therapy Curriculum. Moorhead Area Public School Policy 921 supports the agreements with universities and colleges to provide field experiences for pre-service teachers.

Moorhead Area Public Schools would provide physical therapy students of the University of North Dakota an opportunity to complete a clinical education experience with a teacher certified by the state of Minnesota.

**SUGGESTED RESOLUTION:** Move to approve the affiliation agreement with the University of North Dakota for a term beginning August 1, 2006 and continuing for three years.

LAK/kmr  
Attachment



SCHOOL OF MEDICINE & HEALTH SCIENCES  
DEPARTMENT OF PHYSICAL THERAPY  
501 NORTH COLUMBIA ROAD  
P.O. BOX 9037  
GRAND FORKS, NORTH DAKOTA 58202-9037  
(701) 777-2831  
FAX (701) 777-4199

## **AFFILIATION AGREEMENT**

### **OBJECTIVES OF CLINICAL EDUCATION**

Broadly defined, the goals set forth for the clinical experience section of the Physical Therapy Curriculum at the University of North Dakota are as follows:

- The student will demonstrate the skills necessary for the entry level practice of physical therapy.
- The student is an advocate for service to the community and the profession.
- The student will develop critical inquiry skills related to clinical and basic science research.
- The student will develop the skills required for life long learning.
- The student is to be an advocate for health and wellness at the individual and societal levels, demonstrate respect for self and others, and a commitment to the profession of physical therapy.

The specific objectives are concisely stated in the Clinical Performance Instrument. In that document, each objective is itself used as a criteria for judgment of clinical performance of the student. By using those objectives as a rating scale, the clinical facility can assess the efficacy of the clinical portion of the curriculum as critically as possible.

## **AGREEMENT**

This agreement is made by and between the Department of Physical Therapy, University of North Dakota, Grand Forks, North Dakota, hereinafter referred to as the "University" and Moorhead Pub. Sch., Fam. Svc. Ctr., Moorhead, MN, hereinafter referred to as the "Agency."



**WHEREAS**, the State of North Dakota, doing business as the University of North Dakota, is currently conducting a Physical Therapy Curriculum within the University and desires to obtain clinical education experience for students enrolled in the curriculum and

**WHEREAS**, the Agency is committed to the professional education and training of physical therapy students and is willing to assist in their education by providing opportunities to complete a clinical education experience.

**NOW THEREFORE**, the University and Agency agree as follows:

**I. THE UNIVERSITY AGREES:**

- 1.1 To be responsible for meeting program accreditation requirements.
- 1.2 To provide professional liability insurance for the students and university faculty.
- 1.3 To inform students of the confidential nature of all Agency and client records and information.
- 1.4 To assign Director of Clinical Education who will serve as a liaison between the Agency and the University.
- 1.5 To place only students who have satisfactorily completed all required prerequisite courses and any other academic requirements and have been recommended by faculty for placement in the clinical education experience.

**II. THE AGENCY AGREES:**

- 2.1 To collaborate with the University in the selection of learning assignments which meet the educational needs of the students.
- 2.2 To supervise and instruct the students during the clinical education experience. Upon request, the Agency shall submit vitae of persons supervising or instructing students to the University.
- 2.3 To conduct student performance evaluations as directed by the University.
- 2.4 To notify the University immediately if a student is not performing satisfactorily. The Agency will follow any oral notice made under this paragraph with a written memorandum.

- 2.5 To provide the students with appropriate office space and resources, including access to the Agency's library, to carry out their assigned duties.
- 2.6 To orient students and, as needed, the faculty liaison to the Agency and its policies, procedures, rules and regulations applicable to their conduct while in the Agency.
- 2.7 To notify the University prior to student placement in the Agency of any requirements for student immunizations or medical insurance coverage.
- 2.8 To maintain all licenses, permits, certificates, and accredited statuses held at the time of execution of this Agreement which are applicable to performance of this Agreement.

### III. THE UNIVERSITY AND THE AGENCY AGREE:

- 3.1 That the number of students placed in the Agency, the duration, and the timing of the clinical education experience shall be mutually agreed upon.
- 3.2 To collaborate in identifying specific clinical education experience objectives, the student assignments, and learning activities for each student placed in the Agency.
- 3.3 The program of clinical education is subject to review by the Chairman and faculty of the Department of Physical Therapy at the University, just as the University curriculum is subject to review by the Center Coordinator of Clinical Education and staff of the affiliating Agency.
- 3.4 That the Agency may exclude from participation any student whose performance is determined to be detrimental to the Agency's clients; who fails to comply with proper channels of communications, with established Agency policies and procedures, or with the American Physical Therapy Association's Code of Ethics; or whose performance is otherwise unsatisfactory, including any student who is unable to maintain compatible working relationships with the Agency's employees, or whose health status may prevent required attendance and student's successful completion of the clinical education experience.

- 3.5 The parties acknowledge that the Agency is a "covered entity," as such term is defined in the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and the regulations regarding the privacy and security of individually identifiable health information promulgated thereunder at 45 C.F.R. Parts 160 and 164 (the "HIPAA Regulations"), and accordingly that the Agency has certain obligations to protect the privacy and security of "protected health information" thereunder. To the extent that University's students and faculty have access to protected health information by virtue of their participation in the clinical education program at the Agency, the parties agree that such students and faculty will be considered part of the Agency's "workforce" for HIPAA compliance purposes only. Such students and faculty shall be subject to, and at all times shall abide by, the Agency's policies and procedures governing the use and disclosure of such protected health information by the Agency and its staff. The Agency shall train such students and faculty regarding the requirements of such policies and procedures. Notwithstanding the foregoing, prior to a student or faculty member providing services, or providing or receiving training or education, as part of the clinical education program hereunder, the University shall educate such students and faculty regarding their obligations to protect the privacy, security and confidentiality of all individually identifiable health information, including but not limited to the fundamental requirements of HIPAA and the HIPAA Regulations. Nothing in this section is intended or shall be deemed to create an employer-employee relationship between the Agency and the University's students and faculty.

#### IV. LIABILITY

- 4.1 Each party shall be responsible for claims, losses, damages, and expenses which may arise out of negligent acts or omissions of that party or its agents, employees, or students in performance of this agreement.
- 4.2 The tort liability of the University is as set out in chapter 32-12.2 of the North Dakota Century Code and is subject to the conditions and limitations contained therein.
- 4.3 Agency agrees to inform University in the event either an investigation or claim arises out of patient or client care services performed by a student or University faculty, and shall provide University with reasonable access to information involving such student or faculty in any investigation or claim. Agency shall notify University of the disposition of any such investigation or claim.



## V. TERM AND TERMINATION OF AGREEMENT

- 5.1 This agreement shall be effective beginning the 1st day of August, 2006, and shall continue for three years. It will be automatically renewed for subsequent periods of three years unless either the University or the Agency terminates the agreement without cause by tendering 60 days written notice prior to the intended date of termination.
- 5.2 In the event that the Agency terminates this agreement, the Agency agrees that no students participating in an ongoing clinical education experience will be denied the opportunity to complete the affiliation, even when the effective date of termination occurs prior to the completion date of the clinical education experience. In such an event, all applicable provisions of this agreement, including the right to terminate any student, shall remain in force until the end of the clinical education experience.
- 5.3 The University may terminate this Agreement effective upon delivery of written notice to the Agency, or at such later date as may be stated in the notice, if any license, permit, certificate, or accreditation required by law, rule or regulation, or by the terms of this Agreement, is for any reason denied, removed, suspended, or not renewed.

## VI. NONDISCRIMINATION

The University and the Agency agree that in the performance of this contract there will be no discrimination with regard to race, religion, color, creed, national origin, sex, age, marital status, sexual orientation, political belief or affiliation, status with regard to public assistance, veteran status, or status as a qualified individual with a disability/qualified disabled person.

## VII. ASSIGNMENT

Neither party may assign or otherwise transfer or delegate any right or duty without the express written consent of the other party.

## VIII. MODIFICATION

This Agreement may not be waived, altered, modified, supplemented, or amended in any manner except by written agreement signed by both parties.

IX. SEVERABILITY

If any term or provision of this agreement is declared by a court having jurisdiction to be illegal or unenforceable, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties are to be construed and enforced as if the contract did not contain that term or provision.

X. MERGER

This Agreement constitutes the entire agreement between the parties. There are no understandings, agreements, or representations, oral or written, not specified within this Agreement.

FOR THE UNIVERSITY:

BY \_\_\_\_\_  
DEAN, SCHOOL OF MEDICINE & HEALTH SCIENCES

DATE \_\_\_\_\_

BY \_\_\_\_\_  
CHAIRMAN, PHYSICAL THERAPY

DATE \_\_\_\_\_

BY \_\_\_\_\_  
DIRECTOR OF CLINICAL EDUCATION

DATE \_\_\_\_\_

FOR THE AGENCY:

BY *Jill Stewart*  
ADMINISTRATOR

DATE 6/7/06

BY *Sue Speech*  
CENTER COORDINATOR OF CLINICAL EDUCATION

DATE \_\_\_\_\_



To: Dr. Larry P. Nybladh, Superintendent

From: Mark Weston, Assistant Superintendent of Business Services *MW*

Date: June 19, 2006

RE: Dairy and Bakery Bids

Bids have been received for 2006-07 dairy and bakery products. The bid summaries are attached. The low bidders are Dean Foods/Land O'Lakes and Pan O Gold Baking Company.

I am recommending that we accept the dairy bid received from Dean Foods/Land O'Lakes and the bakery bid received from Pan O Gold Baking Company.

Suggested Resolution: Move to accept the dairy bid received from Dean Foods/Land O'Lakes and the bakery bid received from Pan O Gold Baking Company.

MHW:mde  
Attachments

TO: Mark Weston  
FROM: Mary Bonemeyer *MB*  
RE: 2006-07 Dairy and Bakery Bids  
DATE: June 19, 2006

Attached are the 2006-07 dairy and bakery bid summaries. The low bidders are Dean Foods/Land O Lakes and Pan O Gold Baking Company. The milk prices are .01 (7%) lower per carton than last year. The bakery prices are higher, due in part to our whole grain specification for some items. The contract value is \$150,000 for dairy and \$29,000 for bakery products.

2006-2007 MILK BID SUMMARY

<u>QUANTITY</u>	<u>DESCRIPTION</u>	<u>CASS CLAY</u>	<u>DEAN FOODS</u>
	1. Half Pint Size 1.0% Butterfat Strawberry/carton	<u>.139</u>	<u>.152</u>
	2. Half Pint Size 2.0% Butterfat White/carton	<u>.138</u>	<u>.137</u>
	3. Half Pint Size Fat Free White/carton	<u>.123</u>	<u>.125</u>
	4. Half Pint Size Fat Free Chocolate/carton	<u>.137</u>	<u>.134</u>
	5. Half Pint Size Lactose Free/carton	<u>.44-FIRM</u>	<u>.37</u>
	6. 2.0% Milk, Gallon	<u>2.92</u>	<u>2.30</u>
	7. 2.0% Milk 1/2 Gallon	<u>1.48</u>	<u>1.15</u>
	8. Quart, Buttermilk	<u>.72</u>	<u>.615</u>
	9. Pt. - Whipping Cream	<u>1.44</u>	<u>.80-FIRM</u>
2200	10. Shake Mix-Vanilla - 1/2 Gallon	<u>1.58-FIRM</u>	<u>1.50-FIRM</u>
2000	11. Shake Mix-Chocolate - 1/2 Gallon	<u>1.69-FIRM</u>	<u>1.55-FIRM</u>
900 BX	12. Novelties, 2 Dozen Per Box		
	A. Dixie Cups      Ice Cream	<u>7.95-FIRM</u>	<u>5.00-FIRM</u>
	Sherbet	<u>7.20-FIRM</u>	<u>4.50-FIRM</u>
	B. Creme Freeze	<u>5.65-FIRM</u>	<u>3.25-FIRM</u>
	C. Fudgesicles	<u>5.65-FIRM</u>	<u>4.50-FIRM</u>
	D. Cheerios	<u>7.75-FIRM</u>	<u>5.10-FIRM</u>
	E. Ice Cream Sandwiches	<u>7.30-FIRM</u>	<u>5.10-FIRM</u>
	F. Drumsticks	<u>16.95-FIRM</u>	<u>6.95-FIRM</u>
	13. -5- Lb. Sour Cream	<u>5.50-FIRM</u>	<u>5.00-FIRM</u>
	14. -5- Lb. Sour Cream - Fat Free	<u>5.20-FIRM</u>	<u>4.25-FIRM</u>
	15. -5- Lb. Cottage Cheese, 2% Lowfat	<u>5.75-FIRM</u>	<u>5.00-FIRM</u>
	16. -5- Lb. Cottage Cheese, Fat Free	<u>5.75-FIRM</u>	<u>5.00-FIRM</u>

QUANTITY	DESCRIPTION	CASS CLAY	DEAN FOODS
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17. -5- Lb. American Cheese	<u>COST + .38/Lb</u>	<u>10.08 - FIRM</u>
18. -5- Lb. Swiss American Cheese, sliced, 160 ct	<u>COST + .38/Lb</u>	<u>9.78 - FIRM</u>
19. -3- Lb. Cream Cheese	<u>COST + .38/Lb</u>	<u>6.00 - FIRM</u>
20. <sup>16</sup> <del>36</del> -1 Lb. Grade AA Butter	<u>CME MKT + .32/Lb</u>	<u>27.96 .57 OVER AA MKT</u>
21. -5- Lb. Yogurt, Lowfat, flavor	<u>3.42 - FIRM</u>	<u>3.85 - FIRM</u>
22. -8- Oz. Yogurt, Lowfat, flavored	<u>NA</u>	<u>.48 - FIRM</u>
23. -6- Oz. Yogurt, Lowfat, flavored	<u>.44 - FIRM</u>	<u>.35 - FIRM</u>
24. -6- Oz. 100% Apple Juice	<u>.145 - FIRM</u>	<u>.16 - FIRM</u>
25. -6- Oz. 100% Orange Juice	<u>.145 - FIRM</u>	<u>.18 - FIRM</u>
26. -6- Oz. 100% Grape Juice	<u>.26 - FIRM</u>	<u>.25 - FIRM</u>

Base Price if escalator clause proposed: 10.43 per hundredweight (June skim milk) and 1.2982 per 100 WEIGHT (June butterfat). Adjusted for escalator clause attached.

om - (over market) - escalator per pound over June 2006 market AA price.

2006-2007 BREAD BID SUMMARY

<u>QUANTITY</u>	<u>DESCRIPTION</u>	<u>PAN-O-GOLD</u>	<u>SARA LEE</u>
150 LVS	Bread, 1 1/2#, white whole wheat (first ingredient is whole wheat flour) (slices per loaf= <u>21</u> )	<u>1.15</u>	<u>.87</u>
900 DOZ	Coney Buns, sliced, bulk pack, standard length	<u>.95/12 ct</u>	<u>1.13/16 ct</u>
,900 DOZ	Hamburger Buns, white whole wheat, (first ingredient is whole wheat flour) plain, sliced, bulk pack 4".	<u>2.88/30 ct</u>	<u>.75/8 ct</u>
600 DOZ	Footlong Buns, sliced, bulk pack, 10"	<u>.85/6 ct</u>	<u>1.10/8 ct</u>
,000 DOZ	Tea Biscuits white/dark, dozen	<u>.95/12 ct</u>	<u>1.15/16 ct</u>
,000 DOZ	Steak Bun, plain/sesame seed 5 1/2" sliced, dozen	<u>1.45/12 ct</u>	<u>2.90/24 ct</u>
,800 DOZ	Bread Sticks, Bake and Serve, bulk pack 8".	<u>1.55/16 ct</u>	<u>NA</u>
.300 LVS	Texas Toast, 1 1/2#, sliced (slices per loaf= <u>18</u> )	<u>1.00</u>	<u>.92</u>
700 LVS	French Bread, 1# sliced (slices per loaf= <u>      </u> )	<u>1.00/15 ct</u>	<u>.95/16 ct</u>

HUMAN RESOURCE

MEMO #: HR .06.147



TO: Dr. Larry Nybladh, Superintendent  
FROM: Ron Nielsen, Director of Human Resources  
SUBJECT: Resignation  
DATE: June 19, 2006

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

Craig Thiltgen Paraprofessional, High School, effective June 6, 2006.  
Bonnie Hedlund Paraprofessional, Adult Basic Education, effective June 28, 2006.  
LaRayne Schanz Food & Nutrition Server, S.G.Reinertsen Elementary, effective June 6, 2006.  
Carol Herbranson Food & Nutrition Server, Ellen Hopkins Elementary, effective June 6, 2006.

**SUGGESTED RESOLUTION:** Move to approve the resignation of Craig Thiltgen, Bonnie Hedlund, LaRayne Schanz and Carol Herbranson.

RN/smw



HUMAN RESOURCE

MEMO #: HR .06.146



TO: Dr. Larry Nybladh, Superintendent  
FROM: Ron Nielsen, Director of Human Resources  
SUBJECT: Change in Contract  
DATE: June 19, 2006

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

Molly Froemke	Deaf Hard of Hearing Teacher, District wide to DCD Teacher, Horizon Middle School, effective for the 2006-2007 school year (Replaces Sharon Hurley)
Jolene Wiebold	LD/EBD Teacher, Horizon Middle School to LD/EBD Grade 8 team Teacher, Horizon Middle School, effective for the 2006-2007 school year. (Replaces Lynne Stig)
Louie Lauer	Grade 4 Teacher, Ellen Hopkins Elementary to Grade 6 Social Studies Teacher, Horizon Middle School. (Replaces Ralph Fiskness)
Marlys Winter	Food & Nutrition Assistant Server, Robert Asp Elementary to Food & Nutrition Server, Robert Asp Elementary, effective for the 2006-2007 school year. (Replaces Shari Nelson)

**SUGGESTED RESOLUTION:** Move to approve the change in contract for Molly Froemke, Jolene Wiebold, Louie Lauer and Marlys Winter.

RN/smw

HUMAN RESOURCE

MEMO #: HR .06.148



TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Melsen, Director of Human Resources

SUBJECT: Family/Medical Leave

DATE: June 19, 2006

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

Jill Bickler Language Arts Teacher, High School to begin approximately August 3, 2006 for approximately nine weeks. (revision from the June 12, 2006 meeting)

Betsy Tengesdal Teacher of Deaf/Hard of Hearing, High School & Ellen Hopkins Elementary, effective May 23, 2006 for twelve weeks.

**SUGGESTED RESOLUTION:** Move to approve the Family/Medical Leave for Jill Bickler and Betsy Tengesdal pursuant to Section IV, Article 38 of the Teachers' Master Agreement.

RN/smw

HUMAN RESOURCE

MEMO #: HR .06.144



TO: Dr. Larry Nybladh, Superintendent  
FROM: Ron Nielsen, Director of Human Resources  
SUBJECT: Other Leave  
DATE: June 19, 2006

The administration requests the approval of the leave of absence for the following person:

Amy Garrison Paraprofessional, Horizon Middle School, effective for the 2006-2007 school year.

**SUGGESTED RESOLUTION:** Move to approve the leave of absence for Amy Garrison pursuant to Article VIII, Section 8 of the paraprofessionals' Master Agreement.

RN/smw

HUMAN RESOURCE

MEMO #: HR .06.145



TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

SUBJECT: New Employees

DATE: June 19, 2006

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.

Rena Sailer	Physical Science Teacher, High School, 1.00 FTE, MA(5) \$41,538.00, effective for the 2006-2007 school year. (Replaces Richard Klomstad)
Britta Dwyer	Math Teacher, High School, 1.00 FTE, BA(1) \$30,663.00, effective for the 2006-2007 school year. (Replaces Fiona Brendemuhl)
Nicole Saum	Kindergarten Teacher, Ellen Hopkins Elementary, .50 FTE, BA (.5) \$15,054.25, effective for the 2006-2007 school year. (Replaces Crystal Specht)
Casey Peterson	1st Grade Teacher, Robert Asp Elementary, 1.00 FTE, BA+30 (1) \$34,775.00, effective for the 2006-2007 school year. (Replaces Rochelle Walswick)

**SUGGESTED RESOLUTION:** Move to approve the employment of Rena Sailer, Britta Dwyer, Nicole Saum and Casey Peterson as presented.

RN/smw



To: Dr. Larry P. Nybladh, Superintendent

From: Mark Weston, Assistant Superintendent of Business Services *MW*

Date: June 12, 2006

RE: School District Health Insurance

As you may recall, the school district awarded a three year contract to Blue Cross/Blue Shield of Minnesota last year as its sole health insurance provider. Attached with this memo you will find a narrative along with graphs showing the utilization and rate increase information for the 2006-07 school year. Mr. Beltz, school district's health insurance consultant, will present a review of this information at the June 26 School Board meeting and answer any questions.

Please let me know if you have questions regarding this presentation.

MHW:mde  
Attachment

**Moorhead Public Schools**  
**2005-2006 Health Insurance and Renewal Analysis**  
**June 26, 2006**

**Mark Beltz**  
**(651) 480-1501**  
**mark@mbeltz.com**

# **Moorhead Area Public Schools**

## **2005-2006 Health Insurance and Renewal Analysis**

### **Page 1**

Page one reflects the Monthly Claims Analysis and includes the time period (July '05 – December '05) that used by Blue Cross Blue Shield in their analysis and calculation of the district's July 1, 2006 renewal rates. Also included is comparative data that was used by Medica (the district's previous insurance carrier) in its renewal calculations over the last two years. The graph reflects all claims paid by Blue Cross (and Medica) as a percentage of all premiums paid (by the school district) for each month of the renewal calculation period. Each month is represented by a symbol on the graph and is independent of the other months on the line. As an example, the month of August '05 is at 105.1 or 105.1%. Thus, in this month for every one dollar that the district paid Blue Cross in premiums, Blue Cross paid out 105.1 cents in health claims.

In addition, there is a reference line on the graph called the "Trend-increase line". This line is currently at 86% and represents the approximate percent of premium dollars paid to Blue Cross that are available to pay health claims. The remaining 14% of the district's health premiums are used to pay for the cost of plan and claims processing and administration and the insurance components of the health plans. This line represents a target loss ratio for the district. The closer the district is to this line, the closer it will be to achieving a "trend increase" in their insurance renewal rates. "Trend" is an insurance term meaning inflation. Unfortunately, trend, or inflation in health insurance is currently running at approximately 9.5% for Blue Cross. Thus, a "Trend-increase" in health insurance rates is approximately 9.5%.

This graph allows for an analysis of claims on an ongoing monthly basis, as well as highlighting months of unusually high utilization and large claims impact that may need further analysis.

### **Page 2**

The Cumulative Claims Analysis on page two evaluates the same periods of time found on page one. This graph rolls the monthly claims and premiums paid on page one into a cumulative period-specific number. Each of the three time periods (July '05 - Dec. '05, Jan. '04 - Dec. '04 and Jan. '03 - Dec. '03) are independent of each other. Within each time period, claims paid and premiums paid are shown on a cumulative basis for the time period. In addition, a reduction is reflected in the last column for any high claims over the stop-loss limit for the group. The district buys stop-loss insurance for any high claims over \$100,000 and thus any individual claim amounts over \$100,000 are subtracted out in the last column because the district is not assessed for these in the calculation of its renewal rates.

Each time period has two numbers circled that reflect the cumulative claims paid as a percentage of premiums paid for the time period. The first circle is before subtracting qualifying high claims and the second is after subtracting high claims. To clarify, the first



## **Moorhead Area Public Schools**

### **2005-2006 Health Insurance and Renewal Analysis**

line under the graph (time period of July '05 – Dec. '05) shows that after subtracting high claims the district had claims totaling 96.8% of premiums paid. This number is then compared to the 86% target loss ratio (which would result in approximately a trend increase in rates). Based on this analysis, the district is 10.8% over the target loss ratio and could expect its renewal rates to be approximately 10.8% higher than the 9.5% trend-increase amount. Thus my calculated increase for the district is 20.3% (10.5% plus 9.5%).

According to the renewal calculations from Blue Cross, the district needed an increase of 19.5%. The typical margin of error is +/- 1-2% in my calculations vs. the insurance companies.

However, the actual rate increase the district received is 13%. As you may recall when we bid out the health insurance last year, we mandated that the bids include rate caps (maximum rate increases) for each of the two years following the initial year bid. Blue Cross's rate cap bid for the 2006-07 plan year was 13% and thus our rate increase was capped at this amount. Next year's rate cap is 14%. Pages 7 and 8 reflect the summary of the bids from last year.

Please note that typically, Blue Cross's renewal calculation is based on a blended weighting of all 3 years in the final column labeled "Less high". However, since the district has only been with Blue Cross since July '05, there is no blending done for this year's renewal.

By monitoring this graph on an ongoing basis and taking high claims potential into account, we are able to project the next year's premium increase based on the data available at that point in time during the year.

#### **Page 3**

Page 3 reflects the same data as page 2 but page 3 reflects the data from my analysis done last year.

#### **Page 4**

The information presented on page four is designed to allow the district to evaluate trends in its health claims in the four primary areas tracked by all insurance companies. Incurred claims are reviewed for each of the three renewal time periods. Total claims are broken down into a "Per Member Per Month" claim amount. This calculation reflects the amount of total claims incurred divided by the total members (including all family members who are included on the plan) on the health plan for each month of the time period. The Per Member Per Month data allows the district to compare its health claims to other school districts and to itself in a more comparative manner.

The page shows the percentage change in claims from the prior year in each of the claim categories and in total. The right side of the page compares the school district to claim amounts for the school district average in the state. It is possible to use this chart to identify



## **Moorhead Area Public Schools**

### **2005-2006 Health Insurance and Renewal Analysis**

specific areas of unusual claim amounts when compared to all other school districts in the state.

One item on page 4 that you should always pay attention to is the increase or decrease in the district's claims incurred per member from one year over the previous year. I have starred those numbers that show the percentage change in each year's claims. If the district's claims are going up faster than the district's premiums are going up (or faster than the school average is going up), you can expect that this will result in a negative impact on current and future premium increases. Likewise, when premiums are going up LESS than claims are going up (or down), then the opposite is true. The latter is the situation that the district experienced with this year's renewal as discussed in the next paragraph.

As shown on this page, the district's claims decreased by 12.9% from Jan. – Dec. '04 to the more recent time period of July – Dec. '05. This is a good trend and would normally result in a lower renewal increase than was received. However, the district received bid rates a year ago that were much better than the calculations I performed showed they should have been. Thus some of the increase we received this year is actually offset by the savings we received one year ago.

#### **Page 5**

Page five is a graphical representation of the same data that is shown on page four – plus additional years of the same data all the way back to 1996-97. The school district average and Moorhead school district's claims are presented in Per Member Per Month claim amounts. This page gives an excellent graphical view of where the district's claims have tracked compared to school district average over the last several years.

#### **Page 6**

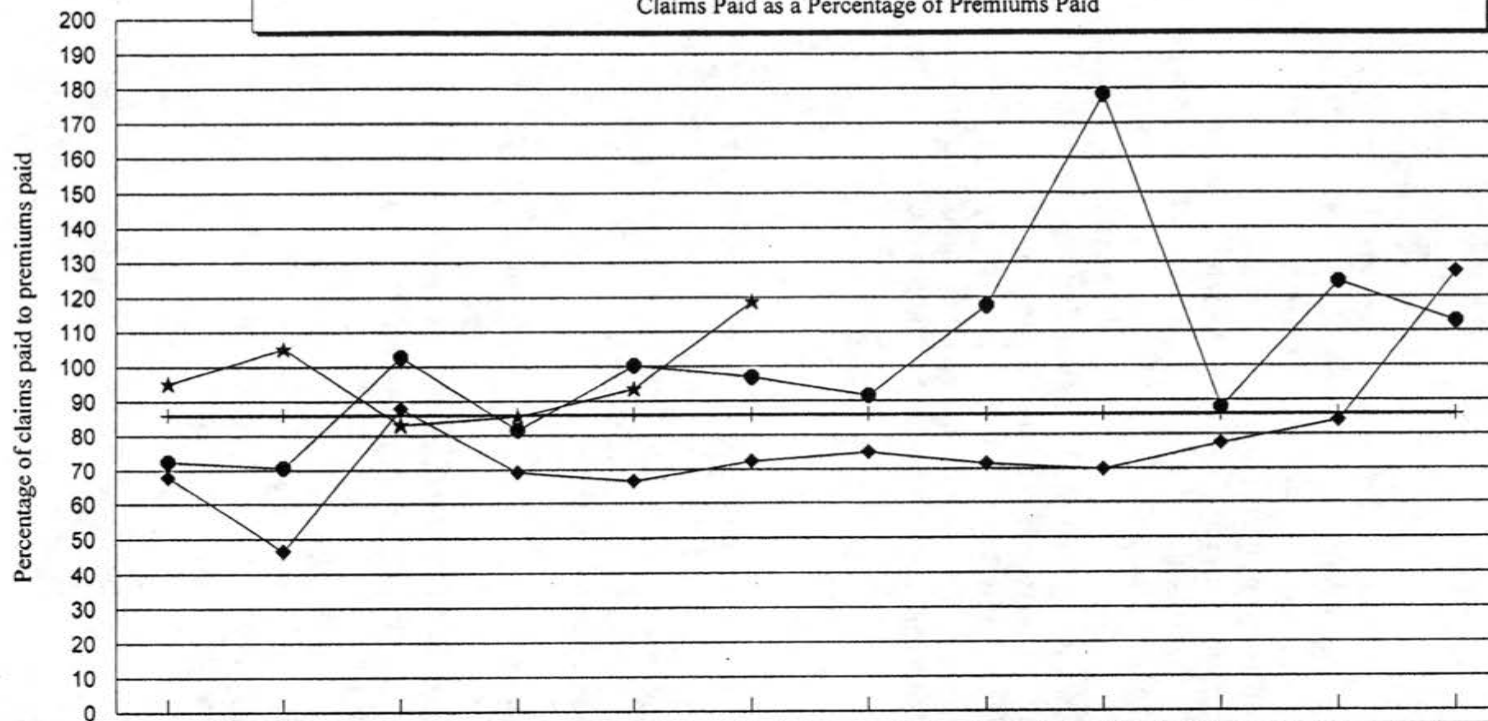
Page 6 shows the current rates and renewal rates for the district's three health plans offered. As shown, the district is receiving a 13% increase in premiums for the 2006-07 plan year.

#### **Pages 7 and 8**

Pages 7 and 8 reflect the summary of bids received by the district one year ago from the insurance carriers who chose to bid for the district's health coverage.

# Moorhead Public Schools - Monthly Claims Analysis

Claims Paid as a Percentage of Premiums Paid



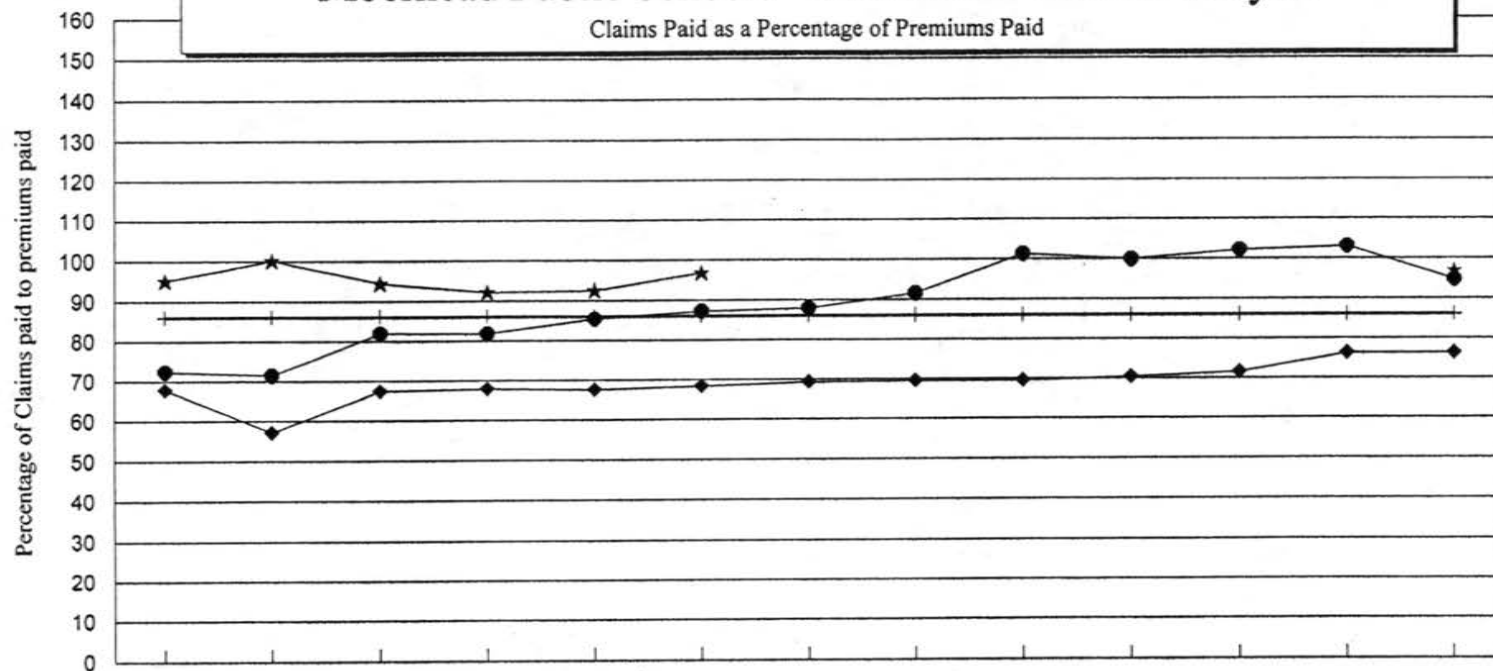
Time Period	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
★ July '05 - Dec. '05	95.1	105.1	83.1	85.5	93.5	118.6						
- Comparative Data -	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
● Jan. '04 - Dec. '04	72.3	70.6	102.7	81.5	100.1	96.9	91.5	117.4	178.2	87.9	124.4	112.8
◆ Jan. '03 - Dec. '03	67.8	46.5	87.9	69.1	66.5	72.2	74.8	71.5	69.8	77.3	84.0	127.2
+ Trend-increase line	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0

## Plan Participant Summary

Health Plan	Number of Contracts			% of Contracts	# of Members
	Single	Family	Total		
No Deductible Plan	278	76	354	61.2%	538
\$500 Deductible Plan	71	139	210	36.3%	569
\$1000 Deductible Plan	7	7	14	2.4%	32
	<u>356</u>	<u>222</u>	<u>578</u>	<u>100.0%</u>	<u>1,139</u>

## Moorhead Public Schools - Cumulative Claims Analysis

Claims Paid as a Percentage of Premiums Paid



Time Period	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	Less high
★ July '05 - Dec. '05	95.1	100.1	94.4	92.2	92.5	96.8							96.8
● Jan. '04 - Dec. '04	72.3	71.4	81.8	81.7	85.4	87.3	87.9	91.6	101.2	99.9	102.1	103.0	94.7
◆ Jan. '03 - Dec. '03	67.8	57.1	67.4	67.8	67.5	68.3	69.2	69.5	69.6	70.3	71.6	76.2	76.2
+ Trend-increase line	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0

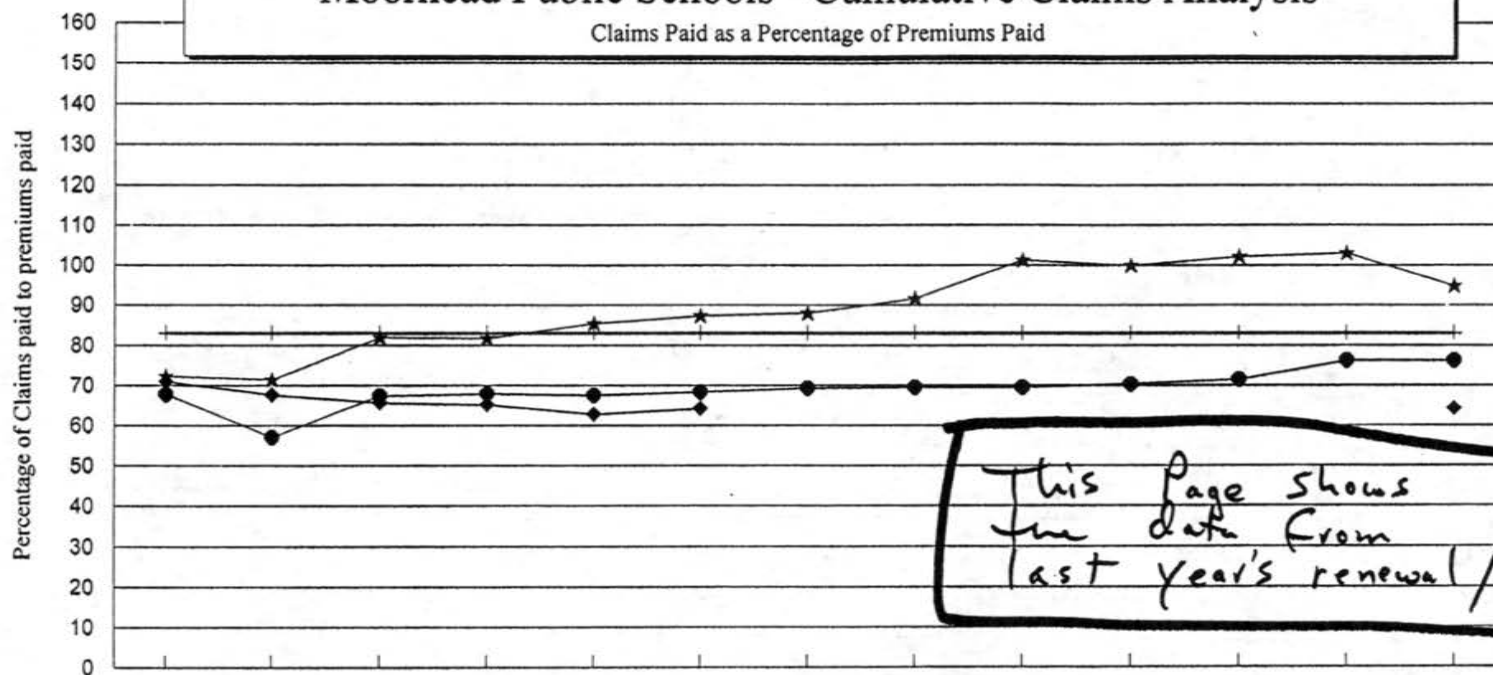
### Plan Participant Summary

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	<u>356</u>	<u>222</u>	<u>578</u>	<u>100.0%</u>	<u>1,139</u>

37

# Moorhead Public Schools - Cumulative Claims Analysis

Claims Paid as a Percentage of Premiums Paid



Time Period	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Less high
★ Jan. '04 - Dec. '04	72.3	71.4	81.8	81.7	85.4	87.3	87.9	91.6	101.2	99.9	102.1	103.0	94.7
+ Comparative Data -	month 1	month 2	month 3	month 4	month 5	month 6	month 7	month 8	month 9	month 10	month 11	month 12	Less high
● Jan. '03 - Dec. '03	67.8	57.1	67.4	67.8	67.5	68.3	69.2	69.5	69.6	70.3	71.6	76.2	76.2
◆ July '02 - Dec. '02	70.9	67.6	65.6	65.2	62.8	64.2							64.2
+ Trend-increase line	83.0	83.0	83.0	83.0	83.0	83.0	83.0	83.0	83.0	83.0	83.0	83.0	83.0

## Plan Participant Summary

Health Plan	Number of Contracts			% of Contracts	# of Members
	Single	Family	Total		
Choice Select Plan	290	90	380	66.2%	614
\$500 CMM Plan	70	105	175	30.5%	450
\$1000 CMM Plan	8	11	19	3.3%	43
	<u>368</u>	<u>206</u>	<u>574</u>	<u>100.0%</u>	<u>1,107</u>

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**Moorhead Public Schools - Claims Analysis and Comparisons to Other School Districts**

**January 2003 - December 2005**

**14**

**July '05 - December '05**

	Claims Paid - Moorhead Schools			Claims Paid vs. Other School Districts (per member/month)			
	Percent of Total	Per Member Per Month	% Change vs. Prior Year	School Average	Moorhead Schools	Dollar Difference	Percent Difference
Inpatient	12.6%	\$29.88	-54.1%	\$62.71	\$29.88	(\$32.83)	-52.4%
Outpatient	15.8%	37.57	-15.6%	50.55	37.57	-12.98	-25.7%
Professional	45.5%	107.91	7.1%	133.74	107.91	-25.83	-19.3%
Prescription Drugs	26.1%	61.97	-0.0%	65.07	61.97	-3.10	-4.8%
<b>Total</b>	<b>100.0%</b>	<b>\$237.33</b>	<b>-12.9%</b>	<b>\$312.07</b>	<b>\$237.33</b>	<b>(\$74.74)</b>	<b>-24.0%</b>
			<b>X</b>	<b>9.9% increase</b>			

**January '04 - December '04**

	Claims Paid - Moorhead Schools			Claims Paid vs. Other School Districts (per member/month)			
	Percent of Total	Per Member Per Month	% Change vs. Prior Year	School Average	Moorhead Schools	Dollar Difference	Percent Difference
Inpatient	23.9%	\$65.10	140.7%	\$57.06	\$65.10	\$8.04	14.1%
Outpatient	16.3%	44.49	52.1%	46.00	44.49	-1.51	-3.3%
Professional	37.0%	100.74	17.2%	121.69	100.74	-20.95	-17.2%
Prescription Drugs	22.8%	62.00	16.6%	59.21	62.00	2.79	4.7%
<b>Total</b>	<b>100.0%</b>	<b>\$272.33</b>	<b>39.4%</b>	<b>\$283.96</b>	<b>\$272.33</b>	<b>(\$11.63)</b>	<b>-4.1%</b>
			<b>X</b>	<b>9.1% increase</b>			

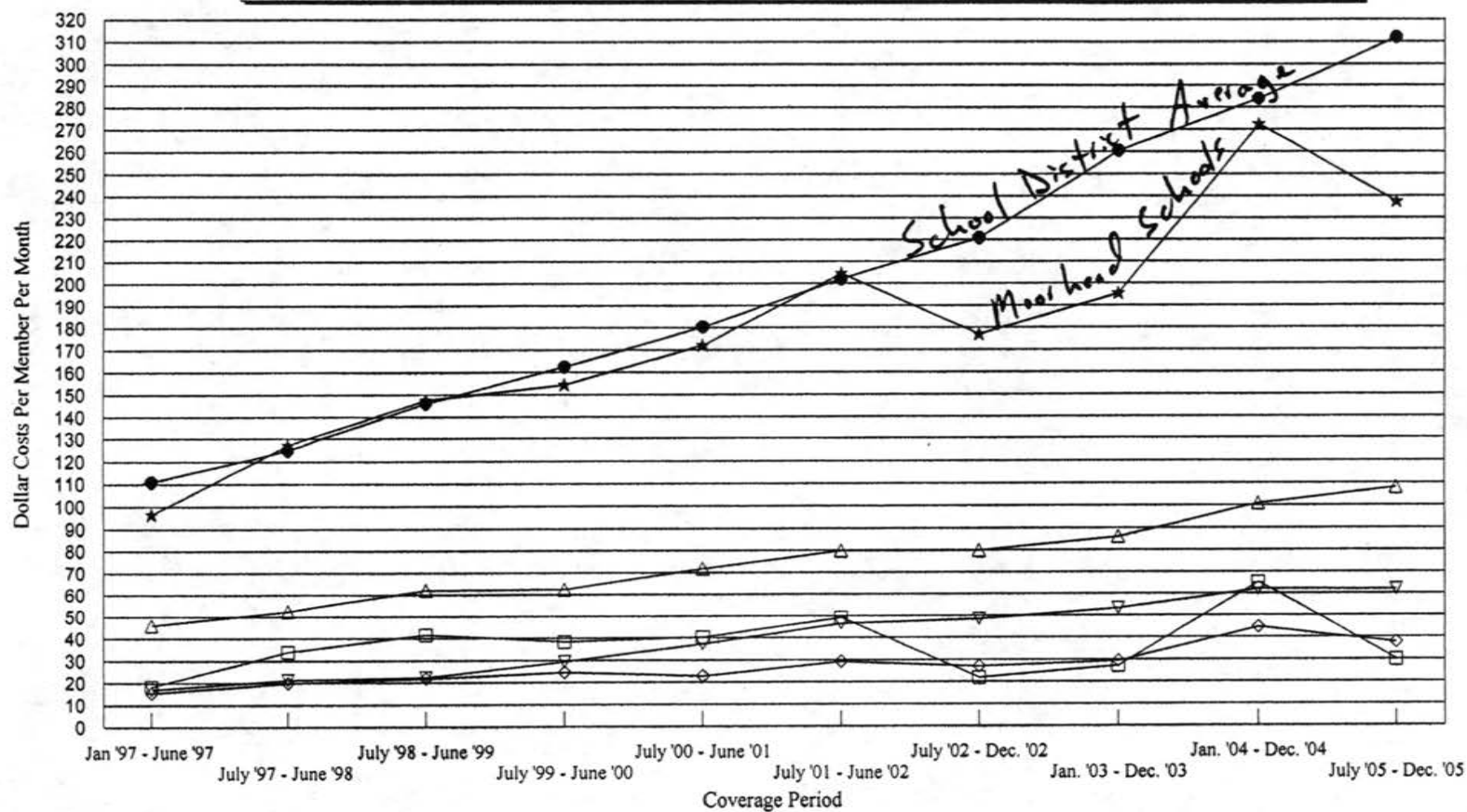
**January '03 - December '03**

	Claims Paid - Moorhead Schools			Claims Paid vs. Other School Districts (per member/month)			
	Percent of Total	Per Member Per Month	% Change vs. Prior Year	School Average	Moorhead Schools	Dollar Difference	Percent Difference
Inpatient	13.8%	\$27.05	24.1%	\$54.76	\$27.05	(\$27.71)	-50.6%
Outpatient	15.0%	29.25	8.7%	41.97	29.25	-12.72	-30.3%
Professional	44.0%	85.93	7.7%	107.97	85.93	-22.04	-20.4%
Prescription Drugs	27.2%	53.17	9.6%	55.65	53.17	-2.48	-4.5%
<b>Total</b>	<b>100.0%</b>	<b>\$195.40</b>	<b>10.4%</b>	<b>\$260.35</b>	<b>\$195.40</b>	<b>(\$64.95)</b>	<b>-24.9%</b>
			<b>X</b>	<b>17.9% increase</b>			

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# Moorhead Public Schools - Claims Paid Analysis

Per Member Per Month Cost Comparisons



⊞ Inpatient	▽ Prescription Drugs
⊕ Outpatient	★ Moorhead Schools
△ Professional	◆ School District Average



Moorhead Public Schools  
Health Insurance Renewal Summary  
2006-2007 Plan Year - Effective July 1, 2006

Coverage	No Deductible Plan			\$500 Deductible Plan			\$1000 Deductible Plan	
	2005-06 rates	2006-07 renewal rates		2005-06 rates	2006-07 renewal rates		2005-06 rates	2006-07 renewal rates
Monthly Rates								
Single	\$356.00	\$402.50		\$306.00	\$346.00		\$291.50	\$329.50
Family	985.00	1,113.00		847.00	957.00		806.00	911.00
Comparisons to Current Rates								
				Monthly Dollar Increase				
Single		46.50			40.00			38.00
Family		128.00			110.00			105.00
				Percentage Increase				
Single		13.0%			13.0%			13.0%
Family		13.0%			13.0%			13.0%



Moorhead Public Schools

Health Insurance Analysis - Summary of Final Proposals - Updated as of 4/11/05

2005-2006 Plan Year - Effective July 1, 2005

Coverage	S10 Copay Plan (current plan is Medica Choice Select - MCS2)						S500 Deductible Plan (current plan is Medica \$500 CMM)					
	2004-05 rates	# of contracts	Medica	HealthPartners	Blue Cross	PreferredOne	2004-05 rates	# of contracts	Medica	HealthPartners	Blue Cross	PreferredOne
<b>Proposed Monthly Rates</b>												
Single	\$333.12	290	\$356.11	\$334.91	\$365.50	\$397.91	\$286.48	70	\$306.25	\$279.13	\$295.50	\$310.37
Family	921.20	90	984.76	926.15	1,010.50	1,102.20	792.23	105	846.89	771.90	817.50	859.72
Total	179,513	380	191,900	180,477	196,940	214,592	103,238	175	110,361	100,589	106,523	111,997
<b>Comparisons to Current Rates</b>												
<u>Monthly Dollar Increase/(Decrease)</u>												
Single			22.99	1.79	32.38	64.79			19.77	(7.35)	9.02	23.89
Family			63.56	4.95	89.30	181.00			54.66	(20.33)	25.27	67.49
<u>Annual Dollar Increase/(Decrease)</u>												
Single			275.88	21.48	388.56	777.48			237.24	(88.20)	108.24	286.68
Family			762.72	59.40	1,071.60	2,172.00			655.92	(243.96)	303.24	809.88
<u>Percentage Increase/(Decrease)</u>												
Single			6.9%	0.5%	9.7%	19.4%			6.9%	-2.6%	3.1%	8.3%
Family			6.9%	0.5%	9.7%	19.6%			6.9%	-2.6%	3.2%	8.5%
<b>Total Monthly Cost and Increase/(Decrease) for all Plans Combined</b>												
Cost	\$293,224		\$313,457	\$290,216	\$313,503	\$337,916						
\$ Increase/(Decrease) vs. 2004-05			20,234	(3,008)	20,279	44,693						
% Increase/(Decrease) vs. 2004-05			6.9%	-1.0%	6.9%	15.2%						
Max. 3 year Increase with Rate Caps			34.9%	31.0%	33.9%	no caps						

**Notes**

- Proposals were requested to match current benefits of the district's 3 plans and also propose rate caps (maximum rate increases) for 06-07 and 07-08. The primary differences between each company in the plans proposed is the Provider Networks (clinics and hospitals, etc.). The school district is not required to use a closed bidding process. Thus, disclosure of the pricing proposed by the companies was provided to each other to allow for competitive adjustments in pricing by the companies to occur. Medica was given the last chance to propose prices. The district's health insurance plans have been with Medica for the last 3 plan years (including this plan year) and prior to that the plans were with Blue Cross.
- Medica's reports that the district needs a 28% increase for 2005-06. They initially reduced this to 12% for 05-06 with rate caps of 16% for 06-07 and no cap for 07-08. Upon further discussion, they agreed to reduce their proposal to 6.9% for 2005-06 with rate caps of 13% for 06-07 and 15% for 07-08.
- HealthPartners has guaranteed a maximum increase of 16% for the 2006-07 plan year and a 16% increase for the 2007-08 plan year - a total of 31% for the 3 years (-1+16+16). The HealthPartners' Network does not have many of the doctors that employees and their family members are currently visiting with Medica's health plans. See the separate analysis of these clinics and doctors. HealthPartners doesn't have a local office to service the school district, both Medica and Blue Cross do.
- Blue Cross has guaranteed a maximum increase of 13% for the 2006-07 plan year and a 14% increase for the 2007-08 plan year - a total of 33.9% for the 3 years (6.9+13+14). No referrals are needed for the plans proposed by Blue Cross. Blue Cross has a much bigger Network than either Medica or HealthPartners. The primary difference is that Blue Cross has Mayo Clinic and also Blue Cross clinics across the country provide in-network benefit levels to MN members. Neither Medica or HealthPartners networks have this.

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Moorhead Public Schools

Health Insurance Analysis - Summary of Proposals - Updated as of 4/11/2005

2005-2006 Plan Year - Effective July 1, 2005

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Coverage	\$1000 Deductible Plan (current plan is Medica \$1000 CMM)					
	2004-05 rates	# of contracts	Medica	HealthPartners	Blue Cross	PreferredOne
<b>Proposed Monthly Rates</b>						
Single	\$272.61	8	\$291.42	\$238.17	\$261.50	\$294.45
Family	753.86	11	805.88	658.63	722.50	815.63
Total	10,473	19	11,196	9,150	10,040	11,328
<b>Comparisons to Current Rates</b>						
<b>Monthly Dollar Increase/(Decrease)</b>						
Single			18.81	(34.44)	(11.11)	21.84
Family			52.02	(95.23)	(31.36)	61.77
<b>Annual Dollar Increase/(Decrease)</b>						
Single			225.72	(413.28)	(133.32)	262.08
Family			624.24	(1,142.76)	(376.32)	741.24
<b>Percentage Increase/(Decrease)</b>						
Single			6.9%	-12.6%	-4.1%	8.0%
Family			6.9%	-12.6%	-4.2%	8.2%

HUMAN RESOURCE

MEMO #: HR .06.149



TO: Dr. Larry Nybladh, Superintendent

FROM: Ron *Nelson*, Director of Human Resources

SUBJECT: Health and Safety Plan

DATE: June 19, 2006

Melissa Mattson and Jane Eastes from the Lakes Country Service Cooperative have collaborated in updating Attachment 99 to our Health and Safety Plan. This collaboration insures that the plan is up to date with all Federal and State requirements. Attachment 99 is forwarded to Phil Allmon at the Minnesota Department of Education. The DOE must verify it is in order for the district to access Health and Safety funding from the State of Minnesota. The included criteria in Attachment 99 needs to be approved by the School Board and implemented by district staff.

Jane Eastes will present Attachment 99 changes to the school board at the June 26, 2006 School Board meeting.

**SUGGESTED RESOLUTION:** Move to accept Attachment 99 criteria for the school district Health and Safety Plan.

RN/smw

Attachment

**School District:** Moorhead Area Public Schools

**Contact Person:**

**Date:** June 19, 2006

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**Begin Board-certifying here. General Requirements**

- ☒ The H&S written plans include policies for managing the hazard, assessing for the hazard, training, and record keeping.
- ☒ There is a key district person responsible for each Health and Safety topic. This person is responsible for understanding Attachments 4 and 99 information and the information in the written plans.
- ☒ The written plans are current, complete and accurate. They are concise and well organized. They do not make references to other districts or states, or persons not currently with the district.
- ☒ In particular, the documentation of training and required reporting is accurate and complete. Training includes an adequate roster of trainees, is dated, and a syllabus of the training, giving information on what trainees can be reasonably expected to know or do.
- ☒ The practice of re-photocopying required reports shall not be allowed. Each report shall have a fresh printout with fresh signatures and dates.
- ☒ The district has contracted for a Management Assistance professional (or not).  
Her name is: Jane Eastes

**Part I Attachment 99 Performance Criteria – IAQ Management Plan**

**A. IAQ Coordinator – required in plan**

- ☒ A person meeting criteria in Attachments 3 and 7 has been appointed as the districts IAQ coordinator
- ☒ Communication pathway has been established to notify district staff, parents, and students, who the IAQ Coordinator is and how to contact him/her.
- ☒ IAQ coordinator's role and authority shall be clearly defined and understood by district employees, such that he/she can operate effectively.
- ☒ The IAQ Coordinator's name and certificate number are: Orv Kaste # 10422

**B. Walk-through performed (required in plan)**

- ☒ Walkthroughs shall be performed at least annually on all school buildings in the district that houses students and/or employees and shall evaluate the following:
  - ☒ Obvious water intrusion problems (interior and exterior)
  - ☒ Obvious ventilation failures and/or problems
  - ☒ Obvious building/structural failures and/or problems
  - ☒ Overall cleanliness of buildings and classrooms
  - ☒ Assess the need for O&M programs (e.g. ventilation, carpet, building compounds)

**C. Evaluation of key building systems- required in plan**

- ☒ District shall evaluate all classrooms using equivalent\* to the EPA's Tools For Schools Teacher's Checklist at least annually.
  - ☒ District shall evaluate ventilation systems using equivalent\* to the EPA's Tools For Schools Ventilation Checklist at least annually. Activity 22 may be excluded here.
  - ☒ District shall evaluate all building maintenance issues using equivalent\* to the EPA's Tools For Schools maintenance checklist at least annually.
- \* Equivalent means that each element of each topic is included to the depth described in TFS. If there is a significant departure, an explanation shall accompany the plan.**

**D. IAQ Management Plan (required in plan)**

- ☒ District shall develop and implement an effective **district specific** IAQ management plan that shall at a minimum have the following elements:
  - ☒ Identification of IAQ Coordinator
  - ☒ Communication plan/policy that is specific to the district
  - ☒ Complaint plan/policy that is district specific
  - ☒ Plan/policy to address district IAQ issues observed and/or noted during the walk through or through the building systems evaluation process

- ☒ Implementation schedule that prioritizes and allocates expenditures to remediate known IAQ issues such as deferred maintenance items (e.g. roof leaks)
- ☒ Operations and maintenance plan to maintain building components and mechanical systems
- ☒ District policies that are established that affect air quality (animals, cleaning, renovation projects, pest management, chemical use, etc.)
- ☒ Annual review of district IAQ Management Plan by IAQ Coordinator and/or IAQ Committee, and school board. This includes a review of all documentation to ensure the plan is indeed district specific and current.

**E. District responses to parental concerns--required in plan**

- ☒ Parents know where to go to find answers to their IAQ questions.
- ☒ Parents can obtain checklists or self help information so they can properly evaluate their child's home or other out of school situation.
- ☒ Parents can obtain information about school facility construction, maintenance and housekeeping practices, chemicals used, mold and HVAC related information, chemical producing academic subjects, pesticides and herbicides and the like to determine the extent to which school activities contribute to a child's symptoms.
- ☒ Parents can obtain information on what a parent can do – how they can effect change – upon discovering questionable activities occurring within schools.

**F. Mechanical Ventilation improvements if funded under either H&S or Alternative Facilities**

**Bonding and Levy programs – Not Applicable**

- ☐ All mechanical ventilation improvements shall result in demonstrated current performance criteria as found in state law, statute or rule, to include proper amount of ventilation rate over a specified outside temperature range, proper filtration, and ability to measure ventilation rate.
- ☐ Any commissioning resulting from mechanical ventilation improvements shall be done and validated by a Systems Inspector per M.S. 123B.72 that has adequate errors and omissions insurance.
- ☐ Mechanical ventilation improvement work funded under H&S shall remain under warranty by the outside party until a full range of seasons has occurred, allowing any deficiencies to become manifest and be corrected.

**G. M.S. 123B.57 responsibility to "...monitor and improve the quality of indoor air..."**

- ☐ The district shall determine the mechanical ventilation rate of each occupied space and plan and implement its improvement in a timely manner where found to be inadequate. Use of outside air intake flow hood for unit ventilators or CO2 or thermal-based calculations found in ASHRAE 62-1989 with controls set to minimal outside air settings are adequate. Intended to satisfy TFS Ventilation Checklist Activity 22. This activity does not have to be done to receive HS& funding.
- ☒ The district shall determine if there is mold or water intrusion for each occupied space and plan and implement its remediation in a timely manner where found to exist. Visual inspections are adequate.
- ☒ The district shall determine the quality of air entering the building and make improvement where needed. Use of human senses is adequate.
- ☒ The district shall monitor the use of chemicals, cleaning materials, carpet maintenance (if applicable) pesticides and general housekeeping to ensure proper indoor air quality. Use of human senses is adequate.

**Attachment 99 Performance Criteria – Safety Committees**

- ☒ A district safety committee shall be established where the district exceeds 25 employees or is experiencing excessive lost workdays or accident/incident rates.
- ☒ Written statements shall be developed describing safety committee role, responsibilities, activities and administrative support.
- ☒ Role of safety committee shall be stated, and shall include consideration of the following:
- ☒ Review high hazard areas of health and safety for adequacy of program protection.
- ☒ Monitor the effectiveness of the safety and health program. Assist administrators, H&S coordinators and supervisors on district/school H&S issues. Bring committee recommendations to school board.
- ☒ Everyone in district needs to know they should contact members of safety committee FIRST for



H&S issues.

- ☒ There shall be greater employee representation than management, with each bargain unit represented. The safety committee member list shall be posted.
- ☒ The number of employee representatives on the committee shall equal or exceed the number of management representatives. The safety committee members shall be made known to all district staff.
- ☒ The safety committee shall meet at least quarterly.
- ☒ An agenda shall be established prior to meeting. Attendance and minutes shall be recorded. A report of activities shall be posted where all employees have access to it.
- ☒ The chair shall be elected by the committee and identified by name.
- ☒ Training shall be provided to safety committee members as to their roles and responsibilities.
- ☒ Meeting activities shall include consideration of these activities:
  - ☒ Establish annual safety goals and objectives for meeting those goals
  - ☒ Conduct and/or review safety inspections
  - ☒ Assist in accident investigation.
  - ☒ Review accident reports and OSHA 300 logs.
  - ☒ Accept and evaluate employee suggestions. Make reporting uncomplicated, keeping reporters at ease.
- ☒ Review job procedures and recommend improvements
- ☒ Monitor safety program effectiveness
- ☒ Publicize and promote safety and health
- ☒ School board shall review the program annually.

#### **Attachment 99 Performance Criteria – Laboratory Safety Standard and Chemical Hygiene Plan**

- ☒ There shall be a written and current Chemical Hygiene Plan for all laboratories, per OSHA Laboratory Safety Standard 29 CFR 1910.1450.
- ☒ The Chemical Hygiene Officer (CHO) shall be identified for each laboratory.  
Her name is Jana Kasper.
- ☒ The CHO shall be responsible for developing and reviewing at least annually chemical handling, storage labeling and disposal procedures (SOPs).
- ☒ The CHO shall be responsible for reviewing at least annually lab activities to ensure safe procedures are used.
- ☒ The CHO shall review stored chemicals annually and remove unused or excess amounts.
- ☒ The CHO shall be responsible for developing and reviewing at least annually engineering controls (e.g. ventilation, chemical storage, fume hoods, gas lines and shutoff, fire prevention, eye-wash and deluge shower)
- ☒ The CHO shall be responsible for developing and reviewing at least annually personal protective equipment (PPE) needs (e.g. eye protection, gloves, splash guards, gowns). Included are ensuring students do not wear dangerous clothing (e.g. rings, chains, unsafe shoes, un-bound hair).
- ☒ The CHO shall be responsible for developing and reviewing at least annually necessary training for lab employees and ensure that safety is adequately included in curriculum.
- ☒ The CHO shall be responsible for developing and reviewing at least annually record keeping practices and procedures, to include chemical inventory, MSDS sheets, monthly checks of safety equipment and implementing MDE and other safety checklists.

#### **Attachment 99 Performance Criteria – Lockout/Tagout (LO/TO)**

- ☒ District shall develop and implement a Written Management Plan for Lockout/Tagout, encompassing OSHA standard 29 CFR 1910.147, explaining procedures for implementing Lockout/Tagout for each area for each building where LO/TO hazards exist.
- ☒ The district administration shall identify school district Contact Person(s) for Lockout/Tagout zones.
- ☒ The district administration shall survey the facility at least annually to identify energy potential physical hazards that require Lockout/Tagout.
- ☒ The district administration shall train affected employees on proper Lockout/Tagout methods and techniques at least annually.
- ☒ The district administration shall identify and procure Lockout/Tagout locks, tags and other devices.

(List locations of equipment)

- ☒ The district administration shall evaluate Lockout/Tagout record keeping practices and procedures at least annually.
- ☒ Procedures are in place to inform contractors of Lockout/Tagout requirements
- ☒ Specific energy controls are developed when required.
- ☒ The district administration shall evaluate current Lockout/Tagout procedures at least annually.

#### **Attachment 99 Performance Criteria – Confined Spaces**

- ☒ Review program and obtain school board approval at least annually.

##### **Confined Space Standard**

- ☒ District shall develop and implement a Written Management Plan for Confined Spaces, encompassing OSHA standard 29 CFR 1910.146, explaining procedures for implementing Confined Spaces for each area for each building where Confined Spaces hazards exist.
- ☒ The district administration shall identify school district Contact Person(s) for Confined Spaces permit and non-permit zones.
- ☒ The district administration shall survey the facility at least annually to identify Confined Spaces physical hazards per the standard that require Confined Space entry procedures, using the criteria found at <http://www.osha-slc.gov/dts/osta/oshasoft/csa.html>.
- ☒ The district shall determine the location of all Confined Spaces, and which are Permit Required Confined Spaces using the criteria found in Attachment A of the standard.
- ☒ Using the criteria found in 1910.146(c)(5), the district shall determine which Permit Required spaces need comply with paragraphs (d) through (f) and (h) through (k) of the standard.
- ☒ For Permit Required spaces that need not comply with paragraphs (d) through (f) and (h) through (k) of the standard, the district shall establish and maintain monitoring and inspection data that will demonstrate that continuous forced air ventilation alone is sufficient.
- ☒ For Permit Required spaces where the district has not established and maintained monitoring and inspection data that will demonstrate that continuous forced air ventilation alone is sufficient, the district shall implement paragraphs (d) through (f) and (h) through (k) of the standard.
- ☒ The district shall establish a properly trained and provisioned Permit Required Confined Space rescue and emergency service, that will become activated whenever a person enters a Permit Required Confined Space.
- ☒ The district shall carry out practice Permit Required Confined Spaces rescues at least once every 12 month, as called for under paragraph (K) of the standard.
- ☒ District shall inform Confined Spaces entrants information called for in the standard, how they may communicate with persons outside the Confined Spaces and what steps they should take if they should develop a medical emergency while in the Confined Spaces (e.g. heat stress, electrocution, burns, heart attack, etc.).
- ☒ The district shall inform any outside contractor doing work in a Confined Space that the workplace contains permit spaces and that permit space entry is allowed only through compliance with a permit space program per 1910.143.



*DEPARTMENT OF TEACHING AND LEARNING MEMO # 1.06.177*



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
SUBJECT: Proposal for Moorhead High School Schedule  
DATE: June 19, 2006

Attached is a proposal for collaboration time for teaching staff to focus on student learning. Staff members, Doug Johnson, Jim Duncan, and Dave Lawrence will describe the visit to Adlai E. Stevenson High School in Lincolnshire, IL. The visit allowed staff members from Moorhead Area Public Schools to observe professional learning communities in action.

The purpose of the presentation at the June 26 Board meeting will be to present the proposal with action requested by the Board at the July 17, 2006 School Board Meeting.

LAK/kmr  
Attachment

## ***Proposal for Professional Learning Communities at Moorhead High School beginning in the 2006-2007 school year.***

**Proposal** - Moorhead High staff and administration are proposing to implement a schedule that would allow classes to start 40 minutes late on Wednesdays throughout the school year. The purpose of this time is to develop and implement Professional Learning Communities. These efforts will focus on achieving our school SMART goals, which are based on student achievement.

### ***The Professional Learning Communities Concept:***

A Professional Learning Community (PLC) is "a group of teachers who meet on a continuing basis, focusing on student work [through assessment]. On the basis of their assessment results, those teachers then strategically "change their instructional practice accordingly to get better results", (Michael Fullan, *On Common Ground* p.xii). To begin, the collaborative team clarifies the outcomes for each class and the units that will be taught. Common assessments are agreed upon and given at the same point throughout a course. Teachers then analyze data from these assessments and work together, discussing instructional strengths and weaknesses regarding student learning within the program.

### **Why Common Assessments are key for effective PLC's:**

- Efficiency—by sharing the load teachers share time.
  - Fairness—promotes common goals, similar pacing and consistent standards for assessing student proficiency.
  - Effective monitoring—provides timely evidence of whether the guaranteed and viable curriculum is being taught and learned.
  - Informs individual teacher practice—provides teachers with a basis of comparison regarding the achievement of their students so they can see strengths and weaknesses of their teaching.
  - Team capacity—collaborative teacher teams are able to identify and address problem areas in their programs.
  - Collective response—helps teams and the school create timely systematic interventions for students.
- o Eric Twadell (Stevenson High School Presentation, 2006)

### ***Overview of structure for the Professional Learning Communities:***

The Moorhead High School faculty will be split into two groups. One group (Group A) would meet one Wednesday for the collaboration time while the other group (Group B) is assigned to tutorials or supervision of students during that time. The groups would then switch the next week, allowing each group to meet every other week.

Potential split of certified staff:

Even numbered weeks (Group A) – Science, English, and half of electives

Odd numbered weeks (Group B) – Math, Social Studies, and half of electives

### ***PLC time will be used in the following manner to meet the school SMART goals:***

- Determine content that will be taught in classes including state standards
- Develop common assessments
- Determine curriculum pacing
- Develop grading rubrics for student work.
- Analyze data from assessments (formative, summative, district and state).
- Share successful instructional strategies with PLC peers.
- Write summaries of student performance on assessments for future planning.

### ***Student assignments/activities during PLC time:***

MHS administration and staff is currently in the planning stages for student use of this time (8:25-9:05). Some possible uses for this time include:

- Assigned tutoring for students receiving an "F" in a core area class.
- Possible required study hall for all freshmen during the 1<sup>st</sup> semester with possibility to earn free time privilege 2<sup>nd</sup> semester.
- Media Center with computer lab dedicated to career explorations only, during that time.
- College Planning.
- Advanced Placement study sessions.
- Test center – Create a staffed weekly testing room during this period for any testing make up needed.
- Staffed open gyms and weight room. Physical Education makeup.

## ***Research in Support of the PLC Concept***

### ***Foreword by Mike Schmoker, "On Common Ground"***

There is a simple powerful concept that we –myself and the supporters of this document, who have signed their names at the end of it–fully endorse: that of the professional learning community. If there is anything that the research community agrees on, it is this: The right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate, dividends in student learning and professional moral in virtually any setting. Our experience across the nation bears this out unequivocally.

The concurrence among researchers and practitioners in support of this conclusion is both stunning and under appreciated. Advocates for focused, structured teacher collaboration include Roland Barth, Emily Calhoun, Linda Darling-Hammond, Richard Elmore, Michael Fullan, Bruce Joyce, Judith Warren-Little, Dan Lortie, Milbrey McLaughlin, Fred Newmann, Susan Rosenholtz, Rick Stiggins, James Stigler, Joan Talbert, Gary Wehlage, Grant Wiggins, Ronald Wolk, and numerous others."

### ***Other Implications***

MHS administration and staff also feel there are several different programs that could be implemented because of the time dedicated to PLC's. These programs will have a positive effect on student achievement and our school culture. A few of these are explained in the following paragraphs.

- *Mandatory tutoring will be required for students failing a core area class during the PLC time on Wednesday's.* We consider this an opportunity to put an intervention in place that will identify students in a timely manner and get them help, thereby reducing the number of students failing core area classes and decreasing the need for remediation at a later time.
- *Creating a privilege based system at MHS as opposed to a consequence driven system.* By requiring freshmen to attend a 40 minute study hall the first semester during the PLC Wednesday's and allowing them to earn free time privilege second semester, by maintaining grades and exhibiting good behavior. This would allow them to participate in other building activities during that time and give us an opportunity to lay the foundation toward becoming a more privilege based school.

- *Creating the opportunity to build mutually beneficial relationships with local universities.* We are currently having discussions with local college education departments about the possibility of having college student's work with our students in the tutoring program during the PLC Wednesday's.

### ***PLC Meeting Evaluation***

Ensuring that PLC collaboration time is used productively is vital. Topics and discussions must focus on the school SMART goals. All teams will submit PLC Team Meeting Feedback Sheet (See form on page 5) to the administrator responsible for their department by the end of school on Wednesday. Administration will review, give feedback, and return the forms to the team the next day.

## Proposed Collaborative Day Schedule

53

Collaboration time = 8:10 - 9:00

Period 1 9:05 - 9:45

Block 1 9:05 - 10:25

Period 2 9:50 - 10:30

Period 3 10:35 - 11:15

Block 2 10:35 - 11:55

Period 4 11:20 - 12:00

Period 5 12:05 - 12:45

Block 3 12:05 - 1:25

Period 6 12:50 - 1:30

Period 7 2:05 - 2:45

Block 4 2:05 - 3:25

period 8 2:50 - 3:30

Lunch 1 = 12:00 - 12:35

Lunch 2 = 12:45 - 1:20

Lunch 3 = 1:30 - 2:05

Class = 12:35 - 1:55

Split = 12:05 12:45 Lunch = 12:45 - 1:20

Class = 1:20 - 2:00

Class = 2:05 - 3:25

# **MOORHEAD HIGH SCHOOL SCHEDULE 2006-2007**

**Teacher Day: 8:10 AM - 3:40 PM**

Period 1	8:25 * 9:10	Block 1	8:25 - 9:55
Period 2	9:15 * 10:00		10 Minute Pass
Period 3	10:05 * 10:50	Block 2	10:05 - 11:35
Period 4	10:55 * 11:40		10 Minute Pass
Period 5	11:45 * 12:30	Block 3	11:45 - 1:15
Period 6	12:35 * 1:20	Or	12:15 - 1:45
Period 7	1:55 * 2:40	Block 4	1:55 - 3:25
Period 8	2:45 * 3:30		
Lunch Schedule			
11:40 - 12:15	Art - Math - Science-	Blocked 5th & 6th	Class 12:15 - 1:45
12:30 - 1:05	English - Social Studies - World Languages/ESL	Blocked 5th & 6th	Class 11:45 - 12:30 Eat 12:30 - 1:05 Class 1:05 - 1:50
1:20 - 1:55	ALL SKINNIES 5th & 6th IN ALL DEPARTMENTS And 5&6 Blocked in the following areas: Business - Family and Consumer Science - Wellness - Fitness - LSS - Music - Theater Arts - Ind Tech Phy Ed. - Learner Support Services - Music - Theatre Arts - Study Halls		Class 1:55 - 3:25



MEMO #: S-06-128

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent



DATE: June 19, 2006

RE: Approval of Policy

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

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

LPN:mde  
Attachment

## Board Policies

### Student Discipline

School Board Policy: 551

Section: 500 STUDENTS

Date Adopted: 6/13/1989

Date Revised: 6/13/2005

Dates Reviewed: 7/28/1992

6/28/1994

6/8/1998

6/11/2001

5/13/2002

6/9/2003

6/14/2004

6/13/2005

## I. PURPOSE

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

The purpose of this policy is to ensure that students are aware of and comply with the district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

### General Statement of Policy

It is the goal of the Moorhead Area Public Schools (MAPS) Discipline Handbook to promote growth in self-discipline and responsibility. In addition to state and federal law, it is understood that rules and regulations will be necessary. To be useful, they must be clearly understood by everyone involved, administered consistently and fairly, with consequences which are appropriate to the problem. While the Discipline Handbook developed within Moorhead Area Public Schools will relate to activities within the school setting, the ultimate responsibility for growth in self-discipline is a cooperative effort of students, school personnel, home, and community. Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to student achievement.

Although this policy emphasizes the development of self discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. It is the position of the school district that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes 121A.40-121A.56.

## II. RIGHTS AND RESPONSIBILITIES OF STUDENTS

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

### RIGHTS OF STUDENTS

Every student has the right...

1. To citizenship in the school community as granted by the U.S. Constitution and the State of Minnesota. Civil rights may not be abridged, obstructed, or in any other way altered, except in accordance with due process of law.

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

#### RESPONSIBILITIES OF STUDENTS

Every student has the responsibility...

1. To assist in efforts to establish and maintain a safe, stimulating, and productive learning environment in the school society.
2. To abide by accepted standards of good conduct and discipline while participating in any school function or activity and while going to and from school, whether riding on public or private conveyance, or walking.
3. To know and comply with school rules and regulations and school district policies established by the Moorhead

#### School Board.

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

### III. SCHOOL AND COMMUNITY RESPONSIBILITIES

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

#### SCHOOL BOARD RESPONSIBILITIES

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

#### PARENT/GUARDIAN RESPONSIBILITIES

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

#### CENTRAL ADMINISTRATION RESPONSIBILITIES

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

#### BUILDING ADMINISTRATOR RESPONSIBILITIES

1. To be responsible to the ~~s~~Superintendent in implementing the established discipline policy and building discipline plans.
2. To establish and implement rules and regulations governing conduct of students which are consistent with the Minnesota statutes and ~~s~~School ~~b~~Board policies.
3. To ensure that individual teachers have agreed-upon discipline plans.
4. To be readily available to handle discipline in an emergency.
5. To appoint a designee from the certified staff to assume authority in the building administrator's absence.
6. To delegate appropriate duties to the assistant ~~principal~~ building administrator.
7. To be responsible for informing students, parents or guardians, and community groups of the current rules and

regulations.

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

#### TEACHER RESPONSIBILITIES

1. To encourage all students to develop self-discipline and respect for authority.
2. To treat all students with dignity.
3. To recognize individual differences among students.
4. To prepare a classroom management plan that meets his/her needs and confer with the principal building administrator regarding the acceptability of the plan as it relates to the school's discipline philosophy, model and school district policy. Teachers will post and inform students and parents of classroom expectations.
5. To inform parents/guardians through standardized notification of student deficiency.
6. To ensure the enforcement of school rules as listed in the student handbook.
7. To exercise restraint, good taste in their expression and refrain from the use of inappropriate expressions.
8. To use such reasonable measures as may be necessary to maintain a safe and orderly environment in the classroom, in the school building, on school property, and at school functions. A teacher has the authority to remove pupils from the classroom pursuant to procedures and rules established in the district's policy. (See Standards of Conduct)
9. To record and report classroom discipline problems to the building administrator.
10. To confer with support personnel for possible solutions to discipline problems.
11. To establish behavior/discipline guidelines for all students on field trips, and require adherence to those guidelines by all school employees and volunteers.



## ALL OTHER SCHOOL PERSONS WITH RESPONSIBILITY FOR STUDENT CONDUCT

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

## IV. DISCIPLINARY ACTION OPTIONS

It is the general policy of the school district to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including suspension, exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district.

Disciplinary action may include but is not limited to one or more of the following:

1. Student Conference - The conference may be with a teacher, ~~principal~~ building administrator, counselor, or other school district personnel. Depending upon the violation and the seriousness of the action, a student may be given a warning that if a violation occurs again, the student's parents or guardians will be notified.
2. Parent Notification or Conference - If a student violates a rule, the parent or guardian may be notified and/or a conference may be required.
3. Detention - A teacher, ~~principal~~ building administrator, or designee may detain a pupil after school for correction of a violation, including tardiness to class. Any pupil who is told by a teacher to report after school and who, for any reason, cannot report, must first clear the absence with the teacher, principal, or designated representative.
4. Removal From Class - "Removal from class" and "removal" means any action taken by teacher, ~~principal~~ building administrator, or other school district employee to prohibit a pupil from attending a class or activity period for a period of time not to exceed five days, pursuant to procedures established in the ~~school district~~ MAPS Discipline Handbook adopted by the School Board. "Class period" or "activity period" means, in secondary grades, instruction for a given course of study. A class period or activity period means, in elementary grades, a period of time not to exceed one hour, regardless of the subject of instruction.
5. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, ~~principal~~ building administrator, or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed five (5) days, pursuant to this discipline policy.
6. Grounds for Removal - Grounds for removal from class shall include any of the following:
  - 1) Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
  - 2) Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
  - 3) Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or



4) Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

7. Permanent Removal from a Single Class - "Permanent removal" means the action taken by a ~~principal~~ building administrator to prohibit a student from attending a class period or activity period for the remainder of the semester or year. An alternative means of earning the credit will be provided.

#### 8. Suspension

1) Suspension means an action taken by the school administration prohibiting a pupil from attending school for a period of time no more than ten consecutive school days. If a suspension is longer than five days, the suspending administrator must provide the ~~S~~Superintendent with reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability.

2) If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

3) Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

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

The requirements of the ~~individual education program IEP T~~team meeting to review the manifestation determination (a process to investigate whether there is a relationship between the student's action and disability) apply when:

(1) the parent requests a meeting;

(2) the student is removed from the student's current placement for five or more consecutive days; or

(3) the student's total days of removal from the student's placement during the school year exceed ten cumulative days in a school year. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. A separate administrative conference shall be conducted for each period of suspension.

(4) the removal constitutes a change of placement;

The manifestation review must be conducted by the IEP ~~T~~team and other qualified personnel within ten (10) days of the district's disciplinary decision. Parents must be notified of all procedural safeguards at the time the disciplinary decision is made.

The IEP ~~T~~team must be convened to develop a Functional Behavioral Assessment (FBA) within ten (10) business days of removing a student for the 11th cumulative day in a school year or after a change of placement for disciplinary reasons. If the student already has a FBA, the IEP ~~T~~team will need to review the student's Behavioral Intervention Plan (BIP).

As soon as practicable after developing a FBA plan and completing the FBA (but not more than 30 school days), the IEP Team must meet to develop a BIP as appropriate.

If the student with an IEP is placed in a 45 day unilateral placement, a FBA/BIP will be completed or modified. An FBA/BIP or modification of existing plans will be conducted when the student's behavior has been determined to be a manifestation of the student's disability.

The school administration shall implement alternative educational services when the suspension exceeds five (5) days.

Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statute Section 123A.05 selected to allow the pupil to progress toward meeting Minnesota ~~Graduation~~ Academic Standards under Section 120B.02 although in a different setting. The alternative education setting is determined by the IEP Team. A student with a disability or an IEP can be placed in a 45 school day interim alternative educational setting if at a school/premise the student possesses a weapon, knowingly possesses/uses illegal drugs or inflicts serious bodily injury upon another person.

#### Suspension procedures:

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

2) Administrator notified pupil of grounds for suspension - At the informal administrative conference, a school administrator shall notify the pupil on the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil's version of the facts. A separate administrative conference is required for each period of suspension.

3) Written notice of grounds for suspension - A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of Minnesota Statute Sections 121A.40 to 121A.56 shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil's parent or guardian by mail within 48 hours of the conference (Administrative Procedure 551.1). The district shall make reasonable efforts to notify the parents of the suspension by telephone as soon as possible following suspension. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.

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

9. Expulsion or Exclusion - 1) "Expulsion" means a ~~s~~School ~~b~~Board action to prohibit an enrolled student from further attendance for up to 12 months from the date the pupil is expelled. The authority to expel rests with the ~~s~~School ~~b~~Board.

2) "Exclusion" means an action taken by the ~~s~~School ~~b~~Board to prevent enrollment or reenrollment of a pupil for a period that shall not exceed beyond the current school year. The authority to exclude rests with the ~~s~~School ~~b~~Board.

3) All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56.

4) No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

- 5) The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).
- 6) The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent or guardian.
- 7) All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
- 8) The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
- 9) The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The sSchool bBoard may appoint an attorney to represent the school district in any proceeding.
- 10) If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
- 11) All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
- 12) At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
- 13) The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
- 14) The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
- 15) The student cannot be compelled to testify in the dismissal proceedings.
- 16) The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the sSchool bBoard and served upon the parties within two (2) days after the close of the hearing.
- 17) The sSchool bBoard shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The sSchool bBoard may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the sSchool bBoard must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.



18) A party to an expulsion or exclusion decision made by the ~~s~~School ~~b~~Board may appeal the decision to the Commissioner within twenty-one (21) calendar days of ~~s~~School ~~b~~Board action pursuant to Minn. Stat. 121A.49. The decision of the ~~s~~School ~~b~~Board shall be implemented during the appeal to the Commissioner.

19) The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20) The school district shall report each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report shall include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The dismissal report must include state student identification numbers of affected students.

21) Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

22) The school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

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

11. Referral to Learner Support Services - A student who has not been determined to be eligible for special education but is suspected of having a disability and in need of special education, may be referred to the Special Education Child Study Team at his/her school. If the student is evaluated and found to have a disability and also found to be a student in need of specialized instruction as identified in an IEP, the team will consider if a behavioral intervention plan or other behavioral supports are appropriate.

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

#### Restorative Discipline Measures:

a) Restorative Discipline is a type of discipline that seeks to restore damages made by the offending student. A reasonable followup to a destructive action may be to try to restore, replace, repair, cleanup or apologize, as the situation may dictate.

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

#### 13. Corporal Punishment

1. "Corporal punishment" means conduct involving:

(1) hitting or spanking a person with or without an object; or

(2) unreasonable physical force that causes bodily harm or substantial emotional harm.

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

#### 14. Use Reasonable Force

(1) A teacher or ~~school principal~~ building administrator, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

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

### V. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal building administrator or other school district officials may provide additional notification as deemed appropriate.

### VI. STUDENT DISCIPLINE RECORDS

It is the policy of the school district that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13. A student's formal disciplinary record will be transferred to any private or public school where a student is enrolling, or seeking to enroll full time or part time. The transmittal must conform with the Family Educational Rights and Privacy Act (FERPA). A student's expulsion, withdrawal or transfer from a school resulting from a weapons violation may only be disclosed to another school district relating to the admission of the student, unless the information is otherwise public.

### VII. DISABLED STUDENTS

Students who are currently identified as disabled under IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 Plan specified a necessary modification.

### VIII. STANDARDS OF CONDUCT

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

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

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

Discipline should not be confused with punishment. The goal of discipline is a self-disciplined individual, with mature attitudes and socially acceptable standards of conduct. Disciplinary policies within the public schools shall be enforced

within the general guidelines as set forth below. These guidelines describe clearly the various administrative actions which will be taken for violations of the law and the school district standards of behavior.

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

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

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

#### VIOLATIONS AGAINST PERSONS AND MINIMUM CORRECTIVE ACTIONS

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

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

- Parent/Guardian notification
- Immediate out-of-school suspension
- Confiscation of weapon
- Immediate notification of police
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

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

- Parent/Guardian conference
- Suspension

3. BULLYING: "Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance.

- Student conference
- Parent/Guardian notification

4. DIRECT ATTACK ON ANOTHER PERSON -

Students in grades K-5:

- Parent/Guardian conference
- 1-5 day suspension

Students in grades 6-12:

- Parent/Guardian conference
- 5-day suspension
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.
- Notification of police.

5. DIRECT ATTACK WITH A WEAPON

- Parent/Guardian notification
- Immediate out-of-school suspension
- Confiscation of weapon
- Immediate notification of police
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

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

- Student conference

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

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

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

C. Willful violation of any rule of conduct specified in the Discipline Handbook adopted by the sSchool bBoard.

- Removal from class

- Parent/Guardian/Teacher conference prior to return

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

- Parent/Guardian conference

- Suspension

9. HARASSMENT: Harassment is participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age.

- Student conference

- Detention

- Notification of parents or guardians

- Notification of Title IX officer in cases of repeated sexual harassment.

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

- Parent/Guardian conference

- Suspension

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

- Parent/Guardian conference

- Suspension

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

- Parent/Guardian notification

- Immediate out-of-school suspension

- Confiscation of weapon

- Immediate notification of police

- Recommendation to the sSuperintendent for expulsion for a period of time not to exceed one year.

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

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

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



weapon.

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

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

- Parent/Guardian conference
- Suspension

#### **VIOLATIONS AGAINST PROPERTY AND MINIMUM CORRECTIVE ACTIONS**

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

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

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

2. FALSE FIRE ALARMS

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

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

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

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

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

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

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

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

- Notification of legal authorities
- Parent/Guardian conference

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

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

## OTHER VIOLATIONS AND MINIMUM CORRECTIVE ACTIONS

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

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

- Notification of legal authorities
- Suspension
- Referral to Student Assistance Program
- Parent/Guardian conference
- Suspension from attending school-related activities as detailed below.

In addition, any student in possession, use or being under the influence of any alcoholic product while at a school-sponsored activity:

- 1st violation - The student will not be allowed to attend any school-sponsored activity for six (6) weeks.
- 2nd violation - The student will not be allowed to attend any school-sponsored activity for eight (8) weeks.
- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

(Note: Weeks are counted as calendar weeks.)

2. DANGEROUS DRUGS/CONTROLLED SUBSTANCES: This refers to the possession, sale, distribution, or use of any controlled substances as defined in Minnesota Statute 152.02 while on the school grounds or at school sponsored events.

- Notification of legal authorities
- Suspension
- Referral to Student Assistance Program
- Parent/Guardian conference
- Suspension from attending school-related activities as detailed below.

In addition, any student in possession, use or being under the influence of any alcoholic product while at a school-sponsored activity:

- 1st violation - The student will not be allowed to attend any school-sponsored activity for six (6) weeks.
- 2nd violation - The student will not be allowed to attend any school-sponsored activity for eight (8) weeks.
- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

(Note: Weeks are counted as calendar weeks.)

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

- Student conference
- Parent/Guardian conference

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

- Student conference
- Parent/Guardian conference

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

school-sponsored events.

- Referral to legal authorities
- Parent/Guardian conference

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

- Referral to legal authorities
- Parent/Guardian conference

#### **VIOLATIONS AGAINST SCHOOL ADMINISTRATIVE PROCEDURE AND MINIMUM CORRECTIVE ACTIONS**

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

##### **1. CHRONIC AND UNEXCUSED ABSENTEEISM**

- Parent/Guardian/Student Conference
- Detention

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

- Suspension
- Parent/Guardian conference

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

- Confiscation
- Student conference

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

- Suspension
- Parent/Guardian conference

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

- Student conference
- Detention

##### **6. MISBEHAVIOR ON SCHOOL BUS**

Elementary (K-5)

1st offense -- Warning

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

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

4th offense -- 10 day suspension from riding the bus/meeting with parents.

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

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

Middle School and Secondary (6-12)

1st offense -- Warning

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

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

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

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

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

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

- Parent/Guardian conference
- Detention

8. SEVERE MISBEHAVIOR OR CONTINUED DISORDERLY CONDUCT ON SCHOOL BUS

- Denial of transportation on school bus according to district policy

9. STUDENT ATTIRE: This refers to student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership.

- Student conference

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

- Warning
- Referral to legal authorities
- Parent/Guardian conference

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

- Student conference

#### IX. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Options Program (Minn. Stat. 124D.03) or Enrollment in Nonresident District (Minn. Stat. 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

#### X. DISTRIBUTION OF POLICY

The MAPS Discipline Handbook is distributed to all students at the beginning of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each building administrator's office and the district Web site ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)).

#### XI. REVIEW OF THE POLICY

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

#### Legal References:

- Minnesota Statute Chapter 13 (Minnesota Government Data Practices Act)
- Minnesota Statute 120B.02 (Educational Expectations for Minnesota's Students)
- Minnesota Statute 121A.03 (Sexual, Religious and Racial Harassment and Violence)
- Minnesota Statute 121A.05 (Referral to Police)
- Minnesota Statute 121A.25-121A.29 (Chemical Abuse)

Minnesota Statute Sections 121A.40 to 121A.56 (The Pupil Fair Dismissal Act)  
 Minnesota Statute 121A.44 (Expulsion for Possession of Firearm)  
 Minnesota Statute 121A.69 (Hazing Policy)  
 Minnesota Statute 123A.05 (Area Learning Center Organization)  
 Minnesota Statute 124D.03 (Enrollment Options Program)  
 Minnesota Statute 124D.08 (School Boards' Approval to Enroll in Nonresident District)  
 Minnesota Statute 152.02 (Schedules of Controlled Substances; Administration of Chapter)  
 Minnesota Statute Chapter 260A (Truancy)  
 Minnesota Statute 609.605 (Trespass)  
 Minnesota Statute 609.02, Subd. 6 (Definition of Dangerous Weapon)  
 20 U.S.C. Sec. 1232g et. seq. (Family Educational Rights and Privacy Act (FERPA))  
 20 U.S.C. 1401 et. seq. (Individuals with Disabilities Education Act (IDEA))  
 20 U.S.C. 7101-7144 (Safe and Drug Free Schools and Communities Act)  
 34 C.F.R. Secs. 99.1-99.67 (Family Educational Rights and Privacy)  
 41 U.S.C. 701-707 (Drug-Free Workplace Act)  
 No Child Left Behind Act, Section 4141

Cross References:

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

HUMAN RESOURCE

MEMO #: HR .06.143



TO: Dr. Larry Nybladh, Superintendent  
FROM: Ron Nybladh, Director of Human Resources  
SUBJECT: Part-time and Substitute Pay Schedule Change  
DATE: June 14, 2006

Attached is a copy of the Part-time and Substitute Pay Schedule for 2006-2007. This pay schedule covers district employees who are not part of a contract or association. Approval of this pay schedule is requested.

**SUGGESTED RESOLUTION:** Move to approve the pay schedule as presented.

RN/smw

Attachment



**PART TIME AND SUBSTITUTE PAY SCHEDULE  
2006-2007**

<b>ADULT ED</b>	<b>2005-06</b>	<b>2006-07</b>	<b>\$ Inc.</b>	<b>% Inc.</b>
Vocational Licensed Teacher (New)	23.00	23.46	0.46	2.0
Vocational Licensed Teacher 2 years	23.50	23.97	0.47	2.0
Vocational Licensed Teacher 3 years or more	23.95	24.43	0.48	2.0
Avocational Teacher	15.88	16.20	0.32	2.0
After-school	14.96	15.26	0.30	2.0
Program Assistant/Classroom Aide	7.18	7.32	0.14	2.0
Evening Sec/part-time clerical and para	9.00	9.18	0.18	2.0
Catalog Delivery	7.10	7.24	0.14	2.0
Helper	6.30	6.43	0.13	2.0
Kid Source	6.83	6.97	0.14	2.0
<b>SUBSTITUTE TEACHERS</b>				
Daily	80.00	80.00	0.00	0.00
10 Day Consecutive same classroom	103.00	105.00	2.00	1.02
30 Day Consecutive same classroom	157.95	161.50	3.55	1.02
Substitute Bonus: After 50 days	81.00	82.00	1.00	1.22
After 75 days	82.00	83.00	1.00	1.21
After 100 days	83.00	84.00	1.00	1.20
<b>LICENSED TUTORS - TEACHERS</b>	22.73	23.18	0.45	2.0
<b>ASSISTANT SERVERS - FOOD SERVICE</b>				
Part-time (non-contract) (start)	9.05	9.32	0.27	3.0
After 3 years	9.32	9.60	0.28	3.0
After 5 years	9.58	9.87	0.29	3.0
After 10 years	9.85	10.15	0.30	3.0
<b>NOON HOUR SUPERVISORS/FOOD SERVICE WORKERS/SUBS</b>				
Part-time (non-contract) (start)	7.98	8.22	0.24	3.0
After 3 years	8.25	8.50	0.25	3.0
After 5 years	8.52	8.78	0.26	3.0
After 10 years	8.79	9.05	0.26	3.0
Students	7.71	7.94	0.23	3.0
<b>INTERPRETERS</b>				
Part-time (non-contract)	20.55	20.96	0.41	2.0
Freelance	Market	Market		
<b>COTAS</b>				
Part-time (non-contract)	15.88	16.20	0.32	2.0
Freelance	Market	Market		
<b>SECRETARIES</b>				
Part-time (non-contract)	9.00	9.18	0.18	2.0
<b>PARAPROFESSIONALS (TEACHERS ASSISTANTS)</b>				
Part-time (non-contract)	9.00	9.18	0.18	2.0
Substitute	9.00	9.18	0.18	2.0
<b>CUSTODIANS</b>				
Part-time (non-contract)	9.00	9.18	0.18	2.0
<b>STUDENT HELP</b>	6.15	6.15	0.00	00

*DEPARTMENT OF TEACHING AND LEARNING MEMO # 1.06.176*



TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *OK*  
SUBJECT: Moorhead High School Student Handbook  
DATE: June 19, 2006

Attached is the student handbook from Moorhead High School. According to School Board Policy 221, the handbook is to be presented to the School Board for annual review.

The changes made to the handbook have been highlighted in a lined-out version. A completed copy of the handbook will be distributed after approval.

The handbook is available in a print copy as well as on the district web site at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)

**SUGGESTED RESOLUTION:** Move to approve the 2006-2007 Moorhead High School Student Handbook as presented.

LAK/kmr  
Attachment

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**Our Mission:**  
*"To develop the maximum potential of every learner to thrive in a changing world."*

**District Web site is located at:**  
[www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)

**Moorhead High School  
Daily Class Schedule  
2006-07**

Period 1	8:25 - 9:10	Block 1 8:25 - 9:55
Period 2	9:15 - 10:00	
Period 3	10:05 - 10:50	Block 2 10:05 - 11:35
Period 4	10:55 - 11:40	
Period 5	11:45 - 12:30	Block 3 11:45 - 1:15 or 12:15 - 1:45
Period 6	12:35 - 1:20	
Period 7	1:55 - 2:40	Block 4 1:55 - 3:25
Period 8	2:45 - 3:30	

**Lunch Schedule**

11:40 - 12:15	Art - Science - Math	5 & 6 Blocked Class 12:15- 1:45
12:30 - 1:05	English - Social St. - World Lang. *Split Lunch	5 & 6 Blocked Class 11:45 - 12:30 Eat 12:30 - 1:05 Class 1:05 - 1:50
1:20 - 1:55	ALL Skinnies (45 min) 5th and 6th in all departments 5 & 6 Blocked Business - FCS - Fitness/Wellness - LSS - Music Theatre Arts - Industrial Tech	Class 1:55

Deposits to lunch accounts may be made from 8:00-9:30 a.m. or 3:00-3:30 p.m. daily.

Deposits must be made before 9:30 in order to be available for use the same day.

### SHORTENED SCHOOL DAY SCHEDULE

Period 1	10:25 - 10:55	
	Block 1	10:25 - 11:25
Period 2	11:00 - 11:30	
Period 3	11:35 - 12:05	
	Block 2	11:35 - 12:35
Period 4	12:10 - 12:40	
Period 5	12:45 - 1:15	
	Block 3	1:15 - 2:15
Period 6	1:20 - 1:50	
Period 7	2:25 - 2:55	
	Block 4	2:25 - 3:25
Period 8	3:00 - 3:30	

### **Lunch Schedule**

12:35 - 1:10 Art - Science - Math 5 & 6 blocked  
Class 1:15 - 2:15  
1:25 - 2:00 English - Social St. - World Lang. 5 & 6 Blocked  
Class 12:45 - 1:25  
(Split  
Eat 1:25 - 2:00 Lunch)  
Class 2:00 - 2:15  
2:15 - 2:50 All Skinnies (45) 5 & 6 in ALL DEPARTMENTS  
5 & 6 Blocked  
Business - FCS - Fitness/Wellness - LSS Classes -  
Music - Theatre Arts - Industrial Tech  
Class 2:50

**SEVERE WEATHER RELATED SCHOOL CLOSINGS:** Occasionally the Superintendent of Schools will announce an emergency school early dismissal, late start or cancellation of school due to extreme heat, cold, snow or ice. As soon as the decision to close schools is made, an announcement will be made on all local radio and television stations. If you hear no announcement concerning Moorhead Schools, you should assume that school is open and a regular schedule is being followed. In the event schools are closed due to severe weather conditions, all after-school activities will be canceled.

See Shortened School Day Schedule for the two-hour late start to the school day.

For additional information refer to School Board Policy 711 on the school district Web site or in the school office.

**CRISIS MANAGEMENT:** Moorhead High School has a crisis management plan to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation in the school.



For additional information refer to School Board Policy 710 on the school district Web site or in the school office.

**ATTENDANCE:** We believe that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important to the future of the students.

Attendance is of vital importance and it is essential that all efforts be made by the staff members of Moorhead Area Public Schools to ensure excellent attendance by the students of the district. The Moorhead School Board is committed to support staff members in every way possible to encourage optimum attendance. Class attendance is a joint responsibility of parents, students, and administration.

For additional information refer to School Board Policy 515 on the school district Web site or in the school office.

**EXCUSED ABSENCES:** The excused absence is for all legitimate reasons. The administration will determine the legitimacy of all absences. The student has the right and obligation to make up any work missed with full credit. The State of Minnesota recognizes the following reasons for excused absence: ~~personal illness, death or medical emergency in the immediate family, and inclement weather.~~ illness, serious illness in the student's immediate family, a death in the student's immediate family or of a close friend or relative, medical, dental or orthodontic treatment or counseling appointment, court appearances, religious instruction not to exceed three hours in any week, inclement weather. To be considered an excused absence, the student's parents/guardians may be asked to verify, in writing the reason for the student's absence. Other reasons that could be acknowledged are personal requests for absence made 24 hours in advance (e.g. legal appointments, religious activities, travel, family vacations, competitions, state tournaments and school activities). We encourage parents to hold these requests to a minimum. The school will be the final authority in excusing the student and issuing an Advance Make-up Slip.

**NOTIFICATION OF ABSENCES:** Notifying the school of absences which fall into the excused categories is the responsibility of the parent/guardian of the student. Calls should be made the morning of the absence or a note should be brought in by the student on the morning of his or her return to school. **If an absence has not been excused in 48 hours it will remain unexcused. The attendance numbers are 284-2303 and 284-2304. Parents/Guardians and students are encouraged to monitor attendance through PowerSchool.**

**UNEXCUSED ABSENCES:** Unexcused absences are all absences which can be avoided or delayed, and for which prior arrangements and/or approval have not been made through the principal's office. These absences indicate that the student is absent from school with or without the consent of parents, but the excuse given is not acceptable to the school administration. Unexcused absences or truancy receive no daily credit for work missed. Common unexcused absences may be: missing the bus, car trouble, oversleeping, work at home, work at a part-time job, need for extra sleep, baby sitting, hair appointments, shopping, visiting friends, skipping class, job interviews, not returning to school following noon hour, leaving school ill without checking out with the health office, falsifying notes or explanations for absence, etc.

1. An unexcused absence will result in detention time assigned.
2. Repeated offenses will result in detention time assigned as well as a parent/guardian contact regarding the problem.
3. Continued unexcused absences in class will result in referral to the Student Assistance Team and parent/guardian conference to determine a contract regarding future attendance.
4. Coaches and advisors will be advised of team members/students who have unexcused absences. When an unexcused absence is verified, a student will not be permitted to participate in each of that day's or the next day's scheduled extracurricular activities (e.g. practice, game, rehearsal).

**MEDICAL RELATED ABSENCE:** ~~Parents/guardians should follow the same reporting procedure listed under "Notification of Absences" for medical related absences. Students should bring medical excuse (verified by doctor or designated signee) or an appointment card verifying the appointment to the attendance office upon their return to school. Physician verification will may be required for excused absences if personal illness goes beyond three (3) consecutive days. If administration believes other reasons, other than illness, may underlie the repeated absences medical verification may be requested.~~

**ILLNESS DURING THE SCHOOL DAY:** Students becoming ill during the school day, except in case of emergency, are to report to their regular class, then get a pass to the health office. If it is necessary to go home, the health office staff will contact the student's parent(s)/guardian or authorized representative to obtain release permission. If a parent(s)/guardian or authorized representative cannot be contacted, the student will remain in school. Friends will not be excused to transport students. **Students who do not check out through the office are considered unexcused.**

**HABITUAL TRUANT:** A habitual truant is a student who is absent from attendance at school without lawful excuse for one or more class periods on seven school days during a school year and who has not lawfully withdrawn from school.

**TARDINESS:** Tardiness to class will be dealt with by each teacher as deemed appropriate; detention may be assigned as outlined in each teacher's discipline policy which will be explained to students at the beginning of each school year.

**DETENTION:** Detention will be held daily before school and after school. Detention **can not** be served during the scheduled school day of 8:25 a.m.-3:30 p.m. Detention will be assigned for unexcused absences and may be assigned for other disciplinary reasons. Freshmen, sophomores and juniors who fail to attend detention will be assigned in-school suspension. ~~In school suspension does not necessarily remove the obligation to serve any assigned hours of detention.~~

Seniors are responsible for monitoring detentions assigned for attendance or other reasons and serving them in a timely manner. Students with unserved hours of detention and their parents will be notified regularly. If a senior has not served all of his or her assigned hours of detention by the second to the last Friday before graduation ceremonies, that senior will not be allowed to participate in the ceremonies.

**ABSENCES FOR STUDENT ACTIVITIES:** Student activities should be scheduled around the school day whenever possible. Students who miss a particular class consistently due to activities could have this privilege removed if their grade average begins to decline. Teachers are encouraged to report failing grades to students, parents, and administration as deemed appropriate. Students will not be granted excused absences from classes the morning following out-of-town activities. If unusual circumstances are present, they will be dealt with on an individual basis. Students in school-sponsored activities should not assume that they have the right to an extended deadline for school work.

**MAKE-UP POLICIES FOR EXCUSED ABSENCES:** For excused absences, a student shall be allowed two (2) school days for each absent day to make up any additional work missed and receive a grade. A teacher may require additional assignments to compensate for any loss of class discussion and lecture information. School work not turned in to a teacher within the two-day guidelines may result in the assignment receiving a lower grade or no credit. In the case of a prolonged excused absence, a deadline should be mutually agreed upon by teacher and student. A principal will mediate if mutual agreement is not reached.

**ADVANCE MAKE-UP:** In the event that a student is aware he or she will be absent from school, either part of a day or all day, the student is to request the excuse by written note at least 24 hours in advance of the absence. The student then must present the Advance Make-up Slip to each teacher one (1) day prior to the date of absence. All assignments are to be made up in advance unless specific arrangements are made with teachers.

**OUT-OF-SCHOOL SUSPENSION (OSS):** "Suspension" means an action taken by the school principal or designee prohibiting a student from attending school in accordance with the Pupil Fair Dismissal Act. The purpose of suspension is to remove the student from the school environment and to provide time for professional staff, parent/guardian and student to discuss the matter and bring about an agreement of future conduct.

**IN-SCHOOL SUSPENSION (ISS):** In-School Suspension is used as an alternative to out-of-school suspension for students whose misbehavior is passive. Students assigned to in-school suspension do receive credit for work that can be done in the ISS room. Parents of students assigned to ISS will be notified.

**PASSES:** Students who need to leave their classes for purposes such as the washroom, office, health office, locker, or counselor must obtain a pass from their classroom teacher. ~~Students are not excused from scheduled classes to participate in school activities unless approved by a building administrator use the hallway pass included in their student handbook signed by their teacher.~~ Students who abuse passes by being disruptive or using them excessively may lose this privilege. Students may be denied pass privileges after three (3) unexcused absences. Reinstatement of pass privileges will occur only after a suitable plan for correcting attendance problems has been developed by the student, submitted to the administration and followed successfully.

**DISCIPLINE HANDBOOK:** All students receive a copy of the Moorhead Area Public Schools discipline handbook at the start of each school year. Students are responsible to know its contents. School discipline policies apply at all events in which the school is involved, regardless of the site, as well as on school transportation.

For additional information refer to School Board Policy 551 on the school district Web site or in the school office.

**GUIDELINES FOR VISITORS TO MHS:** City ordinances and state statutes require that all visitors report to the main office immediately for a visitor's permit. ~~Visitor passes may not be issued to students who wish to bring a guest to school during the regular school day and administrative pre-approval is required. Unauthorized persons in the building will be asked to leave and may be reported to the police; failure to leave will result in trespassing charges being filed. Student visitor are not allowed. Exceptions will require administrative approval. An individual or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district. Unauthorized persons in the building will be asked to leave and may be reported to the police; failure to leave will result in trespassing charges being filed.~~

For additional information refer to School Board Policy 905 on the school district Web site or in the school office.

**DRUG-FREE/WEAPON-FREE SCHOOL:** The area around Moorhead High School is a drug and weapon-free zone. Anyone caught possessing or selling drugs or anyone caught possessing, using, or recklessly handling a dangerous weapon may be subject to increased penalties as defined by state law.

For additional information refer to School Board Policies 572 and 576 on the school district Web site or in the school office.

**TOBACCO:** Moorhead High has been designated a tobacco-free building. Tobacco in obvious possession -- in hand, in mouth, lit or unlit, or the exhaling of smoke is a violation. Tobacco use or possession, including smokeless tobacco, is not permitted by any student on school premises, at school activities, on school buses or on any field trips. The penalty for smoking shall be a one-day suspension from classes for the first offense and notification of law enforcement. A parent conference will take place upon reentering school. Any additional offense will cause three days out-of-school suspension and a parent conference.

For additional information refer to School Board Policy 573 on the school district Web site or in the school office.

**DRUG AND ALCOHOL ABUSE:** Any student who intentionally sells, gives, uses or is under the influence of chemicals in school, on school property or at school related activities (including buses) shall be subject to the following:

1. Suspension from school
2. Referred for a chemical evaluation
3. Reported to the appropriate law enforcement agencies for possible legal action
4. Parental conference upon readmission

~~Any student choosing to attend any school sponsored activity (dances, plays, athletic events, etc.) in possession of or under the influence of any illegal substance, will be prohibited from attending any school related activities, outside of the school day. The period of the suspension will be two calendar months. Students will also be cited accordingly by the Moorhead Police Department.~~

For additional information refer to School Board Policy 572 on the school district Web site or in the school office.

**STUDENT DRESS AND APPEARANCE:** It is the policy of the Moorhead Area Public Schools to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).



When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified. Head coverings and hats are not allowed to be worn in the building, except for medical or religious purposes, between the hours of 8:00 a.m. and 3:30 p.m. except with the approval of the building principal.

The state health department requires that students wear shirts and shoes when in the building.

For additional information refer to School Board Policy 577 on the school district Web site or in the school office.

**MOORHEAD AREA PUBLIC SCHOOL DISTRICT 152 POLICY  
AGAINST RELIGIOUS, RACIAL, SEXUAL ORIENTATION, NATIONAL  
ORIGIN, AND SEXUAL HARASSMENT AND VIOLENCE**

1. Everyone in ~~District 152~~ Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial, sexual orientation, national origin, or sexual harassment and violence of any kind.
2. A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sexual orientation, national origin, sex or gender:
  - a. name calling, joking or rumors;
  - b. pulling on clothing;
  - c. graffiti;
  - d. notes or cartoons;
  - e. unwelcome touching of a person or clothing;
  - f. offensive or graphic posters or book covers; or
  - g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.
3. You may also make a written report. It should be given to a teacher, counselor, the building administrator or the Human Rights Officer (Director of Human Resources).
4. Your right to privacy will be respected as much as possible.
5. The school district will investigate all reports of religious, racial, sexual orientation, national origin, or sexual harassment or violence and the school district will take all appropriate actions based on your report.
6. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.
7. This is summary of the school district policy against religious, racial, sexual orientation, national origin, and sexual harassment and violence. Complete policies are available in the Principal's Office and the Superintendent's Office and at the school district web site at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us).



For additional information refer to School Board Policy 570 on the school district Web site or in the school office.

**HAZING:** "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health, or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

#### Reporting Procedure

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- C. Teachers, administrators, coaches/advisors, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

For additional information refer to School Board Policy 571 on the school district Web site or in the school office.

**DISRUPTIVE BEHAVIOR:** Students who display disruptive behavior in a class may be removed from that class by a teacher or principal for up to five (5) days, placed in in-school suspension with the opportunity for parent-teacher conference provided. A second referral for disruptive behavior may result in permanent removal from the class after the opportunity for a conference with the student and parent(s)/guardian is provided. Students are expected to behave in an appropriate manner in the hallways between classes as well as before and after school.

Moorhead recognizes that the harm done by the presence and activities of gangs in the public schools exceeds the immediate consequences of activities such as violence and destruction of property. Gang activities create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive of the process of education and school activities. As a result, any dress, signals, or gestures identifying gang membership/affiliation are prohibited.

**BULLYING:** An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

For additional information refer to School Board Policy 578 on the school district Web site or in the school office.

**BUILDING HOURS:** Students should not be in the building before 7:55 a.m. and must leave before 4:00 p.m. unless arrangements have been made with a staff member or they are involved in school activities including use of the media center. Students who remain in the building outside of the designated building hours and cause disruptions will be referred to legal authorities.

**CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR:** Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop.

For additional information refer to School Board policy 721 on the school district Web site or in the school office.

**PROCESS FOR ADDRESSING CONCERNS:** When parents have

concerns, they are asked to first contact the school employee who is nearest to the situation causing concern. If they do not receive satisfaction from that person, they should then contact the building principal or program director for assistance. If the matter is still unresolved, they are advised to contact the superintendent of schools. The parent may be asked by the superintendent to state the concern in writing and summarize the action to date. ~~Should that fail, an appeal may be filed with the School Board.~~

**MANDATORY REPORTING OF CHILD ABUSE AND NEGLECT:** It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. It is the responsibility of Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings. In all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused, an immediate report is made to Clay County Social Services.

It shall be a violation of school district policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

For additional information refer to School Board Policy 534 on the school district Web site or in the school office.

**LOCKERS:** Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

Lockers have been assigned to each student. Students are expected to use the locker that is assigned to them and are not allowed to share lockers. Locks for lockers will be provided by the school. A deposit of \$10 will be collected from each student and will be returned upon the student's graduation or withdrawal from MHS when the lock is returned to the main office. If you lose your lock, you must pay an additional \$10 deposit to obtain a new one. Students are not allowed

to write on the inside or outside of any locker. The use of a school locker is a privilege. Students who fail to comply with school locker use guidelines may lose locker use privileges. Replacement cost for lockers is \$80 plus installation fee.

Lockers should always be locked when not in use. Do not give your combination to anyone else. Lockers should not be considered safe from theft. The school assumes no liability in the case of theft. Random locker checks will be conducted, and law enforcement K-9 units will randomly check lockers four to six times per year. We encourage students not to leave money or valuables in their lockers. Please leave valuables at home. In the rare instance that you must bring something of value to school, please leave it in the office so that it can be stored in the vault for the day and returned to you when school is dismissed.

For additional information refer to School Board Policy 574 on the school district Web site or in the school office.

**POWER SCHOOL:** PowerSchool allows parents and guardians to access their child's grades, attendance, and lunch account balance through their telephones or home computers. To access PowerSchool, parents and guardians need an authorization code, which is available in the school counseling office; you will be asked to show a picture ID before codes are given. Please contact the office for more information.

**NUISANCE DEVICES:** Because of the potential for disruption to the learning environment, students are not to bring items to school which may create a danger, create a disturbance or may interfere with the normal conduct of the school. These devices typically may include, but are not limited to: water guns, chains, beepers, electronic games, or laser lights. Radios, CD, and MP3 players are not to be used in classrooms without teacher approval.

**CELL PHONES:** Cell Phones are not to be seen or used in the school building between the hours of 8:15 and 3:30. First violation will result in a warning subsequent violations will result in confiscation of phone.

**COMPUTER USE/COPYRIGHT POLICIES:** Computers are provided for student use at several locations. Students are advised that "computer hacking," use of the computers to duplicate copyrighted materials or other inappropriate use may result in losing access to the machines and/or referral to authorities. Faculty and administrative computers are off limits to students.

For additional information refer to School Board Policies 730 and 731 on the school district Web site or in the school office.

**VANDALISM:** Students who destroy or vandalize school property will be required to pay for losses or damages. If you should happen to damage something by accident, please report it to a teacher or the office immediately.

**IMPROPER ACTIVATION OF FIRE ALARMS:** The improper activation of fire alarms is illegal. Any student who causes a false alarm will be suspended and referred to legal authorities. A second offense may result in expulsion.

**FIRE AND TORNADO DRILLS:** Emergency drills will be conducted throughout the school year.

**REGISTRATION:** ~~Students will have conferences with a counselor upon entering ninth grade at which time a four year plan will be discussed. This conference serves as a guide for registration each succeeding year.~~ Student registration typically takes place in February for grades 9-11. Four year plans are discussed during the 9th grade year and updated as needed during registration. The four year plan serves as a guide for registration and is flexible to allow for change. All students who request admission to Moorhead High School and have not attended a high school for the previous two weeks or longer will be encouraged to enroll in alternative education options for the remainder of the semester. These students will be eligible to enroll at the start of the next year or semester. Students who are expelled from another school district for violent actions will not be enrolled at Moorhead High School. Students who have failed a significant number of middle school/junior high courses may be required to take alternative/remedial course work as a condition of entering the high school.

**GRADUATION REQUIREMENTS:** ~~This year's seniors (graduating in 2006) must complete 24 credits. This year's juniors, sophomores and freshmen (graduating 2007, 2008 and 2009) must complete 26 credits.~~ Moorhead High School students must complete 26 credits. Along with completion of credits, students must also fulfill all the requirements of the Minnesota Academic Standards and district approved standards including passing Basic Skills Tests in writing, reading, and mathematics or Minnesota Comprehensive Assessments - Series II tests. Each student must complete a graduation application no later than the semester preceding graduation.

All students participating in the graduation exercises must have completed the required minimum number of credits and met graduation requirements.

For additional information refer to School Board Policy 640 on the school district Web site or in the school office.

**GRADUATION DEFICIENCIES:** Students who fail to meet graduation requirements at the end of four years of attendance will be permitted



to continue in school and carry a course load sufficient to permit them to meet graduation requirements the following year.

**FOREIGN EXCHANGE STUDENTS:** Moorhead High School welcomes foreign exchange students who are sponsored by accredited agencies. All foreign exchange students are classified as freshmen, sophomores or juniors. Foreign exchange students are not eligible for status as a senior and are not entitled to graduation from Moorhead High School.

**COUNSELING DEPARTMENT:** One of the first resource people you will meet at Moorhead High school is your counselor. Your counselor is available to assist you in many areas of your high school career including:

- planning and developing an academic program that best fits your needs,
- identifying career goals and interests, providing resources which will give current information about colleges and other post-secondary institutions, and,
- helping you make good decisions about concerns and conflicts in your personal life.

Moorhead High School is proud to have five licensed professional school counselors on staff to work with parents and students. MHS also has a licensed professional addiction counselor and several outreach workers to assist with student concerns which include chemical usage, attendance, and nontraditional high school programming.

9th grade counselor	Toni Bach	284-2313
10-12 A-G	Chad Mattson	284-2319
10-12 H-N	Jeff Robinson	284-2316
10-12 O-Z	Sarah Miller	284-2315
Student Assistance	Scott Matheson	284-2314

Your counselor is truly interested in helping you succeed at MHS. Make it a point to get to know your counselor and see him or her frequently. Students are free to talk to any counselor, not just their assigned one.

**MARKING SYSTEM:** Moorhead High School uses letter grades of A, A-, B+, B, B-, C+, C, C-, D, D+, D-, and F. An "I" will indicate an incomplete in a subject. Assignments must be completed for credit no later than two weeks from conclusion of a course or the incomplete will be changed to failure. Special cases should be cleared with your counselor or principal.

**PASS/FAIL OPTION:** Students taking five or more classes are eligible to request pass/fail in one or more classes but must be graded in a minimum of four classes. Check with your counselor for forms. ~~These must be signed and returned prior to the last day of the grading period. Pass/fail is available on a semester/quarter basis.~~ Deadlines for pass/fail option is 15 school days from the start of class. Once you have been graded, you cannot change to a pass/fail



option. Students who drop two grade levels below the average that they are capable of carrying could have this option removed the first or third quarter, and they would be graded by letter grade in the course for the rest of the semester. Students who fail a course and retake it at a later time will have their original failure replaced by the more recent grade.

**TESTING OUT OPTION:** A student may receive credit for a course on a pass/fail basis before, during or after taking that course by successfully demonstrating mastery of its content through a testing process. Testing out is offered two times per year (Oct. and Dec). The student must complete the application to test out one month before the assessment date. For more information, please see your counselor. For additional information or an application refer to School Board Policy 653.1 on the school district web site or in the school office.

**CLASS AUDIT:** Any student who wishes to audit a class for no credit should meet with the course instructor and the assistant principal for details.

**HONOR STUDENTS:** ~~In order to be considered for honor roll status, a student must meet the following standards:-~~

- ~~"A" honor roll: an average of 3.75 or better~~
  - ~~"B" honor roll: an average of 3.00 and less than 3.75~~
- ~~A = 4.00, A- = 3.75, B+ = 3.50, B = 3.00, B- = 2.75, C+ = 2.50, C = 2.00, C- = 1.75, D+ = 1.50, D = 1.00, D- = .75~~

**SENIOR HONOR STUDENTS:** Seniors with a G.P.A. of 3.70 or higher through the first semester will be named a Moorhead Honor Student.

**ACADEMIC LETTER:** The purposes of the academic letter are motivation, incentive and recognition for work well done. The Academic Letter Committee follows these guidelines/qualifications:

- Grade 9 - 3.80 cumulative G.P.A. through first semester
- Grade 10 - 3.70 cumulative G.P.A. through first semester
- Grade 11 - 3.65 cumulative G.P.A. through first semester
- Grade 12 - 3.60 cumulative G.P.A. through first semester

**REPORT CARDS:** Report cards are issued at the end of each nine-week grading period. They include a letter grade for each subject and a report on attendance and tardiness. If you feel there is an error on your report card, bring it to the registrar's office and report it to the secretary. The last report card of the year will be mailed to the student's home.

**HONOR CARDS:** Gold cards will be given to students who earn a 3.5 - 4.0 G.P.A.; Silver to students with 3.0 - 3.49; White to students who improve their G.P.A. by .2 over the previous semester. Cards will be reissued each semester. Students must present both an ID and their card for each use. Lost cards will not be replaced.

Discounts and premiums are for the cardholders use only. Abuse or misuse of the card will result in its forfeiture. Cards may also be forfeited at the discretion of the administration.

**UNSATISFACTORY WORK REPORTS:** Parents will be sent reports indicating unsatisfactory work in a subject near the midpoint of the course or any time students are not performing up to their capabilities. **Parents should contact the teacher who sent the report for a conference.** Teachers will send these reports while there is still time to improve the grade for that grading period.

**DROPPING A CLASS:** Once you are enrolled in a class, you may drop it only after consultation with a counselor. You will also need parental permission. In most instances, you cannot drop a class with fewer than 15 students enrolled. If you drop a class, you will report to an assigned designated area for that hour for the remainder of the semester. ~~Once a student has been graded with a letter grade, a withdrawing student will receive a failing grade and no credit.~~  
The deadline for dropping a class is 15 school days from the start of the class. Any class dropped after the deadline will result in a withdraw/fail which carries the same GPA weight as an "F".

**TRANSFERS OR WITHDRAWALS:** If you wish to transfer from Moorhead High, report to the counseling office for a withdrawal form. Complete the form and take it to all your teachers, the library, your counselor and the assistant principal for their signatures. After all signatures have been obtained, return the form to the registrar's office. All textbooks should be returned to teachers as you check out with each of them. Records will be sent to another school only after all obligations have been met.

For additional information refer to School Board Policy 517 on the school district Web site or in the school office.

**TRANSFER STUDENTS/GRADUATION:** Students who transfer in as a senior may graduate by meeting the previous school's requirements and, therefore, be awarded a diploma by that school. If students plan to participate in Moorhead High School's graduation ceremony, they must meet district requirements.

**MINNESOTA POST-SECONDARY ENROLLMENT OPTIONS ACT:** As enacted by the 1985 Minnesota Legislature, with approval and acceptance, juniors and seniors may enroll for courses at an approved institution of higher learning as part of the student's full-time high school enrollment and receive both college credit and credit toward high school graduation requirements. No charge will be made to the student for the costs of tuition, fees and required textbooks and materials. All books and materials must be returned. If interested, see your counselor.

**INDEPENDENT STUDY OPTIONS:** Students who are interested in taking a course as independent study should contact a counselor. Independent study courses involve a considerable amount of reading, writing, and individual study.

**HOMEBOUND INSTRUCTION:** Students who are absent for 10 consecutive days are eligible for homebound instruction. Authorization from a physician must be on file requesting the same. All requests for homebound instruction are to be directed to the health office and then to the Learner Support Services office (284-3715) and can be initiated before the time lines are in effect.

**MINNESOTA CHOICE PROGRAMS:** The open enrollment option is available for students to attend the Minnesota school of their choice. The deadline for an application for open enrollment is January 1 of the preceding year. See your counselor for more information.

For additional information see School Board Policy 511 on the school district Web site or in the school office.

**CURRICULUM REVIEW:** Parents have the right to review the curriculum and to determine which instruction will be provided by the parent.

For additional information refer to School Board Policies 620 and 620.2 on the school district Web site or in the school office.

**ACTIVITIES:** All students are eligible if they meet activity guidelines, but not all students will earn the privilege to participate in activities. Skill, tenacity, hard work and attitude are the primary factors in determining who will participate and represent our school. Moorhead High shall be represented by students who are good citizens, scholars and athletes willing to abide by prescribed rules and high standards. This privilege and honor carries with it responsibilities to the community, school faculty and student body they represent. To ensure that the standards and ideals of Moorhead High are upheld and requirements enforced uniformly, standards of conduct have been established. Advisors or coaches may enforce rules that are more strict than those established, but these are minimum rules that must be enforced:

1. Any student failing two or more classes, or having two or more incompletes, will be ineligible for a minimum of two weeks. Student eligibility will be monitored at the end of each nine week grading period. Students deemed ineligible will have to provide evidence that they have achieved passing status or have satisfied any incompletes to regain eligibility.
2. There shall be no conduct by students participating in activities, whether or not that activity is currently in season, that will bring discredit to the student, parents, activity, school or community. Penalties for rule violations will be administered at the discretion of school officials.

3. Moorhead School Board Policy and the Minnesota State High School League rules shall be enforced as the minimum standard of conduct for all participants in activities.
4. Students are expected to be in school on the day of a contest, play, concert or event as well as the following day. Violations may result in a forfeiture of practice on the succeeding day, loss of the right to appear in a public performance or meet and/or an unexcused absence.
5. Students must dress appropriately when representing the school. Neat, casual dress clothes are appropriate.
6. Awards and honors are presented in trust. Should the student violate that trust, the honor or award may be revoked. Fees are charged to participate in certain school activities and all athletic programs. However, the total fee for any student shall not exceed \$100 per year.

For additional information regarding activity eligibility, fees, travel, or lettering information refer to School Board Policies 541, 542, 543 and 545 on the school district Web site or in the school office.

**EXTRA CURRICULAR ACTIVITIES/ATHLETIC PROGRAMS:** For information on how to participate in these or other MHS activities check with your counselor, the advisor, or the activities office.

Groups include:

Carolers	Business Professionals of America
Debate	Mock Trial
Cho Kio (Yearbook)	Key Club
Apollo Strings	Knowledge Bowl
Math Competition	Student Council
Drama	Science Olympiad
Speech	Pep Band
Student Newspaper	Industrial Arts Competition

**Athletic Programs:** The following sports are available to students at Moorhead High School:

<u>Fall:</u>	Cross Country - girls and boys
	Football - boys
	Soccer - girls and boys
	Tennis - girls
	Swimming - girls
	Volleyball - girls
	Dance line - girls
	Cheerleading - girls and boys
<u>Winter:</u>	Basketball - boys and girls
	Swimming - boys
	Gymnastics - girls
	Wrestling - boys
	Hockey - boys and girls
	Dance line - girls
	Cheerleading - girls and boys

Spring:           Track - boys and girls  
                  Golf - boys and girls  
                  Tennis - boys  
                  Baseball - boys  
                  Softball - girls

#### SCHOOL SONG

Onward Moorhead, Onward Moorhead  
Fight right through that line!  
Onward Moorhead, Onward Moorhead  
Victory sure this time!  
Onward Moorhead, Onward Moorhead  
Fight on for your fame!  
So fight, Moorhead, fight-fight-fight  
To win this game.

**SCHOOL SPIRIT/SPORTSMANSHIP:** Moorhead Area Public Schools shares a vision with the Minnesota State High School League in seeking and maintaining high standards of sportsmanship in all sponsored programs. To be educationally sound, activities must provide a setting in all programs where important values such as dignity, equity, fairness and respect are fostered. Good sportsmanship enhances respect for opponents and officials through efforts at showing self-control and by showing genuine concern for others. It is the responsibility of students, coaches, faculty, cheerleaders, adult spectators, officials and the media to pursue these values.

Attending school sponsored events is a privilege, not a right. Inappropriate conduct at school sponsored events may result in the loss of this privilege.

Any student choosing to attend any school sponsored activity (dances, plays, athletic event, etc.) in possession of or under the influence of any illegal substance, will be prohibited from attending any school related activities, outside of the school day. The period of suspension is listed below. Students will also be cited accordingly by the Moorhead Police Department.

1st violation - The student will not be allowed to attend any school sponsored activity for six (6) weeks.

2nd violation - The student will not be allowed to attend any school sponsored activity for eight (8) weeks.

3rd violation - The student will not be allowed to attend any school sponsored activity for the remainder of the school year.

Note: weeks are counted as calendar weeks.

For additional information see School Board Policy 551 on the school district web site or in the school office.

**STUDENT INSURANCE:** The school district does not carry insurance on students. However, student insurance is available at a nominal cost on an individual basis. Contact the activities office for details.

**FUND RAISING:** All fund raising projects by any student group must be approved in advance by the advisor, principal, and Assistant Superintendent for Teaching and Learning.

**UNCOLLECTED FEES:** Fees assessed for damaged or lost books, school projects, damage to school property, or other expenses that have been accrued by students but remain unpaid after July 1 following the end of the school year will be referred to a collection agency.

**MUSICAL INSTRUMENT RENTAL FEES:** The Moorhead School Board authorizes a rental fee of ~~\$20~~ \$25 per instrument each semester for each child playing a school owned instrument. Students are also expected to sign an agreement listing their obligations for the maintenance of the instrument or repair of any damage beyond what may be expected from normal use.

The fee requirement may be waived if any of the following circumstances prevail:

1. If a family cannot afford to pay the fee (as determined by the building principal ~~by using the Application for Educational Benefits- (Free or Reduced Price School Meals) criteria.~~ Free or Reduce Price School Meals criteria.
2. In situations where students who provide their own musical instruments are asked to switch to a school-owned instrument to obtain a balance in instrumentation, no fee will be requested.
3. No student will be denied the right to participate in music because of any or all of the above.

For additional information and the rental agreement refer to School Board Policy 831 on the school district Web site or in the school office.

**PROTECTION AND PRIVACY OF PUPIL RECORDS:** The following information is considered public information and may be disclosed unless the school principal is notified that this information is considered private. \*\*State law requires that the names, addresses, and home telephone numbers of students in grades 11 and 12 be released to military recruiting officers unless a parent notifies the school in writing of their objection.

Name  
Date & place of birth  
Participation in activities



Height and weight of team members  
Dates of attendance  
Degree and awards  
Most recent and previous school

For additional information refer to School Board Policies 303 and 504 on the school district Web site or in the school office.

**RELEASE OF INFORMATION:** Students over the age of 18 who wish to restrict school correspondence to their parents must notify the office of the restriction and provide an address to send future correspondence.

**PATRIOTIC EXERCISES:** The School Board believes that one's respect of country is promoted by the ceremonies and observances held in the public schools and that the flag of the United States is a symbol of our American heritage and democratic ideals. In all classroom buildings K-12, the Pledge of Allegiance to the flag of the United States of America will be recited at least one or more times each week.

Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice.

For additional information refer to School Board Policy 633 on the school district Web site or in the school office.

**FIELD TRIPS:** All school policies apply to students on field trips 24 hours a day for the duration of the trip.

For additional information refer to School Board Policy 632 on the school district Web site or in the school office.

**PARENT TEACHER ADVISORY COUNCIL (PTAC):** The PTAC is composed of parents and staff members who wish to become more actively involved at Moorhead High School. Meetings are held once per month. All parents are welcome to become members and are encouraged to call the main office for more information.

**SURVEILLANCE EQUIPMENT:** Moorhead High School premises are under the protection of electronic surveillance equipment during all hours of the day and evening.

For additional information refer to School Board Policy 712 on the school district Web site or in the school office.

**TELEPHONES:** The four free telephones in the commons are for student use. Calls are limited to three minutes. **Students may not use the office telephones.**

**MESSAGES:** All emergency messages will be handled by an administrator.

**VENDING MACHINES:** Vending machines are located in select areas. Beverage containers, wrappers and other items of this nature should be properly disposed of in the wastebaskets in the Commons. Federal law prohibits vending machines from being turned on when school breakfast and lunch are served.

**BUILDING CLEANLINESS:** We ask that students be respectful and responsible by doing their part to keep the building clean. Help keep the building clean by depositing unwanted paper in wastebaskets or proper recycling bins.

Students are not allowed to bring food/beverages into classrooms(excluding water with teacher permission) unless it is appropriate for a class (e.g. Family Consumer Science). Breakfast and lunch food items must be eaten in the Commons/lunchroom.

Students do have the privilege of bringing food/beverages into the building. Along with this privilege comes the responsibility of properly discarding waste and cleaning any spill or mess you may make. If building cleanliness becomes an issue this privilege may be revoked. Students not properly disposing waste will face disciplinary measures.

**STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS AND SEARCHES:**

It is the policy of the Moorhead Area Public School District to allow the limited use and parking of motor vehicles by students in school district locations. It is the position of the school district that a fair and equitable districtwide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school district.

**Student Parking of Motor Vehicles in School District Locations**

Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving motor vehicles to Moorhead High School may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways or in other designated areas, (e.g. staff, visitors or busing lanes). Vehicles in violation of parking regulations or appearing to be abandoned will be towed at owner expense.

**Patrols, Inspections and Searches**

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the

search will uncover a violation of law and/or school policy or rule.

#### **Student Use of Motor Vehicles**

Students are permitted to use their vehicles during assigned lunch period for off-campus purposes, or for off-campus school programs during assigned times. Operating a motor vehicle on school property is a privilege not a right and necessitates safe driving in accordance with the law and conditions.

#### **Violations**

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include towing, suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

Students park at Moorhead High School at their own risk. Moorhead Area Public Schools is not responsible for any damage or theft that occurs to vehicles parked on school property.

Bus service is provided to all eligible students.

For additional information refer to School Board Policy 575 on the school district Web site or in the school office.

**COMMUNICATION ASSISTANCE:** If a parent or guardian is in need of accommodations to communicate with a child's school or to participate in a child's education, please contact Moorhead High at (218) 284-2300 to make a request. Examples of accommodations include: TDD at a child's school, large print or Braille materials, accessible meeting facilities, sign language interpreter or assistive listening device kit for all meetings, conferences, activities, etc.

**HEALTH CARE:** The health office is located in the Administrative office complex. A health tech is on duty from 8:00 a.m. to 4:00 p.m. A licensed school nurse staffs the health office on a part-time basis and is on call in case of emergencies.

Parents of students with special health conditions should notify the nurse at the beginning of the school year. Staff will be notified of special health conditions concerning their students.

The school does not provide aspirin or any other medication for students. If students need medication dispensed during school hours, parents must provide the health office with a physician's written order, written parental authorization and a properly labeled container with specific directions about how and when the medication is to be administered in school. Students may self-administer medication if the appropriate arrangements are made through the health office. Please contact the school nurse regarding any questions about medications in school.

Students who become ill in school should report to their teacher and obtain a pass to go to the health office. If it is necessary for a student to go home because of illness or injury, parents will be contacted to confirm those plans. Parents are asked to contact the main office with information regarding where they can be reached during the day and the name of a person who can be contacted when parents are unavailable in an emergency situation. Students should remain at home if they have a contagious illness or a temperature of 100 degrees or higher.

Minnesota law requires all students in grades 7-12 to have completed the primary series of immunizations including a total of two MMR (measles, mumps, rubella) vaccinations, at least three polio vaccinations, and a tetanus/diphtheria (TD) booster at or after age eleven. Students who have a medical or conscientious exemption from these requirements must have an exemption form on file in the health office.

Vision and hearing screening is done based on referrals from teacher, parents or students if a problem is suspected or as part of the assessment for special education services.

All school-related accidents (including extracurricular and out-of-town activities) should be reported to the nurse. Accident reports and emergency cards are kept on file in the nurse's office. A student who is absent from the classroom for an extended period of time (2-3 weeks) because of health problems should notify the counselor who will make arrangements for homebound tutoring.

Students who leave the school during the day due to illness must check out through the health office regardless of the circumstances. **Students who do not check out with the health office will be considered unexcused.**

For additional information regarding immunizations refer to School Board Policy 530. For additional information regarding medication refer to School Board Policy 532. These can be found on the school district Web site or in the school office.

**MEDIA CENTER:** The high school media center is easily accessible to the students and staff from 7:30 a.m. to 4:00 p.m.

At the high school we have a large and excellent collection of materials that serve both the academic and recreational needs and interests of our students. These include over 22,000 fiction and nonfiction books, 130 magazine subscriptions, several daily and weekly newspapers, general and specific reference materials, both in print and electronic format, microfiche and pamphlets on current topics and computer programs with instructional and application software, plus an excellent career and college program called GIS. CD-ROM software and access to remote databases such as the Internet are also available. Equipment, including a small computer lab, microfiche readers and printers, a photocopy machine and laser

disk players are also available for student use. A highly qualified staff is available to help students in both areas. Students are responsible for returning materials on time so that they are available for use by others. If something is lost or damaged, the original cost of the item will be charged. Overdue lists are posted on the bulletin board across from the office and in the library. Students with excessive overdue materials will lose their checkout privileges until their overdue materials are returned.

Students who are unable to abide by library policy and are disrupting other students or staff will be sent back to their class or study hall and will lose some or all of their library privileges. Food, radios, cards, games, etc. are not allowed in this facility. The deliberate abuse of any of the materials, programs or equipment located in the library/media center will be referred to a principal for disciplinary action.

**HANDBOOK ONLINE:** A current version of the Moorhead High School Student Handbook is available online at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us). The online version contains any changes to the handbook as well as links to related board policies.

**PESTICIDE USE:** Occasionally pesticides are used to control harmful insects. Students will be notified if pesticides are used in the building or on the grounds.

### School Calendar 2006-2007

August 29-31	K-12 Teacher Workshops
September 1	K-12 Teacher Workshops
September 4	Labor Day Holiday
September 5	K-12 Classes Begin
September 7	Back to School Night
October 6 & 7	Homecoming Parade, Game, Dance
October 12	Parent Teacher conferences (5-8:30)
October 16	Parent Teacher conferences (5-8:30)
October 17 & 18	No School
October 19 & 20	Education Minnesota - No School
November 8	End of First Quarter
November 22	No School
November 23 & 24	Thanksgiving Holiday
December 4	Parent Teacher conferences (5-8:30)
December 5	Parent Teacher conferences (5-8:30)
December 23	Winter Break Begins
January 3	Classes Resume
January 15	Teacher Workshops - No School
January 18	End of 1st Semester/2nd Quarter
January 19	Teacher Workshops - No School
January 23	Basic Skills Test (Writing)
February 6	Basic Skills Test (Math)
February 8	Basic Skills Test (Reading)
February 19	President's Day Holiday
February 26	Parent Teacher conferences (5-8:30)
February 27	Parent Teacher conferences (5-8:30)
March 1 & 2	No School
March 27	End of 3rd Quarter
April 5	No School (Snow Makeup #1)
April 6	No School
April 9	No School (Snow Makeup #2)
April 10	Grade 9 GRAD Test of Written Comp.
April 10-12	Basic Skills Tests (Seniors only)
April 30	Parent Teacher conferences (5-8:30)
May 1	Parent Teacher conferences (5-8:30)
May 1 & 3	MCA-II Science Test
May 28	Memorial Day Holiday - No School
May 31	Last Day for Students
June 1	Teacher Workshop - No School (Snow Makeup #3)
June 3	Graduation

#### STORM MAKEUP DAYS

April 5, April 9, June 1 & June 4, 5, 6, 7 & beyond



S-M 9-605  
17- July - 2006

**INDEPENDENT SCHOOL DISTRICT #152**

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

July 17, 2006

7:00 p.m.

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

**ATTENDANCE:**

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

**AGENDA**

1. **CALL TO ORDER**

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

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

- D. "We Are Proud"

\*\*\* **We Are Proud** of Aaron Wheeler, a member of the Moorhead High School boys golf team, for advancing to this year's 2006 State Golf Tournament. Head coach for the boys golf team is Eric Tollefson, and assistant coach is Jim MacFarlane.

## SCHOOL BOARD AGENDA - July 17, 2006

### PAGE 2

\*\*\* **We Are Proud** of Moorhead High School students Brad Rassier and Sean Richards for winning first place and \$71,000 in scholarships in the Minnesota finals of the Ford/AAA Student Auto Skills Challenge. Winning teams from each state's competition advanced to the nationals finals June 25-27 at Ford Headquarters in Dearborn, Michigan. The Moorhead team placed 35th in the national finals.

To reach the national finals, students first take a written test. The top 10 teams in each state compete at the state finals. At state, students diagnose and repair identically "bugged" vehicles. The winning team is the one that fixes the most problems with the fewest errors in the least amount of time. Darvin Miller coaches the Moorhead High team.

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

## 2. ORGANIZATION OF THE SCHOOL BOARD - Erickson

### A. MEETING DATE, TIME AND LOCATION

Suggested Resolution: Move to set the regular meetings of the school board for 7:00 p.m. in the Probstfield Center for Education Board Room 224 on the second and fourth Monday of each month with the following exceptions: December 11 (one meeting in December), March 29 (due to the Memorial Day holiday) and the annual organizational meeting Monday, July 16 (one meeting in July).

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

### B. SCHOOL BOARD COMPENSATION

Page 10

Suggested Resolution: Move to set the board member compensation rate at \$\_\_\_\_\_ per month.

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

**SCHOOL BOARD AGENDA - July 17, 2006**  
**PAGE 3**

C. COMMITTEE APPOINTMENTS  
Pages 11-16

Suggested Resolution: Move to approve the committee appointments for the 2006-2007 school year.

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 2006-2007 Minnesota State High School League Membership - Pages 17-18
- (2) Acceptance of Grant - Pages 19-27
- (3) Approval of Grant Application - Pages 28-114
- (4) Approval of Contract - Pages 115-116

B. BUSINESS SERVICE MATTERS - Weston

- (1) Approval of Resolution for Investment of Excess Funds for 2006-2007 - Pages 117-118
- (2) Approval of Authorized Staff to Initiate Financial Transactions for 2006-2007 - Pages 119-121
- (3) Approval of Official Depositories for 2006-2007 - Page 122
- (4) Approval of Resolution Authorizing Payment of Goods and Services for the 2006-2007 School Year - Pages 123-124
- (5) Approval of Resolution for Collection of NSF Checks and Leases for 2006-2007 - Pages 125-126
- (6) Approval of School Leaders Errors & Omissions Insurance Deductible - Page 127

**SCHOOL BOARD AGENDA - July 17, 2006**

**PAGE 4**

**C. HUMAN RESOURCE MATTERS - Nielsen**

- (1) Approval of Change in Contract - Page 128
- (2) Approval of Leave of Absence - Page 129
- (3) Approval of Resignation - Page 130
- (4) Approval of New Employees - Page 131
- (5) Approval of Contract Revision - Page 132

**D. SUPERINTENDENT MATTERS - Nybladh**

- (1) Approval of Official Newspaper - Page 133
- (2) Approval of Legal Services - Page 134
- (3) Approval of Minnesota School Boards Association Membership - Pages 135-138
- (4) Approval of Lakes Country Service Cooperative Service Agreement -  
Pages 139-143
- (5) Approval of National School Boards Association Membership - Pages 144-146
- (6) Approval of June 12 and 26, 2006 Regular Meeting Minutes and June 26, 2006  
Special Meeting Minutes - Pages 147-160
- (7) Approval of July Claims

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

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

Comments \_\_\_\_\_

**4. STRATEGIC PLANNING PROPOSAL: Nybladh**

Pages 161-163

Suggested Resolution: Move to approve the contract agreement with Bruce Miles, Big River Consulting Group, LLC, as presented.

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

Comments \_\_\_\_\_

**5. MOORHEAD HIGH SCHOOL SCHEDULE PROPOSAL: Kovash**

Pages 164-176

**SCHOOL BOARD AGENDA - July 17, 2006**  
**PAGE 5**

Suggested Resolution: Move to implement a schedule at Moorhead High School that would allow classes to start 40 minutes late on Wednesdays through the school year. This time would be focused on student learning.

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

6. **APPROVAL OF ELEMENTARY SCHOOL STUDENT HANDBOOK:** Kovash  
Pages 177-208

Suggested Resolution: Move to approve the 2006-2007 Moorhead Elementary School Parent and Student Handbook as presented.

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

7. **APPROVAL OF HORIZON MIDDLE SCHOOL STUDENT HANDBOOK:** Kovash  
Pages 209-234

Suggested Resolution: Move to approve the 2006-2007 Horizon Middle School Student Handbook as presented.

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

8. **STRUCTURAL BALANCE:** Weston  
Pages 235-239

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

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

9. **SECRETARIAL AND CLERICAL MASTER AGREEMENT:** Nielsen  
Page 240

**SCHOOL BOARD AGENDA - July 17, 2006**

**PAGE 6**

Suggested Resolution: Move to approve the 2006-2008 Secretarial and Clerical Master Agreement as presented with the total package cost as follows:

2006-2007	5.17%	\$ 58,323
2007-2008	<u>4.84%</u>	<u>\$ 58,499</u>
TOTAL	10.01%	\$115,822

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

Comments \_\_\_\_\_

10. **STRUCTURAL BALANCE:** Weston

Pages 241-245

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

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

Comments \_\_\_\_\_

11. **PARAPROFESSIONAL MASTER AGREEMENT:** Nielsen

Page 246

Suggested Resolution: Move to approve the 2006-2008 Paraprofessional Master Agreement as presented with the total package cost as follows:

2006-2007	5.16%	\$147,522
2007-2008	<u>4.85%</u>	<u>\$145,915</u>
TOTAL	10.01%	\$293,437

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

Comments \_\_\_\_\_

12. **STRUCTURAL BALANCE:** Weston

Pages 247-251

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



**SCHOOL BOARD AGENDA - July 17, 2006**

**PAGE 7**

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

13. **CUSTODIAN MASTER AGREEMENT**: Nielsen  
Page 252

Suggested Resolution: Move to approve the 2006-2008 Custodian Master Agreement as presented with the total package cost as follows:

2006-2007	5.19%	\$ 58,231
2007-2008	<u>4.79%</u>	<u>\$ 56,523</u>
TOTAL	9.98%	\$114,754

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

14. **STRUCTURAL BALANCE**: Weston  
Pages 253-257

Suggested Resolution: Move to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the Technical, COTA, Interpreter (T.C.I.) Employees Master Agreement.

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

15. **TECHNICAL, COTA, INTERPRETER (T.C.I.) MASTER AGREEMENT**: Nielsen  
Page 258

Suggested Resolution: Move to approve the 2006-2008 T.C.I. Master Agreement as presented with the total package cost as follows:

2006-2007	5.387%	\$30,404.09
2007-2008	<u>4.947%</u>	<u>\$29,424.66</u>
TOTAL	10.33%	\$59,828.75

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

**SCHOOL BOARD AGENDA - July 17, 2006**

**PAGE 8**

16. **CONFIDENTIAL SECRETARY MASTER AGREEMENT:** Nielsen

Page 259

Suggested Resolution: Move to approve the 2006-2008 Confidential Secretary Master Agreement as presented with the total package cost as follows:

2006-2007	5.43%	\$ 7,378
2007-2008	4.58%	<u>\$ 6,559</u>
TOTAL	10.01%	\$13,937

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

17. **COMMITTEE REPORTS**

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

19. **CLOSE PUBLIC MEETING:** Erickson

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

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

20. **OPEN PUBLIC MEETING:** Erickson

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

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

21. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - July 17, 2006****PAGE 9****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
EXCEL Summer School			
Elementary	June 20-July 20	8 am - 12 pm	EHS
Secondary - Grades 8-9	June 12-July 27		MHS
Secondary - Grades 10-12	June 13-July 27		RRALC
ESY Summer School	June 20-July 27	8 am-12 pm	EHS, HMS, MHS
Basic Skills Test Re-takes (Writing, Math & Reading)	July 18-20		
Early Childhood Screening	August 8, 9	Varies	PCE
School Board	August 14	7 pm	PCE
MHS Ninth Grade Orientation	August 15-17, 21		MHS
HMS New Student Registration	August 16-17		HMS
MSBA Summer Seminar	August 16-18		Minneapolis
HMS Orientation and Student Schedule Pick -up (by last name)	August 21-23		HMS
MHS New Student Registration	August 22-23		MHS
Chamber Education Outlook Forum/New Educ's Brkfst	August 23	7-8:30 am	Holiday Inn
RRALC Registration	August 23	12-5 pm	RRALC
School Board	August 28	7 pm	PCE
Professional Dev (a.m.)/Teacher Work Day (p.m.)	August 29		
Back to School Night (HMS)	August 29	4:30-7:30 pm	HMS
District Staff Breakfast and Assembly	August 30	8 am	MHS
K-12 Professional Development	August 30-31		
Back to School Night (Elem's)	August 31	6-7:30 pm	Elem Bldgs
K-12 Professional Development	September 1		
Labor Day/Holiday	September 4		
K-12 Classes Begin	September 5		
Back to School Night (MHS)	September 7	6:30-8 pm	MHS
School Board	September 11	7 pm	PCE
Prof Dev Before/After School	September 20, 27		
School Board	September 25	7 pm	PCE
Fall MAP Testing	September 25-29		



Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.07.001

TO: School Board

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

DATE: July 5, 2006

RE: School Board Compensation

The following are previous rates related to School Board compensation:

1996	\$450 monthly per board member
1997	\$450
1998	\$450
1999	\$550
2000	\$550
2001	\$550
2002	\$550
2003	\$550
2004	\$550
2005	\$550
2006	\$700

Suggested Resolution: Move to set the School Board member compensation rate at \$\_\_\_\_\_ per month.

LPN:mde



Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.07.002

TO: School Board

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

DATE: July 5, 2006

RE: 2006-2007 Committee Assignments

Attached is a copy of the 2005-2006 Committee Assignments. Please review this document prior to the Board meeting to expedite desired assignments for 2006-2007. School Board Chair, Lisa Erickson, has requested that you be prepared to express your interests and volunteer for service on the various committees.

Thank you.

LPN:mde  
Attachment

**COMMITTEES OF MOORHEAD PUBLIC SCHOOLS**  
(including community involvement areas)

(7/10/06)

**DISTRICT-WIDE STANDING COMMITTEES:** These committees are recognized by the School Board as having a defined purpose, are defined by law and/or Board policy, involve members of the community and school staff, meet on a regular basis during the school year, and include voting representatives of the School Board.

Responsibilities - review mission and formulate/affirm appropriate mission statement, record and communicate minutes of meetings, require regular membership rotation, develop an annual calendar submitted to the Superintendent for coordination of a district calendar, files a year-end report and/or makes a presentation to the School Board for the past year activities, district administrators or supervisors serve as ex-officio members.

<b><u>COMMITTEE NAME/PURPOSE</u></b>	<b><u>DEPT/NAME RESPONSIBLE</u></b>	<b><u>MEETING-DATE/TIME/LOCATION</u></b>	<b><u>2005-2006 BOARD LIAISON</u></b>
<u>Activities Council</u> - reviews and recommends extra- and co-curricular activity/academic policies and is knowledgeable of Minnesota High School League activities.	Teaching/Learning Hulbert	4th Tu/mo; 7 am; MHS	Siggerud/Fagerlie
<u>Community Education Advisory Council</u> - evaluates and recommends programs that meet the community's needs.	Teaching/Learning Winterfeldt-Shanks	3rd Tu/mo; 7 pm; Probstfield (excluding December)	Tomhave/Ladwig
<u>District Student Assistance Advisory</u> - reviews and recommends policies and activities related to student and staff prevention, postvention and crisis issues involving chemical use, violence, grieving, and other related issues.	Teaching/Learning Kovash	Every other 3rd Mo/mo; 3:30 pm; Probstfield; Four times a year: 9/19, 11/21, 1/30/06 and 3/20	Siggerud/Dulski
<u>Human Rights</u> - monitors textbook selection and works with human resources on the direction of multicultural, gender fair, and disability sensitive issues.	Human Resources Nybladh	1st Th/mo; 3:45 pm; Probstfield Four times a year: 10/6, 12/1, 2/2/06, and 5/4	Erickson/Siggerud
<u>Instruction &amp; Curriculum Advisory</u> - plans, evaluates and reports on district curriculum. (Two-year term)	Teaching/Learning Kovash	2nd Th/mo; 7 am; Probstfield 9/8, 10/13, 11/10, 12/8, 1/12/06, 2/9, 3/9, 4/20, and 5/11	Ladwig/Fagerlie
<u>Strategic Planning Committee (SPC)</u> - carries out strategic planning, evaluating and reporting of the District's Five Year Educational Plan.	Teaching/Learning Kovash	Four times a year; 3:45 pm; Probstfield	Ladwig/Siggerud
<u>Policy Review</u> - reviews current policies and makes recommendation of new policies.	Superintendent Nybladh	3rd Mo/mo.; 7 pm; Probstfield 9/19, 11/21, 1/16/06, 3/20, and 5/15	Erickson/Thompson



**ADMINISTRATIVE COMMITTEES:** These are committees recognized by the School Board as serving in an advisory capacity to the Board and administration, serves a specific area, program or segment of the district, involve members of the staff and others as needed, may meet for a specific purpose until it is completed, may or may not include an appointed board member, designee or liaison, and completes a written report.

**Responsibilities** - are to review the purpose/task for establishment of the committee, record and communicate minutes to appropriate people, and file a written report of activities when task completed.

<u>COMMITTEE NAME/PURPOSE</u>	<u>DEPT/NAME RESPONSIBLE</u>	<u>MEETING-DATE/TIME/LOCATION</u>	<u>2005-2006 BOARD LIAISON</u>
<u>Calendar</u> - develops and recommends fiscal-year district calendar.	Superintendent Nybladh	January - March as needed.	Not Required
<u>Continuing Education</u> - administers the process for certificate renewal of licensed staff.	Human Resources Nielsen	1st Tu/mo; 6:45 am and 3:30 pm Village Inn and Probstfield (Alternate) (Oct-May)	Fagerlie
<u>Early Childhood Advisory Council</u> - advises and provides support in the operation of the Early Childhood Family Education and Kindergarten Readiness Programs.	Teaching/Learning Bushaw	2nd Th/mo; 7 pm; Probstfield	Dulski
<u>Health/Safety/Wellness Committee</u> - identifies and addresses safety issues related to students, staff and visitors.	System Support/Human Res Bacon/Nielsen	3rd Th/mo; 9:30 am; Probstfield	Ladwig/Thompson
* <u>Indian Education/JOM Parent Committee</u> - reviews grants obtained, provides input on how monies are disbursed, yearly financial report, and HSC report.	Teaching/Learning King/Norquay	1st Wed/mo; 5 pm; Probstfield	Fagerlie
<u>Legislative Committee</u> - develops recommendations for district's legislative program.	Superintendent Nybladh	Year around, as needed	Erickson/ Thompson
<u>MN State High School League</u> - supervision and regulation of League sponsored athletic and fine arts activities.	Teaching/Learning Kovash		Siggerud
<u>Negotiations</u> - serves as liaison to other Board members during the negotiation process.	Superintendent Nybladh	Year around, as needed Probstfield	Thompson/ Erickson Ladwig, Alt
<u>Sabbatical Leave</u> - receives, reviews and recommends sabbatical leaves for certified staff.	Human Resources Nielsen	February - April as needed. Probstfield	Dulski

\* = Does not serve in an advisory capacity to the school board.

<u>COMMITTEE NAME/PURPOSE</u>	<u>DEPT/NAME RESPONSIBLE</u>	<u>MEETING-DATE/TIME/LOCATION</u>	<u>2005-2006 BOARD LIAISON</u>
<u>Staff Development</u> - promotes professional and personal growth opportunities for all staff of ISD #152.	Teaching/Learning Kovash	Every other 3rd Mo/mo; 3:30 pm; Probstfield; Four times a year:	Thompson/ Siggerud
<u>Superintendent's Advisory Council (SAC)</u> - provides opportunity for building PTACs to communicate and share ideas between themselves and with the superintendent.	Superintendent Nybladh	3rd Th/mo; 7 pm; Probstfield; 9/15, 11/17, 1/19/06, 3/16, and 5/18	Members Rotate
<u>Technology</u> - assists in developing the long-range goals of implementing new technologies and maintaining current technologies throughout the district.	Teaching/Learning Markert	4th Tu/mo; 3:45 pm; Probstfield	Thompson
<u>Title I Parent Advisory</u> - assists in reviewing Title I and other federal programs.	Teaching/Learning King	Year around, as needed	Dulski

COMMITTEE COMMITTEES. These are committees that are not under the full jurisdiction of the school district and/or are shared with other entities and organizations. Representatives are appointed by the Board, administration or both as appropriate.

Responsibilities - serve as representative of the school district either in voting or non-voting capacity, share and communicate committee information to the appropriate people.

<u>COMMITTEE NAME/PURPOSE</u>	<u>DEPT/NAME RESPONSIBLE</u>	<u>MEETING-DATE/TIME/LOCATION</u>	<u>2005-2006 BOARD LIAISON</u>
<u>Clay County Joint Powers Collaborative Governance Board</u> - works in partnership with families and communities to enhance opportunities to improve child health and development, reduce barriers to adequate school performance, improve family functioning, enhance self esteem, and develop general employment skills.	Clay County Dawn Tommerdahl	Annually - October 4, 2006; 3:30 pm; Location to be determined	Erickson Alt. Ladwig
<u>Interagency Early Intervention</u> - (IEIC) oversees the interagency provision of services to children identified with disabilities age birth to kindergarten entry.	Jennifer Butze	3rd Wed/mo; 12 pm; Family Service Center	Ladwig
<u>Clay County Joint Powers</u> - shares resources for special projects and cooperatively make recommendations to local boards and councils.	(Rotates between school districts & cities of of Mhd & Dilworth, Clay County & Mhd Township)	1st Th/mo; 7 am; Moorhead Area Public Schools, PCE	Tomhave/ Thompson

**BUILDING INFORMATION:** The following is Parent/Teacher Advisory Council meeting and Adopt-a-School representative information.

<b><u>SCHOOL BUILDING</u></b>	<b><u>PTAC PRESIDENT/PHONE #</u></b>	<b><u>MEETING-DATE/TIME/LOCATION</u></b>	<b><u>2005-2006 BOARD LIAISON</u></b>
Ellen Hopkins School	Dana Haagenon, 233-0199 ldhaagens@cableone.net  Kari Klingsporn-Hitterdal, 233-6186 Khitterdal@cs.com	2nd Tuesday/mo; 7 pm; Media Center	Tomhave
Robert Asp School	Diane Brendemuhl, 236-5501 or 790-2135	1st Monday/mo; 6:30 pm; Media Center	Dulski
S.G. Reinertsen School	Jan Haiby, 236-8951	1st Monday/mo; 7 pm; Library	Ladwig
Horizon Middle School	Colleen Odney, 233-8668	1st Thursday/mo; 7 pm; Media Centre	Thompson
Moorhead High School	Yvonne Holm-Pederson, 233-5282	1st Monday/mo; 7 pm; Conf Rm (2nd Monday in Sept. and Jan.)	Fagerlie
Red River Area Learning Center	TBD	TBD	Siggerud



Department of Teaching and Learning  
**Moorhead Area Public Schools**

Memo TL.07.003

TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
DATE: July 7, 2006  
RE: Minnesota State High School League Membership

Attached please find the 2006-2007 Resolution for Membership in the Minnesota State High School League. The Resolution of Membership affirms:

- (1) that the board of education for our school delegates the control, supervision and regulation of League-sponsored athletic and fine arts activities to the Minnesota State High School League
- (2) that our school board adopts the Constitution, Bylaws and Rules and Regulations of the League
- (3) that the administration for and the responsibility for supervising the activities are assigned to our official school representative.

**SUGGESTED RESOLUTION:** Move to approve the resolution of membership into the Minnesota State High School League for 2006-2007.

LAK/kmr  
Attachment

Minnesota State High School League  
2100 Freeway Boulevard  
Brooklyn Center, MN 55430-1735  
763-560-2262 Fax: 763.569.0499 www.mshsl.org

**2006-2007 RESOLUTION FOR MEMBERSHIP  
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

**RESOLVED**, that the Governing Board of School District Number 152, County of Clay, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

**FURTHER RESOLVED**, that the high school(s) listed below (name all high schools in the district):

Moorhead High School \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

is/are authorized by this, the Governing Board of said school district or school to:

1. \_\_\_\_\_ Make new application for membership in the Minnesota State High School League;  
School Enrollment (10-12): \_\_\_\_\_

OR;

X Renew its membership in the Minnesota State High School League; and,

2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

**FURTHER RESOLVED**, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representative identified by the Governing Board.

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: \_\_\_\_\_  
Clerk/Secretary - Local Governing Board

Signed: \_\_\_\_\_  
Superintendent or Head of School

Date: 7-17-2006

Date: 7-27-2006

District Office Address, City, Zip: 2410 14th St South Moorhead, MN 56560

School Superintendent's Phone: 218-284-3331

School Superintendent's Email: \_\_\_\_\_

**RETURN ONE COPY TO THE MSHSL NOT LATER THAN SEPTEMBER 1, 2006**  
Retain one copy for the school files.

If the form is not received by the above date, a \$100 late fee will be assessed. No school is eligible to compete in post-season tournaments unless the Resolution for Membership is on file in the League office.





Department of Teaching and Learning  
**Moorhead Area Public Schools**

Memo TL.07.009

TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
DATE: July 10, 2006  
RE: Capacity Building Grant – New funding

The Minnesota Department of Education has awarded Moorhead School District funding in the amount of \$20,000. This is an initial grant and it may be renewed up to five years, dependent upon funding. The purpose of this grant is to build the capacity of teachers through professional development to improve student achievement in grades 9-12 in the area of mathematics and reading.

The grant has a proposed starting date of August 1, 2006 with an ending date of August 31, 2007.

The activities of the grant will include professional development in three areas:

1. best practice in instruction to include differentiation
2. assessment connected to instruction
3. effective co-teaching strategies between special education teachers and core content teachers

The work will be facilitated by part time instructional coaches at the secondary level.

**SUGGESTED RESOLUTION:** Move to accept the grant from the Minnesota Department of Education in the amount of \$20,000.

LAK/kmr  
Attachment

## GRANT CONTRACT/GRANT AGREEMENT ("Agreement")

Fiscal Year: 2007	CFDA #: 84.323A	UFARS #: 01S499	Vendor Number: 009152000 - 00			
Total Amount of Grant: \$20,000		Amount of Grant First Fiscal Year: \$15,000 If more than one cost code, amount from each cost code, each fiscal year:				
Object Code: 5000		Activity: NF00				
Account Dist # 1	Fund: 300	Agency: E37	Orgn: 2467	Appr: 301	Rept Category:	Amount: \$20,000
Account Dist # 2	Fund:	Agency: E37	Orgn:	Appr:	Rept Category:	Amount:
Account Dist # 3	Fund:	Agency: E37	Orgn:	Appr:	Rept Category:	Amount:

Requisition	Date: 062606	Number: 7301	Entered by: hph
Purchase Order	Date:	Number:	Signature:

Individual signing certifies funds have been encumbered as required by Minn. Stat. § § 16A.15 and 16C.05

THIS AGREEMENT, which shall be interpreted pursuant to the laws of the State of Minnesota, between the State of Minnesota (STATE) acting through its Minnesota Department of Education (DEPARTMENT), and Moorhead Public Schools #152  
2410 14th Avenue South  
Moorhead, MN. 56560

MN Tax ID. No. \_\_\_\_\_ Federal Employer ID. No. \_\_\_\_\_ (GRANTEE), witnesseth that:

WHEREAS, the DEPARTMENT is authorized to make a grant for the purpose of:

To build the capacity of the personnel within this district to improve student achievement in grades 9-12 in the area of math and reading.

WHEREAS, GRANTEE prepared and submitted according to pertinent guidelines a proposal or a workplan for a grant for the above desired project; AND

WHEREAS, GRANTEE represents that it is duly qualified, willing, and prepared to undertake and complete the project or work plan which is attached hereto as ATTACHMENT A (hereinafter "PROJECT");

WHEREAS, the DEPARTMENT and the GRANTEE desire to formally agree upon the performance of the PROJECT described herein;

NOW, THEREFORE, IT IS AGREED by and between the parties as follows:

- I. **TERMS OF PERFORMANCE.** The objectives, scope, and methods of the PROJECT are stated in ATTACHMENT A the terms of which are incorporated herein.
- II. **CONSIDERATION AND TERMS OF PAYMENT.**
  - A. In consideration of all services performed and goods or materials supplied by the GRANTEE pursuant to the Agreement, the STATE shall pay for all allowable costs incurred by the GRANTEE under the terms of this agreement, not to exceed Twenty Thousand dollars and no cents (\$20,000).
  - B. Matching Requirements: (If applicable). GRANTEE certifies that the following matching requirement for the Grant will be met by GRANTEE (fill in match amount or if none, enter none):

1. The GRANTEE agrees to provide the cash match of \$None, which is required to be at least 0% of the Total Project Cost.
  2. The GRANTEE will expend grant funds and required match allocated for this Project according to ATTACHMENT A. Grant funds will be spent in accordance with the Budget included in Attachment A. See Paragraph III below for limitations on the use of grant funds.
- C. Reimbursement for travel and subsistence expenses actually and necessarily incurred by GRANTEE in performance of this Agreement will be paid provided that the GRANTEE shall be reimbursed for travel and subsistence expenses in the same manner and in no greater amount than in the current "Commissioner's Plan" promulgated by the Commissioner of Employee Relations and GRANTEE will only be reimbursed for travel and subsistence outside the State of Minnesota if it has received prior written approval for such out of state travel from the STATE.
- D. The STATE shall make payment as stated in ATTACHMENT B, which is incorporated by reference herein.

**III. LIMITATION ON USE OF FUNDS.** The use of these grant monies shall be limited to that portion of ATTACHMENT A funded under Clause I of this Agreement, and by any applicable state or federal laws. Grant funds may not be used for gifts or novelty items (unless individually and specifically approved by the DEPARTMENT) or for payments to vendors displaying exhibits. Grant funds may not be used to pay for or support other projects not identified in this grant contract. Grant funds may not be used for the benefit of state employees. This includes, but is not limited to, reimbursement for any expenditures, including travel expenses; costs of registration fees for training sessions or educational courses presented or arranged by GRANTEE; payments to state employees for presentations at workshops, seminars, etc. whether on state time, vacation time, leave of absence, or any other non-work time.

**IV. AGREEMENT PERIOD.** This Agreement shall be effective on August 1, 2006, or upon the date that the final required signature is obtained by the STATE pursuant to Minnesota Statutes section. 16C.05, subd. 2 whichever occurs later, and shall remain in effect until August 31, 2007, or until all obligations set forth in this Agreement have been satisfactorily fulfilled, whichever occurs first. The GRANTEE understands that no work should begin under this Agreement until ALL required signatures have been obtained and GRANTEE is notified to begin work by the State's Authorized Representative.

**V. AUTHORIZED REPRESENTATIVES:**

**STATE'S AUTHORIZED REPRESENTATIVE.** The STATE'S authorized representative for the purposes of administration of this Agreement is Marty Smith, Continuous Improvement Specialist, or his/her successor, and has the responsibility to monitor GRANTEE's performance and the authority to accept the services provided under this Agreement. If the services are satisfactory, the State's Authorized Representative will certify acceptance on each payment request submitted for payment.

**GRANTEE'S AUTHORIZED REPRESENTATIVE:** The GRANTEE'S authorized representative is Jill Skarvold, Special Education Director. If the Grantee's Authorized Representative changes at any time during this Agreement, the GRANTEE must immediately notify the STATE.

**VI. REPORTS.**

- A. The GRANTEE, in the conduct of activities under this Agreement, shall submit such reports as may be required by written instructions of the DEPARTMENT within the times required by it. The DEPARTMENT shall withhold funding if reporting requirements are not met in a complete, accurate and timely manner.
- B. The GRANTEE shall present reports to the DEPARTMENT Commissioner (COMMISSIONER) or representative named in provision V. At the COMMISSIONER'S discretion, the reports may be presented at Departmental, legislative, other state agency, or public meetings where the GRANTEE shall be available to explain the PROJECT and to respond to questions.

**VII. FINANCIAL AND ADMINISTRATIVE PROVISIONS.**

- A. **ALLOWABILITY OF COSTS.** For federal funds, allowability of costs incurred under this Agreement shall be determined in accordance with the procedures and principles given in the federal publications "Office of Management and Budget" (OMB). For all funds, no claim for materials purchased in excess of budget categories or program services not specifically provided for in this Agreement by the GRANTEE will be allowed by the STATE unless approved in writing by the STATE. Such approval shall be considered to be a modification of the Agreement. There may be additional limitations on allowable costs. See "Other Provisions" in paragraph XX below.

- B. RECORDS. The GRANTEE shall maintain books, records, documents, and other evidence pertaining to the costs and expenses of implementing this Agreement to the extent and in such detail as will accurately reflect all gross costs, direct and indirect, of labor materials, equipment, supplies, services, and other costs and expenses of whatever nature. The GRANTEE shall use generally accepted accounting principles. The GRANTEE shall preserve all financial and cost reports, books of account and supporting documents, and other data evidencing costs allowable and revenues and other applicable credits under this Agreement which are in the possession of the GRANTEE and relate to this Agreement, for the period specified by Minnesota Statutes section 16C.05, subd. 5 and the respective federal requirements where applicable.

All pertinent records and books of accounts related to this Agreement shall be preserved by the GRANTEE for a period of six years subject to the following criteria:

1. The six-year retention period shall commence from the date of submission of the final expenditure report;
2. If any litigation, claim or audit is started before the expiration of the six-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved.

The GRANTEE agrees to cooperate in any examination and audit under the provisions of this paragraph.

- C. EXAMINATION AND AUDIT OF ACCOUNTS AND RECORDS. The DEPARTMENT or its representative or the federal administering department (when applicable) shall have the right to examine books, records, documents, and other evidence and accounting procedures and practices, sufficient to reflect properly all direct and indirect costs and the method of implementing the Agreement. The GRANTEE shall make available at the office of the GRANTEE at all reasonable times before and during the period of record retention, proper facilities for such examination and audit.

- D. STATE AND FEDERAL AUDITS. The books, records, documents, and accounting procedures and practices of the GRANTEE relevant to this Agreement shall be subject to examination by the State or federal auditors, as authorized by law. Minnesota Statutes section 16C.05 subd. 5 requires the State audit clause be in effect for a minimum of six years, (see Paragraph VII, Clause B.) Federal audits shall be governed by requirements of federal regulations.

1. If the GRANTEE (in federal OMB Circular language known as "subrecipient") receives federal assistance from the State of Minnesota, it will comply with the Single Audit Act of 1984 as amended and OMB circular A-133, "Audits of States, Local Governments and Non-Profit Organizations" for audits of fiscal years beginning after June 30, 1996; or
2. The Grantee will provide copies of the single audit reporting package (as defined in A-133 section 320(c), financial statement audits, management letters and corrective action plans to the STATE, the Office of the State Auditor, Single Audit Division, or Federal Audit Clearinghouse in accordance with OMB A-133.

VIII. EQUIPMENT. All equipment purchased under this Agreement shall be returned to the State by the GRANTEE upon termination of the Agreement at the discretion of the State.

IX. CANCELLATION.

- A. This Agreement may be cancelled by the STATE or GRANTEE at any time, with or without cause, upon thirty (30) days' written notice to the other party. In the event of such a cancellation, GRANTEE shall be entitled to payment, determined on a pro rata basis, for work or services performed to the STATE's satisfaction. It is expressly understood and agreed that in the event the reimbursement to the State from Federal sources or appropriations by the Minnesota Legislature are not obtained and continued at an aggregate level sufficient to allow for the GRANTEE'S program to continue operating, the grant shall immediately be terminated upon written notice by the STATE to the GRANTEE. In the event of such termination, GRANTEE shall be entitled to payment determined on a pro rata basis, for services performed and liabilities already accrued prior to such termination.
- B. The STATE may cancel this Agreement immediately if the STATE finds that there has been a failure to comply with the provisions of this Agreement, that reasonable progress has not been made or that the purposes for which the funds were granted have not been or will not be fulfilled. The STATE may take action to protect the interests of the State of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.

X. AMENDMENTS. Any amendments to the Agreement shall be in writing, and shall be executed by the same parties who executed the original agreement, or their successors in office.



**XI. ASSIGNMENTS.** The GRANTEE shall not transfer or assign to any party or parties any right(s), obligation(s) or claim(s) under this Agreement without the prior written consent of the DEPARTMENT. It is understood, however, that GRANTEE remains solely responsible to the STATE for providing the products and services described.

**XII. LIABILITY.** GRANTEE agrees to indemnify and save and hold the STATE, its agents and employees harmless from any and all claims or causes of action, including all attorneys' fees incurred by the STATE arising from the performance of the agreement by GRANTEE OR GRANTEE'S agents or employees. This clause shall not be construed to bar any legal remedies GRANTEE may have for the STATE'S failure to fulfill its obligations pursuant to this Agreement.

**XIII. OWNERSHIP OF MATERIALS AND INTELLECTUAL PROPERTY RIGHTS.**

**A. Intellectual Property Rights:**

The STATE shall own all rights, title and interest in all of the intellectual property rights, including copyrights, patents, trade secrets, trademarks, and service marks in the Works and Documents *created and paid for under this Agreement*. Works means all inventions, improvements, discoveries (whether or not patentable) databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes and disks conceived, reduced to practice, created or originated by the GRANTEE, its employees, agents, and subcontractors, either individually or jointly with others in the performance of this Agreement. Works includes "Documents". Documents are the originals of any databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes, disks, or other materials, whether in tangible or electronic forms, prepared by the GRANTEE, its employees, agents, or subcontractors in the performance of this Agreement. The Documents will be the exclusive property of the STATE and all such Documents must be immediately returned to the STATE by the GRANTEE upon completion or cancellation of this Agreement. To the extent possible, those Works eligible for copyright protection under the United States Copyright Act will be deemed to be "works for hire". The GRANTEE assigns all right, title, and interest it may have in the Works and the Documents to the STATE. The GRANTEE must, at the request of the STATE, execute all papers and perform all other acts necessary to transfer or record the STATE's ownership interest in the Works and Documents.

**B. Obligations**

1. Notification: Whenever any invention, improvement, or discovery (whether or not patentable) is made or conceived for the first time or actually or constructively reduced to practice by the GRANTEE, including its employees and subcontractors, in the performance of this Agreement, the GRANTEE will immediately give the State's Authorized Representative written notice thereof, and must promptly furnish the Authorized Representative with complete information and/or disclosure thereon.
2. Representation: The GRANTEE must perform all acts, and take all steps necessary to ensure that all intellectual property rights in the Works and Documents are the sole property of the STATE, and that neither the GRANTEE nor its employees, agents, or subcontractors retain any interest in and to the Works and Documents. The GRANTEE represents and warrants that the Works and Documents do not and will not infringe upon any intellectual property of other persons or entities. Notwithstanding Clause XII, the GRANTEE will indemnify; defend, to the extent permitted by the Attorney General; and hold harmless the STATE, at the GRANTEE's expense, from any action or claim brought against the STATE to the extent that it is based on a claim that all or part of the Works or Documents infringe upon the intellectual property rights of others. The GRANTEE will be responsible for payment of any and all such claims, demands, obligations, liabilities, costs, and damages, including but not limited to, attorney fees. If such a claim or action arises, or in the GRANTEE's or the STATE's opinion is likely to arise, the GRANTEE, must at the STATE's discretion, either procure for the STATE the right or license to use the intellectual property rights at issue or replace or modify the allegedly infringing Works or Documents as necessary and appropriate to obviate the infringement claim. This remedy of the STATE will be in addition and not exclusive of other remedies provided by law.

**XIV. PUBLICITY.** Any publicity given to the program, publications, or services provided resulting from this Agreement, including, but not limited to notices, informational pamphlets, press releases, research, reports, signs and similar public notices prepared for the GRANTEE or its employees individually or jointly with others or any subgrantees, shall identify the STATE as the sponsoring agency. The publicity described may only be released with the prior approval of the State's Authorized Representative, or as described in Attachment A.

**XV. GOVERNMENT DATA PRACTICES.** The GRANTEE and the STATE must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by the STATE under this Agreement, and as it applies to all data created collected, received stored, used, maintained or disseminated by the GRANTEE under this Agreement. The civil remedies of Minnesota Statutes section 13.08 apply to the release of the data referred to in this paragraph by either the GRANTEE or the STATE.

If the GRANTEE receives a request to release the data referred to in this paragraph, the GRANTEE must immediately notify the STATE. The STATE will give the GRANTEE instructions concerning the release of the data to the requesting party before the data is released.

- XVI. WORKERS' COMPENSATION:** GRANTEE certifies that it is in compliance with Minn. Stat. § 176.181, subd. 2, pertaining to workers' compensation insurance coverage. The GRANTEE's employees and agents will not be considered State employees. Any claims that may arise under the Minnesota Workers' Compensation Act on behalf of these employees and any claims made by any third party as a consequence of any act or omission on the part of these employees are in no way the State's obligation or responsibility.
- XVII. ANTITRUST:** GRANTEE hereby assigns to the State of Minnesota any and all claims for overcharges as to goods and/or services provided in connection with this Agreement resulting from antitrust violations which arise under the antitrust laws of the United States and the antitrust laws of the State of Minnesota.
- XVIII. GOVERNING LAW, JURISDICTION AND VENUE.** Minnesota law, without regard to its choice-of-law, provisions, governs this Agreement. Venue for all legal proceedings arising out of this Agreement, or its breach, must be in the appropriate state or federal court with competent jurisdiction in Ramsey County, Minnesota.
- XIX. ASSURANCES.**

- A. The GRANTEE shall comply with all applicable federal, state and local laws, ordinances, rules and regulations in the performance of this project.
- B. For Agreements involving grants of federal funds, the following also apply:
1. If this Agreement involves an award of \$25,000.00 or more, GRANTEE certifies that it has complied with the provisions of the Drug Free Workplace Act of 1988, P.L. 100-690.
  2. If applicable, GRANTEE agrees that it shall provide the certification required by 34 C.F.R. Part 85.
- C. Requirements of Appendix A of this Agreement.

- XX. OTHER PROVISIONS.** Other provisions to this Agreement, if any, are:  
Any publications announcing grant activities and/or reports produced using these grant funds must contain a statement identifying the MN. Department of Education as the sponsoring agency and must also identify the source of funds.

Funding for these grant activities are made possible with a grant from MDE. The source of the funds are from federal award, Special Education - State Program Improvement for Children with Disabilities, CFDA 84.323A.

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

**APPROVED:**

**GRANTEE:**  
GRANTEE certifies that the appropriate person(s) have executed the Grant Contract on behalf of the GRANTEE as required by applicable articles, by-laws, resolutions, or ordinances. (If a corporation, two corporate officers must execute.)

**MINNESOTA DEPARTMENT OF EDUCATION**

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: Superintendent

Title: \_\_\_\_\_

Date: July 17, 2006

Date: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



## CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

### 1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

### 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### 3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

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Check ☐ if there are workplaces on file that are not identified here.

#### DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

## GRANT CONTRACT BUDGET

DIVISION NAME: Special Education Policy		ED-061638-12	
GRANTEE/FISCAL AGENT NAME Moorhead Public Schools #152		4/05	
PROJECT NAME: LEA Capacity Building			
OBJECT CODE	BUDGET COST CATEGORIES AND DESCRIPTION	MDE AMOUNT OF FUNDS	Revenue Income If Applicable
100	SALARIES AND WAGES		
	Salary for instructional coaching at secondary level	\$10,000	
200	FRINGE BENEFITS		
300	PURCHASED SERVICES		
	CONSULTANT SERVICES		
	COMMUNICATIONS SERVICES (PHONE, INTERNET, ETC.)		
	PRINTING & DUPLICATING		
	POSTAGE AND PARCEL SERVICES		
	COMPUTER AND SYSTEM SERVICES		
	STAFF DEVELOPMENT	\$2,500	
	Training fees for grant staff to attend Data Conference NWEA (this includes instate travel and lodging)		
	STAFF TRAVEL - INSTATE		
	STAFF TRAVEL- OUT OF STATE - National RTI Conference		
	WORKSHOP & CONFERENCES ( PARTICIPANTS MEALS, LODGING & TRAVEL AND MEETING ROOMS & AV EQUIPMENT RENTAL)-	\$ 2,500.00	
	OPERATING LEASES OR RENTALS		
	PURCHASE SERVICES - OTHER - Explain in narrative		
396&397	Payments to Schools for use of their SE Licensed Staff (if from another district and working on grant project)		
400	SUPPLIES AND MATERIALS		
	SUPPLIES AND MATERIALS - NON INSTRUCTIONAL		
	SUPPLIES AND MATERIALS - INSTRUCTIONAL		
800	OTHER EXPENDITURES (LIST)		
	Explain in Budget Narrative		
	To pay staff teacher teams stipends for outside of their usual work day	\$5,000	
	TOTAL DIRECT COSTS		
	TOTAL INDIRECT COSTS FEDERAL	NA	
	8% limit for nonprofits - schools must use restricted rates		
390-394	PAYMENTS TO SCHOOL DISTRICTS, COUNTIES, AND OTHER NON PROFIT AGENCIES (for student services or tuition of student services)		
500	CAPITAL EXPENDITURES		
	Describe in budget narrative		
	PROJECT TOTALS	\$20,000	

**NOTE:** Budget amendments are required prior to budget line item changes of greater than 10% per line item.

Adding in a new budget line item category requires a prior request. Contact the Grants Specialist BEFORE making changes of this type.

**NOTE:** No gifts, giveaways or novelty items can be purchased with grant funds or payments to vendors displaying or marketing their products. Grant funds can't be used to benefit or reimburse state employees for their expenditures.



Department of Teaching and Learning  
**Moorhead Area Public Schools**

Memo TL.07.005

TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
DATE: July 7, 2006  
RE: 2006-2007 Consolidated Application for Elementary and Secondary Education Act

Attached is the program information and a budget summary related to the district's plan for the Elementary and Secondary Education Consolidation Application.

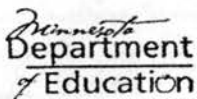
The funding request includes:

Title I, Part A	Basic Programs	\$ 789,591
Title I, Part C	Migrant Education	\$ 144,413
Title I, Part D	Neglected or Delinquent	\$ 39,698
Title II, Part A	Improving Teacher Quality	\$ 387,454
Title II, Part D	Educational Technology	\$ 19,160
Title III	Limited English Proficient	\$ 46,651
Title IV	Safe and Drug Free Schools	\$ 25,290
Title V	Innovative Programs	\$ 24,870

The funding will be used for a variety of programs including Title I services, Instructional Coaches, Home School Liaisons, and professional development.

**SUGGESTED RESOLUTION:** Move to approve the Elementary and Secondary Education Consolidation Application for the 2006-2007 year as presented.

LAK/kmr  
Attachment

	NCLB Consolidated Programs 1500 Highway 36 West Roseville, MN 55113-4266	<b>NCLB CONSOLIDATED APPLICATION FOR  ELEMENTARY AND SECONDARY  EDUCATION ACT (ESEA)</b>	0607-0354

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

UNIFORM LEA IDENTIFICATION			
LEA Name MOORHEAD PUBLIC SCHOOL DISTRICT		LEA Number 00152	Telephone Number (218) 284-3330
Address 2410 14TH ST. S.		City/Zip Code MOORHEAD / 56560	
LEA Representative Name Dr. LARRY NYBLADH	Title Authorized	E-Mail Address lkovash@moorhead.k12.mn.us	FAX Number (218) 284-3333

ESEA PROGRAMS INCLUDED IN THIS APPLICATION				
CHECK BOX	PROGRAM	CONTACT NAME	TELEPHONE #	E-MAIL ADDRESS
X	Title I, Part A	Sarah King	(218) 284-3724	sking@moorhead.k12.mn.us
X	Title I, Part C	Sarah King	(218) 284-3724	sking@moorhead.k12.mn.us
X	Title I, Part D	Deb Pender	(218) 284-2230	dpender@moorhead.k12.mn.us
X	Title II, Part A	Lynne Kovash	(218) 284-3315	lkovash@moorhead.k12.mn.us
X	Title II, Part D	Lynn Day	(218) 284-3344	lday@moorhead.k12.mn.us
X	Title III, LEPS	Sarah King	(218) 284-3724	sking@moorhead.k12.mn.us
X	Title V	Sarah King	(218) 284-3724	sking@moorhead.k12.mn.us
**Homeless Liaison (required)				

LOCAL BOARD OF EDUCATION ACTION
The LEA MOORHEAD PUBLIC SCHOOL DISTRICT (LEA Name) Superintendent, Dr. LARRY NYBLADH, (Superintendent Name) will ensure that the LEA maintains compliance with the appropriate Federal statutes and regulations (Public Law 107-110), and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this application.

FINAL REVIEW/APPROVAL	
NCLB Staff Approval Dieu-Anh Nguyen	
Supervisor Approval	



## NCLB PARENT AND FAMILY PROGRAM PARTNERSHIPS DESCRIPTION

This information gathered in this section is intended to fulfill the Parent Partnership requirements for all NCLB/ESEA programs in this application

- Describe capacity building activities designed to involve parents in the instructional process that will be implemented for staff and parents.

Web access to assignments and grades; e-mail parent access to all personnel in district  
Parent - Teacher conferences

District Parent Advisory Committee formation to inform and provide feedback on activities and grant.

The parent advisory committee completed the survey, "Measure of School, Family and Community Partnership". The results will inform the two Title schools as to the perceived needs of parents on the advisory committee. The two Title schools will develop building parent involvement committees following the framework of School, Family and Community Partnerships and the six Keys of effective family partnerships.

Centralization of Parent Center Committee to support parents through potential provision of space, centralized/school-based resources, computer access. Committee will take input from district and building Title I Advisory Committees.

Assignment of .1 FTE family involvement coordinator to assist two Title schools in the formation of their Parent Advisory committees. Assignment of .6 FTE teacher to work with selected Kindergarten students and their families. The teacher will provide support to families consisting of facilitating communication between families and school and share books and activities for families to carry out at home to improve student achievement.

Purchase of materials to support families in school involvement.

Planning with Head Start leadership ways to continue parent support and activities that Head Start has found successful.

Family activities at school such as, Math night, book fairs.

Community Education classes for parents to understand and be able to support their children in Everyday Math, and the Scott-Forseman reading series.

\* School Newsletters



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2. Describe activities of the local education agency (LEA) to inform parents of their NCLB Report Card or LEA School Report Card. Annual report to community which includes NCLB and School Report Card

Presentations about NCLB to each PTAC

Letter of notice to each parent of ELL students that ELLs had not made adequate yearly progress the TEAE.

Presentations at public School Board meeting

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3. Describe staff development activities designed to enable teachers to involve parents in their children's education.

Materials will be purchased to support and strengthen teacher skills in involving parents in meaningful ways to improve student achievement.

Teacher input will be solicited for selecting students for the teacher home-school liaison to work with.

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4. Describe plans to increase involvement of English Language Learner (ELL) parents and community members in programs that support English Language Learners, excluding provisions for accessibility of information in the parent's native language.

Collaboration with Partners in Learning through Community Education and Head Start – a program which supports parents in the learning of English while their children are on site.

Migrant Liaisons, bi-lingual paraprofessionals help link home and school

Contributing financially as a community partner to the operation of the Metro Interpreter Resource Center. Contracting with community interpreter services when district does not have staff person who speaks the language needed by family.

Translations available upon request.

Statement in public languages on all mailings with school phone number to receive verbal or written translations.

Invitation to participate in ESEA district Parent Advisory Committee.

Work collaboratively with local groups such as Centro de Cultural and Mujeres Unidas to involve parents and receive input from them to improve the educational system for ELLs and families.

Strengthen parent involvement of migrant families through use of added migrant dollars to expand a tutoring and post secondary mentorship project. The migrant program will work closely with RRALC and community to involve parents.

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Describe strategies for using technology to promote parental involvement and increase communication with parents.

Parent access to Power School, the district student data management system for student's schedule, homework, grades etc.; family-friendly web-site; e-mail access to all staff in district.

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6. Describe awareness and outreach activities for engaging parents with migrant, ELL, homeless, neglected or delinquent, or recent Head

Two Home-School Liaisons for the Homeless

Participate in EvenStart grant at Partners in Learning; additional collaboration with Partners in Learning and Head Start

Presentations about NCLB to PTACS

1.75 FTE home-school liaisons (part of 3 people) for Migrant families

Bi-lingual paras at each school; some bi-lingual teachers in district.

TIPS and HUGS programs within schools – family supportive truancy prevention programs in collaboration with juvenile system.

Close work with Partners in Learning, a program that supports families and children in English Language Learning (Head Start, Moorhead Schools, Adult Basic Education collaboration).

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7. Describe how families and youth experiencing homelessness are informed of their educational rights under the McKinney-Vento Act. e of two Home-School Liaisons are immediately contacted by school personnel when homelessness own or suspected.

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**CLB PARENT AND FAMILY PROGRAM CHECKLIST: (check and date accordingly)**

- 1] The local education agency has updated and submitted to MDE a written parent involvement Title I policy on (date). 6/27/2005
- 1] The local education agency has updated and submitted to MDE a sample Title I school-parent compact (school level) on (date). 6/27/2005
- 1] The LEA has developed this application in consultation with parents of participating students on (date). 5/24/2006

<p align="center"><b>NCLB / ESEA CONSOLIDATED APPLICATION</b> <b>NONPUBLIC PUBLIC SCHOOL INFORMATION</b></p>
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☐ Check here if NO eligible nonpublic schools are participants, then skip the rest of this form.

**A. Overview**

For school districts or consortia with eligible nonpublic schools, ESEA/NCLB requires "meaningful and timely consultation" with nonpublic school officials. This must occur during the design and development of the applicant's program. The decision for participation and consultation must occur **prior to the submission of this application.**

The applicant must assure that eligible nonpublic schools have been consulted in all phases of the development and design of the project including consideration of:

- (1) which students will receive benefits,
- (2) how the students' needs will be identified,
- (3) what benefits will be provided, and
- (4) how the project will be evaluated.

The applicant shall maintain continuing administrative control and direction over funds and property that benefit students enrolled in nonpublic schools.

**B. Requirements**

Complete this section if LEA is providing services to nonpublic schools.

1. Describe how you have and will continue to provide meaningful and timely consultation with the appropriate representatives of the students enrolled in nonpublic schools during all phases of the development and design of services for nonpublic students and teachers. (Check all that apply.)

- ☒ Technical assistance is available as requested by nonpublic school representatives **(required)**.
- ☒ Nonpublic representatives were invited to attend a planning meeting prior to submission of this application **(required)**.
- ☒ Ongoing contact is provided through participation on the advisory council **(recommended)**.
- ☒ Follow-up phone contact or site visits are planned for each nonpublic participant **(recommended)**.
- ☒ Other meaningful consultation. (Please describe.)

☐ Other meaningful consultation. (Please describe.)

St Joseph School participates in the district's Title program. At St. Joseph School, the Title I coordinator consults approximately once per month with the St. Joseph's principal, Val Ritland, to review the services provided and to expediate expenditures.

During the spring of 2006, Park christian expressed interest in participating in the 06-07 planning cycle. Following visits, e-mails, and phone conversations, Park Christian is strongly considering participation in Title II, Part A, Title IV and Title V. The 06-07 Consolidated plan factors Park Christian into the budgetary plans of Title II, Part A, Title IV and Title V. At this time, Park Christian is not considering participation in Title I, Part A.

2. Please provide a description about the content of the discussion with nonpublic schools.

Review Title I service delivery model at St. Joseph School.

Sharing of ESEA application and budget pages with St. Joseph and Park Christian.

Discuss staff development offerings in the public schools.

Quarterly sharing of expenditures to date.

Discuss and then order requested materials.

Discuss, register and make payment for St. Joseph staff to attend workshops; pay for stipends.

Inclusion of St. Joseph School K-2 teachers in district web-based Work Sampling data

Review budget reduction impact on public and consequently at St. Joseph and Park Christian

Planning for ESEA 2006-2007 grant and budget implications with both non public schools.

3. Describe how you will ensure that programs and services funded by this grant are equitable for nonpublic school participants. Explain any differences in programs and services offered to nonpublic schools.

The Title I Coordinator documents all meetings and returns requested information in a timely manner. The principal and Title I teacher at St. Joseph has access to staff development offerings, teachers meetings and leadership meetings within the public school.

Other visits, phone calls, e-mails, and monthly newsletters with other Title personnel have have will provide ongoing support for the Title I teacher assigned at St. Joseph.

**NCLB Parent and Family Involvement Checklist:**

- Attach the LEA's Parent Involvement Policy/Procedures
- Date that this document was reviewed and updated: 5/10/06
- Attach on of the LEA's Title I school's Parent/Teacher Compact
- Attach a list of the parents that were involved in the development of the LEA application
- Date that this application was developed with parents: 5/24/06

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**NCLB / ESEA CONSOLIDATED APPLICATION**  
**COMPREHENSIVE NEEDS ASSESSMENT**

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A Comprehensive Needs Assessment is a systematic set of procedures that is used to determine needs, examine their nature and causes, and set program targets for action to meet identified needs.

The staff, parents, and community members assess the needs of their school by:

- Identifying areas to study;
- Identifying questions they need answered in those areas;
- Developing methods for gathering answers to the questions;
- Collecting data (gathering information);
- Setting priorities for targeted improvement opportunities based on the data; AND
- Analyzing of data that drives decisions.



Please describe the results of your LEA's needs assessment. Include a description of how your LEA will use these results to focus on program strategies designed to meet the Performance Targets set by your LEA.

Moorhead engaged in a needs assessment during the 2004-2005 school year which culminated in the development of an Adequate Yearly Progress Improvement Plan and specific building SMART goals. The results of the needs assessment included both strengths and opportunities for improvement across 7 quality indicators which was submitted to the MN Department of Education in February, 2005. Because Moorhead continues to be in Needs Improvement for the second year, the needs assessment document was revisited, input solicited so that the AYP and AMAO Improvement Plan could be revised. The revised plan was submitted to the MN Department of Education in November of 2005. The following is a summary of the opportunities for improvement identified and the program strategies designed to meet the Performance Targets across the 7 quality indicators:

1. Curriculum Improvement: provide additional staff development in promising practices and research basis of math curriculum across instructional levels; ensure rigor for all students, especially for learners at risk; investigate research-based approaches to accelerated skill development.
2. Instruction Improvement: increase instructional time in math; staff development in differentiated instruction and foster collaboration with Learner Support staff.
3. Assessment and Use of Results Improvement: explore instructional strategies that support at risk learners; use diagnostic assessment to trigger early intervention and to demonstrate incremental growth.
4. Staff Development Improvement: use student achievement data to determine focus of staff development; provide sustained support of new initiatives; provide teacher math coach.
5. Engaging Families and Community Improvement: develop more support for parents; provide family involvement activities more closely aligned with instructional goals and priorities.
6. Leadership & Governance Improvement: develop focused strategic plan that addresses the needs of at risk learners; implement SMART schools model; examine core instruction and time committed in area of math for at risk learners.
7. Planning and Resources Improvement: improve availability of computers to students & families; update materials for support teachers; integrate curriculum with technology.

Goal 1: Math – having met AYP at the district level in 2005-2006 for all groups with data from 2004-2005, it is the goal in 2006-2007 to meet the new state-determined index level indicating adequate yearly progress for all groups.

Strategies: continue to emphasize staff development regarding instructional methods for Everyday Math; differentiated instruction and accelerated learning for students at risk. Strengthen staff development at the middle school and high school through instructional coaching, and; increase understanding and implementation of response to intervention strategies to monitor growth.

Goal 2: Reading – having met AYP at the district level in 2005-2006 for all groups with data from 2004-2005, it is the goal in 2006-2007 to meet the new state-determined index level indicating adequate yearly progress for all groups.

Strategies: continue to strengthen alignment of curriculum to MN Standards and assessments K-12; continue MAP assessment, building and district goal setting; support growth of professional learning community.

## NCLB / ESEA CONSOLIDATED APPLICATION-PERFORMANCE TARGETS

The United States Department of Education (USDE) established the following Performance Goals to direct the purpose of the No Child Left Behind along with Performance Indicators to measure progress in meeting the Goals.

**LEAs are required to set "Performance Targets"** that will define the progress the LEA expects to make at specified points in time with respect to each indicator.

<i>Performance Goal 1</i>	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
<b>Performance Indicator</b>	1.1 The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment
<b>LEA Performance Target</b>	1.1.1 Students in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the MCAs will increase by 3%.

<i>Performance Goal 1</i>	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
<b>Performance Indicator</b>	1.2 The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment.
<b>LEA Performance Target</b>	1.2.1 Students in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on the MCAs will increase by 5%.

<i>Performance Goal 1</i>	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
<b>Performance Indicator</b>	1.3 The percentage of Title I schools that make adequate yearly progress.
<b>LEA Performance Target</b>	1.3.1 All Title I schools in Moorhead Area Public Schools will make adequate yearly progress in 2006-2007.

# NCLB/ESEA CONSOLIDATED APPLICATION - PERFORMANCE TARGETS

The United States Department of Education (USDE) established the following Performance Goals to direct the purpose of the No Child Left Behind along with Performance Indicators to measure progress in meeting the Goals.

LEAs are required to set "Performance Targets" that will define the progress the LEA expects to make at specified points p oints in time with respect to each indicator.

\_\_\_ District does not have an identified LEP population. (If no, go to goal 3)

Performance Goal 2	All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
Performance Indicator	2.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
LEA Performance Target	2.1.1 will increase by 2% as measured by the Test of Emerging Academic English and the MN Solom.

Performance Goal 2	All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
Performance Indicator	2.2 The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
LEA Performance Target	2.2.1 The percentage of LEP students who attain proficiency in reading/language arts will increase by 3% as measured by the MCA.

<i>Performance Goal 2</i>	All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
Performance Indicator	2.3 The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.
LEA Performance Target	2.3.1 The percentage of LEP students who attain academic proficiency in mathematics will increase by 5% as measured by the MCA>

# NCLB / ESEA CONSOLIDATED APPLICATION-PERFORMANCE TARGETS

The United States Department of Education (USDE) established the following Performance Goals to direct the purpose of the No Child Left Behind along with Performance Indicators to measure progress in meeting the Goals.

**LEAs are required to set "Performance Targets"** that will define the progress the LEA expects to make at specified points in time with respect to each indicator.

<i>Performance Goal 3</i>	By 2005-2006, all students will be taught by highly qualified teachers.
<b>Performance Indicator</b>	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA)
<b>LEA Performance Target</b>	3.1.1

All teachers will be a part of the continuous improvement process in each school, setting goals & determining strategies to improve student learning.

<i>Performance Goal 3</i>	By 2005-2006, all students will be taught by highly qualified teachers.
<b>Performance Indicator</b>	3.2 The percentage of teachers receiving high-quality professional development. (as the term, "professional development," is defined in section 9101 (34).)
<b>LEA Performance Target</b>	3.2.1

All teachers will align reading, math, science and social studies standards with curriculum and be given training in Everyday Math curriculum.

<i>Performance Goal 3</i>	By 2005-2006, all students will be taught by highly qualified teachers.
<b>Performance Indicator</b>	3.3 The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)
<b>LEA Performance Target</b>	3.3.1

All students are taught by Highly Qualified teachers.

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The United States Department of Education (USDE) established the following Performance Goals to direct the purpose of the No Child Left Behind along with Performance Indicators to measure progress in meeting the Goals.

**LEAs are required to set "Performance Targets"** that will define the progress the LEA expects to make at specified points in time with respect to each indicator.

<i>Performance Goal 4</i>	All students will be educated in learning environments that are safe, drug free, and conducive to learning.
<b>Performance Indicator</b>	4.1 The number of persistently dangerous schools, as defined by the State.
<b>LEA Performance Target</b>	4.4.1 Schools will reduce the number of incident reports and reduce the number of students reporting use of alcohol and marijuana.



# NCLB / ESEA CONSOLIDATED APPLICATION-PERFORMANCE TARGETS

The United States Department of Education (USDE) established the following Performance Goals to direct the purpose of the No Child Left Behind along with Performance Indicators to measure progress in meeting the Goals.

**LEAs are required to set "Performance Targets"** that will define the progress the LEA expects to make at specified points in time with respect to each indicator.

<i>Performance Goal 5</i>	All students will graduate from high school.
	5.1 The percentage of students who graduate from high school each year with a regular diploma, --disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; --calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
<b>LEA Performance Target</b>	5.1.1  Aggregated and disaggregated groups will graduate with at least a 90% graduation rate in 2006-2007.

<i>Performance Goal 5</i>	All students will graduate from high school.
<b>Performance Indicator</b>	5.2 The percentage of students who drop out of school, --disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; --calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
<b>LEA Performance Target</b>	5.2.1  Aggregated and disaggregated groups will not exceed 10% dropout rate in grades 9-12 in 2006-2007.

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## HOMELESS LIAISON INFORMATION

Homeless Set-Aside:

LEA "*Homeless Education Liaison*"

Linda Scheets

Telephone Number

(218) 284-2213

Email

lscheets@moorhead.

LEA set-aside for Title I, Part A

☐ Yes (set-aside because of significant homeless population)

☒ No (not a significant homeless population); skip this section

LEAs that must set aside dollars for homeless students need to describe funded activities. LEA's receiving McKinney-Vento EHCY funds must briefly describe how they are coordinating EHCY and Title I set-aside funds.

Not required for set-aside



## TITLE I, PART A - PROGRAM NARRATIVE

1. Describe the students and staff to be served; the services to students and staff and how these services will assist in the LEA in reaching their identified performance target.

Robert Asp is a Targeted Assistance K-5 elementary building; enrollment of 716 and free & reduced percentage of 38.54% on October 1, 2005. Ellen Hopkins Elementary, K-5, is also a Targeted Assistance school, enrollment 749 and free & reduced percentage of 32.04%. The overall percentage of students who have free &/or reduced meals was 28.8 with an enrollment of 5242 as of Oct. 1, 2005. Title dollars at Asp and Hopkins will be used to support learners at risk through: Title I, Reading Recovery and ELL teachers who will collaboratively plan with general education teachers and provide instructional support to meet performance targets; supplemental staff development to support curriculum alignment; differentiated instruction, study groups; collaborative planning time to study assessment results and plan appropriate instructional interventions.

2. Describe how your program was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this application), and other appropriate school personnel.

Teachers, principals, and administrators reviewed the Title I program model for 2005-2006 and decided to continue to support the following prior recommendations:

1. Targeted Assistance elementary schools continue to facilitate learning community development.
2. Targeted Assistance elementary schools implement a continuum of academic support for K-5.
3. Serve most "at risk" students based on Title I criteria.
4. All staff work together during common reading and math times.
5. Flexible grouping for reading and math as supplemental support to classroom instruction.
6. Collaboration time of classroom teachers to be inclusive of Learner Support Staff (Title I, ESL, Special Education staff).
7. Title I teachers be an integral part of the assessment team in each building.
8. Assessment data about children's needs and progress drive selection of instructional models & strategies.
9. Title I dollars should be allocated to eligible elementary schools even if the middle or high school became eligible. Review of school eligibility for 2006-2007, concurred with prior statement. However, because Horizon Middle School is eligible for funding for 2006-2007, it was decided that additional district staff development Title I dollars will be used for math coaching at the Middle School.

3. Describe how your LEA intends to coordinate and integrate services for the following student populations in your LEA (as appropriate):

- Limited English Proficiency (LEP, ELL, ESL) students
- Students with disabilities
- Migrant (MEP) students
- Neglected or Delinquent students
- Students who are homeless
- Immigrant students

1. Supplemental staff development will provide for teaching specialists such as Title I, ESL, and Special Education teachers to improve student learning in reading and math. For example, staff development will be done to support assessment initiatives, analysis of data, implementation of supplementary reading materials. Although Moorhead elementary schools met AYP in math during 2004-2005, Title I will continue to support the district study of and staff development for improving student learning in math. Moorhead is in its second year of an AYP/AMAO plan, and chooses to set aside 10% plus for math & reading coaches, support of teachers and principals in data analysis to inform instruction, and supplemental staff development to improve Title I and ESL student learning. A laptop will be purchased for a math coach: projection capability for small instructional spaces used by Title I and ESL teachers will be completed.

2. Title, ESL and Special Education teachers work closely with 1.75 FTE Migrant Liaisons & a Kurdish Liaison to support ESL and Migrant students.

3. The Homeless Liaison is partially supported by Title I dollars.

4. Title I dollars supplement the Neglected and Delinquent grant by supporting student coordination of educational services.

5. Moorhead Summer Programs support students who were eligible for Title, ESL and Migrant services.

6. Title I Teachers: 8.35 FTE among Robert Asp, Ellen Hopkins and St. Joseph schools. Ellen Hopkins proposes to pilot an extended day option for selected "at-risk" kindergarten children. The plan includes home-school support from a Title I teacher. The resulting extended day costs will be a cooperative effort between Targeted Services and Title I.

#### 4. Non-Public Services

Yes ☒ No ☐ If No, skip this section.

Allocating Title funds and services to Nonpublic Schools. Please address the following:

- Describe the process for collecting students free and reduced priced lunch eligibility students data.
- Describe Title I services, including where services will take place.
- Describe the identification of LEA staff providing services.
- Describe the process for supervising LEA staff at the nonpublic sites, if onsite services are provided

At St Joseph School, families are asked to fill out the same eligibility form for free & reduced meals as the public schools. October 1 is used as the date at which a count is taken. The resident school at which the child would have attended if not enrolled at the private school is determined. If that school is a Title I eligible school, the child is counted. As of Oct. 1, 2005, 19 children were counted, and this figure will be used to calculate the St. Joseph's allocation of Title I funds for 2006-2007.

Title I services will be provided on site at St. Joseph School in a separate room free of religious artifacts. Coordination and collaboration will take place between the Title I teacher and classroom teachers to facilitate meaningful supplementary classroom support.

The teacher to serve St. Joseph was based on the review of staff having approximately the same FTE as St. Joseph required. The goal was to have someone who was highly qualified and who would not lose efficiency by having to travel between sites. The person who fulfilled the criteria is someone who just completed her Masters degree and has strong skills.

The teacher assigned to St. Joseph School is a tenured and highly qualified teacher. The Title I coordinator will consult with the teacher on a monthly basis in conjunction with a visit with the principal.

#### 5. Paraprofessionals:

Yes ☐ No ☒ Our LEA hires paraprofessionals with Title I Part A funds. (If NO, please skip this section.)

- Total number of Title I funded instructional paraprofessionals in your LEA.
- Total number of the Title I funded instructional paraprofessionals working in your LEA who must be "Highly Qualified" by January 2006 but have not yet met requirements.
- Describe how your LEA intends to ensure that the deadline is met for paraprofessionals who are required to be "Highly Qualified" by January 2006.

6. Targeted Assistance Schools:

- a) Student selection criteria used for selection of Title I students.

Along with parent recommendation, information obtained about learners from work sampling, DIBELS testing, Reading/Math Skills Assessment, Measures of Academic Progress and MCA testing will be considered to determine Title I eligibility. The neediest learners will receive services before less needy learners.

- b) Describe services to students, including the definition of the service model to be used.

Services:

-regular education responsible for core curriculum presentation; specialists provide support and additional adaptations in collaboration with other team members.

Model:

-Moorhead schools will be in its third year of implementing learning communities for continuous improvement with partnership among specialists and regular education teachers to support student learning.

- c) Describe where and when the services will be provided.

Where & When:

- in class services during core curriculum presentation; out of class supports driven by student need for supplementary strategies and materials.  
-Summer School supports created to meet needs of students receiving Title I, ESL or Targeted Services after school services.

7. School-wide Programs (SWPs)

The Schoolwide Program (SWP) option is available to Title I schools that serve 40 percent or greater students from low-income families. To know whether a site is eligible to consider Schoolwide programming, refer to your LEA's Target Information Sheet.

Yes ☐ No ☒ Our LEA has schools that are approved and operating as SWPs.

*If Yes, Schoolwide Program Information is required.*

8. Title I Services to K-2 Students

Yes ☒ No ☐ LEA will provide Title I services to students in K-2 schools.

Identify the assessment tool your district will use to measure the progress of students and program.

- vii. DIBELS in K & 1 - improvement demonstrated
- viii. Work Sampling results - demonstrated improvement
- ix. DRA or QRI - informal reading assessment - improvement demonstrated
- x. Math skills curriculum assessment - improvement demonstrated
- xi. Overall improvement on Measures of Academic Progress (MAP) assessment in reading and math at 2nd grade from Fall to Spring.



9. Professional Development

a) All Title I staff are highly qualified:

Yes ☒ No ☐ (If Yes, skip this section.)

During the 2005-2006 school year, Moorhead Schools determined that all teachers of regular and special education, K-12 are Highly Qualified. They have either met Highly qualified by having licensure in the subject area of instruction or through the HOUSSE process.

In 2005-2006, Moorhead Schools was in its second year of not meeting AYP. Although it is not known whether Moorhead Schools has made AYP for 2006-2007, more than 10% of the Title I allocation is planned for set-aside in staff development for students at risk.

Five approaches will comprise the staff development set-aside for teachers engaged in supporting at-risk learners. These staff development activities will go beyond and are supplemental to the district-level staff development offered to all staff:

1. Assessment: staff providing supplemental supports to at-risk students will receive additional training in diagnostic and progress monitoring assessment in both reading and math. Additional staff development activities and teacher work have been planned as a result of revisions to the AYP School Improvement Plan developed late fall of 2005.
2. Strategies & Materials: staff providing supplemental supports to at-risk students will receive additional training in the implementation of supplementary materials to support student learning in reading and math in conjunction with planning within learning communities. Additional staff development activities and teacher work have been planned as a result of the AYP School Improvement Plan revised late fall of 2005.
3. Model: staff providing supplemental supports to at-risk students will receive additional training regarding how to analyze assessment data of at-risk learners to enable learning communities to better serve all learners. Additional staff development activities and teacher work have been planned as a result of the AYP School Improvement Plan developed this winter.
4. Regular Education Support: four teachers will devote .25 FTE of their time to coaching activities in math and reading to support regular education teachers. Coaching will emphasize how to differentiate instruction for children at risk, and how to interpret assessment information to inform instruction.

# Title I, Part A Regular - Improving Basic Programs Composite Budget

**MOORHEAD PUBLIC SCHOOL DISTRICT (#0607-0354)**

Contact: Sarah King (218) 284-3724 sking@moorhead.k12.mn.us

District Number	Finance Code	Program Code	REAP Eligible	Starting Date	Ending Date	Fiscal Year
00152	401	216	No	7/1/2006	6/30/2007	2007

Object Codes	Program Code	FTE/ Hours(h)	Cost (1000)	Total
110	Executive/Managerial	0.43/0h	\$37,407	\$37,407
140	Licensed Instructional	10.55/0h	\$516,774	\$516,774
141	Non-licensed Instructional	0/0h	\$0	\$0
143	Licensed Support	0/0h	\$0	\$0
144	Non-licensed Support	0/0h	\$0	\$0
145	Licensed Substitutes	0/0h	\$28,000	\$28,000
146	Subs for non-licensed instructional	0/0h	\$0	\$0
170	Non-instructional Support	0/0h	\$17,079	\$17,079
185	Extended Time	0/400h	\$9,516	\$9,516
199	Salary Adjustments	0/0h	\$0	\$0
200	Fringe benefits (all)	0.36/0h	\$150,249	\$150,249
305	Consulting Fees/Fees For Services	0/0h	\$2,000	\$2,000
329	Postage and Parcel Services	0/0h	\$400	\$400
350	Repairs and Maintenance Services	0/0h	\$0	\$0
360	Transportation Contracts with Private or Public Carriers	0/0h	\$4,000	\$4,000
365	Interdepartmental Transportation (Chargeback)	0/0h	\$0	\$0
366	Travel, Conventions and Conferences	0/0h	\$10,500	\$10,500
368	Out-Of-State Travel, Federal Reimbursed	0/0h	\$0	\$0
389	Staff Tuition Reimbursement	0/0h	\$0	\$0
390	Payments for Educational Purposes	0/0h	\$0	\$0
391	Payments to Minnesota School Districts (Cost Sharing Agreements)	0/0h	\$0	\$0
394	Supplemental Services/Field Trips	0/0h	\$0	\$0
398	Chargeback (phone/printing)	0/0h	\$0	\$0
401	Non-Instructional Supplies/Materials	0/0h	\$0	\$0
430	Supplies & Materials (non-individualized)	0/0h	\$5,155	\$5,155
433	Supplies & Materials (individualized)	0/0h	\$0	\$0
460	Textbooks and Workbooks	0/0h	\$0	\$0
461	Tests & Scoring	0/0h	\$0	\$0
470	Media Resources	0/0h	\$0	\$0
490	Food	0/0h	\$0	\$0
530	Other Equipment Purchased	0/0h	\$0	\$0
555	Technology Equipment	0/0h	\$8,511	\$8,511
820	Dues and Membership	0/0h	\$0	\$0
	<b>SUBTOTAL</b>	11.34/400h	\$789,591	\$789,591
	Indirect Costs (Max. Allowed: 2.0 %)			\$0
<b>50</b>	<b>TOTAL</b>	11.34/400h	\$789,591	\$789,591

<b>Title I, Part A – School And District Needs Improvement Identification</b>
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- ☐ Yes   ☒ No   LEA has one or more schools identified for Needs Improvement
- ☒ Yes   ☐ No   LEA is identified for Needs Improvement

If no to both questions, this section is skipped.  
If yes, please complete the following:

**SCHOOL IDENTIFICATION:**

\*20% School Choice & Supplemental Services Set-Aside: 0

LEA's with identified schools in Stages 1.1 or greater must set-aside an amount equal to 20% of their Title I requested funds for School Choice/Transportation and Supplemental Education Services unless a lesser amount is needed.

When a lesser amount is set-aside, enter an explanation here.



## TITLE I, PART A FISCAL INFORMATION

### Section 1 - Calculation of Basic or Adjusted Per Pupil Funding Unit

1. Total LEA K-12 Enrollment.	5242
2. Total Number of LEA Students Receiving Free & Reduced-priced Meals.	1510
3. The percent of total LEA K-12 students receiving Free and Reduced-priced Meals, and is referred to as the <b>LEA AVERAGE OF POVERTY</b> . (Line #2 divided by Line #1)	0.29
4. Total Amount of Title I Budget.	\$ 807591
5. Basic Per Pupil Funding Unit (PPFU). (Line #4 divided by Line #2)	
6. Will your LEA serve any eligible school with less than 35% eligible students? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	\$ 668.54

### Section 2 - Determination of Title I Funds for Distribution

1. Title I Professional Development Set-aside	\$ 0
2. Are sites identified for school improvement?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
School Choice/Transportation and Supplemental Services Set-Aside amount.	\$ 0
3. Total Set-Aside amount lines #1 & #2	\$ 0
4. Amount remaining	\$ 807591
5. Of the remaining amount, enter the amounts to be Set-aside to be used for	
5a. Administrative Costs ( <u>up to 5%</u> )	\$ 40524
5b. District AYP Identification set aside 10%	\$ 85250
5c. Indirect Costs	\$ 18000
5d. LEA Level Activities	\$ 20511
5e. Parent Involvement Set-aside (Required 1% for all LEA's receiving an entitlement of \$500,000 or more)	\$ 7179
5f. Homeless Set-aside	\$ 13772
5g. Neglected Set-aside	\$ 10312
5h. Total Set-asides	\$ 195548
6. Total Title I funds for school distribution (Line #4 - Line #5g)	\$ 612043

<p align="center"><b>NCLB/ESEA CONSOLIDATED APPLICATION</b>  <b>Title I, Part A – Distribution Of Funds To Public Schools</b></p>
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1. Name of Target School	ELLEN HOPKINS ELEMENTARY	
2. Grade Span		K-5
3. Percent of School Low Income		32
4. Numbers of Low-Income Students in Target School Attendance Area		
4a. Public		240
4b. Nonpublic		0
4c. Total		240
5. PPFU or AAPFU		1144
6. Amounts to be Distributed to this School(s)		274560
7. If identified for School Improvement, Required Additional Professional Development Set-aside		0
8. Title I, Part A – Sum Distribution of Funds To School		612040



<p align="center"><b>NCLB/ESEA CONSOLIDATED APPLICATION</b>  <b>Title I, Part A – Distribution Of Funds To Public Schools</b></p>
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1. Name of Target School	R. ASP ELEMENTARY
2. Grade Span	K-5
3. Percent of School Low Income	38.5
4. Numbers of Low-Income Students in Target School Attendance Area	
4a. Public	276
4b. Nonpublic	0
4c. Total	276
5. PPFU or AAPFU	1144
6. Amounts to be Distributed to this School(s)	315744
7. If identified for School Improvement, Required Additional Professional Development Set-aside	0
8. Title I, Part A – Sum Distribution of Funds To School	612040

<b>NCLB/ESEA CONSOLIDATED APPLICATION</b> <b>Title I, Part A – Distribution Of Funds To NonPublic Schools</b>
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1. Name of NonPublic School	ST. JOSEPH
2. Grade Span	K-6
3. Percent of School Low Income	11
4. Numbers of Low-Income Students in Target School Attendance Area	
4a. Public	0
4b. Nonpublic	19
4c. Total	19
5. PPFU or AAPFU	1144
6. Amounts to be Distributed to this School(s)	21736
7. If identified for School Improvement, Required Additional Professional Development Set-aside	
8. Title I, Part A – Sum Distribution of Funds To School	612040

<b>NCLB/ESEA CONSOLIDATED APPLICATION</b> <b>Title I, Part A – Distribution Summary</b>
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[illegible]

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**NCLB/ESEA CONSOLIDATED APPLICATION**  
**Title I, Part ~~A~~ - Migrant Education Program Description**

**Section I - Needs Assessment**

1. Describe the Migrant population in your LEA (language and culture backgrounds, educational backgrounds, and other unique or special consideration).

In general, the Migrant population speaks Spanish with a wide range of English skills, from limited to proficient. The majority of Migrant families in the Moorhead area travel back and forth between Moorhead and extreme southern Texas, near the border of Mexico. Many of the families who have settled in Moorhead and are no longer in the Migrant stream come from the same area in Texas. Two of the three Migrant Liaisons (1.75 FTE) employed by Moorhead schools used to be in the Migrant stream as children and know many of the families or relatives of the families who have once been Migrants and who continue to be Migrants.

2. Based on migrant parent and student input, what are the factors that inhibit student abilities to do well in school?

The biggest challenge facing the school system for those families who are living a migratory life style, is the recurrent disruption in education that the children experience, and the resulting difficulty schools have in immediately identifying the needs and resulting educational supports the children require. In addition, graduation standards and high-stakes state tests differ. It is difficult to support long-term student work toward proficiency in one or the other system of standards. Liaisons, teachers and administrators work hard to ease difficulty, but often students are "caught" between two different worlds. Poverty, inadequate resources and limited education inhibit families from being able to support their children academically at home.

3. Describe the existing Migrant Education Program in your LEA:

- Recruitment and identification plan;
- Appropriate student placement procedures;
- Supplemental staffing; and
- Type of service delivery for migrant children

Three migrant liaisons (1.75 FTE) have been trained in the proper identification of eligible migrant children. One liaison works full time through the migrant program and concentrates efforts at the elementary level. Another liaison splits his time .5 FTE Migrant, .5 FTE Safe and Drug Free (Title IV). The third liaison works .25 FTE Migrant and .75 FTE at the Area Learning Center. Liaison presence at Middle, High School, and Area Learning Center has improved communication and link for families and children of middle and high school ages.

Secretaries and principals have been trained in the importance of notifying the migrant liaisons when potentially eligible families arrive at their school.

Classroom teachers, social workers and ESL teachers work together to determine the needs of the children. The migrant liaisons play a crucial role in providing teachers and others with important information about families. Liaisons link children and families to appropriate services, e.g., getting school records from the sending school, helping families apply for free or reduced meals, helping families with transportation issues, linking families to health and social services, and acquiring clothing & school supplies. Educational needs are assessed by the classroom and ESL teachers through the use Curriculum-Based reading and math assessments, criterion referenced measures such as, Developmental Reading Assessment and Qualitative Reading Inventory, and Minnesota Comprehensive Assessments (MCA). Moorhead implemented the Measures of Academic Progress (MAP) during 2004-2005. ESL is provided based on the results of the Test for Emerging Academic English (TEAE), Woodcock Munos, when needed, and prior school records. Title I resources are enlisted based on teacher and parent referral and performance in the classroom. Reading Recovery is provided in first grade based on assessed need. Children, based on need, are targeted for additional after-school academic support through Targeted Services, a program run through the Area Learning Center. Title, Targeted Services and Migrant dollars collaborate to provide summer programs for both school-year Migrant students and those in the migratory stream.

In coordination with the Red River Area Learning Center (RRALC), Minnesota State University, Moorhead and the EXCEL program at Horizon Middle School, Migrant carryover dollars are proposed to be used to intervene with students "at risk" of not meeting graduation standards or "at risk" of dropping out of school. Most of the processes proposed will be designed to continue in the future.

1. Propose tutoring at the Middle school for Migrant students; provide transportation home following tutoring support.
2. Because Migrant dollars cannot be carried over after 2006-2007, an infusion of dollars is proposed for the purchase of a supplemental reading program 180 for Migrant students "at risk" at Horizon Middle School. The program has been shown to accelerate reading skills through literacy instruction for struggling readers.
3. Mentoring of Migrant students with college students through an established liaison between Dr. Steven Grineski who teaches Social Foundations of Education, and students at RRALC. Extend opportunities with MSUM so that Migrant students have exposure to post secondary options.
4. Join with Mujeres Unidas (Womens United) to provide support and involvement with parents of learners qualifying as Migrant. Coordinate with RRALC parent involvement activities.
5. Engage in community service.



4. Describe the professional development opportunities that address migrant students needs that impact their academic performance, including Family Service Worker (FSW) training.

Staff development regarding learning communities & transition work during the coming year will inform teachers about the necessity of looking at test data to determine appropriate educational supports for students.

Ongoing exposure and staff development related to Reducing Bias in Special Education assessment when Migratory and ESL students are referred to special education has reduced the number of inappropriate referrals & improved the quality and appropriateness of special education assessment.

Seeking Educational Equity and Diversity (SEED) – yearly opportunity for staff to participate in one of several groups. SEED's purpose is to expand teacher awareness of diversity issues and have a resulting impact on practices & curriculum in the classroom.

Liaisons provide ongoing connection between school and family. They bring awareness to the school of cultural & language issues that may create barriers if not otherwise understood.

### **Section II - Priority for Service Assessment**

To be identified for priority for service a student must have had his/her education interrupted during the current school year and be failing or most at risk of failing, to meet the State's challenging academic achievement standards. Identify below at least 2 options to establish academic priority below:

**Academic Information** - to be used to "give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging content standards and the state student academic achievement standards"

- ☒ State Assessment Scores (MCA, TEAE, TAKS, TAAS)
- ☒ Local Assessment Scores - please describe: DIBELS, DRA, QRI, MAP for grades 2 and on up in ma
- ☒ Local grades for math and/or reading
- ☐ At least two of the following indicators:
  - ☒ Limited English Proficient (LEP)
  - ☒ Free or Reduced Price Lunch (F/R)
  - ☒ Over age for grade
  - ☒ Attendance
  - ☒ Health Needs
  - ☒ Credit deficient

### Section III - Parent Involvement

Based on your LEA's Parent Involvement information please expand on the following questions specifically related to Migrant Education.

1. Describe how your LEA will consult and involve Migrant parents regarding planning, operation and evaluation of each Migrant Education Program or local project.

In collaboration with Centro de Cultural of Fargo-Moorhead and Mujeres Unidas, two organizations located in Moorhead to support and assist Hispanic people as well as all people, a Parent Advisory Committee will be fostered.

The district Human Rights Committee will seek input and participation from the Migrant community.

2. Describe how your LEA will provide parent communication in a format and language that is Special Education documents are available in Spanish.

The most important signage in school buildings is also labeled in Spanish.

A notice on school publications indicated in several languages who to contact if materials need to be translated.

Liaisons provide verbal translation to augment materials that have not been translated into Spanish. Liaisons are available for contact by parents and by school personnel.

3. To the extent feasible, describe your LEA's advocacy and outreach activities for migratory children and their families for helping such children and families gain access to other education, health, nutrition, and social services.

Migrant Public Health services is located at Townsite Centre, a location central to the school district.

Liaisons connect families with Social Services and other educational supportive programs such as, Centro de Cultural, Community Education, Adult Basic Education, Healthy Community Initiative, Mujeres Unidas.

Parents will be encouraged and enabled to attend Parent-Teacher conferences. If parents are unable to attend, efforts will be made to inform them as well as to inform teachers of parents' concerns/issues.

In collaboration with Head Start and Early Childhood Family Education, links between families involved in Head Start Parent / Family activities will be made to foster relationships as part of a transition process to elementary buildings.

In collaboration with Partners in Learning, a family literacy initiative, where an Even Start grant is implemented, relationships with parents will be fostered as part of a transition process to elementary buildings.

### Section IV - Summer MEP Programs

1. Is your district planning to host a summer Migrant Education Program in 2006?

☒ Yes ☐ No

<b>TITLE I, PART C - MIGRANT EDUCATION SERVICE DELIVERY</b>
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Supplemental Program or Activity:

Coordination of School Year and Summer

1. Describe the supplemental program or activity for both the elementary and secondary migrant students and the performance goal it supports.

In the process of coordinating school year & summer Migrant programs and EXCEL summer school, funds from the Migrant school year grant will be used to provide part of the funds for site management and staff development activities for Migrant and EXCEL summer school. This activity supports Performance Goals 1 & 2.

2. Justify why your LEA determined that this program or activity is necessary and how it will support the attainment of the performance targets.

For several years, Moorhead Schools has moved toward greater collaboration of summer programs. Summer of 2006 represents a high level of collaboration. Educational services to children can be more effective and resources more efficiently used when working together. The goal is to repeat and improve collaboration during the summer of 2007.

3. Describe how the effectiveness of the program or activity will be evaluated.

Migrant and EXCEL will use the same pre and post reading and math measures to assess student achievement.

4. Describe how the budget supports the activity.

Site management of the Summer Migrant program and staff development activities will be supported through the school-year Migrant program.

<b>TITLE I, PART C - MIGRANT EDUCATION SERVICE DELIVERY</b>
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Supplemental Program or Activity:

Determination of child and family r

1. Describe the supplemental program or activity for both the elementary and secondary migrant students and the performance goal it supports.

Liaisons will alert teachers of the child's Migrant status.

Liaisons will assist in communication between home and school by translating, making home visits, sharing information between school and home.

Liaisons will assist the school and family in locating needed resources, e.g., school records, free or reduced cost meals, transportation, social services, health, acquiring school supplies/clothing.

Liaisons work closely with two truancy programs, one at the elementary level (HUGS) and one at the secondary level (TIPS). They provide a valuable link between home and school in keeping children in school.

If personnel is interested in making a special education referral, Migrant liaisons will assist in determining whether any of the information gathered about the child and family would present "exclusionary factors" contributing to the child's delay and whether a special education referral is appropriate.

Activity supports Performance Goals 1, 2 & 5.

2. Justify why your LEA determined that this program or activity is necessary and how it will support the attainment of the performance targets.

If the family/child does not speak English or speaks limited English, communication is key in developing a relationship between home and school.

Families may come without prior school records and the liaisons are instrumental in obtaining them and sharing them when the students leave during the year.

Because children who are behind in school might be referred for special education, it is crucial to have the liaisons provide valuable cultural, language and family information to avoid inappropriate special education referrals.

3. Describe how the effectiveness of the program or activity will be evaluated.

Numbers of families who make links with community resources through the liaisons.

Numbers of children for whom communication is enhanced through liaison involvement.

Rates of special education referrals.

Attendance records of Migrant children.

4. Describe how the budget supports the activity.

Salaries for 1.75 FTE liaisons.

Budget for school supplies, activity fees, cell phones for easy and quick access to liaisons, indistrict travel, technology access to share information.

<b>TITLE I, PART C - MIGRANT EDUCATION SERVICE DELIVERY</b>
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Supplemental Program or Activity:

Identification of Migrant Students

1. Describe the supplemental program or activity for both the elementary and secondary migrant students and the performance goal it supports.

Liaisons will be notified via automatic e-mail through Power School upon enrollment of any new students.

Liaisons will complete required COE documentation.

Liaisons, Migrant coordinator, and MARSS clerk will meet monthly to ensure accurate data collection and notification.

Activity supports Performance Goals 1, 2 & 5.

2. Justify why your LEA determined that this program or activity is necessary and how it will support the attainment of the performance targets.

Proper identification of Migrant students is a key activity of the Migrant program. The primary purpose of identification is to ensure appropriate attention and services are provided to learners and families. Although improved, notification has sometimes been delayed in getting to the liaisons resulting in lost time to connect services with families; creates communication barriers; and sometimes incorrect & incomplete identification of COEs.

3. Describe how the effectiveness of the program or activity will be evaluated.

Increase in number of immediate notifications.

Increase in number of correctly / completely filled out COEs.

Adherence to meetings to review data collection.

Report of more immediate connection of families to community supports; improved communication between home and school.

4. Describe how the budget supports the activity.

1. Three liaisons will divide their work among three elementary schools, Middle School, High School and Red River Alternative Learning Center. The budget supports their salary, school supplies, in-district travel, staff development and ability to communicate quickly and on demand.

2. Additional summer hours are made available to one liaison to coordinate enrollment of families in Tri-Valley Head Start and the Migrant Summer Program.



**Title I, Part D Regular - N or D Prevention / Intervention Composite Budget**

**MOORHEAD PUBLIC SCHOOL DISTRICT (#0607-0354)**

**Contact: Deb Pender (218) 284-2230 [dpender@moorhead.k12.mn.us](mailto:dpender@moorhead.k12.mn.us)**

District Number	Finance Code	Program Code	REAP Eligible	Starting Date	Ending Date	Fiscal Year
00152	406	216	No	7/1/2006	6/30/2007	2007

<b>Object Codes</b>	<b>Program Code</b>	<b>FTE/ Hours(h)</b>	<b>Cost (1000)</b>	<b>Total</b>
110	Executive/Managerial	0/0h	\$0	\$0
140	Licensed Instructional	0.25/0h	\$12,229	\$12,229
141	Non-licensed Instructional	0.5/0h	\$12,883	\$12,883
143	Licensed Support	0/0h	\$0	\$0
144	Non-licensed Support	0.5/0h	\$1,162	\$1,162
145	Licensed Substitutes	0/0h	\$0	\$0
146	Subs for non-licensed instructional	0/0h	\$0	\$0
170	Non-instructional Support	0/952h	\$3,641	\$3,641
185	Extended Time	0/0h	\$0	\$0
200	Fringe benefits (all)	0/0h	\$4,212	\$4,212
305	Consulting Fees/Fees For Services	0/0h	\$4,500	\$4,500
329	Postage and Parcel Services	0/0h	\$0	\$0
350	Repairs and Maintenance Services	0/0h	\$0	\$0
366	Travel, Conventions and Conferences	0/0h	\$800	\$800
368	Out-Of-State Travel, Federal Reimbursed	0/0h	\$0	\$0
398	Chargeback (phone/printing)	0/0h	\$0	\$0
401	Non-Instructional Supplies/Materials	0/0h	\$0	\$0
430	Supplies & Materials (non-individualized)	0/0h	\$271	\$271
433	Supplies & Materials (individualized)	0/0h	\$0	\$0
461	Tests & Scoring	0/0h	\$0	\$0
470	Media Resources	0/0h	\$0	\$0
490	Food	0/0h	\$0	\$0
530	Other Equipment Purchased	0/0h	\$0	\$0
555	Technology Equipment	0/0h	\$0	\$0
820	Dues and Membership	0/0h	\$0	\$0
	SUBTOTAL	1.25/952h	\$39,698	\$39,698
	Indirect Costs (Max. Allowed: 2.0 %)			\$0
	TOTAL	1.25/952h	\$39,698	\$39,698

<b>TITLE I, PART D - SUBPART 2 NEGLECTED OR DELINQUENT EDUCATION NARRATIVE</b>
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### **Section 1. Extent of Need**

1. Describe the Neglected or Delinquent population(s) in your LEA (include relevant MCAs, BSTs, other academic data, annual child count, case management, program data, etc.).

The WCRJC Educational Programs received full approval status by MDE in Mar, 2005

240 students were enrolled during 2004 (unduplicated count) with 231 students in the secure program (detention, treatment) and 68 students court ordered to the non secure program (shelter care) for consequential or mental health evaluation services. Males were over represented in the detention (.85) and shelter care (.57) programs. Two thirds of all students were in short term placement (< 15 calendar days). 112 students were enrolled during Oct, 2004, with 33 students residing in the facility for > 30 days. One student in 2004 was enrolled for > 90 days. In 2004 student ages ranged from 8-18 yrs. More middle level students were enrolled in the non secure program. The highest concentration of students were in grades 9 and 10 (.50). The detention program included more students in grades 11 and 12 who were diploma seeking and/or working on their GED (.36). All eligible WCRJC students participated in the state assessments. 2004 MCA and 2005 BST results were inconclusive due to the small numbers of students being tested. 91 students were screened from January, 2005, to present. Individual results on the NWEA Measures of Academic Progress (MAP) indicated deficient skills in reading/language and mathematics. Forty three percent of the student Reading scores were < .34, falling within the LO classification at a 7th grade proficiency level. Seventy five percent of the student Math scores were < .34. One half of the Math scores in the LO were at the tenth percentile or below. Diagnostic information indicated that skill development in the first quartile was deficient across areas measured. Skill development in the second quartile indicated scatter, with gaps in particular areas that require further attention. 34% of the 2004 student population were eligible for special education services, including EBD, SLD and OHI. No students qualified for ELL services. Trends indicate that 1/3 of the students placed in the WCRJC Detention Center have dropped out of school at some point during their academic careers. Youth of color were also over represented in the WCRJC student programs (.42), with students of American Indian (.27), Hispanic (.12), and African American (.04) descent. 32% of the WCRJC students in 2004 had dropped out of school at some point during their academic career, compared to 1.8 percent of students in Moorhead District. In 2004 1/3 of the student population presented significant mental health concerns at intake. 14% of the students reported suicidal ideation in the past 90 days. 34% of the students presented significant drug and alcohol problems at intake. No difference in the percentage of males and females with presenting needs was found. There was a difference, however, in the type of symptoms presented. Males reported feelings of anger and irritability and females reported more somatic complaints. The WCRJC Transition Program served approximately 18 students per quarter, including services to students in the facility and upon discharge. Ethnic genre and gender breakdowns mirrored the demographic composition of the student population. Approximately 4.5 individual contacts were made with students from Clay and Becker Counties accounting for one half of the students served. 88% of the youth made successful transitions to the next school, job, or institutional site. 100% of the students received career exploration, life skills and vocational instruction. 100% also received support services and the related outcomes. 17% of students transition to Alternative Learning Centers and 22% to private and public schools.

28% of the youth worked jobs, lived independently or lived at home with individual contributions being made to support the household.

2. Describe the existing Neglected or Delinquent Education Program(s) in your LEA (identification, placement, staffing, type of supplemental programming for N or D students).

WCRJC Detention Program:

Identification: Court Services

Placement: Short term detention (< 15 days), Long Term (15 +), Treatment (30 - 90 days).

Staffing: Two Teachers (2 FTE), Two Paraprofessionals (1.0, .77), Liaison (1.0), Technology Assistant (.10), Special Education Facilitator (.08), Administrator (.14).

Supplemental Programming: Clay County Extension, Extended Day/Learning Year, Treatment, Transition/After Care, Mental Health Screening, Crisis Triage, Community Programs, Truancy Intervention, Transition Care Program, Homeless Education Program, Minor Parent Program, Public Health.

WCRJC Shelter Care:

Identification: Court Services, Human Services, Truancy Intervention, Schools.

Placement: Up to 30 days.

Staffing: One Teacher (1 FTE), One Paraprofessional (.62), Technology Assistant (.05), Special Education Facilitator (.045), Administrator (.06).

Supplemental Programming: Clay County Extension, Extended Day/Learning Year, Treatment, Transition/After Care, Mental Health Screening, Crisis Triage, Community Programs, Truancy Intervention, Transition Care Program Minor Parent Program, Public Health.

Red River Area Learning Center:

Day School Multiple Sites: RRALC Separate Site, Horizon Middle School, Moorhead High School.  
Extended Day/Learning Year: RRALC Separate Site, Horizon Middle School, Moorhead High School, Barnesville High School, DGF Senior High School.

Identification: Court Services, Human Services, Truancy Intervention, Schools, Open Enrollment - Minnesota Graduation Incentives Program.

Placement: Screening - Learner Support Team

Staffing: N/D Secretary Registrar, School Social Worker, Homeless Education Program, Academic Licensed and Non Licensed Staff, Administrator.

Supplemental Programming: Clay County Extension, Extended Day/Learning Year, Treatment, Transition/After Care, Mental Health Screening, Crisis Triage, Community Programs, Truancy Intervention, Transition Care Program Minor Parent Program, Public Health.

3. Describe the gaps that exist for Neglected or Delinquent students (academic, graduation and attendance rates, etc.).

The strong link between academic failure and juvenile offending underlies the importance for educational reform to address the specific needs of high-risk youth. Gaps include the following:

Access to Student Records, Current Student Records/Portfolios;

Additional support services at the RRALC to account for frequent moves, multiple placements, etc., among delinquent students, including activities to retrieve records from previous placements/enrollments, provide updates on student progress and performance on statewide testing and related standards, and other paperwork as required. Expedient determination of student progress towards graduation and assistance with graduation planning.

Forwarding of student records to other educational facilities and placements, including diagnostic assessment results to expedite student placement and to identify academic, vocational and social emotional needs that require further attention.

Academic Achievement:

Opportunities to accelerate achievement growth, attain proficiency benchmarks, and meet the same rigorous state standards as age/grade mates.

Curricular options that account for skill deficiencies and meet secondary content requirements.

Drop out prevention activities, including reentry services, are necessary to promote grade level progression, attainment of the State Standards, and achievement of a high school diploma. Strategies to engage young males and/or students with two plus years of high school remain critical to transition services and drop out prevention efforts. Resiliency literature suggests that relevancy and authenticity to the learning process must be emphasized, thus providing a connection between traditional studies and future goals. Career exploration, life skills training, and vocational instruction are important elements of a real life approach to education for delinquent youth. Every student who exits the WCRJC Programs should have an adult in their primary school placement that is committed to nurturing a personal sense of self-worth and supporting the student's efforts to succeed in school. In addition, research suggests that adjudicated youth are 54% more likely to be charged with a non-law technical violation than those who were not enrolled in school. Fear of legal action can be a factor in student decisions to discontinue their continued involvement in educational programming. A closer partnership between the educational institution and the aftercare program will enhance advocacy and early intervention strategies before a violation and court appearance is necessary.

Multicultural Education:

Programming should include a high-quality, relevant, and interesting curriculum that treats the language and culture of all students as resources, conveys high expectations, presents available options for their lives, and demands student investment in learning. Students should have the high-quality, up-to-date resources necessary for an effective education. Follow up programming that incorporates culturally specific mentoring and culturally sensitive services are also required.

Transition Services, Student Wellness:

After care services help solidify collaborative efforts among the various agencies involved with WCRJC students. These services include the coordination and maintenance of community services prior to a youths' release from the program, followed by close supervision and advocacy for several months after release. Reentry services assist the young person during the transition from incarceration to home and the community.



4. Describe the ongoing and sustained type and amount of professional development opportunities addressing the needs of Neglected or Delinquent students currently available to school personnel and how that has impacted student academic performance.

The WCRJC educational staff are part of the Moorhead Area Schools District Staff Development Plan. The staff are engaged in a number of professional development opportunities that address the needs of Neglected and Delinquent students. Moorhead District Staff have four professional development days built into the school year. The WCRJC staff received two additional two days for on site training opportunities in 2003-04. In addition to designated staff development days, a variety of training is available to staff on a monthly basis to address unique learner needs. Funding is also available for staff to attend professional development opportunities such as conferences, professional meetings, etc. Examples of staff development opportunities in 2004-05 included:

**Crisis Prevention Intervention:** During the 2003-04 school year licensed and non-licensed staff were required to acquire or maintain certification in Nonviolent Crisis Intervention Techniques. This training builds/maintains professional skills to cope with students with tenuous coping skills and to maintain a safe and orderly classroom.

**Hot Topics:** Staff receive monthly training in topics related to current trends and best practices in the delivery of services to unique learner populations. The district level trainings also provide an opportunity for staff to consult with staff from other buildings/programs.

#### Assessment

As the District has adopted the measure district wide all staff will participate in additional training during the 2004-05 school year and beyond. The data will be essential to measure incremental student growth and progress towards program/district state defined benchmarks according to the requirements of NCLB.

**Mandatory Trainings:** The Moorhead District utilizes experts from its own ranks and those of the service cooperative to provide professional development in federal and state mandated areas.

**Lakes Country Service Cooperative:** The cooperative also provides a number of one and two day trainings throughout the school year in a variety of areas related to unique learner needs, vocational development, and other initiatives. For example, one of the WCRJC staff spent two days learning about the Minnesota Career Investigation System for use in her classroom.

**Curriculum Development:** Two days were spent reviewing MN state standards and realignment of curricular areas. Gaps in curricular offerings and opportunities for accelerated skill development were identified.

#### State Level

Program staff and administration addressed areas in need identified by MDE. A corrective action plan was designed and implemented in 04-05 resulting in the status of full approval. All staff attended the Care and Treatment Conference in Brainerd in March 2005. Staff also attended other state sponsored conferences and meetings. Staff had opportunity to enroll in relevant university courses. Staff are being encouraged to look at further academic work in specific licensure areas to meet the requirements of the NCLB Highly Qualified Teacher requirements.

## **Section 2. Goals/Performance Targets Required Under Title I, Part D**

1. Describe the academic performance targets for Neglected or Delinquent students (meeting proficiency levels on the MCAs and BSTs or valid assessments like NWEA, STAR, etc.).

70% of Delinquent students who have successfully completed treatment will be transitioned, that is, returned to school, complete diploma or GED after one year.

The percentage of students in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the MCAs will increase by 3%.

2. Describe the performance targets for Neglected or Delinquent students regarding Transition (Transition is defined as the percentage and number of students successfully returning to school, completing GED, attaining diploma or employment).

The transition counselor will conduct pre-exit interviews of Delinquent students successfully completing treatment. The transition counselor, with clerical help, will contact at least 90% the sites where students have transitioned by follow-up visits or phone checks to determine successful transition including forwarding of student records.

3. Describe the performance targets for Neglected or Delinquent students regarding follow-up (follow-up is defined as the percentage and number of students staying in school, completing GED, attaining diploma or employment after a minimum of six months).

The transition counselor, with clerical help, will contact at least 90% of the sites where students have transitioned by follow-up visits or phone checks to determine successful transition including forwarding of student records.



2. Summarize the services to be provided under the program:

The goal of the Moorhead School District Neglected and Delinquent Education Program will be to provide high quality educational services to neglected and delinquent youth placed at the West Central Regional Juvenile Center (WCRJC). The Program will engage the students in the learning process, prepare them to meet the same challenging State standards that all students are expected to meet, facilitates their transition between educational settings, support their achievement of a high school diploma (or equivalent) and equip them with a solid background for meeting educational and vocational goals beyond high school.

Interventions supported by the 2005-06 Neglected and Delinquent Education Program will include the following :

Co-Funding of a full time teacher (.25) to provided additional expanded learning opportunities for WCRJC students.

Funding of a paraprofessional (5 hours per day) at the West Central Regional Center to assist with accelerated skill development;

Co-Funding of a full-time transition coordinator with the WCRJC Treatment program to provide services to neglected and delinquent youth to further education or employment;

Co-Funding of a part-time registrar for youth at-risk with Title One N and D set aside funds to ensure that records are updated and maintained as students transition between educational and treatment facilities;

Support for the development and integration of successful strategies and approaches for accelerated skill development in Reading and Mathematics;

Support for licensed staff to work with the requirements of NCLB, to integrate state standards and to address the needs of separate site populations and research based approaches to accelerated skill development and student learning;

Support for student resources and technology at the WCJRC with Moorhead District Technology and Special Education Departments, includes multicultural resources and support for drop out prevention activities linked to the Clay Co Re-En try Project and the Red River Area Learning Center.

3. Describe how the program under this subpart will be coordinated with other Federal, State, and local programs.

The N and D Program is part of a broader District vision to provide comprehensive programming for youth at-risk in attainment of State standards, transition and follow up. The Neglected and Delinquent Program is consistent with the Moorhead District's mission: " To develop the maximum potential of every learner to thrive in a changing world. " The development of alternative programs for youth at risk is prioritized in the School District's Five Year Plan. The relationship of the Moorhead District and the West Central Regional Juvenile Center is unique in that a significant number of students served in the facility (.40) are resident of the Moorhead District. The Director of Alternative Programs will continue to serve as the N and D and Homeless Liaison. There is significant overlap in these populations. This assignment is a strategic plan to ensure that the needs of the youth at the WCRJC are addressed as an integral part of the development of a comprehensive programming for youth at-risk in attainment of State Standards, transition and follow up. Several entities within the Moorhead District have been part of a collaborative effort to effectively address the needs of delinquent students. The cooperation between the programs works to ensure a continuous network of support services across locations in the Moorhead District. The continuum of programs and services includes the Department of Teaching and Learning (i.e., Reading Recovery and Literacy Initiative, Compensatory Programs, Special Education, Alternative Education, etc.), Technology, Safe and Drug Free Schools- Student Assistance, Indian Education, Migrant Education, Building Leadership Teams, etc. The initiative to promote coordination of sites for students at risk has contributed to the expanded role of the Student Assistance Program in the Moorhead District. The Student Assistance Coordinator has become a critical link in accessing educational opportunities for delinquent youth across the district. The program has become the "voice" of the District in advocating to the courts for prevention and intervention services for individual youth , and the "hub" of collaborative effort between alternative education and traditional education and will be an important link to transition student within the program.

4. Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Program Act of 1974.

The N and D Program is part of a broader community based vision to provide comprehensive programming for youth at-risk in attainment of State standards, transition and follow up. A variety of agencies, include Moorhead School District, West Central Regional Juvenile Center (WCJRC), Clay County Court Services (Minnesota Department of Corrections), Clay County Social Services, Clay County Joint Powers Collaborative, Clay County Children's Mental Health Collaborative, Healthy Communities Initiative and local providers. The Neglected and Delinquent Education Program works closely with the Treatment Component of the West Central Regional Juvenile Center to effectively meet the needs of students placed at the facilities. Meetings between the administrators and staff of the WCRJC Director and Moorhead Director of Alternative Programs work collaboratively with Court Services, Social Services and other community agencies to promote a comprehensive system of wrap around support services for the delinquent students.

The Clay County Children's Mental Health Collaborative has been very effective in assisting entities to work together to meet the needs of the delinquent population. An increasing number of neglected and delinquent programs for mental health, chemical health and community-based services have been established in Collaborative and related programming (ex. Truancy Intervention Program) has encouraged a trend towards development of services within the Clay County area. A transition worker and juvenile probation officer will be co-located at the Red River Area Learning Center to effectively transition student from correctional settings and to support their successful participation in an educational program. A Student Services Coordinator from Moorhead Senior High School will work with the team to support students as they transition into more trend is being evidenced for placement of neglected and delinquent youth from other counties in the Clay County area fro care and treatment. As Moorhead is the sole urban are within Clay County, many of these youth are enrolled in the Moorhead District. These trends demonstrate the need for the continued development of alternative approaches to serve neglected and delinquent students which reflect best practices in the delivery of high quality educational programming and related support services and activities.

5. Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing Individual Education Plans (IEPs).

In compliance with the recommendations of the CFL Care and Treatment Task Force, 2000, all students enrolled at the WCRJC three days or more will be screened for academic and support needs. Moorhead District's Department of Information Systems, Special Education and Compensatory Programs, Alternative Education and Building Level Staff have worked with staff from the West Central Regional Juvenile Treatment and Educational Programs to address the need for facilitation of student information and records in a timely manner. A secretary offices at the Moorhead District Special Education Central Office in the afternoon and transitions to the West Central Regional Juvenile Center in the evening. Within the Moorhead District the Secretary has access to information stored in the district's data management system for all schools. this process facilities immediate access to IEP's and other information for Moorhead students. The District has also identified a central contact for the schools in the thirteen county area so that student information is tracked for out of district student placed at the WCRJC as well. The secretary works with the education and treatment staff at the WCRJC to ensure that they have the necessary informant for student planning.

A full compliance review of the education program at West Central Regional Juvenile Center (WCRJC) was conducted in January 2004. A corrective action plan (CAP) was developed for areas of noncompliance and carried out by Moorhead Public Schools.

The follow-up compliance and approval review was conducted on December 15, 2004. The follow-up visit consisted of a review of 6 facility-selected special education records; 3 general education record, interviews with education staff and administrators; and classroom observations.

The Special Education Director and the WCRJC Education Coordinator worked with the staff to improve the quality of programming and due process for all students attending WCRJC. A due process facilitator is assigned to work with staff 1/2 day per week. This facilitator also works with the ALC and has helped improve the reintegration of some Moorhead student into the ALC. There is also a school psychologist assigned to the building that completes evaluations and provides mental health diagnostic services.

6. Is the LEA sub-contracting this program to an intermediate district or private school education program for the eligible facility(s)?  
No ☒ Yes ☐

### Section 3. Legal Requirements Under Title I, Part D

1. Describe formal agreements (identified on the "certification page" section of the application).

An identification of the "liaison" for eligible school LEAs (identified on the cover page of this application - the Title I Contact).

A description of formal agreements (identified on the "certification page" section of the application).

A budget breakdown page and a budget summary page are to be completed as directed (Finance Dimension 406).

1 A summary of the services to be provided under the program (maximum of six pages attached). See attached pages at the end of this section.

- A description (summary format) of the extent of need.
- A description of the goals/performance targets in measurable form.
- A description of how the program under this subpart will be coordinated with other Federal, State, and local programs.
- A description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Program Act of 1974.
- A description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing IEPs.



## Title II, Part A Regular - Teacher/Principal Training & Recruiting Composite Budget

**MOORHEAD PUBLIC SCHOOL DISTRICT (#0607-0354)**

**Contact: Lynne Kovash (218) 284-3315 [lkovash@moorhead.k12.mn.us](mailto:lkovash@moorhead.k12.mn.us)**

District Number	Finance Code	Program Code	REAP Eligible	Starting Date	Ending Date	Fiscal Year
00152	414	204	No	7/1/2006	6/30/2007	2007

Object Codes	Program Code	FTE/ Hours(h)	Cost (1000)	Total
110	Executive/Managerial	0/0h	\$0	\$0
140	Licensed Instructional	4.5/0h	\$270,543	\$270,543
141	Non-licensed Instructional	0/0h	\$0	\$0
143	Licensed Support	0/0h	\$0	\$0
144	Non-licensed Support	0/0h	\$0	\$0
145	Licensed Substitutes	0/350h	\$10,000	\$10,000
146	Subs for non-licensed instructional	0/0h	\$0	\$0
170	Non-instructional Support	0/0h	\$0	\$0
185	Extended Time	0/13h	\$400	\$400
199	Salary Adjustments	0/0h	\$0	\$0
200	Fringe benefits (all)	0/0h	\$69,473	\$69,473
305	Consulting Fees/Fees For Services	0/0h	\$13,993	\$13,993
329	Postage and Parcel Services	0/0h	\$0	\$0
350	Repairs and Maintenance Services	0/0h	\$0	\$0
365	Interdepartmental Transportation (Chargeback)	0/0h	\$0	\$0
366	Travel, Conventions and Conferences	0/0h	\$21,546	\$21,546
368	Out-Of-State Travel, Federal Reimbursed	0/0h	\$0	\$0
389	Staff Tuition Reimbursement	0/0h	\$0	\$0
390	Payments for Educational Purposes	0/0h	\$0	\$0
401	Non-Instructional Supplies/Materials	0/0h	\$0	\$0
430	Supplies & Materials (non-individualized)	0/0h	\$1,499	\$1,499
433	Supplies & Materials (individualized)	0/0h	\$0	\$0
470	Media Resources	0/0h	\$0	\$0
490	Food	0/0h	\$0	\$0
530	Other Equipment Purchased	0/0h	\$0	\$0
	SUBTOTAL	4.5/363h	\$387,454	\$387,454
	Indirect Costs (Max. Allowed: 2.0 %)			\$0
72	TOTAL	4.5/363h	\$387,454	\$387,454



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## NCLB/ESEA CONSOLIDATED APPLICATION

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### TITLE II, PART A - TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND PROGRAM NARRATIVE

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#### Section I. Needs Assessment

1. Taking into consideration the academic needs of your students describe your LEA's most pressing needs for professional development and hiring so as to ensure that your teachers have the means, including subject matter knowledge and teaching skills, and your principals have the instructional leadership skills, to provide students with the opportunity to meet challenging State and local student academic achievement standards. Be sure to consider the needs of eligible non-public personnel in this assessment.

All teachers will be a part of the continuous improvement process in each school. Teachers will use a collaborative process to set goals for their classroom, examine student work and determine promising instructional strategies that will affect student learning in each classroom. These practices will be tied to district and building SMART goals. Teachers will also continue the process to integrate content areas into a balanced literacy framework and refine alignment of math standards. Due to consideration of the levels of achievement in mathematics, teachers will be provided the opportunity for training using the Everyday Math curriculum. Our schools will have a curriculum that is well integrated and articulated throughout the entire school district K-12. Teachers will be a part of professional learning activities that determine the essential curriculum, targets and common assessments for each department/grade level.

2. Describe the process used to conduct your LEA's needs assessment for Title II, Part A. Be sure to include information on the composition of the team involved in the process and how the needs assessment was conducted through a collaboration of teachers, paraprofessionals, principals, other relevant school personnel and parents.

The needs assessment was conducted by teachers and administration to determine the best placement and utilization of staff to provide the best environment for student learning. The process was conducted by a team of teachers and building administration assessing the needs of students through achievement scores and other assessment information. A team of teachers also examined the reading and math scores, standards and classroom assessments to determine the needs of individual buildings.

The needs assessment was conducted as a part of the AYP program improvement. As a continuing part of the needs assessment we are using Newman's framework (as delineated by Beth Aune) to examine our structure, culture and capacity to enhance student learning in Moorhead Area Public Schools.

## Section II. Program Description

1. Using the Needs Assessment as the basis for local decisions, describe the main activities your LEA will conduct using Title II, Part A funds. For each activity, please include an explanation of how the proposed activity will support implementation of challenging content and academic achievement standards, be based upon scientifically based research, and be expected to have a strong, measurable, and positive impact upon student achievement.

The funding will be used to maintain a smaller class size, instructional coaching and for collaborative processes for schools based upon a continuous school improvement model to include professional development activities for goal setting, team work, curriculum alignment, examining student work, analyzing and interpreting data, common assessment, and setting intervention strategies using promising practices. Our schools are developing professional learning communities to develop a culture where student learning is at the core. The development of this learning organization is at the core of the activities that will take place during the school year. As part of this emphasis of a learning organization, the emphasis will be on examining student work, secondary reading collaborative effort and curriculum alignment in common reading, math, science and social students. Funding will also be utilized to develop district assessments in reading, math and writing.

2. **Class Size Reduction.** If your LEA plans to use any Title II, Part A funds for class size reduction, the following information is required:

School Assigned	Grade Assigned	Subject Assigned (Only if not a full-time classroom teacher)	Reason Assigned: a. Highest Poverty b. Largest Class Sizes c. Title I School Improvement Status	FTE of CSR Teacher	Number of Students in Grade Level	Number of Classroom Teachers Prior to Assignment of CSR Teacher (Do Not Include Specialists, Title I, Special Education, or ELL)	Average Class Size Without CSR = Column (6)/Column (7)	Average Class Size With CSR = Column (6)/[Column (7) + 1]
R. ASP EL	1	0	A	1	129	5	25.8	21.5
ELLEN HOP	1	0	B	1	111	4	27.75	22.2
R. ASP EL	2	0	A	1	122	4	30.5	24.4

3. **High Quality Professional Development.** Please describe your LEA's overall plan for professional development in SY 2005-2006. List each proposed activity supported by Title II, Part A. If applicable, include information on activities proposed to benefit personnel in non-public schools. For each proposed activity, provide a description of how the activity satisfies the definition of "high quality professional development" in Section 9101(34) of ESEA, particularly by demonstrating that it is not a one-time or short-term activity disconnected from the rest of the professional development plan.

The activities in #1 reflect the idea of high quality job embedded ongoing professional development. The activities described will allow for teachers working together to develop expertise over time.

4. **Other Title II, Part A Activities.** If your LEA plans to use Title II, Part A funds for any other authorized activity, provide a description of each activity including who will benefit, the goal of the activity, and the connection to your needs assessment.

We have not used funds for any other purpose.

5. **Coordination with Federal, State, or Local Professional Development Activities.** Please describe how your LEA will coordinate Title II, Part A professional development activities with other federal, state, and local resources.

As our schools and district develop goals that will center on student learning and reculturing, all local, state and federal staff development funds are being expended to develop a process for professional learning communities and developing goals that are specific, measurable, attainable, results oriented and time bound. A core of teachers have been trained and all funds will be used for all the aspects of developing the capacity of all teachers to be a part of the continuous improvement process. Teachers will meet and work in learning teams vertically (K-12) and by grade level during the year. This will provide added opportunity for all teachers to have common understanding of the curriculum, standards and assessment.

### **Section 3 Non-Public Participation (If Applicable)**

1. **Administrative Control.** Please describe the process your LEA has instituted to ensure that the LEA ALWAYS retains administrative control of the Title II, Part A funds.

The ESEA Coordinator meets monthly with the principal of St. Joseph School to ensure that information is shared, to take input from the principal regarding goals, activities, materials to purchase and staff development desired. Park Christian chooses not to participate. The Title I coordinator orders all materials/supplies and arranges for all staff development activities, e.g. registration, reimbursement of expenses, consultative time, etc.

2. **Services.** Describe the services the LEA will provide with these funds.

Staff from private school are invited to district staff development activities; LEA registers private school staff for staff development activities related to core content support of at-risk students; LEA pays for consultative time of St. Joseph's staff.

<b>Non-Public Participation Worksheet for Title II, Part A</b>
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1. Title II, Part A funds your LEA plans to spend on professional development in SY 2006-2007:	<b>Line 1</b>	144168
2. Total K-12 enrollment for your LEA in SY 2005-2006 as listed on your SY 2006-2007 allocation sheet:	<b>Line 2</b>	5854
3. Proposed per pupil amount for professional development in SY 2006-2007:	<b>Line 3</b>	24.63
4. LEA's total Eisenhower Professional Development (Fin. Code 414) allocation in SY 2001-2002:	<b>Line 4</b>	37611.16
5. Federal Class Size Reduction (Fin. Code 416) funding expended on professional development in SY 2001-2002:	<b>Line 5</b>	0
6. LEA's total allocation for professional development in SY 2001-2002 subject to equitable participation requirements: (#4+#5)	<b>Line 6</b>	37611.16
7. Total K-12 enrollment for your LEA in SY 2001-2002 (public and non-public) as listed on your 2001-2002 final entitlement sheet:	<b>Line 7</b>	6150
8. "Hold Harmless" per pupil amount for professional development based: (#6/#7)	<b>Line 8</b>	6.12
9. Minimum per pupil amount that must be used to support services to non-public personnel under Title II, Part A in SY 2006-2007: (Larger of line 3 and line 8)	<b>Line 9</b>	24.63

# Title II, Part D Regular - Enhancing Education Through Technology Composite Budget

MOORHEAD PUBLIC SCHOOL DISTRICT (#0607-0354)

Contact: Lynn Day (218) 284-3344 lday@moorhead.k12.mn.us

District Number	Finance Code	Program Code	REAP Eligible	Starting Date	Ending Date	Fiscal Year
00152	453	210	No	7/1/2006	6/30/2007	2007

Object Codes	Program Code	FTE/ Hours(h)	Cost (1000)	Total
110	Executive/Managerial	0/0h	\$0	\$0
140	Licensed Instructional	0/0h	\$0	\$0
141	Non-licensed Instructional	0/0h	\$0	\$0
143	Licensed Support	0/0h	\$0	\$0
144	Non-licensed Support	0/0h	\$0	\$0
145	Licensed Substitutes	0/0h	\$0	\$0
146	Subs for non-licensed instructional	0/0h	\$0	\$0
170	Non-instructional Support	0/0h	\$0	\$0
185	Extended Time	0/30h	\$750	\$750
199	Salary Adjustments	0/0h	\$0	\$0
200	Fringe benefits (all)	0/0h	\$90	\$90
305	Consulting Fees/Fees For Services	0/25h	\$635	\$635
329	Postage and Parcel Services	0/0h	\$0	\$0
350	Repairs and Maintenance Services	0/0h	\$0	\$0
360	Transportation Contracts with Private or Public Carriers	0/0h	\$0	\$0
365	Interdepartmental Transportation (Chargeback)	0/0h	\$0	\$0
366	Travel, Conventions and Conferences	0/0h	\$0	\$0
368	Out-Of-State Travel, Federal Reimbursed	0/0h	\$0	\$0
389	Staff Tuition Reimbursement	0/0h	\$0	\$0
394	Supplemental Services/Field Trips	0/0h	\$0	\$0
398	Chargeback (phone/printing)	0/0h	\$0	\$0
401	Non-Instructional Supplies/Materials	0/0h	\$0	\$0
430	Supplies & Materials (non-individualized)	0/0h	\$983	\$983
433	Supplies & Materials (individualized)	0/0h	\$0	\$0
460	Textbooks and Workbooks	0/0h	\$0	\$0
461	Tests & Scoring	0/0h	\$0	\$0
470	Media Resources	0/0h	\$8,835	\$8,835
490	Food	0/0h	\$0	\$0
530	Other Equipment Purchased	0/0h	\$0	\$0
555	Technology Equipment	0/0h	\$7,867	\$7,867
820	Dues and Membership	0/0h	\$0	\$0
	SUBTOTAL	0/55h	\$19,160	\$19,160
	Indirect Costs (Max. Allowed: 2.0 %)			\$0
	TOTAL	0/55h	\$19,160	\$19,160



## TITLE II, PART D - PROGRAM NARRATIVE

### GOALS

1. What are your LEA's goals for using technology to improve student academic achievement?

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

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

### STRATEGIES

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

Title II Part D funds will build on a program which began with the 2002-03 Title II Part D funds and has continued each consecutive year.

- \* The district will purchase LCD projectors and continue to place them in SMART Classrooms.
- \* One LCD projector will be installed in each SMART Classroom. These projectors will be permanently ceiling mounted and provide connectivity to an existing networked multimedia computer, DVD/VHS VCR player, RF Distribution network (internal and external cable TV, satellite), and H323 ITV connectivity. In addition, other peripherals can be connected such as digital and analog cameras and camcorders, digital microscopes, laser disk players, document cameras, external portable hard drives, probe ware, and PDAs.
- \* LCD projectors allow teachers to easily demonstrate and share information with their students. Staff development will be necessary to instruct teachers in the use of the projectors and the potential creative uses of the team resource room.
- \* An addition to our curriculum this year is a subscription to United Streaming. This will provide our students and staff with the largest and most current video-on-demand K-12 digital video/video clip library available.
- \* The district will utilize staff development funds included in Title II Part D to develop a robust training program to ensure the success of teachers using the LCD projectors.
- \* Title II Part D Staff Development funds will also be used to ensure teachers are trained on the benefits and use of United Streaming subscription.



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

Title II Part D funds will build on a program which began with the 2002-03 Title II Part D funds and has continued each consecutive year.

- \* The district will purchase LCD projectors and continue to place them in SMART Classrooms.

- \* One LCD projector will be installed in each SMART Classroom. These projectors will be permanently ceiling mounted and provide connectivity to an existing networked multimedia computer, DVD/VHS VCR player, RF Distribution network (internal and external cable TV, satellite), and H323<sup>1</sup> ITV connectivity. In addition, other peripherals can be connected such as digital and analog cameras and camcorders, digital microscopes, laser disk players, document cameras, external portable hard drives, probe ware, and PDAs.

- \* LCD projectors allow teachers to easily demonstrate and share information with their students. Staff development will be necessary to instruct teachers in the use of the projectors and the potential creative uses of the team resource room.

- \* An addition to our curriculum this year is a subscription to United Streaming. This will provide our students and staff with the largest and most current video-on-demand K-12 digital video/video clip library available.

- \* The district will utilize staff development funds included in Title II Part D to develop a robust training program to ensure the success of teachers using the LCD projectors.

- \* Title II Part D Staff Development funds will also be used to ensure teachers are trained on the benefits and use of United Streaming subscription.

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

A full time technology integrationist is employed.

Each building has a full time media specialist on staff.

Staff technology training will be delivered through technology education workshops. These courses are offered on a year round basis during employees contracted time. Each year the district provides at least three hours of mandatory staff development per employee within their contracted time. In addition, we provide optional mini-sessions before and after school in each school building which train staff on a variety of instructional technology resources and equipment.

Staff training videos are also available online, accessible from our Moorhead Web site for staff to view 7/24/365 (<http://www.moorhead.k12.mn.us/www/trainingvids>). The district develops training videos which are posted on the district web site. These videos are applicable to Moorhead school district hardware and software applications including how to use LCD projection systems.

The district subscribes to Atomic Learning, which provides staff and students with any time anywhere instruction in the use of varied software applications.

The district employs a computer technician in each building. Their main focus is maintaining hardware and software on the computer, but ongoing

4. What are your LEA's strategies for using technology to promote parental involvement and increase communication with parents? Our student information system application, PowerSchool, provides on-demand, 24/7 access to grades and attendance as well as emailed reports to parents and students.

Each staff member is provided with an email address and access to computers on site to check and send email.

Each teacher is provided a direct in-dial phone with voice mail at their desk.

Anyone, anywhere can sign up for automated daily emails of our school and district announcements as well as meeting announcements and minutes.

The district is researching a data warehouse solution. A requirement of the solution is a parent connect piece.

The district's Atomic Learning subscription includes at home rights to all Atomic Learning content. Handouts explaining this are available at Parent/Teacher conferences. Student orientation also includes the home connection instructions.

As part of our 64 million dollar facility construction project, our facilities were designed to be community use friendly. Team resource rooms, gymnasiums and cafeterias are available for community wide functions. These functions could include PTAC meetings, Community Education classes, service club meetings, ITV conferences, and other community projects.

The district is working toward on line class registration for students with parent/guardian

#### TECHNOLOGY INVESTMENT

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

Hardware purchases will include LCD projectors

Curricular subscription services will include United Streaming 1 year subscription

Staff development funds will be utilized for Atomic Learning subscription.

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

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

The district has standardized on specific computer and LCD projector models purchased.

Standard mounting, wiring, and connectivity ensures teachers will enter any SMART Classroom and be familiar with the opportunities provided.

With this easy set up, LCD projector becomes an extension of the computer monitor the teacher uses.

Software and online subscriptions must meet minimum district standards which are in part dictated by minimum hardware standards.

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

LCD projectors were planned for as part of the district's recent construction project.

SMART Classrooms planned for during construction include rough in for cabling and mounted pipe for a ceiling mounted LCD projector.

Staff members quickly realized the capabilities of an LCD projection system and the opportunities projection provides to enhance the classroom teaching experience. The continued demand for LCD projection systems is a need the district must address.

United Streaming instructions will be coordinated during our staff development sessions and supported on an as-needed basis by media specialists in each building.

An Atomic Learning subscription will be purchased to deliver immediate, on-demand staff development training.

## ACCOUNTABILITY

1. What is the process and specific accountability measures the LEA will use to evaluate the extent to which activities funded under this Title II, Part D are effective in integrating technology into curricula and instruction, increasing the ability of teachers to use technology effectively for instruction, and enabling students to achieve Minnesota academic standards.

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

Support teachers through a structured, sequential technology training program and offer ongoing support in the management of technology resources within specific content areas as specified in the Minnesota Academic Standards.

Offer training through a variety of mediums such as face-to-face instruction, tutorials, self-paced learning through audio and video and online learning.

Access to content specific technologies – Web sites, software, and hardware – will be made available to teachers.

Further deployment of SMART classroom installations will occur.

Curriculum units of instruction will be regularly and continuously reviewed with supporting electronic resources identified.

Appropriate online subscriptions specific to grade level and reading level will be purchased.

Students and staff will be provided with the necessary resources to accomplish the district vision for technology.

Students and staff will interact with people and resources from across schools, communities

## STAFF DEVELOPMENT RESERVE EXEMPTION

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

☐ Yes      ☒ No

If No, the LEA must set aside 25% of the funds for staff development.

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

**TITLE II, PART D - NONPUBLIC SCHOOL PARTICIPATION INFORMATION - PART I****NONPUBLIC SERVICES**

1. **Administrative Control.** Please describe the process the LEA has instituted to ensure that the LEA ALWAYS retains administrative control of the Title II, Part D funds and any materials purchased with these funds.

The Moorhead School District will verify with administrative officials that the staff development training has been completed. Equipment and services will be purchased by the Moorhead School District.

2. **Services.** Please describe the nonpublic services the LEA will provide with these funds.

LEA will develop their own staff technology training recognizing the current technology levels of their staff. LEA will determine their equipment and services needs.

**Determining Non-Public Per Pupil Expenditures**

This information is on your LEA's most recent entitlement sheet.

1.	Total Number of Public School Students (MARSS)	5242
2.	Total Number of Non-Public Students (ED-00027)	612
3.	Total Enrollment	5854
4.	Title II Part D Budget	\$ 19,160
5.	*Divide Line 4 (Entitlement) by line 3 Total Enrollment - PPFU	\$ 3.27

This amount MUST be used for both public and non-public.

**NONPUBLIC SCHOOL PARTICIPATION INFORMATION**

Name of Nonpublic School	Number of Students Served With TITLE II, PART D Funds	Number of Staff Served with TITLE II, PART D Funds
St. Josephs	178	1.



# Title III Regular - Limited English Proficient Students Composite Budget

**MOORHEAD PUBLIC SCHOOL DISTRICT (#0607-0354)**

Contact: Sarah King (218) 284-3724 sking@moorhead.k12.mn.us

District Number	Finance Code	Program Code	REAP Eligible	Starting Date	Ending Date	Fiscal Year
00152	417	205	No	7/1/2006	6/30/2007	2007

Object Codes	Program Code	FTE/ Hours(h)	Cost (1000)	Total
110	Executive/Managerial	0.07/0h	\$5,683	\$5,683
140	Licensed Instructional	0/0h	\$0	\$0
141	Non-licensed Instructional	1/0h	\$16,295	\$16,295
143	Licensed Support	0/0h	\$0	\$0
144	Non-licensed Support	0/0h	\$0	\$0
145	Licensed Substitutes	0/0h	\$3,000	\$3,000
146	Subs for non-licensed instructional	0/0h	\$0	\$0
170	Non-instructional Support	0/0h	\$0	\$0
185	Extended Time	0/75h	\$2,000	\$2,000
199	Salary Adjustments	0/0h	\$0	\$0
200	Fringe benefits (all)	0/0h	\$3,698	\$3,698
305	Consulting Fees/Fees For Services	0/0h	\$5,000	\$5,000
329	Postage and Parcel Services	0/0h	\$0	\$0
350	Repairs and Maintenance Services	0/0h	\$0	\$0
360	Transportation Contracts with Private or Public Carriers	0/0h	\$0	\$0
365	Interdepartmental Transportation (Chargeback)	0/0h	\$0	\$0
366	Travel, Conventions and Conferences	0/0h	\$3,000	\$3,000
368	Out-Of-State Travel, Federal Reimbursed	0/0h	\$0	\$0
389	Staff Tuition Reimbursement	0/0h	\$0	\$0
390	Payments for Educational Purposes	0/0h	\$0	\$0
391	Payments to Minnesota School Districts (Cost Sharing Agreements)	0/0h	\$0	\$0
394	Supplemental Services/Field Trips	0/0h	\$0	\$0
398	Chargeback (phone/printing)	0/0h	\$0	\$0
401	Non-Instructional Supplies/Materials	0/0h	\$0	\$0
430	Supplies & Materials (non-individualized)	0/0h	\$7,975	\$7,975
433	Supplies & Materials (individualized)	0/0h	\$0	\$0
460	Textbooks and Workbooks	0/0h	\$0	\$0
461	Tests & Scoring	0/0h	\$0	\$0
470	Media Resources	0/0h	\$0	\$0
490	Food	0/0h	\$0	\$0
530	Other Equipment Purchased	0/0h	\$0	\$0
555	Technology Equipment	0/0h	\$0	\$0
820	Dues and Membership	0/0h	\$0	\$0
	<b>SUBTOTAL</b>	<b>1.07/75h</b>	<b>\$46,651</b>	<b>\$46,651</b>
	<b>Indirect Costs (Max. Allowed: 2.0 %)</b>			<b>\$0</b>
<b>90</b>	<b>TOTAL</b>	<b>1.07/75h</b>	<b>\$46,651</b>	<b>\$46,651</b>



### TITLE III, PART A - PROGRAM NARRATIVE

1. Provide an overview of how your LEA will use Title III funds to supplement existing federal and state programs serving English Language Learners. Explain, as necessary, current programming in order to demonstrate the supplemental use of Title III funds.

ELLs are placed in regular education classes. Depending upon level of English proficiency and length of time in the dominant English culture, they are supported in the classroom with ESL teacher consultation, or served with varying amounts of out-of-classroom-support with the ESL teacher. Type and intensity of services is dependent upon the ESL teacher's judgment based on review of the learner's history, academic performance in the classroom, performance on the MAP, and results of the TEAE or Woodcock Munos Test of Emerging English.

Following an ESL self study, focus on classroom teacher inservice in how to support ELLs in the classroom will be a major focus of Title III dollars in 2006-2007. The emphasis will be on how to support students within the classroom rather than relying on pull out ESL services. At the Middle School, 1 bilingual (Kurdish:English) paraprofessional will assist students. In addition, Moorhead Schools contributes through Title III dollars, to the support of Metro Interpreter Resource Center, (MIRC). Because of MIRC, Moorhead Schools has access to people who speak many different languages for better communication with families.

Additional supplementary materials as needed for core curriculum will be purchased.

2. Describe required professional development activities using Title III dollars designed to address LEP issues. What are the LEA's strategies for providing ongoing, sustained professional development regarding LEP students for ESL teachers, mainstream teachers, principals, administrators, paraprofessionals and other staff?

All teachers will be a part of the learning community/continuous improvement process in each school. Teachers will use a collaborative process to set goals for their classroom, examine student work and determine promising instructional strategies that will affect student learning in each classroom, school and the district. Teachers will complete the process of aligning reading and math standards, and begin the process of aligning science and social studies standards. ESL teachers will provide essential input into the process. Title III dollars will be used to provide staff development for classroom teachers and ESL teachers in effective strategies for teaching ELLs in the regular setting.

**NCLB/ESEA CONSOLIDATED APPLICATION**  
**Title III, Part A - Programs/Activities**

How many programs and/or activities does Title III support? 3

Name of project or activity: ESL bilingual paraprofessional

- a) A description of each program or activity and the performance goal it supports.

Support for ELLs in the ESL program at the Middle School.

Hiring of a bilingual para supports Goals 1 & 2.

- b) A description of how the data from your needs assessment influenced your decision to provide each of the programs and activities.

The self study Moorhead ESL program engaged in revealed a need for more language support, especially as children get older and the content gets more complex. Bilingual support often can help bridge from one language to another to increase understanding. It was decided that continuation of bilingual support could best be utilized at the Middle School. (The High School utilizes several bilingual paras funded through state dollars.)

- c) A description of how the effectiveness of each of the programs or activity will be evaluated.

Increase in student achievement as measured by curriculum-based assessment, MAP and TEAE.

- d) A description the anticipated timeline of the program or activity.

The bilingual para will continue her employment during the 9 months of the 2006-2007 school year.

- e) Describe how the budget supports the program or activity including specifics from the budget summary..

Funding of the bilingual paraprofessional (Object Code 141) at Horizon Middle School.

**NCLB/ESEA CONSOLIDATED APPLICATION**  
**Title III, Part A - Programs/Activities**

How many programs and/or activities does Title III support? 3

Name of project or activity: Materials and Supplies

a) A description of each program or activity and the performance goal it supports.

- This year's Title III dollars will purchase supplementary materials related to core curriculum and additional materials related to supporting ESL students in the classroom, as a supplement to what the district supports.

- Performance Goals 1 & 2.

b) A description of how the data from your needs assessment influenced your decision to provide each of the programs and activities.

- New curricula are developed to be all encompassing, with many materials to support learners. The district purchased regular and many supplementary materials for Title I and ESL teachers to use. As ESL teachers learn what they have, they may need additional materials to better support their learners. As staff development for regular education teachers occurs, additional materials may be needed to supplement students in the regular education setting.

c) A description of how the effectiveness of each of the programs or activity will be evaluated.

Having appropriate materials, software and computers to individualize curricular supports for students improves achievement. To participate in the TEAELS field testing, 120 headsets with microphones were needed. They are also needed for students to access Read Noteworthy, a supplementary Title I support.

d) A description the anticipated timeline of the program or activity.

3 months

e) Describe how the budget supports the program or activity including specifics from the budget summary..

- Line item for supplies in the budget (Object Code 430 & 555).

**NCLB/ESEA CONSOLIDATED APPLICATION**  
**Title III, Part A - Programs/Activities**

How many programs and/or activities does Title III support? 3

Name of project or activity: ESL Model and Staff Development

a) A description of each program or activity and the performance goal it supports.

- Activity supports Goals 1, 2 & 5.
- Based on study of Moorhead's ESL program in comparison with other programs examined, develop: local collaborative ESL model within school learning communities; provide classroom teacher and ESL teacher staff development to support ELLs within the content areas in the classroom.
- Activity will include regular education teachers, reading specialist and building-level leadership.
- Support the development of learning communities within schools to support learners.

b) A description of how the data from your needs assessment influenced your decision to provide each of the programs and activities.

- Based on LEP student MCA and TEAE achievement results, the district self-study was begun in 2002-2003 and concluded in 2004-2005. Because of our study of ESL service delivery models, we know that supporting ELLs in the content areas in the classroom provides better student achievement than a traditional ESL pull out model.
- The district has adopted the philosophy that small learning communities support student achievement. The ESL program must be an integral part of those communities to support the learners and teachers toward improvement in achievement.
- Cummins makes a distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Research suggests that it takes 1-2 years for a student to develop BICS, but 5-7 years, some research says 10 years, to develop CALP. It is crucial that we discover how to support students in their transition between BICS and CALP in the classroom setting, and to improve academic achievement.
- Learning communities, effectively implemented, have been shown to improve student achievement

c) A description of how the effectiveness of each of the programs or activity will be evaluated.

- Product: ESL teacher support in reading and math aligned with TESOL and MN Graduation Standards
- Formation of learning communities.
- Implementation of strategies & approaches in the classroom.
- TEAE & MCA results.

- d) A description the anticipated timeline of the program or activity.

To provide staff development and ongoing support of the staff development, it is estimated that the activities will take 7 months during the school year to implement.

Project or Activity Continued: ESL Model and Staff Development

- e) Describe how the budget supports the program or activity including specifics from the budget summary..

• Substitute teachers (Object Code 145) will be needed to support teachers when they attend staff development activities & ESL group meetings (ESL and regular education teachers participating in group work); non contract funds (Object Code 185) to support work done after contract hours; staff development travel dollars (Object Code 366).

# Title V, Part A Regular - Innovative Programs Composite Budget

**MOORHEAD PUBLIC SCHOOL DISTRICT (#0607-0354)**

Contact: Sarah King (218) 284-3724 sking@moorhead.k12.mn.us

District Number	Finance Code	Program Code	REAP Eligible	Starting Date	Ending Date	Fiscal Year
00152	415	207	No	7/1/2006	6/30/2007	2007

Object Codes	Program Code	FTE/ Hours(h)	Cost (1000)	Total
110	Executive/Managerial	0/0h	\$0	\$0
140	Licensed Instructional	0/0h	\$0	\$0
141	Non-licensed Instructional	1/0h	\$17,206	\$17,206
143	Licensed Support	0/0h	\$0	\$0
144	Non-licensed Support	0/0h	\$0	\$0
145	Licensed Substitutes	0/0h	\$0	\$0
146	Subs for non-licensed instructional	0/0h	\$0	\$0
170	Non-instructional Support	0/0h	\$0	\$0
185	Extended Time	0/0h	\$0	\$0
199	Salary Adjustments	0/0h	\$0	\$0
200	Fringe benefits (all)	0/0h	\$2,470	\$2,470
305	Consulting Fees/Fees For Services	0/0h	\$0	\$0
329	Postage and Parcel Services	0/0h	\$0	\$0
350	Repairs and Maintenance Services	0/0h	\$0	\$0
360	Transportation Contracts with Private or Public Carriers	0/0h	\$0	\$0
365	Interdepartmental Transportation (Chargeback)	0/0h	\$0	\$0
366	Travel, Conventions and Conferences	0/0h	\$0	\$0
368	Out-Of-State Travel, Federal Reimbursed	0/0h	\$0	\$0
389	Staff Tuition Reimbursement	0/0h	\$0	\$0
390	Payments for Educational Purposes	0/0h	\$0	\$0
394	Supplemental Services/Field Trips	0/0h	\$0	\$0
398	Chargeback (phone/printing)	0/0h	\$0	\$0
401	Non-Instructional Supplies/Materials	0/0h	\$500	\$500
430	Supplies & Materials (non-individualized)	0/0h	\$3,493	\$3,493
433	Supplies & Materials (individualized)	0/0h	\$0	\$0
460	Textbooks and Workbooks	0/0h	\$0	\$0
461	Tests & Scoring	0/0h	\$0	\$0
470	Media Resources	0/0h	\$1,201	\$1,201
490	Food	0/0h	\$0	\$0
530	Other Equipment Purchased	0/0h	\$0	\$0
555	Technology Equipment	0/0h	\$0	\$0
820	Dues and Membership	0/0h	\$0	\$0
	SUBTOTAL	1/0h	\$24,870	\$24,870
	Indirect Costs (Max. Allowed: 2.0 %)			\$0
96	TOTAL	1/0h	\$24,870	\$24,870



## TITLE V - INNOVATIVE PROGRAMS PROGRAM NARRATIVE

### Program Description

1. How were the Title V program activities determined?

The Title V goals and objectives were planned by the district staff development committee, administrators & teachers.

The staff development committee is composed of teacher representatives from elementary, junior and senior high, support staff representatives, building and central administrative representatives. Community education representatives and school board representatives are also a part of the committee.

Consultation with technology department regarding collection and analyzing of data to drive instruction.

2. Describe how the Title V initiatives are tied to promoting challenging academic achievement standards.

A Kurdish liaison will enhance, promote and strengthen parental and community involvement for Kurdish families.

Support of DIBELS license for assessment of Kindergarten and First grade students.

3. Describe how the Title V activities will improve student academic achievement.

The Kurdish liaison is instrumental in assuring immediate communication with parents regarding student achievement issues & for informing schools regarding cultural, language and family concerns impacting achievement.

Analysis of data from DIBELS helps drive instruction for at risk learners.

4. Describe how the Title V activities are part of an overall education reform strategy.

Liaison work to facilitate communication between home and school and linking families to resources is instrumental in educational reform.

Data entry and analysis, at all levels within the district, is a strategy which will reform the way we think about accountability in learning for students in Moorhead, particularly those students at risk of not meeting MN standards.

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## TITLE V - INNOVATIVE PROGRAMS PROGRAM NARRATIVE

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### Evaluation Plan

Describe how the Title V programs addressed in this application will be evaluated annually.

The liaison will keep record of parental/school contacts and general outcome of the contact related to student success in school.

Improved learning for all groups as a result of data input and analysis.

1. Describe how the results of this annual evaluation:

- a. Will be used to make programmatic decisions.
- b. Will impact academic achievement.
- c. Include information and data on use of funds, types of service and students served.
- d. Will be documented and submitted to MDE upon request.

Results of evaluation will determine whether the district continues: to support ongoing liaison work with families, whether the district continues to use DIBELS for young learners.

Results will be collected from each source described to compile a report containing the information and data on the use of funds, types of services and students served and effects on academic achievement. The report will be on file in the office of Learner Support Services, Sarah King.

## TITLE V - NONPUBLIC SCHOOL PARTICIPATION INFORMATION - PART I

### Non-Public Services

1. **Administrative Control.** Please describe the process the LEA has instituted to ensure that the LEA ALWAYS retains administrative control of the Title V funds and any materials purchased with these funds.

The ESEA Coordinator meets monthly with the principal of St. Joseph School and potentially Park Christian to ensure that information is shared, to take input from the principal regarding goals, activities, materials to purchase and staff development desired. The Title I coordinator orders all materials/supplies and arranges for all staff development activities, e.g. registration, reimbursement of expenses, consultative time, etc.

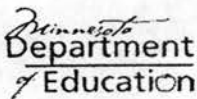
2. **Services.** Please describe the nonpublic services the LEA will provide with these funds.  
St. Joseph and potentially Park Christian in consultation with the LEA, will purchase media subscription services and instructional materials.

### Determining Non-Public Per Pupil Expenditures

This information is on your LEA's most recent entitlement sheet.

1.	Total Number of Public School students (MARSS)	5242
2.	Total number of non-public students (ED-00027)	612
3.	Total enrollment	5854
4.	Title V Budget	\$ 24870
5.	*Line 4 (Entitlement) divided by line 3 (Total Enrollment - PPFU)	\$ 4.25

\*This amount MUST be used for both public and non-public.

	NCLB Consolidated Programs 1500 Highway 36 West Roseville, MN 55113-4266	<b>NCLB CONSOLIDATED APPLICATION FOR  ELEMENTARY AND SECONDARY  EDUCATION ACT (ESEA)</b>	0607-0355

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

UNIFORM LEA IDENTIFICATION			
LEA Name MOORHEAD PUBLIC SCHOOL DISTRICT		LEA Number 00152	Telephone Number (218) 284-3330
Address 2410 14TH ST. S.		City MOORHEAD / 56560	Zip Code
LEA Representative Name Dr. LARRY NYBLADH	Title Authorized Off	E-Mail Address lkovash@moorhead.k12.mn.us	FAX Number (218) 284-3333

ESEA PROGRAMS INCLUDED IN THIS APPLICATION				
CHECK BOX	PROGRAM	CONTACT NAME	TELEPHONE #	E-MAIL ADDRESS
X	Title IV, Part A	Lynne Kovash	(218) 284-3315	lkovash@moorhead.k12.mn.us

LOCAL BOARD OF EDUCATION ACTION
The LEA MOORHEAD PUBLIC SCHOOL DISTRICT (LEA Name) Superintendent, Dr. LARRY NYBLADH, (Superintendent Name) will ensure that the LEA maintains compliance with the appropriate Federal statutes and regulations (Public Law 107-110), and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this application.

FINAL REVIEW/APPROVAL	
NCLB Staff Approval Nancy Riestenberg	
Supervisor Approval	

# Title IV, Part A - Safe and Drug-Free Schools & Communities Act Composite Budget

## MOORHEAD PUBLIC SCHOOL DISTRICT (#0607-0355)

Contact: Lynne Kovash (218) 284-3315 lkovash@moorhead.k12.mn.us

District Number	Finance Code	Program Code	REAP Eligible	Starting Date	Ending Date	Fiscal Year
00152	433	206	No	7/1/2006	6/30/2007	2007

Object Codes	Program Code	FTE/ Hours(h)	Cost (1000)	Total
110	Executive/Managerial	0/0h	\$0	\$0
140	Licensed Instructional	0/0h	\$0	\$0
141	Non-licensed Instructional	0/0h	\$0	\$0
143	Licensed Support	0/0h	\$0	\$0
144	Non-licensed Support	0/0h	\$0	\$0
145	Licensed Substitutes	0/0h	\$0	\$0
146	Subs for non-licensed instructional	0/0h	\$0	\$0
170	Non-instructional Support	0/0h	\$0	\$0
185	Extended Time	0.5/0h	\$10,732	\$10,732
199	Salary Adjustments	0/0h	\$0	\$0
200	Fringe benefits (all)	0/0h	\$2,887	\$2,887
305	Consulting Fees/Fees For Services	0/0h	\$10,547	\$10,547
329	Postage and Parcel Services	0/0h	\$0	\$0
350	Repairs and Maintenance Services	0/0h	\$0	\$0
360	Transportation Contracts with Private or Public Carriers	0/0h	\$0	\$0
365	Interdepartmental Transportation (Chargeback)	0/0h	\$0	\$0
366	Travel, Conventions and Conferences	0/0h	\$0	\$0
368	Out-Of-State Travel, Federal Reimbursed	0/0h	\$0	\$0
389	Staff Tuition Reimbursement	0/0h	\$0	\$0
394	Supplemental Services/Field Trips	0/0h	\$0	\$0
398	Chargeback (phone/printing)	0/0h	\$0	\$0
401	Non-Instructional Supplies/Materials	0/0h	\$0	\$0
430	Supplies & Materials (non-individualized)	0/0h	\$1,124	\$1,124
433	Supplies & Materials (individualized)	0/0h	\$0	\$0
460	Textbooks and Workbooks	0/0h	\$0	\$0
470	Media Resources	0/0h	\$0	\$0
490	Food	0/0h	\$0	\$0
530	Other Equipment Purchased	0/0h	\$0	\$0
555	Technology Equipment	0/0h	\$0	\$0
820	Dues and Membership	0/0h	\$0	\$0
	SUBTOTAL	0.5/0h	\$25,290	\$25,290
	Indirect Costs (Max. Allowed: 2.1 %)			\$0
	TOTAL	0.5/0h	\$25,290	\$25,290

## AUDIT REQUIREMENTS

All educational institutions receiving Federal grant funds or as sub-recipients through primary recipients, shall have an audit made in accordance with the following provisions:

INSTITUTIONPROVISION

School District  
(LEA, ISD, K-12, K-8 etc.)

OMB Circular A-128

## PROGRAM ASSURANCES

- ☒ Yes, all programs funded under SDFSCA convey a clear and consistent message that acts of violence and the illegal use of alcohol, tobacco and other drugs are wrong and harmful.
- ☒ Yes, all allocated funds will be used to increase, not supplant, the level of State, local, and other non-Federal funds for drug and violence prevention programs and activities

## NURSE CONTACT INFORMATION

Name Lona Daley-Getz

Phone Number (218) 284-2311

E-mail Address ldgetz@moorhead.k12.mn.us

Address 2300 4th Ave S Moorhead MN 56560



103 1. Assessment of the Objective Data (Principles of Effectiveness (1[A] and 1[D])) A needs assessment must be conducted first, in order to determine the problem that must be addressed. It is used in establishing the performance measures (measurable goals), and selecting the appropriate prevention program.

Collecting and organizing objective data is instrumental to this process. Data should be collected from multiple sources, and analyzed before identifying specific programs or performance measures. Raw data should be kept on file for local, state or federal audits.

Identify the data sources, and provide the year used to complete the needs assessment: (Check all that apply.)

- |                                     |  |             |      |
|-------------------------------------|--|-------------|------|
| <input checked="" type="checkbox"/> | Evaluation of 2004-2005 Safe & Drug-Free Schools Goals and Objectives  | <u>2006</u> | Year |
| <input checked="" type="checkbox"/> | Reports on support services for students (e.g. student assistance referrals)                                 | <u>2006</u> | Year |
| <input checked="" type="checkbox"/> | Law enforcement data (e.g. number of youth arrests, types of violations)                                     | <u>2006</u> | Year |
| <input checked="" type="checkbox"/> | Juvenile court data (e.g. number of youth convictions, types of convictions)                                 | <u>2006</u> | Year |
| <input checked="" type="checkbox"/> | Minnesota Student Survey results of student use of alcohol, tobacco, and other drugs and/or violent behavior | <u>2006</u> | Year |
| <input checked="" type="checkbox"/> | Building level violence, safety, and building-level discipline reports                                       | <u>2006</u> | Year |
| <input checked="" type="checkbox"/> | Dropout data   | <u>2006</u> | Year |
| <input checked="" type="checkbox"/> | Referrals to outside agencies for treatment services   | <u>2006</u> | Year |
| <input type="checkbox"/>            | Focus groups and interviews  | _____       | Year |
| <input checked="" type="checkbox"/> | Health data  | <u>2006</u> | Year |
| <input type="checkbox"/>            | Asset Survey   | _____       | Year |
|                                     | Title: _____   | _____       | Year |
| <input type="checkbox"/>            | Other  | _____       | Year |

- a) Data relevant to **BOTH** alcohol, tobacco and other drug use and violent attitude and or behavior, including data regarding specific drug trends, or specific violent behavior (bullying, weapons offenses, harassment; etc.).
- b) Any significant increases or decreases in **BOTH** alcohol, tobacco, and other drug use, and violent attitude and/or behavior data.

Information from the MSS (2001) indicates 26% of the males and 35% of 9th grade females; 60% male and 50% of 12th grade females have reported using alcohol products during the past 30 days. While the needs are showing a slight decline the percentage continues to remain high.

The use of marijuana, (17% of 9th grade males, 15% of 9th grade females) and (43% of 12th grade males, 30% of 12th grade females) also indicates a need in the area of drug use at Moorhead High School.

Horizon Middle School and Moorhead High School will utilize a Student Assistance Model incorporating outside agencies and support staff to implement preventive and responsive services targeted to reducing incidents of alcohol and other drug use. The elementary schools will utilize the Responsive Classroom Model correlated closely with a comprehensive student assistance model.

105 1. Describe how the Applicant will notify the community of the intent to make application, and how it will publicly report progress toward the attainment of stated goals.  
School board reports, Parent/Teacher Advisory Committee and School District Newsletters

☒ Before submission of the application, the Applicant afforded a reasonable opportunity for public comment on the application and considered such comment, if any [Section 9306(a)(7)]. (check to affirm)

Methods of Publicly Reporting Progress

- ☒ Inclusion of the program goals and progress toward attainment of these goals in the districts annual and/or school improvement reports.
- ☒ Public meetings
- ☒ Media events (Newspaper, radio, television, etc.)
- ☒ Newsletters that reach all residents
- ☒ School board meeting (The public will be notified regarding agenda and dates.)
- ☐ Other (please describe):

2. Describe how the Applicant will coordinate programs funded under SDFSCA with other state and local programs (including community coalitions) for drug and violence prevention.

The program are coordinated through the local county collaborative, consisting of school district and community members.

- ☒ SDFSCA staff participates on the school improvement team.
  - ☒ SDFSCA staff participates on other district-wide planning teams.
  - ☒ Drug and violence prevention activities have been included as strategies toward academic excellence in the district's school improvement plan.
  - ☒ Other (please describe):
-

# Title IV, OUTCOME GOAL(S) (REQUIRED)

## Supporting Impact and Process Goals

1. Goal Number 1

### 2. Needs Statement

The middle school and high school will utilize a Student Assistance Model incorporating outside agencies and support staff to implement preventive and responsive services targeted to reducing incidents of violence. The elementary schools will utilize the Responsive Classroom model correlated closely with a comprehensive student assistance model

3. What type of attitude or behavior will change? (Check only one box.)

<input checked="" type="checkbox"/>	ATOD use-behavior	<input type="checkbox"/>	Violence - behavior
<input type="checkbox"/>	ATOD use-attitude	<input type="checkbox"/>	Violence - attitude

### 4. Who is expected to change?

The individuals selected below are the target population(s) for this specific goal.

#### Target Population

#### Estimated Number to be Served

<input type="checkbox"/>	Pre-Kindergarten	
<input checked="" type="checkbox"/>	Elementary students (K-5)	2170
<input checked="" type="checkbox"/>	Middle school students (6-8)	1200
<input checked="" type="checkbox"/>	High school students (9-12)	1600
<input checked="" type="checkbox"/>	Teachers (grade level)	100
<input checked="" type="checkbox"/>	Support staff	100
<input type="checkbox"/>	Parents, Grandparents, Caregivers	
<input type="checkbox"/>	Siblings	
<input type="checkbox"/>	Other (please specify)	

K-12

5. What type of change is expected?

Decrease in the number of students who report using alcohol and marijuana during the past 30 days

107

6. What is the percentage of change you expect across program participants?

5 %

7. By when is the change expected to occur? (mm/yyyy)

06/2006

Impl. Date    Program

06/01/2000    Responsive Classroom

### PROGRAM EVALUATION

#### 9a. Methods of Measurement

- ☒ Minnesota Student Survey data
- ☐ Pre/Post survey of target group participants:

Name of instrument:

Is the instrument self-developed?

☐ Yes    ☐ No

- ☒ Pre/post program record reviews

(type of review):

- ☐ Other (describe):

Referral information

9b. Pre-Program Data Collection

Who will collect the data?	When will the data be collected?
Counselors, Building Administrators	Falls 2005 (school data)

9c. Post-Program Data Collection

Who will collect the data?	When will the data be collected?
Counselor, Building Administrators	Spring 2006



1. Outcome Goal Number 1 - ATOD use

109

- ☐ 1. Exemplary Programs  
Athletes Training and Learning to Avoid  
Steroids  
☐ CASASTART  
☐ Project Northland  
☐ Life Skills Training (Gilbert Botvin)  
☐ OSLC Treatment Foster Care

Initial  
Implementation  
Date  
(mm/dd/yyyy)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Exemplary Programs

- ☐ Project ALERT  
☐ Project TNT - Toward No Tobacco Use  
☐ Second Step: A Violence Prevention Curriculum  
☐ Strengthening Families Program: For Parents and Youth 10-14

Initial  
Implementation  
Date  
(mm/dd/yyyy)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Title IV, OTHER FEDERALLY RECOGNIZED PROGRAM(S)

Outcome goal number(s) of outcome goal(s) addressed utilizing this program

1 - ATOD use behavior

2. Program Name

Responsive Classroom

CASEL

4. Date program initially implemented or scheduled for implementation 6/1/2000

#### Title IV, PROGRAM SUMMARY

##### PROGRAM SUMMARY

The program is an integral part of student assistance and policy development. The schools will continue to offer assistance to students, families and staff through intervention, education and post-vention activities.

#### Title IV, PARENTAL INVOLVEMENT

1. Describe how parents have provided input in developing the application and how you plan to engage and promote the involvement of parents during the school year.

Parents are involved through the advisory committee and through each schools parent/teacher advisory committee (PTAC)

Parents are consulted according to the district and school discipline handbooks when students are violent or have known issues with substance abuse.

Interventions are designed with the input of the parents and are chosen to have positive impact for the whole family system

2. Describe how the Applicant engages parents in the administration of the program and other activities.

Through the advisory committee and PTAC, parents are engaged in the program administration. The schools work closely with the police department, social services and the juvenile system and help-based agencies.

#### Title IV, COMMUNITY COORDINATION

1. Describe how the Applicant will notify the community of the intent to make application, and how it will publicly report progress toward the attainment of stated goals.

School board reports, Parent/Teacher Advisory Committee and School District Newsletters

- ☒ Before submission of the application, the Applicant afforded a reasonable opportunity for public comment on the application and considered such comment, if any [Section 9306(a)(7)]. (check to affirm)

##### Methods of Publicly Reporting Progress

- ☒ Inclusion of the program goals and progress toward attainment of these goals in the districts annual and/or school improvement reports.
- ☒ Public meetings
- ☒ Media events (Newspaper, radio, television, etc.)
- ☒ Newsletters that reach all residents
- ☒ School board meeting (The public will be notified regarding agenda and dates.)
- ☐ Other (please describe):

2. Describe how the Applicant will coordinate programs funded under SDFSCA with other state and local programs (including community coalitions) for drug and violence prevention.

113 The program are coordinated through the local county collaborative, consisting of school district and community members.

- ☒ SDFSCA staff participates on the school improvement team.
- ☒ SDFSCA staff participates on other district-wide planning teams.
- ☒ Drug and violence prevention activities have been included as strategies toward academic excellence in the district's school improvement plan.
- ☒ Other (please describe):

#### Title IV, ADVISORY COUNCIL

##### Title

1. State and local government agency
2. Representative of schools served
3. Parent
4. Student
5. Teacher and other school staff
6. Private schools
7. Mental health professional
8. Medical professional
9. Law enforcement (e.g. police, judicial system, probation officer)
10. Community-based organization

##### Name

##### Organization

Anne Larson

Grade Level

Title

Kathy Bjorkland

School

St. Joseph

Marit Kasmak

Moorhead Area Public Schools

Lona Daley Getz

Moorhead Area Public Schools

Brian Dahl and Jeff Nelson

Police

Community Education

Community Education Moorhead

## Title IV, FUNCTION OF THE ADVISORY COUNCIL

### FUNCTION OF THE ADVISORY COUNCIL

1. The Advisory Council must address the following items. **Advisory Council minutes should be kept on file.**

☒ I understand the responsibilities of the Advisory Council.

- Build awareness of chemical abuse problems within the community, identify available treatment and counseling programs for students and develop good working relationships and enhance communication between the schools and other community agencies.
- Develop a written procedure clarifying the notification process to be used by the chemical abuse preassessment team when a student is believed to be in possession of or under the influence of alcohol or a controlled substance.

☐ Other council activities (please describe):

2. Advisory Council's involvement in reviewing the application, progress reports, evaluations, etc, will be documented by: **the committee's agendas, minutes and reports.**

3. Provide the proposed dates for the advisory council meetings

Monday September 25, 2006,

Monday November 27, 2006,

Monday January 29, 2007,

Monday March 26, 2007





Department of Teaching and Learning  
**Moorhead Area Public Schools**

Memo TL.07.011

TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
DATE: July 12, 2006  
RE: West Central Regional Juvenile Center Clerical Contract

Attached is a contract for clerical services for the school program at the West Central Regional Juvenile Center for the 2006-2007 school year. The cost breakdown is as follows:

Salary	\$30,766.00
FICA	\$ 1,908.00
Medicare	\$ 446.00
PERA	\$ 1,923.00
Insurance	\$ 6,960.00
<b>TOTAL</b>	<b>\$ 42,003.00</b>

The school district's share is one-half of the clerical services or \$21,001.50 billed in quarterly amounts of \$5,250.37.

**SUGGESTED RESOLUTION:** Move to approve the clerical services with West Central Regional Juvenile Center for the 2006-2007 school year.

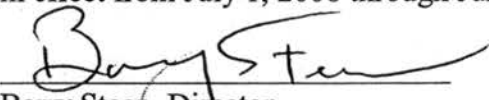
LAK/kmr  
Attachment

The following is an agreement between Independent School District #152., Moorhead and the West Central Regional Juvenile Center.

School District #152 agrees to purchase and the West Central Regional Juvenile Center agrees to provide, a secretary, who will work at both sites. School District #152 agrees to pay 50% (20 hours) of the secretary's salary and fringe benefits.

The contract period of this agreement will be effective July 1, 2006 through June 30, 2007. District #152's financial share for this service for the designated contract period will be **\$21,001.50**. The West Central Regional Juvenile Center will bill Independent School District #152 on a quarterly basis in the amount of **\$5,250.37**.

It is understood and agreed that if either party chooses to withdraw from this contract, it will give at least a thirty (30) day written notice to the other party. Otherwise this agreement will remain in effect from July 1, 2006 through June 30, 2007.

  
Barry Steen, Director  
West Central Regional Juvenile Center

Date: 7/10/06

\_\_\_\_\_  
School Board Chairperson  
Independent School District #152

Date: \_\_\_\_\_

cc: Jill Skarvold  
Deb Pender



Department of Business Services  
**Moorhead Area Public Schools**

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Memo B.07.001

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *MLW*

DATE: July 7, 2006

RE: Resolution for Investment of Excess Funds for 2006-2007

Attached please find the resolution giving authority and responsibility to invest funds, which are not currently needed in accordance with M.S. 118a.04.

Suggested Resolution: Move to approve the resolution for investment of excess funds giving authority and responsibility to the Assistant Superintendent of Business Services or designee in accordance with M.S. 118a.04 for the 2006-2007 school year.

MLW:mde  
Attachment

RESOLUTION TO  
AUTHORIZE PROCEDURES FOR THE INVESTMENT OF EXCESS FUNDS

The Assistant Superintendent of Business Services, or designee, is hereby vested with the authority and responsibility to invest funds, which are not currently needed in accordance with M.S. 118a.04 for the 2006-2007 school year.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Date



Department of Business Services  
**Moorhead Area Public Schools**

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Memo B.07.002

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *MW*

DATE: July 7, 2006

RE: Authorize Staff to Initiate Financial Transactions for 2006-2007

Please find attached letters to Mr. James Hambrick of Wells Fargo Bank and Mr. Hal Wentzel of Bremer Bank indicating the names of district personnel who have authority to make transactions on the listed accounts.

Suggested Resolution: Move to authorize the listed district personnel to make transactions on the listed accounts for the 2006-2007 school year.

MLW:mde  
Attachments



# Moorhead Area Public Schools

## Independent School District 152

Probstfield Center for Education • 2410 14th St. S. • Moorhead, Minnesota 56560

Fax: (218) 284-3333 • [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)

Superintendent's Office: (218) 284-3330 • Teaching and Learning: (218) 284-3310

Business Services: (218) 284-3370 • Human Resources: (218) 284-3350

July 18, 2006

Mr. Hal Wentzel  
Bremer Bank, N.A.  
3131 Frontage Road  
Moorhead, MN 56560

Dear Mr. Wentzel:

We would like to update the list of district personnel who have access to our account as follows:

Authority to make phone transfers:	Denice Sinner Mark Weston Dr. Larry Nybladh	Nancy Evans Minda Sadlowski
Authority to request stop payments:	Denice Sinner Mark Weston Dr. Larry Nybladh	Nancy Evans Minda Sadlowski
Authority to obtain account information:	Denice Sinner Mark Weston Dr. Larry Nybladh Cindy Fagerlie	Nancy Evans Minda Sadlowski Lisa Erickson

The authority extends to the following district account: 05119684

Thank you.

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Elise Erickson, School Board Chair

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Carol Ladwig, School Board Clerk

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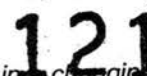
Cindy Fagerlie, School Board Treasurer

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An Equal Opportunity Employer

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







Department of Business Services  
**Moorhead Area Public Schools**

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Memo B.07.003

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *mw*

DATE: July 7, 2006

RE: Official Depositories for 2006-2007

The following investment brokers and depositories are recommended for approval:

Wells Fargo Bank, Bremer Bank, State Bank & Trust, State Bank of Hawley, US Bank, Gate City Bank, Northwestern, Minnesota School District Liquid Asset Fund Plus, Moody Investors, and Morgan Stanley.

Bonds are handled by US Bank & Trust Corporations within Wells Fargo Bank-Minneapolis.

Suggested Resolution: Move to designate the 2006-2007 school district official depositories as presented.

MLW:mde



Department of Business Services  
**Moorhead Area Public Schools**

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Memo B.07.004

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *mw*

DATE: July 7, 2006

RE: Resolution Authorizing Payment of Goods and Services for the  
2006-2007 School Year

Attached please find the resolution providing authorization to make payment of goods and services in advance of Board approval consistent with M.S. 123B.11, 123B.02 and 471.38.

Suggested Resolution: Move to approve the resolution to authorize the Assistant Superintendent of Business Services to make payment for goods and services in advance of Board approval for the 2006-2007 school year, consistent with M.S. 123B.11, 123B.02 and 471.38.

MLW:mde  
Attachment

RESOLUTION TO  
AUTHORIZE PAYMENT OF GOODS AND SERVICES  
IN ADVANCE OF BOARD APPROVAL  
FOR THE 2006-2007 SCHOOL YEAR

BE IT HEREBY RESOLVED, for the 2006-2007 school year, consistent with M.S. 123B.11, 123B.02 and 471.38, the Assistant Superintendent of Business Services, or designee, are hereby vested with the authority to make the following payments in advance of Board approval when necessary.

- A. Payment of expense claims against the district:
1. Postage payments.
  2. An administrator has authorized purchases made by school personnel, which do not exceed two hundred dollars; provided, however, such purchases have been authorized by an administrator.
  3. Officials, referees and judges fees.
  4. Special program speaker and consulting fees.
  5. Petty cash fund replenishment
  6. Utility bills.
  7. Registration and travel expenses.
  8. Employee group insurance payments.
  9. Employee flexible benefit plan payments.
  10. Employee retirement plan payments.
  11. Payments necessary for discount privileges.
  12. Contractual progress payments, common to building construction, as necessary to meet established due dates.
- B. Investment purchases.
- C. Electronic funds transfer payments covering investments and bond principal, interest, and fiscal agent service charges. Assistant Superintendent of Business Services shall follow these policy controls:
- The disbursing bank shall keep on file a certified copy of this authorization, which allows electronic funds transfer.
  - The initiator shall document the request and obtain approval from the Assistant Superintendent of Business Services, or designee, before making the transfer.
  - A written confirmation of the transaction shall be made no later than one business day after the transaction and shall be used to support the transaction.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Clerk

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\_\_\_\_\_  
Date



Department of Business Services  
**Moorhead Area Public Schools**

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Memo B.07.005

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *MLW*

DATE: July 7, 2006

RE: Resolution for Collection of NSF Checks and Leases for 2006-2007

Attached please find the resolution giving authority and responsibility to collect NSF checks and leases.

Suggested Resolution: Move to approve the resolution for collection of NSF checks and leases giving authority and responsibility to the Assistant Superintendent of Business Services for the 2006-2007 school year.

MLW:mde  
Attachment

RESOLUTION TO AUTHORIZE  
COLLECTION OF NSF CHECKS AND LEASES

The Assistant Superintendent of Business Services, or designee, is hereby vested with the authority and responsibility to collect NSF checks and leases for the 2006-2007 school year

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Date





Department of Business Services  
**Moorhead Area Public Schools**

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Memo B.07.006

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *mlw*

DATE: July 7, 2006

RE: School Leaders Errors & Omissions Insurance Deductible

As requested, I have written a resolution that places the burden of the deductible for our current Errors & Omission Insurance on the Moorhead Area Public School District. Please contact me should you have any questions regarding this language.

Suggested Resolution: Move to approve that the Moorhead Area Public School District pay the deductible for any employee or school board member who is protected by the school district's current Leaders Errors & Omissions Insurance.

MLW:mde



Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.07.002

TO: Dr. Larry Nybladh, Superintendent  
FROM: Ron Nielsen, Director of Human Resource  
DATE: July 6, 2006  
RE: Change in Contract

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

Shannon Rieder	Primary Literacy Teacher, S.G. Reinertsen Elementary, to Academic Coach, S.G. Reinertsen, effective August 28, 2006.
Barb Skjefte	Health Tech, Horizon Middle School, to Health Tech, Robert Asp Elementary, effective for the 2006-2007 school year. (Replaces Pat Hall)
Eng Nguyen	Food Server, Horizon Middle School, 2.75 hours per day, to Food Server, Ellen Hopkins Elementary, 2.75 hours per day, effective for the 2006-2007 school year. (Replaces Carol Herbrandson)
Shannon Dahlberg	Teacher 4th Grade, Ellen Hopkins Elementary, to Literacy Coach & Title 1 Teacher, Ellen Hopkins Elementary, effective August 28, 2006.

Suggested Resolution: Move to approve the change in contract for Shannon Rieder, Barb Skjefte, Eng Nguyen and Shannon Dahlberg as presented.

RN:jal

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Department of Human Resources  
**Moorhead Area Public Schools**

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Memo HR.07.009

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: July 11, 2006

RE: Leave of Absence

The administration requests approval of Other Leave for the following person:

Mark Jenson     English Teacher, High School, effective August 21, 2006 for the 2006-2007 school year.

**SUGGESTED RESOLUTION:** Move to approve the Leave of Absence according to Article 43 of the Teachers' Master Agreement.



Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.07.003

TO: Dr. Larry Nybladh, Superintendent  
FROM: Ron Nielsen, Director of Human Resource  
DATE: July 6, 2006  
RE: Resignation

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

Sue Morse Teacher, Red River Area Learning Center, effective July 7, 2006.

Suggested Resolution: Move to approve the resignation of Sue Morse as presented.

RN:jal

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Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.07.001

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: July 6, 2006

RE: New Employees

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.

Nancy Rademacher	5th Grade Teacher, Ellen Hopkins Elementary, BA (0) 1 FTE, \$29,554, effective August 28, 2006. (Replaces Shannon Dahlberg)
Kristi Hilton	Interpreter, District-wide, B32 (7), \$23.98 per hour, 3.5 hours per day, effective August 28, 2006. (Replaces Regina Payette)
Jarrold Danuser	Language Arts Teacher, Horizon Middle School, BA+10 (0), 1 FTE, \$30,868, effective August 28, 2006. (Movement of French/Music Staff)
Maggie Schneider	3rd Grade Teacher, Ellen Hopkins Elementary, MA (1) \$36,145.00, effective August 28, 2006. (Replaces Louie Lauer)

Suggested Resolution: Move to approve the employment of Nancy Rademacher, Kristi Hilton, Jarrod Danuser and Maggie Schneider as presented.

RN:jal



Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.07.011

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Ron Nelson, Director of Human Resources

DATE: July 12, 2006

RE: Superintendent's Contract Revision for Clarification

For the purpose of clarifying contract language relative to the Deferred Compensation provisions (Article VII, Section D) of the Superintendent's Contract (1/06-12/08), the school district's legal counsel is recommending a change in contract language. This recommendation will result in no change in compensation as per the negotiated contract and is for clarification purposes. The recommended clarification is as follows and will replace existing language as included below:

D. Deferred Compensation

The Superintendent will be eligible to participate in a tax-sheltered annuity plan established pursuant to Section 403(b) of the Internal Revenue Code. Pursuant to Minnesota Statute Section 356.24, the Superintendent shall be entitled to a matching contribution by the School District of 2% of his salary, not to exceed \$2,000 per fiscal year, to the tax-sheltered annuity. The School District shall also provide \$10,000 in compensation, over and above the amount provided in Article VIII, which the Superintendent may utilize through payroll deduction for an additional tax-sheltered annuity contribution to a 403(b) or 401(k) account.

~~D. Deferred Compensation:~~

~~The Superintendent shall be entitled to a matching contribution by the School District of 2% of salary, not to exceed \$2,000, per fiscal year allowed pursuant to the Minnesota Deferred Compensation Plan (Minn. Stat. 352.96 and 356.24(a)(4)) or Tax Sheltered Annuity pursuant to U.S. Code 403B. In addition to the match, the School District shall contribute \$10,000 per year to an IRS approved 403(b) or 402(k) account.~~

Suggested Resolution: Move to approve the recommended change to Article VII, Section D of the Superintendent's Contract (1/06-12/08) as presented.

RN:mde

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





Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.07.003

TO: School Board

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

DATE: July 5, 2006

RE: Official Newspaper Designation

Administration recommends *The Forum* be designated as the school district's official newspaper for the 2006-2007 school year.

Suggested Resolution: Move to designate *The Forum* as the district's official newspaper for the 2006-2007 school year.

LPN:mde



Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.07.004

TO: School Board

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

DATE: July 5, 2006

RE: Legal Services

The school district has historically obtained legal services on a time and material basis. Therefore, the administration recommends authorizing administration to obtain legal assistance on a time and material basis.

Suggested Resolution: Move to approve obtaining legal assistance on a time and material basis.

LPN:mde



Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.07.005

TO: School Board

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

DATE: July 7, 2006

RE: 2006-2007 MSBA Membership

The 2006-2007 membership fee to the Minnesota School Boards Association (MSBA) will be \$7,604. Attached is information related to membership benefits.

The following is a history of the fee structure for the past few years:

1993-94 = \$4,687 (formula changed PPU to TU)  
1994-95 = \$4,946  
1995-96 = \$5,295  
1996-97 = \$5,459  
1997-98 = \$5,558  
1998-99 = \$5,667  
1999-00 = \$5,623  
2000-01 = \$5,772  
2001-02 = \$5,934  
2002-03 = \$6,153  
2003-04 = \$6,309  
2004-05 = \$7,049  
2005-06 = \$7,660

Suggested Resolution: Move to approve the 2006-2007 Minnesota School Boards Association membership in the amount of \$7,604.

LPN:mde  
Attachments

1900 W. Jefferson Ave.  
St. Peter, Minnesota  
56082-3015

Tel: 507.934.2450  
MN: 800.324.4459

Fax: 507.931.1515  
www.mnmsba.org

**OFFICERS AND DIRECTORS**

**PRESIDENT**  
Barbara Klaas  
Hopkins

**PRESIDENT-ELECT**  
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Kent Thiesse  
Lake Crystal Wellcome Memorial

**DIRECTOR DISTRICT 3**  
Mike McCarvel  
Brewster

**DIRECTOR DISTRICT 4**  
Carol Bomben  
Eden Prairie

**DIRECTOR DISTRICT 5**  
Marilynn Forsberg  
Spring Lake Park

**DIRECTOR DISTRICT 6**  
Roll Parsons  
White Bear Lake

**DIRECTOR DISTRICT 7**  
Jackie Magnuson  
Rosemount-Apple Valley-Eagan

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Tom Conlon  
St. Paul

**DIRECTOR DISTRICT 9**  
Lisa Fobbe  
Princeton

**DIRECTOR DISTRICT 10**  
Lisa Carlson  
Underwood

**DIRECTOR DISTRICT 11**  
Terry Martinson  
Mountain Iron-Buhl

**DIRECTOR DISTRICT 12**  
Gary Lee  
Fertile-Beltrami

**EXECUTIVE DIRECTOR**  
Bob Meeks  
St. Peter

**MSBA's Mission:**  
Support, promote, and  
enhance the work of  
public school boards.

Leadership Conference January 11 & 12, 2007

JUL 12 2006

# MINNESOTA SCHOOL BOARDS ASSOCIATION



July 1, 2006

Dear Superintendent:

It's time to renew your district's membership to MSBA!

On behalf of your Association's board and staff, I want to thank you for the opportunity to "support, promote and enhance" your important work. We look forward to another year of serving your board and school district.

Your dues invoice is included with this letter. MSBA's Board of Directors has adopted an operating budget of \$3,300,226 for fiscal year 2006-07. Dues are the stabilizing support for any association. Without the strong support of membership through the payment of dues, MSBA can neither maintain nor expand the menu of programs and services needed and enjoyed by our members.

In these years of financial strain, members naturally want to ensure they are getting the maximum services and benefits for their dues. Here is a list of some of your membership's primary benefits:

- Free on-call assistance on matters ranging from the open meeting law to personnel issues to NCLB implementation to elections. Checking with MSBA first may save significantly on attorneys' fees.
- Lobbying at the state and federal levels coupled with daily Capitol updates during the legislative session.
- Negotiations training and master agreement analysis.
- Access to the MSBA Insurance Trust, which offers competitive rates and programs designed specifically for school districts.
- Access to Policy Services (if a subscriber) and customized policy audits.
- Free access to the Public Education Employee Relations Network (PEERNet).
- Free registration to the annual Leadership Conference for the entire district leadership team.
- Free "toolkits," such as the School Board Recognition Week program.
- Free on-call communications consulting. Additionally, the Ambassador Program spreads the "good news" about your schools and dispels myths about public education.
- Power-Card - a highly secured procurement card program available for the direct purchase of goods and services, which greatly increases the efficiency of the purchasing process, and has the potential to generate rebates to your district.
- Reduced-cost board training, including seminars, workshops and customized inservice training brought to your board room. Online training is available for your convenience.

(over)


- Access to money-saving cash management and borrowing programs, including but not limited to, the Minnesota School District Liquid Asset Fund Plus, the Minnesota Tax and Aid Anticipation Borrowing Program, and the Lease Purchase Program.
- Free electronic and print postings for administrative job vacancies.
- Free pocket calendar listing important dates for elections and education-related events.
- Free subscriptions to MSBA publications, including the following: *Boardcaster*, *Journal* magazine, *Capitol Compass* (electronic) and *Management Services Newsletter* (electronic).
- Newly elected board members receive MSBA's *Service Manual*, a comprehensive listing of education-related laws and regulations at a minimal cost. This manual is also available online for all others.
- Free electronic news clipping service from the state's daily and weekly newspapers.
- MSBA Online, the Association web site that provides round-the-clock access to information and services.

Subscribers to Policy Services will also find their renewal notice on the same invoice. Policy revisions keep your district in compliance with current law. You can access and download all model policies from the MSBA website 24 hours a day, 7 days a week. Also, our policy consultants are here to answer your questions about policy issues. If you are not a member of Policy Services, please call us for more information.

MSBA is recognized nationwide as an outstanding service organization, and we will strive to uphold that reputation. MSBA's board and staff look forward to working with you. If you have any questions, please don't hesitate to call your Association office at 800-324-4459.

Sincerely,

  
Bob Meeks  
Executive Director

  
Barbara Klaas (Hopkins)  
MSBA President

Enc.



# Minnesota School Boards Association

1900 West Jefferson Ave.

St. Peter, MN 56082-3015

## INVOICE

DATE

INVOICE #

7/7/06

Moorhead  
ISD #152  
2410 14th St S  
Moorhead, MN 56560-4624

**MSBA: Support, promote and enhance the work of local school boards.**

**DUE DATE**

11/15/2006

ITEM	DESCRIPTION	QTY	RATE	AMOUNT
DIST	Association Dues (FY 7/1/06 to 6/30/07)			7,604.00
POLICYREN	Policy Services Renewal (FY 7/1/06 to 6/30/07)			415.00
	Dues for ISD #152 are based on 5320.85 "Average Daily Membership of Students Served" for the fiscal year ended June 30, 2005, as provided by the Minnesota Department of Education.			
	In accordance with IRS Code Sec. 6113, contributions or gifts (including membership dues) to MSBA are not deductible as charitable contributions for Federal income tax purposes.			
QUESTIONS ABOUT THIS INVOICE? 800-324-4459 • 507-934-2450 FAX 507-931-1515 www.mnmsba.org				
TOTAL				8,019.00

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CUSTOMER COPY





Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.07.006

TO: School Board

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

DATE: July 7, 2006

RE: 2006-2007 Lakes Country Service Cooperative Agreement

Attached please find the 2006-2007 service agreement with the Lakes Country Service Cooperative.

The membership cost is \$5,000. All other services are fee based.

Suggested Resolution: Move to approve the 2006-2007 Lakes Country Service Cooperative service agreement as presented.

LPN:mde  
Attachment



# Lakes Country Service Cooperative

JUN 19 2006

**DuWayne Balken, Executive Director**

1001 E. Mount Faith | Fergus Falls, MN 56537

Phone: (218) 739-3273 | Fax: (218) 739-2459 | [www.lcsc.org](http://www.lcsc.org)

June 16, 2006

TO: Lakes Country Service Cooperative Members

FR: DuWayne Balken, Executive Director

RE: **Enclosed 2006-2007 LCSC Membership Agreement**

Enclosed please find the Contract and Service Agreement for the 2006-2007 school year. The far left hand column indicates those programs your school participated in during the 2005-2006 school year. You may indicate which programs you plan to participate in for the 2006-2007 school year by simply putting a mark in the "yes" column of the form.

Please take the time to look at the other programs that Lakes Country Service Cooperative is able to provide to your school. If you are interested in any other programs, please check "yes" in the FY07 services column.

**The enclosed contract reflects no fee increase for Fiscal Year 2007.**

We look forward to serving your school throughout the 2006-2007 school year. Please have the enclosed 2006-2007 Contract and Service Agreement signed and returned to our office at your earliest convenience; **Attention Terri Blackwelder**. Direct any questions or concerns to Terri at 218-739-3273 or [tblackwelder@lcsc.org](mailto:tblackwelder@lcsc.org).

Thank you and have a great summer!

**Service Cooperative Board of Directors**

Chairperson • David Smith, Perham  
Mike Benoit, At Large  
Barry Johnson, Lake

Vice Chairperson • Norman Kolstad, Underwood  
Robert Block, Otter Tail County  
Nancy Dashner, Frazee - Vergas

Clerk • Jim Fish, City of Fergus Falls  
Rachel Grieger, New York Mills  
Supt. Kent Baldry, Pelican Rapids

Treasurer • Tom Kummrow, Fergus Falls  
Roger Peterson, At Large  
Supt. Dave Pace, Breckenridge

AN EQUAL OPPORTUNITY EMPLOYER

Serving the Counties of: Becker • Clay • Douglas • Grant • Otter Tail • Pope • Stevens • Traverse • Wilkin

To provide and promote the development of quality services that are sensitive and responsive to customers' needs

**Contracts and Service Agreements Between  
Lakes Country Service Cooperative And Region IV School District Members**

JUN 19 2006

The **Moorhead Public School** will be participating in the following service agreements with Lakes Country Service Cooperative for Fiscal Year 2006-2007.

FY 2006 Services Will Participate in FY 2007

YES NO

SERVICE

COST

*Administrative Services*

—	—	—	1. LCSC Membership Student Count - 5355	\$ 1,200 per district plus 1.50 per student, maximum of \$5000	<u>\$5,000.00</u>
—	—	—	2. Capital Outlay LCSC Site - Fergus Falls Facility Moorhead Site - Youth Ed. Services	Maintenance Fund \$600 per district \$400 per district	<u>\$600.00</u> <u>\$400.00</u>
<u>x</u>	<u>x</u>	—	3. Administrative Inservice/Workshops	Participation fee of training expenses	
<u>x</u>	<u>x</u>	—	4. Comparable Worth	A. \$225 per day plus expenses B. \$30/hr follow-up service	
<u>x</u>	<u>x</u>	—	5. Cooperative Purchasing	No Charge for members	
<u>x</u>	<u>x</u>	—	6. Health & Safety	Separate Contract	
<u>x</u>	<u>x</u>	—	7. Health & Safety Management Assistance Program	Separate Contract	
<u>x</u>	—	—	8. Nutrition Advisory Service	Separate Contract	
—	—	—	9. Insurance/ Risk Management Offerings		
—	—	—	A. Health Pool		
—	—	—	B. VEBA Plans		
—	—	—	C. Life Pool		
<u>x</u>	<u>x</u>	—	D. Long Term Disability Pool		
—	—	—	E. Long Term Care		
—	—	—	F. Vision Eye Care Program		
—	—	—	G. Dental		
—	—	—	H. Wellness Program		
—	—	—	I. Worksite Health Screening Service		
—	—	—	J. Property & Casualty		
<u>x</u>	<u>x</u>	—	K. Workers Compensation		
—	—	—	L. Other		
—	—	—	10. Print Services Newsletters, Envelopes, Letterhead, NCR, etc.	Time and Materials Project quotes available	

**Contracts and Service Agreements Between  
Lakes Country Service Cooperative And Region IV School District Members**

Y 2006 ervice	Will Participate in FY 2007		SERVICE	COST
	YES	NO		
			<i>Educational Services</i>	
<u>  x  </u>	<u>  x  </u>	<u>      </u>	11. No Child Left Behind/MN Academic Standards Support Program	\$2500 base fee plus .50 per K-12 student enrollment.
<u>      </u>	<u>      </u>	<u>      </u>	12. Early Childhood/Family Education Regional Services Coordination	\$730 plus .55 per 0-4 Child Count
<u>      </u>	<u>      </u>	<u>      </u>	13. Early Childhood Educators/School Readiness	Contracted for individual districts
<u>      </u>	<u>      </u>	<u>      </u>	14. Media Services/Lending Library	\$4.75 per student - Unlimited Usage
<u>  x  </u>	<u>  x  </u>	<u>      </u>	15. Framework for Understanding Poverty	Funded through workshop fees and grants
<u>  x  </u>	<u>  x  </u>	<u>      </u>	16. Staff Development	Fee based on participation
<u>  x  </u>	<u>  x  </u>	<u>      </u>	17. Principals Academy	Based on workshop participation fees
<u>  x  </u>	<u>  x  </u>	<u>      </u>	18. Computer Software Training	Fee based on participation
<u>      </u>	<u>      </u>	<u>      </u>	19. Cisco Area Training Center & Regional Academy.	Fee based on participation
<u>      </u>	<u>  x  </u>	<u>      </u>	20. Grant Sourcing	No Fee
			<i>Student Academic Programs</i>	
<u>  x  </u>	<u>  x  </u>	<u>      </u>	21. Knowledge Bowl - Jr. High	\$40.00 per team per meet
<u>  x  </u>	<u>  x  </u>	<u>      </u>	22. Knowledge Bowl - Sr. High	\$190.00 per team
<u>      </u>	<u>      </u>	<u>      </u>	23. Young Writers Conference	\$25.00 per participant
<u>  x  </u>	<u>  x  </u>	<u>      </u>	24. Spelling Bee	No Fee
<u>      </u>	<u>      </u>	<u>      </u>	25. Inventors Congress	\$20.00 per participant
<u>      </u>	<u>      </u>	<u>      </u>	26. Honors Program (Banquet)	District responsible for \$250.00 scholarship plus the cost of banquet meals for district participants.
<u>  x  </u>	<u>  x  </u>	<u>      </u>	27. Cyberknowledge (Internet Based Student Competition)	\$40.00 per team per meet

**Contracts and Service Agreements Between  
Lakes Country Service Cooperative And Region IV School District Members**

FY 2006 Service	Will Participate in FY 2007		SERVICE	COST
	YES	NO		
			<i>Special Programs</i>	
_____	<u>x</u>	_____	28. Carl Perkins Consortium	The Special Programs are supported by regional application for grants through the Lakes Country Service Cooperative Regional Special Programs Department. The Grant amounts are based on various factors such as "pooling" based on various and changing formula, student enrollment or regional allocation. Minimal workshop registration fees may be charged to cover incidental expenses such as food and beverages.
_____	<u>x</u>	_____	29. Tech Prep Consortium	
_____	<u>x</u>	_____	30. Special Ed - Low Incidence/Lending Library	
_____	<u>x</u>	_____	31. R-CSPD	
_____	<u>x</u>	_____	32. Learn and Serve America (Service Learning)	
			<i>Equipment Repair Services</i>	
_____	_____	_____	33. Computer Repair	\$60.00/hr labor plus parts \$27.50 Minimum Diagnostic Fee (no charge for repairs under warranty) _____ \$15.00 handling charge per piece.  \$75.00/hr + \$1.00/mile On site network services
_____	_____	_____	34. AV Repair	\$38.00/hr. labor plus parts during school year. _____

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
LCSC Executive Director

\_\_\_\_\_  
Date

**Please return completed agreement by July 1, 2006**

Terri Blackwelder  
Lakes Country Service Cooperative  
1001 East Mount Faith  
Fergus Falls, MN 56537



Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.07.007

TO: School Board

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

DATE: July 7, 2006

RE: 2006-2007 NSBA Membership

Please find attached information related to the 2006-2007 membership to the National School Board Association (NSBA). The 2006-2007 NSBA National Affiliate membership fee will be \$3,450.

The following is a history of the fee structure for the past two years:

2004-05 = \$3,250

2005-06 = \$3,350

Suggested Resolution: Move to approve the 2006-2007 membership renewal fee to the National School Board Association (NSBA) National Affiliate membership in the amount of \$3,450.

LPN:mde  
Attachments





## National School Boards Association

1680 Duke Street, Alexandria, VA 22314-3493

Phone: 703-838-6722 FAX: 703-548-5560

Federal ID #: 36-2210015

MAR 21 2006

Bill to:

Moorhead Public School District #152  
2410 14th St S  
Moorhead, MN 56560-4624

### Membership Invoice

Invoice #	0000491601
Invoice Date	03/14/2006
Membership #	0000004544

Student Enrollment: 5272

DESCRIPTION		DOLLAR AMOUNT
Charge	NSBA's National Affiliate Membership	\$3,450.00
Membership Period: 07/01/2006 to 06/30/2007		
		\$3,450.00

Of your Annual National Affiliate Membership Fees, \$60 per person will be allocated for a one-year subscription to NSBA's School Board News for your superintendent and each of your board members.

Please send payments to:

NSBA, PO Box 1807, Merrifield, VA, 22116-8007

**Please detach and return with your remittance.**

Moorhead Public School District #152  
2410 14th St S  
Moorhead, MN 56560-4624

Invoice #: 0000491601

Invoice Date: 03/14/2006

Membership #: 0000004544

SELECT PAYMENT METHOD	
<input type="checkbox"/> Check enclosed (made payable to NSBA in U.S. funds)	
<input type="checkbox"/> VISA <input type="checkbox"/> MasterCard <input type="checkbox"/> AMEX   Exp Date ____ / ____	
Card # _____	
Name as it appears on card _____	(Please print)
Cardholder's Signature _____	
Cardholder's Phone # _____	
Total Due <b>\$3,450.00</b>	Amount Paid \$ _____

Please send payments to:

**National School Boards Association**

PO Box 1807, Merrifield, VA, 22116-8007

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March 2006

Dear Colleague:

Throughout the past year, you and your board have been benefiting from the tangible features of NSBA's National Affiliate Program;

**Providing National Affiliates with a platform so your VOICE can be heard.**

Legislative alerts – targeted alerts and updates via web, phone and fax that equip your board members to participate in a national grassroots legislative campaign.

**Providing National Affiliates with the tools and resources you need to implement your VISION**

**Resources:**

- Policy Research Briefs
- Information Research Services
- National Education Policy Network (NEPN)

**Member Only Resources:**

- Policies
- Funding
- E-Mail Groups
- Policy Briefs

**Networking:**

- NSBA Annual Conference
- CUBE Meetings
- T+L<sup>2</sup> Technology Conference
- Periodic Briefings

**Providing National Affiliates with the KNOWLEDGE you need to make informed decisions.**

**Publications:**

- School Board News
- Policy Research Briefs
- Leadership Insider

**Professional Development:**

- National Conferences and Meetings
- Key Work of School Boards
- Online Learning Center

**Providing National Affiliates with discounts to NSBA meetings and resources to SAVE you money.**

- Discounts at Meetings and Conventions
- Discount on membership to the Technology Leadership Network
- Discounts on Publications

These benefits are only part of what it means to be a National Affiliate. NSBA's National Affiliates support NSBA's advocacy efforts on national education policy and federal legislative issues. Thanks to the support from your school district, NSBA can effectively--

- ✓ **Urge** Congress to adopt NSBA's amendments to the No Child Left Behind act;
- ✓ **Urge** Congress to increase the federal investment in public education--including NCLB, special education, and Title I;

Your advocacy efforts contributed to increases for IDEA and Title I, and to the number of members of Congress who have added the NSBA, NCLB language to their education legislation. Our work is not over. The President's 2007 proposed budget includes no increase for Title I, a major source of funding for NCLB. It also includes a small increase of only \$100 million for special education programs. It calls for the elimination of 42 education programs including programs like the education technology grants. The proposed budget falls short of the need created by the mandates of No Child Left Behind and IDEA, so NSBA's national advocacy efforts – with your continued support – will focus on helping Congress understand your needs. **As we head into a very political year, it is important that we all raise the level of grassroots work to ensure that Congress understands that their responsibility to fund the programs is as critical as your responsibility to make these programs work at the local level.**

Thank you for your district's ongoing support that enables NSBA to continue the kinds of work outlined above. Your voice is needed more now than ever.



Gene Broderson,  
National Affiliate Director

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National School Boards Association

1680 Duke Street • Alexandria, Virginia 22314-3493 • (703) 838-NSBA • FAX: (703) 683-7590 • <http://www.nsba.org>



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Public Education through  
School Board Leadership*

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JUNE 12, 2006  
PAGE 1**

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

**MEMBERS ABSENT:** None.

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

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

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

**WE ARE PROUD:**

**\*\*\*We Are Proud** of ten Moorhead High students who qualified for the National Forensics League Speech Tournament in Texas in June. The following students will represent the state at the national meet:

Humorous Interpretation: Andrea Lichtsinn and Sean Benedict

Dramatic Interpretation: Brendan Frost and Logan Werlinger

Dramatic Duo: Tausha Taylor and Emily Hendrickson, Sadie Langemo and Matt Cerar

Extemporaneous Speaking: Andrew Bakken and Sam Cameron

The Moorhead High speech team was awarded the Team Sweepstakes Award at the National Forensics League Northern Lights District tournament held in March. Rebecca Meyer Larson is the team's coach.

**\*\*\* We Are Proud** of the Moorhead Area Public Schools for being recognized by the United Way for the largest dollar increase in employee giving in the education division for the 2005 campaign. The district had a dollar increase of \$1,487 and a 22 percent increase in overall giving over the previous campaign. Kim Bushaw served as the district's United Way coordinator. Those who helped coordinate building efforts were Mary Jo Schmid, Doris Babler, Diane Thiel, Ellie Cossette, Kate Rockstad, Charlotte Magin, Shane Nerby, Julie Hoffner, Laura Nylander, Helen Pemble, Deb Pender, Dan Bacon, Kathy Platt, Beth Swanson and Anne Larson.

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

REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JUNE 12, 2006  
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CONSENT AGENDA: Siggerud moved, seconded by Fagerlie, to approve the following items on the Consent Agenda:

Gifts

Accept the \$950 donations from Cashwise Videos (\$200), Pizza Ranch (\$200), Papa John's Pizza (\$200), Renelli's Pizza (\$200), Pizza Hut (\$50), Dominos Pizza (\$50), and Hollywood Videos (\$50) to promote participation on the Minnesota Comprehensive Assessment II at Moorhead High School.

Accept the \$2,265 donations from the following organizations for end of year safety patrol activities for Robert Asp and Ellen Hopkins Elementary Schools:

American Legion Poast 21	\$700
Education Minnesota	\$325
Cenex/Petro Serve	\$ 40
Clay County Safety Council	\$500
Hornbachers Foods	\$100
Moorhead Midday Central	
Lions Club/Puffe's Jewelry	\$100
John Rasmussen	\$ 50
State Bank and Trust	\$ 50
Vikingland Kiwanis	\$300
VFW Ladies Auxiliary	\$100

Accept the \$250 donation from Cargill in West Fargo for Moorhead Adult Basic Education. The donation will be used to purchase computer software.

Student Teacher Agreement - Approve the student teaching agreement with North Dakota State University for the 2006-07 school year.

Agreement - Approve the agreement between Clay County Public Health and Moorhead School District for early childhood screening services from July 1, 2006 through June 30, 2007.

Secondary Summer School Program - Approve the 2006 Excel Summer Academy for grades 6-12 for Moorhead Schools.

Revised Summer School Staffing - Approve the revised staffing list for Moorhead Schools summer school programs.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JUNE 12, 2006  
PAGE 3**

Funding

Accept funding for instructional materials (1 Portion Size kit, 1 Great Food replica set, 1 Food Guidelines replica set, 8 color wheels, 7 NSF cookie sheets, 7 silicone loaf pans, 7 silicone round cake pans, and 7 silicone square pans) from Lakes Country Carl D. Perkins Consortium and Tech Prep Consortium valued at \$538.78 to be used by the Family and Consumer Science Program at Horizon Middle School.

Accept funding for instructional materials (1 Canon i9900 photo printer, 4 Canon PowerShot S80 digital cameras, 4 Kingston SD memory cards, 4 Dane-Elec zMate 1 GB flash drives, and 4 Lexar multi-card readers) from Lakes Country Carl D. Perkins Consortium and Tech Prep Consortium valued at \$2,794.68 to be used by the Family and Consumer Science Program at Moorhead High School.

Accept funding for instructional materials (6 Portion Size kits, 1 Food Guidelines replica set, 6 color wheels, 12 NSF bakeware sets, 24 NSF cookie sheets, 24 silicone loaf pans, 24 silicone round cake pans, and 24 silicone square pans) from Lakes Country Carl D. Perkins Consortium and Tech Prep Consortium valued at \$1,092.75 to be used by the Family and Consumer Science Program at Moorhead High School.

Accept funding of 8 eMac laptop computers from Lakes Country Carl D. Perkins Consortium in the amount of \$6,272. The computers will be used by the Work Experience Disadvantaged Program at Moorhead High School.

Resignations

Katie LeSage - Paraprofessional, S.G.Reinertsen, effective at the end of the 2005-2006 school year.

Brenda Port - Paraprofessional, High School, effective at the end of the 2005-2006 school year.

Jackie Schultz - Language Facilitator, Ellen Hopkins Elementary, effective at the end of the 2005-2006 school year.

Change in Contract

John Keller - French Teacher, Horizon Middle School, from .67 FTE to .42 FTE beginning with the 2006-2007 school year.

Family/Medical Leave

Linn Webb - 2nd Grade Teacher, Robert Asp Elementary, to begin approximately August 2, 2006 and extending through the 2006-2007 school year.



**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
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Jill Bickler - Language Arts Teacher, High School, to begin approximately August 3, 2006 for approximately six weeks.

Donald Platt - Custodian, Ellen Hopkins Elementary, to begin May 19, 2006 through June 16, 2006.

Gene Boyle - Principal, High School, to begin June 16, 2006 for approximately four to six weeks.

Edward Breedon - Computer Tech, High School to begin June 14, 2006 for three weeks.

Other Leave

Rochelle Walswick - Teacher, Robert Asp Elementary, effective for the 2006-2007 school year.

Teacher Recall

Sayra Crary - ESL Teacher, Robert Asp Elementary, .5 FTE, \$17,541.50 effective for the 2006-2007 school year. (Replacing Carrie Lawrence.)

New Employee

Eric Dobervich - Chemistry Teacher, High School, .875 FTE, BA+10 (2) \$29,048.25, effective for the 2006-2007 school year. (Reduction in World Language and Industrial Technology.)

Ann Hagen - Business Teacher, High School, .8125 FTE, BA+10 (1) \$26,026.81, effective for the 2006-2007 school year. (Replacing Robert Anderson.)

Cassandra Waggoner - Speech Teacher, EIS, 1.00 FTE, MA (0) \$34,809, effective for the 2006-2007 school year. (Replacing Candace Allen.)

Greta Neuleib - Early Childhood Special Education Teacher, EIS, BA (0) \$3,080.03, effective for the 2006-2007 school year. (Replaces Sarah Brendemuhl, temporary position.)

Alternative Holiday Dates - Approve alternative holidays as presented for Christmas Eve, Christmas Day, New Year's Eve, and New Year's Day holidays.

Minutes - Approve the May 8 and 22, 2006 regular meeting minutes as presented.

Claims - Approve the June Claims, subject to audit, in the amount of \$866,184.24.

General:	\$721,707.73
Food:	\$111,274.03
Community Service:	\$32,771.23
Debt Service:	\$431.25
TOTAL	\$866,184.24



**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JUNE 12, 2006  
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**APPROVAL OF CREDIT FOR SUMMER STUDY WITH GOOSEBERRY PARK**

**PLAYERS:** Siggerud moved, seconded by Thompson, to approve the .5 credit for summer study with the Gooseberry Park Players. Discussion was held and Siggerud and Thompson rescinded their motion and second.

Siggerud moved, seconded by Thompson, to approve the .5 elective credit for summer study with the Gooseberry Park Players. Motion carried 7-0.

**APPROVAL OF POLICY:** Ladwig moved, seconded by Tomhave, to approve the policy, Mission Statement (104), as presented. Motion carried 7-0.

**APPROVAL OF POLICY:** Dulski moved, seconded by Thompson, to approve the policy, Policies Incorporated by Reference for Employees/Personnel (499), as presented. Motion carried 7-0.

**APPROVAL OF POLICY:** Ladwig moved, seconded by Siggerud, to approve the policy, Tuition Fees (512), as presented. Motion carried 7-0.

**APPROVAL OF POLICY:** Fagerlie moved, seconded by Dulski, to approve the policy, Medication (532), as presented. Motion carried 7-0.

**APPROVAL OF POLICY:** Fagerlie moved, seconded by Tomhave, to approve the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse (534), as presented. Motion carried 7-0.

**APPROVAL OF POLICY:** Ladwig moved, seconded by Tomhave, to approve the policy, Policies Incorporated by Reference for Students (599), as presented. Motion carried 7-0.

**APPROVAL OF POLICY:** Tomhave moved, seconded by Dulski, to approve the policy, Curriculum Selection and Review, Alternative Instruction and Instructional Resource Reevaluation (620), as presented. Motion carried 7-0.

**APPROVAL OF POLICY:** Tomhave moved, seconded by Siggerud, to approve the policy, Student Discipline (551), as presented. Discussion was held. Fagerlie moved, Siggerud seconded, to table the motion for further review of the policy. Motion carried 7-0.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JUNE 12, 2006  
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**APPROVAL OF HEALTH AND SAFETY CONTRACT:** Dulski moved, seconded by Siggerud, to approve a one year contract for 2006-2007 in the amount of \$2,500 for Health and Safety Management Assistance Services from the Lakes Country Service Cooperative. Motion carried 7-0.

**PRELIMINARY APPROVAL OF 2006-07 ANNUAL OPERATING PLAN:** Thompson moved, seconded by Dulski, to approve the 2006-2007 Annual Operating Plan which includes the preliminary budget for the 2006-2007 school year. Motion carried 7-0.

**COMMITTEE REPORTS:** None.

**SCHOOL BOARD WORK SESSION:** Board members unanimously approved scheduling Monday, June 26, 2006 at 4:30 p.m. to conduct a School Board Work Session related to the review of a strategic long-range goal initiative.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Dr. Nybladh asked Board members to indulge Del Larson, Moorhead Special Olympics Coordinator, as he read a letter of appreciation from Special Olympics Minnesota for the district's support in the program. Siggerud commended Mr. Larson on behalf of the Board for his commitment and hard work.

Chair Erickson asked Board members to return their completed Superintendent assessments after the June 26th Board meeting to finalize a summary. Nybladh reminded Board members of the upcoming 2006 MSBA Summer Seminar scheduled for August 17-18 with Early Bird sessions starting on August 16. Board members were asked to contact Michelle with their travel plans and needs. Nybladh noted Bruce Miles, Big River Consulting, would be the initial presenter of the Chainsaw Planning model at the June 26 Work Session

**ADJOURNMENT:** Hearing no objections, the Chair adjourned the meeting at 9:02 p.m.

---

Carol Ladwig, Clerk

**SPECIAL MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JUNE 26, 2006  
PAGE 1**

**MEMBERS PRESENT:** Karin Dulski, Lisa Erickson, Cindy Fagerlie, Carol A. Ladwig, Mike Siggerud (4:34), Kristine Thompson, Bill Tomhave, and Dr. Larry P. Nybladh.

**MEMBERS ABSENT:** None.

**CALL TO ORDER:** Chairwoman Erickson called the meeting to order at 4:30 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:** Tomhave moved, seconded by Dulski, to approve the agenda as presented. Motion carried 6-0.

**SCHOOL BOARD/CENTRAL OFFICE TEAM WORK SESSION:**

**Chainsaw Planning** - Dr. Nybladh introduced Bruce Miles, Big River Consulting Group, LLC, who presented information related to the Chainsaw Planning Model.

The meeting recessed at 5:19 p.m.; the Chair reconvened the meeting at 6:12 p.m.

**Update on School Board Goals**

Dr. Nybladh distributed a packet of updated information related to the 2005-2006 School Board Goals and discussion was held as indicated below:

Goal 1: The School Board will work with the school district's central administration to develop and conduct a process, inclusive of stakeholders, to create a strategic plan, which includes a focus on student achievement, for the school district to be completed by June 30, 2006.

At the March 27th School Board Work Session, Dr. Nybladh presented information related to strategic planning models. Board members requested to schedule a work session later in the year to continue review and discussion. The Central Office Team has reviewed the Cambridge Model and the Chainsaw Planning Model.

After discussion with Board members and central office staff, it was determined that administration will suggest a strategic long-range planning model designed to fit our school district.

**SPECIAL MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
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and prepare a possible recommendation for School Board approval at the July 17 meeting.

Goal 2: The School Board, working with the Superintendent, will review and develop a mutually acceptable process for the Superintendent's annual evaluation for use in the Spring of 2006.

At the March 27th School Board Work Session, Dr. Nybladh distributed the current evaluation instrument and two other sample instruments for Board review. Discussion was held related to the different types of evaluations. Board members agreed to continue to use the current instrument and schedule further review and discussion at a future date.

Goal 3: The School Board, working with the Central Administration, shall develop a School Board Protocol and Procedure Service Manual by June 30, 2006.

At the March 27th School Board Work Session, Dr. Nybladh held discussion regarding the manual and Board members identified information they would like included in the manual. It was agreed that additional discussion was necessary to determine consensus on the purpose and format of the proposed manual.

Board members continued discussion related to the need for the manual. Dr. Nybladh indicated he would do further research, work with administration and bring back a proposal related to the goal.

Goal 4: By August, 2006, 100 percent of School Board members will be MSBA certified for Phases I-IV as applicable.

At the March 27th School Board Work Session, Dr. Nybladh reviewed and commended the Board for significant progress made toward this goal. He noted that the majority of the Board had completed trainings Phase I-IV, and those that were not able to will attend a training in February, 2007.

Goal 5: By June 30, 2006, the School Board, working with Central Administration, shall have developed a clear and concise information and education plan for a possible future excess levy referendum.

At the March 27th School Board Work Session, Dr. Nybladh distributed a draft Excess Levy Referendum Education and Information Plan for Board member review. Board members suggested they review the draft plan and discuss at a future date.

**SPECIAL MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
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**ADJOURNMENT:** Hearing no objections, the Chair adjourned the meeting at 6:58 p.m.

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Carol Ladwig, Clerk

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JUNE 26, 2006  
PAGE 1**

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

**MEMBERS ABSENT:** None.

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

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

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

**WE ARE PROUD:**

\*\*\* **We Are Proud** of the Moorhead High School Economics Challenge team for placing second in the national competition on May 22. The team members each received \$1,500 in savings bonds for placing second to Iolani School, a private high school in Honolulu, Hawaii, and the defending champion. Team members are Andrew Bakken, Andrew Chen, Brian Hakk and Stephen Zitzow. Doug Johnson is the team's coach.

The Moorhead team won the state regional competition, the state competition and the national regional competition to reach the national competition. Each team member received a \$1,000 savings bond for winning the national regional competition as well as the trip to New York City to compete against the other three regional winners.

\*\*\* **We Are Proud** of Andrew Chen, who was named a Minnesota Scholar of Distinction in Mathematics. The Scholars of Distinction Awards Program of 2006, sponsored by a grant from the Minnesota Department of Education, honors students who demonstrate excellence in theater arts, science, math, applied geography and leadership. Chen had to write a paper demonstrating mastery of a topic not normally covered in the secondary mathematics curriculum and give an oral presentation about his work. He was one of five students who received the designation of Scholar of Distinction in Mathematics.

\*\*\***We Are Proud** of two members of the Moorhead High School girls track team, Kristin Slette and Kylene Ramsey, for qualifying for the state track tournament. Slette finished sixth in the 400 meters at the state meet, and Ramsey finished 13th in the shot put. Head coach is Tom Dooher,



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and assistant coaches are Jeremy Blake and Mick Dunn.

**\*\*\* We Are Proud** of two members of the Moorhead High School girls golf team for advancing to the 2006 State Golf Tournament. Kayla Wheeler placed fifth at state, and Ali Nelson placed eighth at state. Karin Schumacher is head coach, and Jim MacFarlane is assistant coach.

**\*\*\* We Are Proud** of the Moorhead High boys track team for winning the Section 8AA championship. State qualifiers and place winners are:

Brock Spandl -- 110 meter hurdles, 5th place

Corey Eidem -- 200-meter dash, 2nd place, and 100-meter dash, 5th place

David Haugen, Nathan Appel, Paul Lillehaugen and Erik Hanson -- 4 x 800 relay, 9th place

Head coaches are Jon Moe and Tom Dooher, and assistant coaches are Dennis Nelson and Tony Spandl.

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

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

Grant - Accept the grant from the Minnesota Department of Education in the amount of \$60,000 for the Responsiveness to Intervention (RTI) initiative. The purpose of the grant is to develop a district RTI process for skill specific intervention addressing students who are not making sufficient progress in general education curriculum. The main focus of the work will be in the area of literacy. The district will hire .5 FTE literacy coaches in each elementary school and the project will run from July 5, 2006 through November 30, 2007.

Agreement - Approve the affiliation agreement with the University of North Dakota (UND) for the term beginning August 1, 2006 and continuing for three years. Moorhead Schools will provide UND physical therapy students an opportunity to complete a clinical education experience with a teacher certified by the state of Minnesota.

Dairy and Bakery Bids - Accept the dairy bid received from Dean Foods/Land O'Lakes and the bakery bid received from Pan O Gold Baking Company. The contract value is \$150,000 for dairy and \$29,000 for bakery products.

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Resignations

Craig Thiltgen - Paraprofessional, High School, effective June 6, 2006.  
Bonnie Hedlund - Paraprofessional, Adult Basic Education, effective June 28, 2006.  
LaRayne Schanz - Food & Nutrition Server, S.G.Reinertsen Elementary, effective June 6, 2006.  
Carol Herbranson - Food & Nutrition Server, Ellen Hopkins Elementary, effective June 6, 2006.

Change in Contract

Molly Froemke - Deaf Hard of Hearing Teacher, District wide to DCD Teacher, Horizon Middle School, effective for the 2006-2007 school year. (Replaces Sharon Hurley.)  
Jolene Wiebold - LD/EBD Teacher, Horizon Middle School to LD/EBD Grade 8 Team Teacher, Horizon Middle School, effective for the 2006-2007 school year. (Replaces Lynne Stig.)  
Louie Lauer - Grade 4 Teacher, Ellen Hopkins Elementary to Grade 6 Social Studies Teacher, Horizon Middle School. (Replaces Ralph Fiskness.)  
Marlys Winter - Food & Nutrition Assistant Server, Robert Asp Elementary to Food and Nutrition Server, Robert Asp Elementary, effective for the 2006-2007 school year. (Replaces Shari Nelson.)

Family/Medical Leave

Jill Bickler - Language Arts Teacher, High School to begin approximately August 3, 2006 for approximately nine weeks. (Revision from the June 12, 2006 meeting.)  
Betsy Tengesdal - Teacher of Deaf/Hard of Hearing, High School and Ellen Hopkins Elementary, effective May 23, 2006 for twelve weeks.

Other Leave

Amy Garrison - Paraprofessional, Horizon Middle School, effective for the 2006-2007 school year.

New Employee

Rena Sailer - Physical Science Teacher, High School, 1.00 FTE, MA(5) \$41,538.00, effective for the 2006-2007 school year. (Replaces Richard Klomstad.)  
Britta Dwyer - Math Teacher, High School, 1.00 FTE, BA(1) \$30,663.00, effective for the 2006-2007 school year. (Replaces Fiona Brendemuhl.)  
Nicole Saum - Kindergarten Teacher, Ellen Hopkins Elementary, .50 FTE, BA (.5) \$15,054.25, effective for the 2006-2007 school year. (Replaces Crystal Specht.)  
Casey Peterson - 1st Grade Teacher, Robert Asp Elementary, 1.00 FTE, BA+30 (1) \$34,775.00, effective for the 2006-2007 school year. (Replaces Rochelle Walswick.)

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Motion carried 7-0.

**SCHOOL DISTRICT HEALTH INSURANCE:** Mark Belz, school district's health insurance consultant, presented utilization and rate increase information for the 2006-07 school year. The district is receiving a 13 percent increase in premiums for the 2006-07 plan year.

**APPROVAL OF HEALTH AND SAFETY PLAN:** Jan Eastes, Lakes Country Service Cooperative, provided information regarding updates to Attachment 99 criteria.

Thompson moved, seconded by Dulski, to accept Attachment 99 criteria for the school district health and safety plan. Motion carried 6-0.

**MOORHEAD HIGH SCHOOL SCHEDULE PROPOSAL:** Moorhead staff Dave Lawrence and Jim Duncan presented information regarding a proposal for collaboration time for teaching staff to focus on student learning. The proposal implements a schedule that would allow classes to start 40 minutes late on Wednesdays throughout the school year. The time would allow teachers to work together on curriculum development and on solving problems they might be having with students. The concept is known as a Professional Learning Community and has boosted student achievement in schools across the country. Information was also provided describing a visit to Adlai E. Stevenson High School in Lincolnshire, IL where staff observed professional learning communities in action.

**APPROVAL OF POLICY:** Before consideration of this item, the Board reconsidered a motion made to table discussion of the motion to approve this resolution at the June 12th School Board meeting. Chair Erickson entertained a motion to remove said motion from the table. Ladwig moved, seconded by Thompson, to remove from the table the resolution to approve policy, Student Discipline (551), as presented. Chair Erickson called for vote and the motion carried 7-0.

Due to administrative recommendations to change this policy since it was presented at the June 12 meeting, Chair Erickson requested that the Board members who made the motion and second withdraw those so the Board may consider the recommended changes. Tomhave and Siggerud withdrew their motion and second.

Tomhave moved, seconded by Siggerud, to approve the policy, Student Discipline (551), as presented. Motion carried 7-0.

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**APPROVAL OF PART-TIME AND SUBSTITUTE PAY SCHEDULE CHANGE:** Fagerlie moved, seconded by Dulski, to approve the pay schedule as presented.

**APPROVAL OF MOORHEAD HIGH SCHOOL STUDENT HANDBOOK:** Siggerud moved, seconded by Tomhave, to approve the Moorhead High School Student Handbook with potential revisions as presented. Motion carried 7-0.

**COMMITTEE REPORTS:** None.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Nybladh reminded Board members to contact Michelle with their travel plans related to attending the MSBA 2006 Summer Seminar scheduled for August 17-18 in Minneapolis.

**CLOSE PUBLIC MEETING:** Ladwig moved, seconded by Fagerlie, to close the public meeting at 8:29 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

The meeting recessed at 8:30 p.m.; the Chair reconvened the meeting at 8:34 p.m.

**OPEN PUBLIC MEETING:** Fagerlie moved, seconded by Tomhave, to open the public meeting at 8:59 p.m. Motion carried 7-0.

**ADJOURNMENT:** Hearing no objections, the Chair adjourned the meeting at 9:00 p.m.

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Carol Ladwig, Clerk



Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.07.008

TO: School Board

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

DATE: July 11, 2006

RE: Strategic Planning Proposal

Please find attached a contract agreement with Bruce Miles, Big River Consulting, LLC for training and work in the development of the district's strategic plan.

Suggested Resolution: Move to approve the contract agreement with Bruce Miles, Big River Consulting, LLC, as presented.

LPN:mde  
Attachment

**Contract for Service Agreement**  
**between**  
**Bruce H. Miles, Ed.D., Big River Consulting Group, LLC**  
**and**  
**Moorhead Area Public Schools**

**Purpose:**

The School Board and Superintendent of Moorhead Area Public Schools propose to secure the consultive services of Bruce H. Miles, Ed.D., Big River Consulting Group, LLC, for the purposes of training, leadership and other services in utilizing the "Chainsaw Planning" Model to develop a strategic plan for the School District.

**Project Scope:**

The project methodology shall be based upon the "Chainsaw Planning" Model and as further tailored to the School District's needs as mutually agreed to by both parties. The scope of work and terms of the project shall be as follows:

Task	Time at Office	Time at Moorhead	Travel	Expenses	Project Notes
<b>Step 1: Surveys</b>					
Develop & E-mail Staff Survey	0.25				
Develop & E-mail Admin Survey	0.25				
Develop & E-mail Board Survey	0.25				
Develop & Post Public Survey	0.50				Draft & Make Available (open-ended)
Assemble All Results	1.50				
<b>Step 2: Admin Session</b>					
Develop Session Materials	1.00				Agenda, Worksheets, Evaluation
Copies				N/C	Kinko's - St. Cloud
Travel to Moorhead			2.50		From St. Cloud
Facilitate 8/1/06 Admin Session		2.00			8/1/06, 10 am to Noon
Return Travel			2.50		To St. Cloud
<b>Step 3: Board Session</b>					
Develop Session Materials	1.00				Agenda, worksheets, evaluation
Copies				N/C	Kinko's - St. Cloud
Travel to Moorhead			2.50		From St. Cloud
Facilitate Board Session 1		2.00			Date and Time TBD
Return Travel			2.50		To St. Cloud
Produce All Session Results	1.00				
<b>Step 4: Board and Admin Session</b>					
Develop Session Materials	1.00				Agenda, Worksheets, Evaluation
Copies				N/C	Kinko's - St. Cloud
Travel to Moorhead			2.50		From St. Cloud
Facilitate Board & Admin Session		3.50			Date and Time TBD
Return Travel			2.50		To St. Cloud
Produce All Session Results	1.00				
<b>Project Total</b>	<b>\$8,400</b>				



**Project Cost:**

Within 30 days of the successful completion of the project, Moorhead Area Public Schools agrees to pay a total sum of not more than \$8,400.

**Timetable:**

The project shall be initiated on or about August 1, 2006 and be concluded on or about January 1, 2007.

**Accountability:**

Bruce H. Miles, Ed.D., Big River Consulting, LLC, shall be accountable to Dr. Larry P. Nybladh, Superintendent, through the duration of the project.

**Enter Agreement:**

This document represents the entire agreement between Moorhead Area Public Schools and Bruce H. Miles, Big River Consulting, LLC, except as may be amended in writing, after agreement by both parties, and attached to the agreement. Acceptance of the agreement as delineated is affirmed by the agreeing parties below:

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Dr. Larry P. Nybladh  
Moorhead Area Public Schools

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Bruce H. Miles, Ed.D.  
Big River Consulting, LLC

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Date

---

Date



Department of Teaching and Learning  
**Moorhead Area Public Schools**

Memo TL.07.006

TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
DATE: July 10, 2006  
RE: Moorhead High School Schedule Proposal

Attached is additional information regarding the proposed time for teacher collaboration at Moorhead High School. The materials contain a proposed schedule, a glossary of key terms and concepts, a sample SMART Goal Worksheet, and a team reporting sheet. The high school administration is developing the plan for students for supervision and additional learning opportunities during the 40 minute time period.

**SUGGESTED RESOLUTION:** Move to implement a schedule at Moorhead High School that would allow classes to start 40 minutes late on Wednesdays throughout the school year. This time will be focused on student learning.

LAK/kmr  
Attachment

Links to schools that have been cited as model schools are listed below. These schools demonstrate progress toward SMART goals focused on student learning.

Stevenson High School, Lincolnshire, IL

<http://www.district125.k12.il.us>

Brockton High School, Brockton, MA

<http://www.brocktonpublicschools.com/schools/high>

Sunnyslope High School, Phoenix, AZ

<http://www.shsvikings.net>

Corbin High School, Corbin, TX

<http://www.corbinhighschool.org/admin.html>

Carman-Ainsworth, Flint, MI

<http://www.carman.k12.mi.us/carmanacs/site/default.asp>

## Proposed Collaborative Day Schedule

Collaboration time = 8:10 - 9:00

Period 1 9:05 - 9:45

Block 1 9:05 - 10:25

Period 2 9:50 - 10:30

Period 3 10:35 - 11:15

Block 2 10:35 - 11:55

Period 4 11:20 - 12:00

Period 5 12:05 - 12:45

Block 3 12:05 - 1:25

Period 6 12:50 - 1:30

Period 7 2:05 - 2:45

Block 4 2:05 - 3:25

period 8 2:50 - 3:30

Lunch 1 = 12:00 - 12:35

Lunch 2 = 12:45 - 1:20

Lunch 3 = 1:30 - 2:05

Class = 12:35 - 1:55

Split = 12:05 12:45 Lunch = 12:45 - 1:20

Class = 1:20 - 2:00

Class = 2:05 - 3:25

# MOORHEAD HIGH SCHOOL SCHEDULE 2006-2007

Teacher Day: 8:10 AM - 3:40 PM

Period 1	8:25 * 9:10	Block 1	8:25 - 9:55
Period 2	9:15 * 10:00		10 Minute Pass
Period 3	10:05 * 10:50	Block 2	10:05 - 11:35
Period 4	10:55 * 11:40		10 Minute Pass
Period 5	11:45 * 12:30	Block 3	11:45 - 1:15
Period 6	12:35 * 1:20	Or	12:15 - 1:45
Period 7	1:55 * 2:40	Block 4	1:55 - 3:25
Period 8	2:45 * 3:30		
Lunch Schedule 11:40 - 12:15	Art - Math - Science-	Blocked 5th & 6th	Class 12:15 - 1:45
12:30 - 1:05	English - Social Studies - World Languages/ESL	Blocked 5th & 6th	Class 11:45 - 12:30 Eat 12:30 - 1:05 Class 1:05 - 1:50
1:20 - 1:55	ALL SKINNIES 5th & 6th IN ALL DEPARTMENTS And 5&6 Blocked In the following areas: Business - Family and Consumer Science - Wellness - Fitness - LSS - Music - Theater Arts - Ind Tech Phy Ed. - Learner Support Services - Music - Theatre Arts - Study Halls		Class 1:55 - 3:25

# Three Big Ideas that Drive a Professional Learning Community

(Information from Rick DuFour, Robert Eaker, Becky DuFour)

## Clarity of Purpose

The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into three critical questions that drive the daily work of the school. If we are truly committed to helping all students learn, then....

- What is it we want them to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
- How will we know when each student has achieved the learning? Are we monitoring each student's learning on a timely basis?
- How will we respond when a student is not learning? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
- How will we respond when a student has already learned the information?

## Collaborative School Culture

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning and develop common strategies for assessing learning.
- School must identify and implement new practices for raising student achievement.

## Focus on Results

- Professional Learning Communities measure their effectiveness on the basis of results rather than intentions.
- All programs, policies and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant information on their effectiveness in achieving intended results.

## Assumptions Driving the Professional Learning Community Culture

- The fundamental purpose of the school is learning. All of our practices, policies and procedures must be assessed on the basis of their impact on learning.
- We can help students be successful. Our collective efforts impact student learning.



## ***Glossary of Key Terms and Concepts***

### ***Professional Learning Community***

The definition of a professional learning community is built around three main ideas:

#### ***Ensuring That Students Learn***

Every professional in the building must engage with colleagues in the ongoing exploration of four crucial questions that drive the work of those within a professional learning community:

1. What do we want each student to learn? (essential outcomes)
2. How will we know when each student has learned it? (common assessment)
3. How will we respond when a student experiences difficulty in learning? (re-teaching or remediation)
4. How will we respond when a student when students already know or learn quickly what we want them to learn? (enrichment or acceleration)

#### ***A Culture of Collaboration***

The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement.

#### ***A Focus on Results***

Professional learning communities judge their effectiveness on the basis of results. Working together to improve student achievement becomes the routine work of everyone in the school. Every teacher team participates in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve

that goal, and providing periodic evidence of progress. The focus of team goals shifts. Such goals as "We will adopt the Junior Great Books program" or "We will create three new labs for our science course" give way to "We will increase the percentage of students who meet the state standard in language arts from 83 percent to 90 percent" or "We will reduce the failure rate in our course by 50 percent."

### ***Essential Outcomes***

Essential outcomes are the state standards, benchmarks, and Grade Level Content Expectations on a grade by grade or course by course level that are critical for student success. These are the "must know" outcomes rather than the "nice to know" outcomes. Because we believe these outcomes are essential, we will find ways to provide additional time and support for those students who struggle. Teacher grade level teams identify 8-10 essential outcomes per subject per semester.

Essential outcomes answer the question - "What do your students need for success - in school this year, next year, and so on (leverage; readiness for next levels of learning), in life (endurance) and on your state tests?"

### ***Norms***

Norms are agreements about how we will function as a group and as individuals within the group. Having a set of norms or ground rules that a group follows encourages behaviors that will help a group do its work and discourages behaviors that interfere with a group's effectiveness.

### ***Common Assessments***

A common assessment is used to measure learning outcomes of all students within a specific grade. The assessment is chosen prior to teaching the objective (s). A common assessment is normally given on the same day to all students within a grade level. This assessment usually focuses on a specific skill or unit of study. There is a set benchmark (expected outcome) prior to

giving the assessment.

Each teacher shares data from the common assessment with the grade level team. Data is used to target strengths and weaknesses, share best instructional strategies, drive whole group re-teachings and/or small group remediation. Each common assessment is given in a timely manner. The common assessment schedule is a natural part of the grade level or subject area pacing guide. These are designed to be assessments for learning rather than assessments of learning.

### ***SMART Goals***

**Specific** - Data driven

**Measurable** - Answers the questions who, what, how measured, by when. It must be quantifiable.

**Attainable** - Is it focused? Do we believe that success is realistic?

**Results-oriented** - Focused on the outcome - student achievement - not the process for getting there. This refers to our desired end result, versus inputs to the process

**Time bound** - When will the goal be accomplished?

SMART goals help a team to focus on the results rather than the means. SMART goals are identified by each team and are focused on closing student performance gaps. The goals are established as teacher teams review student achievement data. Example: By June 2006, 85% of the 5th grade students will score a 3 or 4 on the district Writing Assessment.

### ***Tuning Protocol***

A tuning protocol is a collaborative professional development activity that helps educators fine-tune their practice by examining student work or other artifacts of teaching and learning.

Information retrieved from

<http://www.carman.k12.mi.us/717249101912448/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=55202>, July 11, 2006

## Cultural Shifts in a Professional Learning Community

### A Shift in Fundamental Purpose

From a focus on teaching . . .	to a focus on learning
From emphasis on what was taught . . .	to a fixation on what students learned
From coverage of content . . .	to demonstration of proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides . . .	to engaging collaborative teams in building shared knowledge regarding essential curriculum

### A Shift in Use of Assessments

From infrequent summative assessments . . .	to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline . . .	to assessments to identify students who need additional time and support
From assessments used to reward and punish students . . .	to assessments used to inform and motivate students
From assessing many things infrequently . . .	to assessing a few things frequently
From individual teacher assessments . . .	to assessments developed jointly by collaborative teams
From each teacher determining the criteria to be used in assessing student work . . .	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From an over-reliance on one kind of assessment . . .	to balanced assessments
From focusing on average scores . . .	to monitoring each student's proficiency in every essential skill

### A Shift in the Response When Students Don't Learn

From individual teachers determining the appropriate response . . .	to a systematic response that ensures support for every student
From fixed time and support for learning . . .	to time and support for learning as variables
From remediation . . .	to intervention
From invitational support outside of the school day . . .	to directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning . . .	to multiple opportunities to demonstrate learning

(continued)





## Cultural Shifts in a PLC (continued)

### A Shift in the Work of Teachers

From isolation . . .	to collaboration
From each teacher clarifying what students must learn . . .	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards . . .	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the curriculum . . .	to collaborative teams of teachers agreeing on common pacing
From individual teachers attempting to discover ways to improve results . . .	to collaborative teams of teachers helping each other improve
From privatization of practice . . .	to open sharing of practice
From decisions made on the basis of individual preferences . . .	to decisions made collectively by building shared knowledge of best practice
From "collaboration lite" on matters unrelated to student achievement . . .	to collaboration explicitly focused on issues and questions that most impact student achievement
From an assumption that these are "my kids, those are your kids" . . .	to an assumption that these are "our kids"

### A Shift in Focus

From an external focus on issues outside of the school . . .	to an internal focus on steps the staff can take to improve the school
From a focus on inputs . . .	to a focus on results
From goals related to completion of project and activities . . .	to SMART goals demanding evidence of student learning
From teachers gathering data from their individually constructed tests in order to assign grades . . .	to collaborative teams acquiring information from common assessments in order to (1) inform their individual and collective practice, and (2) respond to students who need additional time and support



## Cultural Shifts in a PLC (continued)

### A Shift in School Culture

From independence . . .	to interdependence
From a language of complaint . . .	to a language of commitment
From long-term strategic planning . . .	to planning for short-term wins
From infrequent generic recognition . . .	to frequent specific recognition and a culture of celebration that creates many winners

### A Shift in Professional Development

From external training (workshops and courses) . . .	to job-embedded learning
From the expectation that learning occurs infrequently (on the few days devoted to professional development) . . .	to an expectation that learning is ongoing and occurs as part of routine work practice
From presentations to entire faculties . . .	to team-based action research
From learning by listening . . .	to learning by doing
From learning individually through courses and workshops . . .	to learning collectively by working together
From assessing impact on the basis of teacher satisfaction ("Did you like it?") . . .	to assessing impact on the basis of evidence of improved student learning
From short-term exposure to multiple concepts and practices . . .	to sustained commitment to limited, focused initiatives





# SMART Goal Worksheet

School: \_\_\_\_\_ Team Name: \_\_\_\_\_ Team Leader: \_\_\_\_\_

Team Members: \_\_\_\_\_

District Goal(s):

School Goal(s):

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness

REPRODUCIBLE

## PLC Team Meeting Feedback Sheet

Name of Team: \_\_\_\_\_

Department: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

Team Members

Present: \_\_\_\_\_

Team Members

Absent: (list reason) \_\_\_\_\_

Meeting Topics/Objectives:

Outcomes/Products/Decisions Made:

Questions/Concerns:

Administrator: \_\_\_\_\_

Date: \_\_\_\_\_



Department of Teaching and Learning  
**Moorhead Area Public Schools**

Memo TL.07.007

TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
DATE: July 7, 2006  
RE: Elementary School Parent and Student Handbook

Attached is the 2006-2007 Moorhead Elementary School Parent and Student Handbook. According to the School Board Policy 221, the handbook is to be presented to the School Board for annual review.

The changes made to the handbook have been highlighted in a lined-out version. A completed copy of the handbook will be distributed after approval.

The handbook will be available in a print copy as well as on the district web site at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us).

**SUGGESTED RESOLUTION:** Move to approve the 2006-2007 Moorhead Elementary School Parent and Student Handbook as presented.

LAK/kmr  
Attachment

# Moorhead Elementary Schools Parent & Student Handbook 2006-07



*Working together for excellence in learning*

Ellen Hopkins Elementary School  
Robert Asp Elementary School  
S.G. Reinertsen Elementary School

*The mission of the Moorhead Area Public Schools is to develop  
the maximum potential of every learner to thrive in a changing world.*



## Elementary School Phone Numbers

Important phone numbers are listed below for each of the Moorhead elementary schools. A complete directory is also available on the district's Web site at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us).

### Ellen Hopkins Elementary School

**2020 11th St. S. .... 284-4300**  
 Mary Jo Schmid, Principal ..... 4330  
 Cheryl Wise, Secretary ..... 4301  
 Doris Babler, Secretary ..... 4302  
 Health Office ..... 4310  
 Library Media Center ..... 4334  
 Fax ..... 4333

### Robert Asp Elementary School

**910 11th St. N. .... 284-6300**  
 Kevin Kopperud, Principal ..... 6330  
 Winifred Evensen, Secretary ..... 6301  
 Kathy Enkers, Secretary ..... 6302  
 Health Office ..... 6310  
 Library Media Center ..... 6334  
 Fax ..... 6333

### S.G. Reinertsen Elementary School

**1201 40th Ave. S. .... 284-5300**  
 Anne Moyano, Principal ..... 5330  
 Ellie Cossette, Secretary ..... 5301  
 Heather Hedlund, Secretary ..... 5302  
 Health Office ..... 5310  
 Library Media Center ..... 5334  
 Fax ..... 5333

## Daily Schedule

### Grades 1-5

Classes Begin 8:25 a.m.  
 Lunch Periods Staggered, between  
 10:50 a.m. and 1:05 p.m.  
 Dismissal 2:50 p.m.

### Kindergarten

Morning 8:25-10:55 a.m.  
 Afternoon 12:20-2:50 p.m.

### School Year Office Hours

7 a.m.-4 p.m. Monday-Friday

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

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

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

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

مكتبكم لا يعرف القراءة باللغة الإنجليزية وإذا كنتم بحاجة  
 إلى مساعدة في لغتكم، يرجى الاتصال بالرقم 284-3310.

နိမ့်အသံအားဖြင့် အသံအားဖြင့်  
 အသံအားဖြင့် အသံအားဖြင့်  
 284-3310.

如果你不懂英语，并希望寻求帮助，  
 请联系我们 284-3310。

**Visit [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us) for more information.**

*This handbook may be changed or amended during the school year. Contact the principal or visit our Web site at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us) for more information.*

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## ***Welcome Moorhead Elementary Students and Families***

Welcome to the new school year! We are eager to work with the students and families at our Moorhead elementary schools in order to provide an exciting, challenging and rewarding school year.

We invite you to become an active member of our educational community. We believe that supportive parents/guardians who work in partnership with us at school are important to our students' success. We invite, and we value, your involvement. We are committed to making your child's first years in school full of positive and enriching experiences. You are always welcome at school, and we are excited about having a great year working with you.

The success of a community depends upon the collaborative efforts of all its members. Here's to a great year of working together toward our common goal — the best possible school year for our students!

### **Arrival Time and Morning Routine**

We ask that children who do not ride a bus arrive no earlier than 8 a.m. unless they will be eating breakfast at school. Since there is no playground supervisor prior to 8 a.m., the school does not assume the responsibility of accidents that occur during unsupervised periods. Breakfast is served from 7:45 a.m. to 8:10 a.m.

### **Procedure for Dropping Off Children**

Parents dropping off children at the beginning of the day should use the parking lot. Please exercise caution when letting your child out of the car. Never allow children to run across the street or between buses or cars.

### **Procedure for Picking Up Children**

When picking up children during the day, please park in the designated visitor lot and enter the building through the main entrance. All other doors are locked from the outside during the school day. To take a child out of class during the day, parents/guardians must come to the office and sign out their child. We do not permit students to wait outside their classroom.

Children will not be permitted to leave school with anyone other than their parents and/or legal guardians unless we have written authorization from you. Please send your child's teacher a written note in advance, notifying him/her when your child will be picked up and by whom.

### **School Safety Procedures and Locked Doors**

Visitors are asked to enter the main entrance doors and register at the office before going to any other part of the building or classrooms. The main entrance doors by the office are unlocked during building hours 7 a.m. to 4 p.m. and for after-school programming.

To secure the building during the school day, all other doors will be locked. Locked doors are inconvenient at times, but student and staff safety is important and worth some inconvenience. The school staff know the procedures for safety in the event of a lock down or evacuation situation. Locked doors are a proactive step we take to decrease the likelihood of a dangerous incident at school.

## Absences and Tardies

We believe:

- \* students with regular attendance achieve better academically in school;
- \* students with regular attendance are better adjusted to school;
- \* learning that is lost due to absence can never be adequately replaced;
- \* students with regular attendance have an understanding of the purpose and direction of their education.

### *Types of Absences*

*Excused Absences:* The excused absence is for all legitimate reasons. The administration will determine the legitimacy of all absences. A student has the right and obligation to make up any work missed with full credit.

The State of Minnesota recognizes the following reasons for absence: ~~personal illness, death or medical emergency in the immediate family, and inclement weather.~~ illness, serious illness in the student's immediate family, a death in the student's immediate family or of a close friend or relative, medical, dental or orthodontic treatment or counseling appointment, court appearances, religious instruction not to exceed three hours in any week, or inclement weather. To be considered an excused absence, the student's parents/guardians may be asked to verify, in writing, the reason for the student's absence from school. Other reasons that could be acknowledged are personal requests for absence made 24 hours in advance (e.g., legal appointments, religious activities, travel, family vacations, state tournaments and school activities). We encourage parents/guardians to hold these requests for absence to a minimum. A doctor's statement may be required after 3 or more consecutive absences or excessive periodic absences due to illness.

Parents/guardians must call the school each day before 9 a.m. when a student will not be attending or send a note to school accounting for each day missed when the student returns to school. If you leave a message, please specify your child's name, teacher and the reason for the absence. If the parent/guardian does not notify the school within 2 days of the student's return to school, the absences will remain unexcused.

*Unexcused Absences:* Students who miss or are required to miss for reasons not acceptable to school officials may be required to report for detention and make-up work after school. Parents/guardians should not request permission for absence for personal convenience reasons (e.g. baby-sitting, running errands). An unexcused absence indicates the student is absent without the consent of the parent/guardian. Students who miss school for reasons not acceptable to school officials will be subject to consequences determined by the building principal.

*Truancy:* A student who misses the whole day or part of the day without the consent of either the school or parent/guardian is considered truant. A Family Advocate is available to assist parents/guardians who are having difficulty getting a student to school. Through the Family Advocate, the Moorhead Area Public Schools offers early intervention for attendance problems. If the interventions are not successful, a report of suspected parental neglect may be filed.

After a seventh unexcused absence (no contact from a parent/guardian as to the reason for an absence), the principal must file a Child in Need of Protection Services (CHIPS) petition with the Clay County Attorney's Office. A CHIPS petition usually results in a court appearance for truancy.

Every effort should be made to have your child at school on time. Tardiness is unfair to the child who misses instruction. It also interrupts the classroom for other children. Children should be in their classroom by

8:15 a.m. Students who arrive at school after 8:25 a.m. for any reason, must come to the office for a tardy slip before going to class.

Refer to School Board Policy 515 on the school district's Web site or in the school office.

### **Reporting Absences**

Please call or send a signed note to report all absences. Speak to the secretary or leave a message stating your child's name, the teacher's name and the reason for the absence. This call allows us to inform the teacher so that plans can be modified in the classroom. It also keeps us current on the childhood illnesses which may be affecting our students.

### **If You Move**

Please notify the school office if you have a new address or phone number. Stop by the school office and sign a Release of Records form if your child will be leaving and attending a school outside of the Moorhead School District. Refer to School Board Policy 517 on the school district's Web site or in the school office.

### **New Students**

New students are a welcome addition to our school. Please register in the school office. The student will start attending class the next school day following their registration provided their registration occurs before noon.

### **Breakfast, Lunch, Milk**

A nutritious lunch and breakfast will be served every day. School breakfast is available beginning at 7:45 a.m. Students have a thirty-minute lunch period. Lunch periods are staggered beginning at 10:50 a.m. Students eligible for free or reduced lunch are also eligible for free breakfast. More information about free and reduced meals is available in the school office.

We use a computerized lunch program. As the student passes through the lunch line, the student enters his or her student number. The computer keeps a record of when each child paid, how much, and when each child ate breakfast or lunch or purchased milk.

Students must prepay for meals and milk. Money is deposited into each child's account at the school office. We ask parents/guardians to deposit enough money for a week (or more) of meals. Students may put money in their account before school or during their noon hour. The cashier will let students know when their cash account is low and will give them a stamp on their hand to serve as a reminder that they need to deposit money in their account at the office. If a student owes \$10 or more to food services, the student will not be allowed to purchase a lunch until the debt is paid. (A sandwich / milk lunch will be provided, however.) It is a parent/student responsibility to make sure that students have money in their account.

Students may have milk as a morning snack. There are no free or reduced arrangements for morning milk. Parents/guardians will receive a permission form for morning milk and only those children who return the form may receive morning milk. Milk charges are taken from the breakfast/lunch account. Milk is also available to children who choose to eat cold lunch at noon.

### **Lunch Invitation**

Parents/guardians are welcome to eat lunch with their children. Come to the office and pay for your lunch when



you arrive. Please join us!

### **Recess**

Students in grades 1-5 will have a fifteen minute recess during the school day which will be scheduled by the teacher. Please do not request that your child be kept indoors for recess unless his/her physician feels it would be detrimental for the child to be out. In most cases, if a child is well enough to attend school, he or she should be allowed to go outdoors. Fresh air and activity increase alertness for class work. A written excuse should be provided to the teacher each day a child is to stay in from recess.

## **ACADEMIC AND ACTIVITY PROGRAMS**

### **Art**

Students in grades 1-5 receive instruction from a certified art teacher. The art teacher also arranges a field trip to a local art museum. In addition to the sessions with art teachers, students will have art experiences with their classroom teachers.

### **Curriculum Review**

Parents/guardians have the right to review the curriculum and to determine which instruction will be provided by parents/guardians rather than teachers. For more information, please contact the assistant superintendent for teaching and learning, a principal, or a counselor regarding School Board Policy 620.

### **Elementary Guidance (Counseling)**

Our elementary guidance and counseling program offers classroom guidance instruction, small group experiences and short-term individual counseling. An elementary counselor is at school full time. Students can make an appointment to see a counselor and parents/guardians or teachers can recommend or request an appointment for a child.

The Elementary Guidance/Counseling Program has two major components: preventive guidance and individual counseling. Preventive guidance involves classroom instruction which helps children in the areas of self-esteem, alcohol and drug awareness, decision making, problem solving, and social interaction. Individual counseling is designed to help parents, students and teachers with issues that may surface at some point during normal development. These include achievement, alcohol, behavior, death, divorce, fears / phobias, illness, siblings, etc.

Please feel free to contact the counselor's office with any concerns, questions or comments. All inquiries are strictly confidential.

### **Field Trips**

Visits to various places in our community and in other communities enhance our educational program. Field trips are held in correlation with the curriculum for a particular grade level. Trips are always well supervised, but we do ask that you sign the "field trip permission" line on the registration form. Your child's teacher will notify you when parent volunteers are needed to assist on field trips. If you have a question about a field trip, feel free to call the classroom teacher.

### **Homebound Instruction**

Students who are absent for 10 consecutive days are eligible for homebound or hospital bound instruction.

Authorization from a physician must be on file requesting the same. All requests for homebound instruction are to be directed to the Learner Support Services office at 284-3710 and can be initiated before the timelines are in effect.

### **Homework**

Students are assigned homework, although the amount assigned depends on the availability of study time in school, individual work rate, grade level, and teacher. Parent support is important, especially for projects that may require collecting materials. Parents/guardians can also help find a quiet, less distracting place to do school work and can help their child review for tests, practice math facts, and cooperatively participate in parent-child activities the teacher may send home. For some assignments, your child's teacher will want the students to work independently to encourage responsibility and independent work habits. Contact your child's teacher if you have questions about homework.

### **Library Media Center**

Students make extensive use of the library at school. We encourage them to check out and use library books at home as well. Library books support and extend school learning. Our students make regular trips to the library with their classmates but are free to check out and return books as needed. The library is open before and after school for student use.

Parents/guardians, teachers and the media center staff are in a partnership to encourage children to read, research and access information. We encourage you to share and discuss the books brought home and find time to read daily. You and your child should decide where their library and school materials will be stored while they are in your home. Children at all grades may exchange materials daily.

It is the responsibility of the student to take care of materials checked out and see they are returned promptly. If materials are lost or destroyed, a fee will be charged for replacement.

### **Minnesota Academic Standards**

Academic standards in language arts, math, science and social studies have been adopted for K-12 students in Minnesota. The Moorhead School District is developing standards in the areas of health and physical education, world languages and the arts.

Students will be tested yearly in grades 3-8 and in high school on the state standards. Each standard will be specific as to what students should know or be able to do within a particular subject area. The curriculum in the Moorhead schools reflects the emphasis of the state standards. For further testing information, see the testing section on page 6.

### **Music**

Music instruction is provided ~~every day~~ for grades 1-5. Our music program is designed to encourage music skills and music appreciation through many musical experiences. Music class activities include singing, listening, appreciation, movement, learning and performing music fundamentals on a variety of instruments and performance opportunities. The Moorhead Area Public Schools' sequential music curriculum gives students a step-by-step opportunity to learn music skills that provides the foundation for band, orchestra, and choir in their later school years.



## **Orchestra**

Students in fifth grade are eligible to participate in the school orchestra program. Individual and/or small group lessons will be provided one time per week. Students may purchase their own instrument or rent a school-owned instrument. Fee requirements may be waived under certain circumstances. For more information, please contact the orchestra instructor regarding School Board Policy 831.

## **Physical Education**

Physical education instruction is provided ~~every day~~ for grades 1-5. Emphasis is placed upon physical fitness, skill development and the creation of a learning environment in which all students experience success and growth based upon their own levels of ability. Students are required to wear gym shoes for both indoor and outdoor physical education class. They may not wear hard soled shoes or only socks because of the risk of injury. Shoes must fasten with velcro or shoelaces. Slip on, zip-up shoes, shoes with wheels, and shoes with raised heels are dangerous in school. During the spring and fall, students may need a jacket or sweatshirt to wear outdoors. When selecting clothing for school, please remember that children are physically active every day.

Articles like pens, pencils, necklaces, etc., are to be left in the classroom. It is also recommended that the children with long hair bind it with a rubber band or tie it up during physical education class.

Please send a written note to the physical education teacher if your child is unable to participate in class. In most cases, if a child is well enough to attend school he or she should be allowed to participate in physical education.

## **School Safety Patrol**

School patrol assists children in crossing streets on their way to and from school. Fourth and fifth grade boys and girls are selected to serve on the patrol. These students must obey school regulations to stay on the patrol. The school safety patrol program needs the full cooperation of our students and their parents/guardians. Please encourage your children to respect the patrol. Parents/guardians set a good example by not allowing their children to cross the street anywhere except at the street corners.

Pupils who disobey the safety patrol will have their names turned in to their classroom teacher. The school patrol is on duty 15 minutes before school starts and 15 minutes after school is dismissed.

## **Spanish Immersion Program**

The Spanish Immersion Program at Ellen Hopkins Elementary School provides students the opportunity to become fluent in Spanish as well as English. All children in the district who are entering kindergarten in the fall are eligible to register for the program. Parents/guardians choose to enroll their children in the program. Limited space is available in grades K, 1 and 2.

The curriculum goals of the immersion program are the same as the goals for all elementary schools in the Moorhead Area Public Schools. The students will learn the same subject content that other students learn in the elementary school setting. The difference is that the classes are taught in Spanish. Students take the same standardized tests as other students. For more information, contact Mary Jo Schmid, Ellen Hopkins Elementary principal, at [mjschmid@moorhead.k12.mn.us](mailto:mjschmid@moorhead.k12.mn.us) or (218) 284-4330.

## **Testing**

Measures of Academic Progress (MAP) are a series of tests that measure your student's general knowledge in reading, language usage, and math. The tests are given to students in grades 2, 3, 4 and 5 in the fall and the spring. The test results provide a measurement of development of basic skills and are shared with parents/guardians. The results are used to analyze a student's progress and to consider carefully the learning experiences that student might need. The test results are used to supplement, not replace, teacher judgment. They are used in conjunction with everything else we know about a student.

Third, fourth and fifth grade students take the Minnesota Comprehensive Assessment in the late spring. The tests evaluate learning in reading and math and are based on the Minnesota Academic Standards. The scores are used to see how children are progressing and to evaluate our school's instructional program. Student attendance on testing days is very important. No Child Left Behind, the federal education law, requires that districts have a 95 percent participation rate for these tests. Absent students will be tested on a test make-up day. Students' results are mailed directly to the parent or guardians.

## **POLICIES**

### **Activity Travel**

Students and their coaches participating in athletic and/or academic activities at the state and national levels should refer to School Board Policy 543 on the Web site or in the school office.

### **Bullying**

An act of bullying, by either an individual student or a group of students, is prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees. Refer to School Board Policy 578 on the school district Web site or in the school office.

### **Child Abuse and Neglect**

It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. It is the policy of Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings. In all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused, an immediate report is made to Clay County Social Services or the proper city or county law enforcement agency.

It shall be a violation of school district policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

Refer to School Board Policy 534 on the Web site or in the school office.

### **Crisis Management**

Each elementary school has a crisis management plan to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation in the school.

In addition, each elementary school has a student assistance team made up of staff from the school. The team provides support to students and staff who are experiencing significant life stresses. The team attempts to meet social and emotional needs of students so that they can obtain maximum benefits from their educational program.

Refer to School Board Policy 710 on the Web site or in the school office.

### **Drug-Free and Weapon-Free Zones**

The area around each elementary school is a drug-free and weapon-free zone. Anyone caught possessing or selling drugs or anyone caught possessing, using or recklessly handling a dangerous weapon may be subject to increased penalties as defined in state and federal law.

Refer to School Board Policies 572 and 576 on the Web site or in the school office.

### **Harassment and Violence**

#### ***Moorhead Area Public School District 152 Policy Against Religious, Racial, Sexual Orientation, National Origin, and Sexual Harassment and Violence***

1. Everyone at Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial, sexual orientation, national origin, or sexual harassment and violence of any kind.
2. A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sexual orientation, national origin, sex or gender:
  - a. name calling, joking or rumors;
  - b. pulling on clothing;
  - c. graffiti;
  - d. notes or cartoons;
  - e. unwelcome touching of a person or clothing;
  - f. offensive or graphic posters or book covers; or
  - g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.
3. If you believe you have been the victim of any type of harassment you should report it to any school district official.
4. You may also make a written report. It should be given to a teacher, counselor, the principal or the Human Rights Officer.
5. Your right to privacy will be respected as much as possible.
6. The school district will investigate all reports of religious, racial, sexual orientation, national origin, or sexual

harassment or violence and the school district will take all appropriate actions based on your report.

7. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.

8. This is summary of the school district policy against religious, racial, sexual orientation, national origin, and sexual harassment and violence.

For additional information refer to School Board Policy 570 on the school district Web site or in the school office.

### **Hazing Prohibition - Policy 571**

#### **I. PURPOSE**

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

#### **II. GENERAL STATEMENT OF POLICY**

A. No student, teacher, administrator, coach/advisor, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.

B. No teacher, administrator, coach/advisor, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. This policy applies to behavior that occurs on or off school property and during and after school hours.

E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, coach/advisor, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

#### **III. DEFINITIONS**

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted



area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health, or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

#### IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.

B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.

C. Teachers, administrators, coaches/advisors, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

#### V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the

requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

#### VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

#### VII. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in each school's building and staff handbooks. The building principal is responsible for developing a process for annually reviewing the handbook with students and staff.

#### **School District ~~Information~~ Electronic Network Acceptable Use**

The district policy addressing issues related to use of the electronic network can be read in full on the district Web site or obtained at a school office. The ~~Information~~ Electronic Network Acceptable Use policy addresses: network conduct, disciplinary actions for improper use, user notification, parents' responsibility, filter, publication of materials on the network, information contact/third party supplied information, limited expectation of privacy, and limitation of school district liability.

Refer to School Board Policy 731 on the Web site or in the school office.

#### **Search of Student Lockers, Desks, Personal Possessions, and Student's Person - Policy 574**

##### I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the Moorhead Area Public School District's policies against contraband.

##### II. GENERAL STATEMENT OF POLICY

A. Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. The policy above for school lockers also applies equally to student's desks or personal possessions as defined herein. The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.



### C. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at anytime, without notice, without student consent, and without a search warrant.

### D. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

E. It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions.

## III. DEFINITIONS

A. "Contraband" means any unauthorized item, possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-a-likes," alcoholic beverages, controlled substances and "look-a-likes," overdue books, and other materials belonging to the school district, and stolen property.

B. "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, and clothing.

C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

## IV. PROCEDURES

A. School officials may inspect lockers and desks for any reason at any time, without notices, without student consent and without a search warrant.

B. School officials may, in their discretion, employ the use of trained dogs for the purpose of conducting a general sniff search of student lockers and desks. If a dog alerts to a locker or desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion that contraband will be found. If it is determined that reasonable suspicion exists, an internal search of the locker or desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.

C. School officials may, upon a finding of individualized reasonable suspicion supported by articulable facts, employ the use of trained dogs for the purpose of conducting a sniff search of an employee's desk. If a dog alerts to the desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion, then an internal search of the desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.

D. School officials may, without a search warrant, search the person and/or personal possessions based on a reasonable suspicion. The search will be reasonable in its scope and intrusiveness.

E. As soon as practicable after a search pursuant to this policy, the school authorities must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by policy or school officials.

F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.

G. A search of a person shall be conducted in privacy by a school official of the same sex. An adult witness of the same sex shall be present as an observer during the search.

H. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

#### **V. DIRECTIVES AND GUIDELINES**

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, or cause educational disruption, etc.

#### **VI. SEIZURE OF CONTRABAND**

If a search yields contraband, school offices will seize the item and, where appropriate, turn it over to legal authorities for ultimate disposition.

#### **VIII. VIOLATIONS**

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include restitution (to include the cost of damaged school property), suspension, exclusion or expulsion, and the student may, when appropriate, be referred to legal authorities.

#### **Tobacco-Free Environment**

Smoking and the use of tobacco products shall be prohibited on all school district property, including district-owned and contracted vehicles. Possession by an elementary, middle or high school student of any type of tobacco product while on district property shall be considered a violation of the tobacco-free environment policy. This prohibition includes all school district property and all off campus school district-sponsored events.

The school district will act to enforce this policy and to discipline or take appropriate action against any

student, teacher, administrator, school personnel, or other person who is found to have violated this policy. Signs will be placed at the entrance to each school district building stating that it is a tobacco-free environment.

The Moorhead Public Schools will be proactive in tobacco-free help programs. Student help programs will be provided for students as outlined in Moorhead School Board Policy 553 Crisis Intervention and Student Support. Any violations of the tobacco-free environment policy by students shall be referred to the appropriate building administrator. Students who violate provisions of the policy shall be subject to the building student discipline procedures.

Refer to School Board Policy 573 on the Web site or in the school office.

### **Weather Related and Emergency School Closings**

Occasionally the Superintendent of Schools will announce an emergency school early dismissal, late start or cancellation of school due to extreme heat, cold, snow or ice. As soon as the decision to close schools is made, an announcement will be made on all local radio and television stations. If you hear no announcement concerning Moorhead Area Public Schools, you should assume that school is open and that a regular schedule is being followed. We do not close early as often as many of our neighboring rural school districts. In the event schools are closed due to severe weather conditions, all after-school activities will be canceled.

Please do not call the school to find out whether school is being canceled. Our phone lines are very limited and we need to be able to make outgoing calls in an emergency situation. Please use your radio and plan ahead so that your child knows what to do in case school closes early. If your family has any unusual circumstances that might cause difficulty in case of a school closing, let us know when your child registers for school.

Although it is important to have an emergency plan, we rarely close school early. It is difficult for the school district to contact enough bus drivers and most importantly, too many children would arrive to a locked home or would have no supervision at home.

At school, we prepare for ~~fire and tornado~~ emergencies by conducting drills. Fire drills are held during the school year to instruct children as to the signals used, exits, and proper evacuation procedures in case of fire. We hold a tornado drill in conjunction with the state tornado drill. When the tornado signal is given, each teacher takes his/her class to an assigned area in the school.

We have a lock down procedure that would be used in the event of a dangerous intruder. All volunteers, visitors and staff wear identification tags.

Refer to School Board Policy 711 on the Web site or in the school office.

### **Wellness**

The school environment will promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity. Foods and beverages made available by the Moorhead Area Public Schools (including school stores, vending machines and a la carte cafeteria items) will meet or exceed current USDA Dietary Guidelines for Americans in accordance with nutrition and portion size standards.

Moorhead Area Public Schools recognizes that parents/guardians have a primary and fundamental role in

promoting and protecting their children's health and well-being. The district will support parents' efforts to provide a healthy diet and daily physical activity for their children. Parents/guardians are encouraged to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value. The Moorhead Area Public Schools will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

Refer to School Board Policy 536 on the Web site or in the school office.

## **DISCIPLINE PLAN**

All children are expected to be courteous and respectful to each other and to members of the staff. They are expected to conduct themselves in such a manner that they will not disrupt the instructional program or interfere with others. Any type of fighting, harassing or threatening others is unacceptable behavior. If a serious problem occurs, parents/guardians will be asked to assist us in correcting the situation. If we feel it is not serious enough to warrant a formal conference, parents/guardians will be sent a note or will be called. Successful learning is contingent upon the self-discipline of each student as well as group discipline which supports a positive learning climate.

Please read the Moorhead Area Public Schools Discipline Policy Handbook which each student receives the first day of school. The handbook outlines district policies that pertain to all students.

### **Discipline at School**

Moorhead Area Public Schools believe that discipline is a subject that can be "taught," just as we teach reading and writing and math, and that children learn best when they are actively engaged and invested in constructing their own understandings. The goals of our classroom and school-wide approaches to discipline are to:

- establish a calm, orderly and safe environment for learning;
- foster an appreciation for the role of rules in school;
- help children develop self-control and self-discipline;
- teach children to be responsible, contributing members of a democratic community; and
- promote respectful, kind and healthy teacher-student and student-student interactions.

Teachers are guided by School Board Policy 551 Student Discipline.

The policy specifies teacher responsibilities for student discipline, including the following:

- To encourage students to develop self-discipline and respect for authority.
- To treat students with dignity.
- To recognize individual differences among students.
- To prepare a written plan for discipline that meets his/her needs and confer with the principal regarding the acceptability of the plan. These rules shall be posted in the classroom and given to students.
- To inform parents/guardians through standardized notification of student deficiency.

The school board policy also specifies the responsibilities of all other school personnel to the goal of maintaining a school climate conducive to learning. They are:

- To maintain discipline according to all rules and regulations as outlined in the discipline policy and building handbook.



- To communicate or confer with teachers or administrators regarding discipline problems.
- To deal with students in a firm, fair, and consistent fashion.

Teachers will create classroom rules with their students during the opening days of school.

If a teacher decides to involve the principal in a disciplinary situation, or if the principal becomes involved as the result of a situation in one of the common areas of the school, the procedure will be:

The principal will consult with the student's teacher if possible before deciding upon a course of action. One exception is acts of physical aggression on the playground, where students will normally be assigned to spend one or more days of their recess time off the playground.

After-school detention is a consequence that may be assigned by a teacher or by the principal in consultation with the teacher. In cases of after-school detention, the classroom teacher or principal will contact the parent/guardian. In-school suspension is an option but it is a major and complex consequence assigned by the principal only. In cases of in-school suspension the principal will contact the parent/guardian. In-school suspension will most often be the consequence for gross disrespect, fighting or serious injury to another person.

At the elementary level our goal is to have a positive atmosphere for learning. Our school discipline plan is intended to help children learn and practice appropriate behavior in common areas of the school. The common areas of the school are the hallways, bus lines, playground, lunchroom, bathrooms, library media center and assembly. Each teacher also has a classroom discipline plan.

Our general expectations for children in all common areas of the school are to:

- |                   |                                       |
|-------------------|---------------------------------------|
| follow directions | respect people                        |
| respect property  | keep hands, feet, and objects to self |

In addition, each area has some specific expectations. For each area our expectations are:

#### Lunchroom

- use quiet voices and proper table manners
- stay in seats until excused

#### Bus lines

- stay behind the white lines on the sidewalk
- stay in line while waiting and while loading the bus

#### Playground

- play in designated play areas
- refrain from throwing snowballs and rocks
- refrain from fighting

#### Hallways

- use quiet voices
- walk

#### Assemblies

- use quiet voices
- show courtesy to presenters
- sit in assigned place
- remain in the gym for the entire program

If you have any questions about the school-wide discipline plan or individual classroom plans, feel free to contact a classroom teacher or the principal.

### **School Bus Service, Safety and Responsibility**

School bus transportation is provided to any student who lives within their attendance area and who lives one mile or more from the school. Kindergarten students who live .5 mile or more from the school they are assigned will receive noon transportation. Information concerning bus routes is mailed to families prior to the start of school or may be obtained ~~every fall by consulting the local newspaper~~ or by checking the district Web site or calling the school district transportation office at 284-1410. Please contact the transportation office if you have questions about bus schedules or if your address changes. Students may not ride another child's bus in order to go to a party or to play together after school.

Riding a school bus is a privilege, not a right. A student's bus riding privileges may be taken away if a student violates rules for appropriate conduct while on the bus or while at the bus stop. All school rules are in effect on the bus and at the bus stop.

If the school bus and bus stop rules are broken, the school district's discipline procedures will be followed. Consequences are progressive and may include suspension of riding privileges. Depending on the nature of the offense, suspension or expulsion from school may also result. Records of school bus and school bus stop misconduct will be retained in the same manner as other student discipline records.

For a first offense, students are given a warning. For the second, a three school day suspension from riding the bus and a conference (meeting or phone) with parents/guardians is the penalty. For the third offense, the penalty is a five school day suspension from riding the bus and a meeting or phone conference with parents/guardians. The fourth offense merits a 10 day riding suspension from riding the bus and a meetings with parents/guardians. Further offenses are individually considered. Students may be suspended for longer periods of time including the remainder of the school year. When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense. For any significant bus conduct incident, a bus conduct report is sent to the student's principal and to the student's parents/guardians.

At the beginning of each school year, time is spent in the classroom and on the bus helping children learn bus safety, appropriate behavior and bus rules for riding the bus and waiting at bus stops. Staff are on duty after school until all buses are loaded. Student behavior in the bus lines is monitored. Please help your child understand and use appropriate bus behavior. If you have concerns about bus conduct policies, please contact our transportation supervisor, Dan Bacon, at 284-1411.

Refer to School Board Policy 720 and 721 on the Web site or in the school office.

### **Student Dress and Appearance**

It is the policy of the Moorhead Area Public Schools to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

Inappropriate clothing includes, but is not limited to, the following:

1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
2. Clothing bearing a message that is lewd, vulgar, or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.



4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Moorhead School Board Policy 570.

When a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications. If students should wear an article of clothing that is inappropriate, they will be asked to wear something else or to turn the article of clothing inside-out and will be advised not to wear the clothing to school again. Parents/guardians may be notified. Head coverings and hats are not allowed to be worn in the building except with the approval of the building principal.

Refer to School Board Policy 577 on the school district Web site or in the school office.

### **MEETING UNIQUE NEEDS**

#### **English as a Second Language (ESL)**

We provide small group and individual instruction in speaking, reading, and writing English for our students whose first or primary language is not English.

The ESL program assists limited English proficient students in the acquisition of English proficiency and content area skills necessary for successful participation in the mainstream curriculum. The ESL program provides specialized instruction in the oral communication and literacy skills of English. Listening comprehension, pronunciation, functional usage, vocabulary, grammar, reading, writing, spelling, and nonverbal language are all included in the program.

#### **Health Services**

Our health office is staffed during school hours by a full-time health technician trained in first aid and CPR. A licensed school nurse is scheduled to be in the health office several hours per week and is on call at all times in cases of serious injury or illness at school. Children's health strongly affects school attendance and performance. The school nurse is available to help parents/guardians with any health concerns. The health office also manages immunization and health records, the administration of medication at school, hearing and vision screening, and specialized health procedures which must be done at school. Communication and cooperation between school personnel and parents/guardians is essential in understanding and meeting our children's health.

*Immunizations:* Minnesota State Law, M.S. 123.70 mandates that every student must show proof of full immunization, or supply the school with a notarized exemption form in order to attend school in Minnesota. To be fully immunized, your child should have:

- 5 - D.P.T. (Diphtheria, Pertussis, and Tetanus) immunizations
- 4 - Polio immunizations
- 1 - MMR (Mumps, Measles and Rubella) received after 1 year of age
- 3 - HBV (Hepatitis B)
- 1 - Varicella (Chicken Pox) or history of disease

The immunization dates (month, day, and year) are entered on the History and Physical Examination form,

signed by the doctor or clinic where they were given, and are due the first day of school. Transferring students have 30 days to provide the school with immunization and health records. The Clay County Public Health Clinic, located at 715 11th Street North, offers immunizations throughout the week. Please call 299-7777 for an appointment.

*Illness and Injury at School:* If your child becomes ill while in school, school personnel will need to be able to contact you. Please complete emergency information on the school registration form, including doctor, hospital preference and alternate persons to call in case of an emergency. In an emergency the school nurse or other school personnel will see that your child gets treatment as specified by you on the registration form. We will not release ill students to go home without a parent/guardian contact and arrangements made for release of the student into the care of the parent/guardian or approved others.

*Illness at home:* Watch your child for symptoms of illness and keep him or her home if necessary. Please contact the school or health office if your child is staying home because of illness. Let us know if he or she has a contagious illness such as chicken pox, strep throat or infestations such as head lice or scabies. Children must stay home until symptom free or until they have written permission from their physician to return to school. Students should also have a normal temperature for 24 hours prior to returning to school after an illness.

Prompt reporting enables us to contain contagion and prevent reinfestation. You will be informed in writing if head lice has been found in your student's classroom. Please follow up by checking your child for evidence of lice or nits at least once a week for the next three weeks. Students may return to school after completion of special treatment for infestation.

*Medication:* No medication will be administered by school personnel without written authorization from the parents/guardians and signed doctor's orders. All medicine must be in the original bottle, labeled with the child's name, name of medication, and dosage to be given. If at all possible, medication should be given at home. Medication request form are available in the health office. Please let the health office know if your child is taking medication at home.

*Hearing and vision:* We conduct hearing and vision screening for our students and keep a record of the results. You will be contacted if your child doesn't pass the screening.

Refer to School Board Policies 530 and 532 on the Web site or in the school office.

### **Special Education Services**

The Moorhead Area Public Schools offer a variety of programs and services for children with disabilities. Disability areas include speech and language, learning disabilities, emotional/behavior disorders, hearing, vision, mental, physical, and health impairments and others. We have staff licensed to work with children in these areas as well as a school psychologist, social worker, occupational and physical therapists, and an adaptive physical education teacher. A team made up of staff and a student's parents/guardians determine the need for the program of special services. Children receive a comprehensive assessment, or evaluation, of their strengths and weaknesses before services begin. Information from parents/guardians is an important part of the process. We follow the due process procedures set by state and federal laws.

If you suspect that your child may have a disability that is interfering with school performance, a call or conference with the classroom teacher is the best place to start.

### **Supplemental Teaching and Enrichment Program (STEP)**

STEP refers to an array of programs and activities for children needing enrichment outside of that provided in the classroom.

Junior Great Books is a reading program for first through fifth grade children interested in more challenging literature. It is led by trained parent volunteers.

Destination ImagiNation is a creative problem-solving experience. Parent volunteers will be trained to lead a DI group. Destination ImagiNation groups meet after school or on weekends.

Programs for third grade (Explore) and for fourth and fifth grade (Discover) are intended for students with multi-intelligences and abilities. Several types of information are considered in selection of children. We recognize that no program will meet the needs or be a good match for all talented children and attempt to provide a variety of academic challenges and enrichments.

You will find that many writing, research, and project assignments in the classroom, as well as special events such as the Inventor's Fair and class performances, offer all children open-ended opportunities for advanced instruction and performance. We encourage our students to take advantage of many enrichment opportunities in the community.

### **Other Supplemental Programs**

At the elementary level we also offer programs that provide extra help and instruction in reading, writing, and math. These include Reading Recovery, Early Literacy Groups and Title I support at Hopkins and Asp. The America Reads program provides MSUM and Concordia College education majors to assist students with reading. We use an after school Targeted Services program called EXCEL to give students extra help in reading, writing and math. We also use parent, community, and college student volunteers to assist our students.

Students who are performing below their grade level and are recommended by their teacher will be considered for these programs. If you think your child needs reading or math help or have questions about any of these programs, contact his or her classroom teacher. If you wish to volunteer, contact a teacher or principal.

## **PARENTS AND TEACHERS IN PARTNERSHIP**

### **Addressing Concerns**

When parents/guardians have concerns, they are asked to first contact the school employee who is nearest to the situation causing the concern. If you do not receive satisfaction from that person, then contact the building principal for assistance. If the matter is still unresolved, then contact the superintendent of schools. You may be asked by the superintendent to state the concern in writing and summarize the action taken to date. ~~Should that fail, an appeal may be filed with the School Board to assist in bringing the matter to a satisfactory resolution.~~

### **Conferences and Progress Reports**

Parent-teacher conferences are held each fall and ~~spring~~ midyear. Parents/guardians sign up for conference times when they attend Back to School Night and the fall Parent-Teacher Conferences. At the fall conference you can

expect to review and discuss the expectations for academic learning and personal development at your child's grade level, student progress, and any concerns or questions you or the teacher have. During the ~~spring~~ midyear conference, student progress on the grade level expectations will be discussed. The conferences are brief and do not replace regular contact with your child's teacher. If you need to conference with a teacher at other times or have a question or concern, feel free to contact him or her.

Our students receive two written progress reports each year. They are sent home in January and on the last day of school.

### **Family Involvement**

Many benefits result from a strong partnership between home and school. Family involvement in a student's education is a factor in student achievement. Informed and involved families become supporters of the school. Family involvement is a critical link to student achievement, to achieving a high quality education and to a safe disciplined learning environment.

Our elementary schools encourage family involvement. There are opportunities for parents/guardians to become involved both at home and at school. We make a special effort to reach out to parents whose language, culture, or family conditions make it difficult for them to participate in their child's education.

Our teachers use various channels of communication to keep families informed of their child's progress in school. Teachers encourage open communication between the family and the school.

We offer many opportunities for parents/guardians to volunteer at school. Some opportunities are offered by the school staff and some by PTAC. Please watch the newsletters and other flyers that are sent home for specific information about how to volunteer. Many of the opportunities are short term and some can be done at home, so we hope to accommodate the schedules of parent volunteers. All volunteers must sign in at the office and wear a volunteer name tag. Parents/guardians are also needed to serve on school district committees. These opportunities are described in the school district calendar sent to Moorhead Area Public Schools families in August.

Refer to School Board Policy 901 on the Web site or in the school office.

### **Messages and Phone Calls**

If you wish to deliver something to your child during the school day, please come to the office, and we will either handle the delivery for you or help you find your child quickly.

Taking phone calls at school is usually not convenient for a student. Although we understand that students sometimes must receive telephone messages during the school day, we appreciate our parents keeping message-delivering to a minimum. Students may not use cell phones during the school day.

### **Parent Teacher Advisory Council (PTAC)**

We have a very active Parent Teacher Advisory Council made up of staff representatives, parents, and the principal. PTAC serves to increase communication between parents/guardians and the school, support parent involvement, increase awareness of the school by parents and the community, aid in securing funds for equipment and activities which support education and the school environment, and assist at school functions.



Any parent or staff member is welcome to contact PTAC officers or attend PTAC meetings. Meetings are announced in the newsletter and on the outdoor school sign.

### **PowerSchool**

PowerSchool, the district's student management system, provides information about your student's attendance and lunch account balance. Parents/guardians are provided usernames and passwords to access information about their child. Usernames and passwords have not changed. You do not need new password information if you have it from previous years. Parents/guardians who do not have a username and password may get those in the school office. Parents/guardians must bring a photo ID with them.

### **Visitors to the Building / Visiting Classrooms**

Parents/guardians are always welcome to visit school, but please try to arrange your visit at a convenient time for both your child's teacher and yourself. Your child's teacher can provide you with a time that will be most profitable to you. All visitors must sign in at the office and wear a visitor name tag. We have learned from experience that it is best to limit classroom visits to 30-45 minutes. The classroom teacher will not always have the opportunity to talk with you for any length of time during a visit because his/her first responsibility is to the children.

Please do not invite children who are visiting your home to attend school with your child.

Refer to School Board Policy 905 on the Web site or in the school office.

## **OTHER INFORMATION**

### **Bicycles**

Children who are competent bicycle riders and know the rules of the road may ride bicycles to school. We recommend limiting this privilege to fourth and fifth grade students. The school area is very challenging for bike riders due to the large number of cars, buses, and pedestrians. Students are required to park their bikes in a bike rack and are strongly encouraged to lock their bikes. Students are also strongly encouraged to wear helmets when biking.

### **District Calendar**

A school district calendar is mailed to all families prior to the start of the school year. The calendar provides information about the school district, important phone numbers, and dates of events. Please ask for one at the school office if you do not receive one in the mail.

### **District Web Site**

The Moorhead Area Public Schools' Web site at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us) provides information about the school district, school announcement, phone numbers, dates of events, and access to media center resources and PowerSchool.

### **Gift Giving**

Gifts from students to staff are discouraged. A note from a student to express gratitude and appreciation to a staff member is welcome and appropriate. Individuals interested in making a gift to the school are encouraged to

talk to the principal.

### **Insurance**

Student insurance is designed primarily to offer low cost accident and dental policies to the students who don't have coverage under any individual family plan. The School Board approves the sale of the student accidental and/or dental insurance for the convenience of students and parents. Enrollment forms are distributed to students on the first day of school in the fall.

### **Lost and Found**

Each year many articles of clothing and other items are lost. Please encourage your child to inquire about and to look for these articles around their classroom, locker and gym. They should also check the lost and found box. If your child is unsuccessful in finding their missing items, then perhaps a family member should check the box as well. If your child's articles of clothing are marked in some way, it will be much easier to identify and claim them. Unclaimed clothing is donated to charity two to three times per year. Lost glasses, keys and jewelry are kept in the school office.

### **Parent/Guardian Information**

Typically, the school will mail information to the address where the student resides. If a noncustodial parent, shared-custody parent, or other entitled individual wishes to receive school mailings and other school information, that person should call the office to make arrangements.

### **Parking**

Each school has a designated area for visitor parking and for student drop-off and pick-up. These areas are designed for student safety. The bus loading areas may not be used for parking or student drop-off and pick-up.

### **Party Invitations**

We prefer that students do not hand out invitations to parties at school. Please consider mailing invitations or delivering them to homes.

### **Patriotic Exercises**

In all classroom buildings K-12, the Pledge of Allegiance to the flag of the United States of America will be recited at least one or more times each week. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice.

Refer to School Board Policy 633 on the Web site or in the school office.

### **Personal Property**

Students are reminded not to bring valuable articles such as personal listening devices, electronic games, CD players, cell phones, or other electronic equipment to school. The school is not responsible for any lost or stolen articles of personal property.

### **Pesticide Applications**

Weeds on school grounds are sprayed during the first two weeks in June and the last two weeks in August. The building is checked on a quarterly basis by a licensed exterminator. Pests are monitored and controlled by use of



glue traps and mechanical devices. Parents/guardians are given the opportunity to request notification prior to pesticide applications made on days other than those specified above. The long-term health effects on children from the application of such pesticides or the class of chemicals to which they belong may not be fully understood.

### **Pets in School**

Family pets are not allowed on school grounds or classrooms in Moorhead's K-5 schools. The factors that led to this position include unpredictable animal behavior, allergies, asthma, and diseases such as rabies. Photos or videotapes of pets are an acceptable method of sharing a pet.

### **Treats**

Moorhead Area Public Schools enforces the Minnesota Health Department recommendation that all student treats be purchased commercially. Parents/guardians are encouraged to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.

### **PUBLIC NOTICE: Protection and Privacy of Pupil Records**

Independent School District No. 152 gives notice to parents of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding pupil records.

I. Parents and eligible students are hereby informed that they have the following rights:

a. That parent or eligible student has a right to inspect and review the student's education records. A parent or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent or eligible student will be notified of the time and place where the records may be inspected.

b. That the parent or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. Such a request must be in writing, shall identify the item the parent or eligible student believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the parent or eligible student wishes the school district to make. The request shall be signed and dated by the parent or eligible student. If the school district decides not to amend the record as requested by the parent or eligible student, the school district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent.

d. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the School Board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;

e. That the school district forwards education records on a request to a school in which a student seeks or intends to enroll, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to section 4155 of the federal No Child Left Behind Act and data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;

f. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C 1232g, and the rules promulgated thereunder. Said complaint should be directed to:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4605.

g. That the parent or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of pupil records.

h. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's Office or the district's Web site ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)).

2. Independent School District No. 152 has adopted a School Board policy in order to comply with state and federal laws regarding education records. The policy does the following:

- a. It classifies records as public, private or confidential.
- b. It establishes procedures and regulations to permit parents or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
- c. It establishes procedures and regulations to allow parents or students to request the amendment of student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- d. It establishes procedures and regulations for access to and disclosure of education records.
- e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent or student when required prior to disclosure.

3. Copies of the School Board policy and accompanying procedures and regulations are available to parents and students upon request to the Superintendent.

4. Pursuant to applicable law, Independent School District No. 152 gives notice to parents of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."

"Directory information" includes the following information relating to a student: the student's name; date of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

- a. The information listed above shall be public information which the school district may disclose from the education records of a student.
- b. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.
- c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent or eligible student must make a written request to the building administrator within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:
  - (1) Name of student and parent, as appropriate;
  - (2) Home address;
  - (3) School presently attended by student;
  - (4) Parent's legal relationship to student, if applicable;
  - (5) Specific category or categories of directory information which is not to be made public without the parent's or eligible student's

prior written consent.

5. Pursuant to applicable law, Independent School District No. 152 hereby gives notice to parents of secondary students and eligible students of their rights regarding release of information to military recruiting officers. The school district must release, without parent or student consent, the names, addresses, and home telephone numbers of secondary students to military recruiting officers within 60 days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

SHOULD A PARENT OF A STUDENT OR THE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED TO MILITARY RECRUITING OFFICERS.

IN ORDER TO REFUSE THE RELEASE OF THIS INFORMATION, THE PARENT OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE RESPONSIBLE AUTHORITY (BUILDING ADMINISTRATOR) BY SEPTEMBER 1 EACH YEAR. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:

- (1) NAME OF STUDENT AND PARENT, AS APPROPRIATE;
- (2) HOME ADDRESS;
- (3) STUDENT'S GRADE LEVEL;
- (4) SCHOOL PRESENTLY ATTENDED BY STUDENT;
- (5) PARENT'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;
- (6) SPECIFIC CATEGORY OR CATEGORIES OF INFORMATION WHICH IS NOT TO BE RELEASED TO MILITARY RECRUITERS.
- (7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITERS.

NOTICE: Refusal to release the above information to military recruiting officers alone does not affect the school district's release of directory information to the public, including military recruiting officers. In order to make any directory information about a student private, the procedures contained in the Protection and Privacy of Pupil Records Policy also must be followed. If you do not want your child's or eligible student's directory information released to military recruiting officers, you also must notify the school district that you do not want this directory information released to any member of the public, including military recruiting officers.

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA  
August 2006

## 2006-2007 Calendar

### August 2006

- 29 Professional Development for K-12 Staff (a.m.) /  
Teacher Work Day (p.m.)
- 30-31 Professional Development for K-12 Staff
- 31 Back to School Night (Elementary Schools)

### September

- 1 K-12 Professional Development
- 4 Labor Day
- 5 K-12 Classes Begin
- 25-29 Fall MAP Testing

### October

- 2-13 Fall MAP Testing
- 12, 16 K-12 Parent/Teacher Conferences (5-8:30 p.m.)
- 13, 16 Kindergarten Parent/Teacher Conferences (day)
- 17 K-8 Parent/Teacher Conferences (8-11, 12-4) /  
MHS Comp Day / *No Classes K-12*
- 18 *K-12 No School* / Teacher Comp.
- 19-20 Education Minnesota (EM) Conference /  
*K-12 No School*
- 23-27 TEAEM, TEAELS Field Tests

### November

- 8 End of 1st Quarter (MHS)
- 22 *K-12 No School* / Teacher Comp.
- 23-24 Thanksgiving Holiday / *K-12 No School*

### December

- 23 Winter Break Begins

### January 2007

- 3 K-12 Classes Resume
- 15 Martin Luther King Jr. Day/  
K-12 Professional Development / *No Classes K-12*
- 18 End of 2nd Quarter/Semester (MHS)
- 19 Professional Development (a.m.) /  
Teacher Work Day (p.m.) / *No Classes K-12*

### February

- 19 President's Day Holiday / *K-12 No School*
- 26, 27 K-12 Parent/Teacher Conferences (5-8:30 p.m.)
- 27, 28 Kindergarten Parent/Teacher Conferences (day)

### March

- 1 K-5 Parent/Teacher Conferences (8-11, 12-4) /  
MHS & HMS Comp Day / *No Classes K-12*
- 2 *K-12 No School* / Teacher Comp.
- 12-16 TEAELS Testing Window
- 27 End of 3rd Quarter (MHS)

### April

- 5 Vacation / *K-12 No School* (Possible snow  
make-up day)
- 6 Vacation / *K-12 No School*
- 9 *K-12 No School* / Teacher Comp. (Possible snow  
make-up day)
- 17, 19 Reading Minnesota Comprehensive Assessments-II,  
TEAE Grades 3-8
- 24, 26 Math MCA-II, TEAEM Grades 3-8

### May

- 1, 3 MCA-II Science Field Test (Grades 3, 5, MHS)
- 7-25 Spring MAP Testing
- 28 Memorial Day Holiday / *K-12 No School*
- 31 Last Day for K-12 Students

### June

- 1 Last Day for K-12 Staff / Professional  
Development (a.m.) / Teacher Work Day (p.m.)
- 3 Graduation

### Possible Snow Make-Up Days

- April 5
- April 9
- June 1
- June 4, 5, 6, 7 and beyond



Department of Teaching and Learning  
**Moorhead Area Public Schools**

Memo TL.07.002

TO: Dr. Larry Nybladh  
FROM: Lynne Kovash *LK*  
DATE: July 7, 2006  
RE: Horizon Middle School Student Handbook

Attached is the 2006-2007 Horizon Middle School Student Handbook. According to the School Board Policy 221, the handbook is to be presented to the School Board for annual review.

The changes made to the handbook have been highlighted in a lined-out version. A completed copy of the handbook will be distributed after approval.

The handbook will be available in a print copy as well as on the district web site at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us).

**SUGGESTED RESOLUTION:** Move to approve the 2006-2007 Horizon Middle School Handbook as presented.

LAK/kmr  
Attachment



# **HORIZON MIDDLE SCHOOL**

Moorhead Area Public Schools



## **2006-2007 STUDENT HANDBOOK**





# HORIZON MIDDLE SCHOOL



3601 12 Avenue South, Moorhead, MN 56560  
Office Phone (218) 284-7300  
Fax Number (218) 284-7333

## *Welcome to Horizon Middle School!*

*As you walk through the doors of Horizon Middle School, you will experience enhanced educational programming and numerous activity options. You will have the advantage of working and playing in a state-of-the-art facility that was designed to accommodate small learning communities of core classes, exploratory classes, and activity areas.*

*This handbook provides introductory information about our school. At any time, please do not hesitate to call or e-mail your questions or concerns.*

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

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

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

Ky ban khong biet doc tiếng Anh và muốn giúp là  
trong ngôn ngữ của bạn, xin gọi số 284-3310

تكمبر نو با ینگیز نورانی عین و نور ده شیت

هاترکات با زبان خود : همیشه تدریس را می بینید 284-3310.

如果你不懂英語，請電 284-3310  
幫助。請打電話 284-3310。

နိမ္မိတကမ္ဘာတော်အတွက်  
အသံသယမရှိဘဲ  
အကူအညီပေးပါ။  
284-3310

This handbook may be changed or amended during the school year. Contact the principal or visit our Web site @[www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us) for more information.

## ACCIDENTS

All school-related accidents, whether they involve students or visitors and whether they occur during or outside of school hours, must be reported to the school nurse or health ~~teeh~~ assistant immediately.

## APPEARANCE

Horizon Middle School's (HMS) guidelines regarding dress are simple; clothing must be clean and appropriate. Clothing must not cause a disruption to the educational program. Students may not wear clothing that advertises alcohol, cigarettes, or other controlled substances or that has inappropriate wording or graphics. If students should wear an article of clothing that is inappropriate, they will be asked to wear something else or to turn the article of clothing inside-out and will be advised not to wear the clothing to school again. Students may not wear chains, caps or jackets in school. Teachers and administrators also may refer students to parents/guardians when clothing or grooming is questioned.

Students may not wear head coverings during the school day unless approved by the principal. Exemptions will be made for medical and religious reasons. ~~Decent~~ Coverage of the body is expected. Bare midriffs, tops with spaghetti straps, all see-through fabrics, and bandanas are examples of attire that are not suitable for school. Shorts and skirts must be of length that when the student's arms are fully extended at their sides, the length is at least as long as the student's fingertips.

For additional information, please refer to School Board Policy 577 on the district Web site or in the school office.

## ASSEMBLIES

At all times, student behavior should be courteous. Unacceptable conduct includes whistling, uncalled-for clapping, and any type of disruptive or distracting behavior during an assembly program.

Students who have caused a disruption at an assembly may be excused from attending further assembly programs within the school year.

## ATTENDANCE

We believe that students who have regular attendance achieve more at school and are better adjusted to school. Learning that is lost due to absences can never be adequately replaced. Regular, sound attendance habits require the cooperation of students, parents/guardians, and educators.

## EXCUSED ABSENCES

HMS complies with Minnesota State Statute in requiring that all students of middle school age attend school regularly when school is in session. The State of Minnesota recognizes the following reasons for excused absences: personal illness and/or medical or dental treatment, death in the students immediate family or of a close friend or relative, serious illness in the student's immediate family, court appearances occasioned by family or personal action,

religious instructions not to exceed three hours in any week, physical emergency conditions (such as fire, flood, storm, etc.), official school field trip or other school-sponsored outing, or removal of a student pursuant to a suspension. Parents/guardians must notify the school by phone at 284-7300 by 10:00 A.M. on the day of the absence to report the reason for the absence. Physician verification may be requested for excused absences if personal illness goes beyond three consecutive days or excessive periodic absences due to an illness. Other reasons that could be acknowledged are personal requests for absence made 24 hours in advance (e.g. legal appointments, travel family vacations, state tournaments and school activities). We encourage parents/guardians to hold these requests for absence to a minimum. Students are responsible for completing coursework as if they were in attendance. All work must be turned in before students participate in such an activity unless the teacher has made other arrangements. If a test is given on the day that students return to class, they are expected to take the exam. As in all cases of absence, students are responsible to obtain and complete make-up work. Parents/Guardians may be asked to verify in writing the reason for a student's absence from school.

## EXTENDED EXCUSED ABSENCE

A request for extended excused absence includes educational trips or competitions where students are accompanied by a parent/guardian or coaches. In order to offer the best educational experience for students, parents/guardians are asked to refrain from scheduling family vacations, etc., during the school year. In cases of extended excused absence, a parent or guardian should call the school or send a signed note to indicate the date(s) of the future absence, along with the reason for the absence. The students must then secure an advance make-up slip from the office. It is the students' responsibility to circulate the slip to teachers, who will give the assignments for the day(s) of the absence. Unless a teacher has indicated otherwise, all work must be made up before the student leaves on the extended excused absence.

## LEAVING AND RETURNING TO SCHOOL DURING THE SCHOOL DAY

If students must leave school during the day for any reason, they must report to the office before leaving and/or upon returning. If a student is to be picked up from school, parents/guardians must call the school, send a signed note, or call for their children to receive an out-of-building pass. Students returning from an appointment during the school day must check into the office before returning to class. By presenting an appointment card, students will be given an admit-to-class pass.

Horizon Middle School students have a closed lunch period. During the lunch period, students will be released only to their own parent or guardian; parents and guardians are asked to come to the office and to meet their child there.

## UNEXCUSED ABSENCES

Parents must call the school each day that a student will not

be attending or send a note to school accounting for each day missed when the student returns to school. If the parent does not notify the school within two days of the student's return to school, the absence will remain unexcused.

Unexcused absences are all absences which can be avoided or delayed and those for which prior arrangements have not been made. Common unexcused absences include missing the bus, oversleeping, baby-sitting, hair appointments, visiting friends, skipping class, working at home, and leaving school ill without checking out with the school nurse.

For additional information on attendance policies, please refer to School Board Policy 515 on the district Web site or in the school office.

### **BULLYING**

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property, at school bus stops, while riding school district approved transportation, or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

For additional information, please refer to School Board Policy 578 on the school district Web site or in the school office.

### **BUILDING CLEANLINESS**

Our community has provided us a beautiful school building. We ask that students be respectful and responsible by doing their part to keep the building clean. Help keep the building clean by depositing unwanted paper in wastebaskets or proper recycling bins. Students are not allowed to bring food/beverages into classrooms(excluding water with teacher permission) unless it is appropriate for a class (e.g. Family Consumer Science). Breakfast and lunch food items must be eaten in the Commons/lunchroom. You must discard waste and clean any spill or mess you make. Students not properly disposing waste will face disciplinary measures.

### **BUS PROCEDURES/CONDUCT**

Safe and efficient transportation of students to and from school, on field trips, and to school-sponsored events is necessary to the educational process at HMS. Student cooperation is needed so that bus drivers can devote their entire attention to driving. Students are to remain seated, to refrain from loud talking, and to accept direction from bus drivers. Violations of bus conduct rules and/or failure to accept direction from a bus driver may result in suspension of bus riding privileges.

Students must ride the bus to which they've been assigned. In cases of emergency when a parent/guardian needs a student

to ride a different bus than the assigned bus, written notification to the office must be presented. The final authority on ridership in these cases are individual bus drivers to make the determination if space is available.

For additional information, please refer to School Board Policies 720-721 on the district Web site or in the school office.

### **CELL PHONES**

Students may not turn on or use their cell phones during the school day unless there is an emergency. If a student uses a cell phone inappropriately, it will be confiscated.

### **COMMUNICATION ASSISTANCE**

If a parent or guardian needs accommodations in order to communicate with school staff or in any way participate in their child's education, please contact the school office to request accommodations such as TDD, interpreters, assistive listening device kits, etc.

### **COMPUTER INFORMATION**

The past few years have seen a dramatic change in the way technology helps schools relate to the world. Access to the Internet is an opportunity that HMS offers to its students. Bringing the Internet into the classroom provides new resources and opportunities to the educational experience.

Because we realize that there are no present technical solutions which can completely guarantee that students will be restricted from unwanted Internet material, the staff at HMS will make every effort to educate the students in the proper use of the system and will appropriately deal with any misuses or abuses. Should any student violate any of the provisions of the district and HMS Acceptable Use policy, his or her account may be terminated, future access may be denied, and disciplinary actions may be taken in accordance with school district policy. In addition, all users are held responsible for understanding that the inappropriate use of the communication system may be in violation of state, federal, and local laws. Violation can lead to investigation and prosecution by law enforcement agencies.

Parents/guardians who do not wish to allow their children access to the Internet, or any other electronic communication services at school, should indicate this desire by contacting a principal.

For additional information, please refer to School Board Policy 731 on the district Web site or in the school office.

### **CONCERNS**

When parents/guardians have concerns, they are asked to first contact the school employee who is nearest to the situation causing the concern. If they do not receive satisfaction from that person, they should then contact the building principal for assistance. If the matter is still unresolved, they are advised to contact the superintendent of schools. They may be asked to state the concern in writing and to summarize the action taken to date. ~~Should that fail, an appeal may be filed with the school board.~~



## **CONFERENCES**

Parent/guardian conferences are scheduled twice during the school year; the school calendar indicates specific dates. Parents and guardians will have the opportunity to meet with their child's team teachers and also with exploratory teachers.

At any time, parents and guardians are encouraged to call or e-mail individual teachers with questions or concerns. A staff directory is available on the district Web site and in the school office.

For additional information, please refer to the "Parent/Guardian Involvement" section of this handbook.

## **COPYRIGHT POLICIES**

Students are reminded that indiscriminate copying of print and online material is illegal.

For additional information, please refer to School Board Policies 730 and 731 on the district Web site or in the school office.

## **COUNSELING AND GUIDANCE SERVICES**

We wish to assist young people in developing inner resources and social skills to help with emotional growth and responsible decision making. Young people must be involved in relationships with other people in order to acquire attitudes, values, roles, competencies, and ways of viewing the world that are shared by family, peers, and community. The Horizon Middle School counseling program is designed to help young people with their social, emotional, mental, and academic concerns.

### **COUNSELING SERVICES OFFERED**

**Consultation** - Counselors consult with parents/guardians, educators, administrators, and community agencies regarding strategies to help students. Our main focus is to be an advocate for the students.

**Personal Counseling** - Counseling is provided on a small group and/or individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action is taken.

**Crisis Counseling** - Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short term in nature. When necessary, appropriate referral sources are used.

**Group Counseling** - Group counseling is done based on student interest. Groups include but are not limited to: new student, friendship, family change, studies skills, grief, concerned persons.

**Career Counseling** - Counselors meet with students individually to discuss academics as well as future goals.

**Referral** - Counselors use referral sources to deal with crisis such as suicide, violence, abuse, terminal illness, drug and alcohol use, and other long term issues.

**Testing** - The counselors coordinate the use of the MAP tests

and the Minnesota Comprehensive Assessments II (grades six through eight) and ~~Basic Skills testing in Reading and Math (eighth grade).~~

## **CURRICULUM REVIEW**

Parents/guardians have the right to review the curriculum and to determine which instruction will be provided by the parent/guardian. If you wish to review particular curricular areas, please call a principal.

For further information, please refer to School Board Policies 620 and 620.2 on the district Web site or in the school office.

## **DETENTION**

Students who have failed to follow the rules of the school will be assigned detention. You will receive information from your child's team teachers regarding the team's detention policies. School detention is from 2:20 P.M. until 3:20 P.M. on Monday through Thursday; when a school vacation begins midweek, there will be no detention on the day before the vacation begins. Students are expected to be on time and to have suitable study materials. Students are given 24 hours to make arrangements for transportation. Students who have been assigned detention must arrive on time, have study materials or a book to read, and work silently. Students will spend detention time studying and/or cleaning the building. If students persist in displaying behavior that earned after school detention, they will be asked to attend Saturday morning detention. If students do not have transportation home from detention, parents/guardians should contact a principal to discuss an alternate plan.

Students who are given several detentions may be referred to a student assistance team to explore reasons for detentions. Students who accumulate detentions may be excluded from optional school functions.

Students who have not made up detentions will be suspended for the last day of school.

## **DISCIPLINE GUIDELINES**

### **STATEMENT OF PHILOSOPHY**

It is the position of the School Board of District #152 and the administrators and staff at the middle school that learning can best take place in an environment which is orderly, safe and stimulating, and which enables all students to develop to their fullest potential. The atmosphere of the school must promote fairness, courtesy, honesty, and respect among students, school personnel, and community members. To achieve this philosophy, these basic principles are applied:

- A. The main purpose of schooling is learning, and learning requires a safe and orderly environment. Student disruptive behavior will not be allowed to interrupt the learning of other students.
- B. Students are fully capable of making choices about their

behavior and are responsible for their behavior. Should a student choose to misbehave, the student has made that choice knowing there are consequences for misbehavior.

## **VIOLATIONS AGAINST PERSONS AND MINIMUM CORRECTIVE ACTIONS**

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

1. **ASSAULT - IN POSSESSION OF WEAPON:** A student who threatens bodily harm or death to another without material physical contact while in possession of a weapon.
    - Parent/Guardian notification
    - Immediate out-of-school suspension
    - Confiscation of weapon
    - Immediate notification of police
    - Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.
  2. **ASSAULT - THREAT:** A threat of bodily harm or death against another person, without material physical contact.
    - Parent/Guardian conference
    - Suspension
  3. **BULLYING:** "Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance.
    - Student conference
    - Parent/Guardian notification
  4. **DIRECT ATTACK ON ANOTHER PERSON -**
    - Parent/Guardian conference
    - 5-day suspension
    - Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.
    - Notification of police.
  5. **DIRECT ATTACK WITH A WEAPON**
    - Parent/Guardian notification
    - Immediate out-of-school suspension
    - Confiscation of weapon
    - Immediate notification of police
    - Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.
  6. **DISRESPECTFUL LANGUAGE:** Disrespectful language directed toward another person.
    - Student conference
  7. **DISRUPTIVE BEHAVIOR IN THE CLASSROOM:**

"Disruptive Behavior" is defined as:

    - A. Willful conduct that significantly disrupts the right of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
    - B. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school; and
    - C. Willful violation of any rule of conduct specified in the Discipline Handbook adopted by the School Board.
    - Removal from class
    - Parent/Guardian/Teacher conference prior to return
  8. **FIGHTING:** Fighting shall be characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from "poking, pushing, shoving, or scuffling."
    - Parent/Guardian conference
    - Suspension
  9. **HARASSMENT:** Harassment is participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age.
    - Student conference
    - Detention
    - Notification of parents or guardians
    - Notification of Title IX officer in cases of repeated sexual harassment.
  10. **HAZING:** This means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.
    - Parent/Guardian conference
    - Suspension
  11. **INTERFERENCE/OBSTRUCTION:** "Interference" or "obstruction" means any action taken to attempt to prevent a staff member from exercising his or her legally assigned duties.
    - Parent/Guardian conference
    - Suspension
  12. **POSSESSION OF A WEAPON:** "Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school activity.
    - Parent/Guardian notification
    - Immediate out-of-school suspension
    - Confiscation of weapon
    - Immediate notification of police
    - Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.
- (A) Definition: A "weapon" means any object, device or

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

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

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

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

13. **VERBAL ABUSE:** Verbal assaults, or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people.
- Parent/Guardian conference
  - Suspension

#### **VIOLATIONS AGAINST PROPERTY AND MINIMUM CORRECTIVE ACTIONS**

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

1. **ARSON:** This is the intentional destruction or damage to any school building or property by means of fire or explosive.
  - Immediate notification of legal authorities
  - Suspension
  - Parent/Guardian conference
2. **FALSE FIRE ALARMS**
  - Immediate notification of legal authorities
  - Suspension
  - Parent/Guardian conference
3. **ROBBERY OR EXTORTION:** This refers to the obtaining of property from another person where his or

her consent was induced by a use of force.

- Notification of legal authorities
  - Suspension
  - Parent/Guardian conference
4. **THEFT: PERSONAL PROPERTY:** This means the unauthorized taking of and/or the unauthorized possession of the property of another person.
- Notification of legal authorities
  - Suspension
  - Restitution
  - Parent/Guardian conference
5. **THEFT OR UNAUTHORIZED POSSESSION OF SCHOOL PROPERTY:** This refers to the unauthorized taking of and/or the unauthorized possession of school property.
- Notification of legal authorities
  - Suspension
  - Restitution
  - Parent/Guardian conference
6. **UNAUTHORIZED USE OF SCHOOL PROPERTY FOR NON-SCHOOL ACTIVITIES**
- Notification of legal authorities
  - Parent/Guardian conference
7. **WILLFUL DAMAGE OF SCHOOL PROPERTY OR OF THE PROPERTY OF OTHERS:** "Willful damage" is the intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting.
- Notification of legal authorities
  - Suspension
  - Restitution
  - Parent/Guardian conference

#### **OTHER VIOLATIONS AND MINIMUM CORRECTIVE ACTIONS**

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

1. **ALCOHOL:** This refers to the possession, use, or being under the influence of any alcoholic product while on the school grounds or at school sponsored activities.
  - Notification of legal authorities
  - Suspension
  - Referral to Student Assistance Program
  - Parent/Guardian conference
  - Suspension from attending school-related activities as detailed below.

In addition, any student in possession, use or being under the influence of any alcoholic product while at a school-sponsored activity:

- 1st violation - The student will not be allowed to attend any school-sponsored activity for six weeks.



- 2nd violation - The student will not be allowed to attend any school-sponsored activity for eight weeks.

- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

Note: A week is counted as a calendar week.

## 2. DANGEROUS DRUGS/CONTROLLED

SUBSTANCES: This refers to the possession, sale, distribution, or use of any controlled substances as defined in Minnesota Statute 152.02 while on the school grounds or at school sponsored events.

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

In addition, any student in possession, use or being under the influence of any controlled substance while at a school-sponsored activity:

- 1st violation - The student will not be allowed to attend any school-sponsored activity for six weeks.

- 2nd violation - The student will not be allowed to attend any school-sponsored activity for eight weeks.

- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

Note: A week is counted as a calendar week.

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

- Student conference
- Parent/Guardian conference

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

- Student conference
- Parent/Guardian conference

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

- Referral to legal authorities
- Parent/Guardian conference

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

- Referral to legal authorities
- Parent/Guardian conference

## VIOLATIONS AGAINST SCHOOL ADMINISTRATIVE PROCEDURE AND MINIMUM CORRECTIVE ACTIONS

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

fitting in a particular disciplinary situation.

## 1. CHRONIC AND UNEXCUSED ABSENTEEISM

- Parent/Guardian/Student Conference
- Detention

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

- Suspension
- Parent/Guardian conference

## 3. DANGEROUS AND NUISANCE ARTICLES: A

"Dangerous or Nuisance Article" is any article that, in the opinion of the school staff, is dangerous or distracting.

- Confiscation
- Student conference

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

- Suspension
- Parent/Guardian conference

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

- Student conference
- Detention

## 6. MISBEHAVIOR ON SCHOOL BUS

1st offense -- Warning

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

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

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

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

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

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

- Parent/Guardian conference
- Detention

8. SEVERE MISBEHAVIOR OR CONTINUED DISORDERLY CONDUCT ON SCHOOL BUS

- Denial of transportation on school bus according to district policy

9. STUDENT ATTIRE: This refers to student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process,

including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership.

- Student conference

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

- Warning
- Referral to legal authorities
- Parent/Guardian conference

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

- Student conference

Students may be disciplined for off campus conduct which disrupts, interferes, or otherwise affects the environment, activities or operation of the school.

Rules that apply to students during the school day also apply to field trips, school activities, bus stops, and district approved transportation.

Teachers and principals may use reasonable force to restrain or correct a student only when necessary to prevent the child from injuring him or herself, others, or property or to prevent bodily harm to another.

In addition to these guidelines, HMS may use restitution, community service, behavior instruction, student/parent or guardian information session, or other alternative strategies to improve student behavior.

For further information, please refer to School Board Policy 551 on the school district Web site or in the school office.

### **DISCIPLINE HANDBOOK**

All students receive and review the Moorhead Area Public Schools Discipline Handbook at the start of each school year. Students are responsible to know its contents.

In addition to the district handbook, building policies are included in this handbook. New entries may be made throughout the year by posting them in the daily announcements, which will be read to students and posted on the Horizon Middle School Web site.

For additional information, please refer to School Board Policy 551 on the district Web site or in the school office.

### **DISSEMINATION OF POLICY**

This policy shall appear in each school's student handbook and in each school's building and staff handbooks. The building principal is responsible for developing a process for annually reviewing the handbook with students and staff. A current version of the Horizon Middle School Student Handbook is available online at [www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us). The online version contains any changes to the handbook as well as links to related board policies.

### **DRUG AND WEAPON FREE ZONES**

The area around Horizon Middle School is a drug and weapon free zone. Anyone caught possessing or selling drugs or anyone caught possessing, using, or recklessly handling a dangerous weapon may be subject to increased penalties as defined in state and federal law.

For additional information, please refer to School Board Policies 572 and 576 on the district Web site or in the school office.

### **FAILED CLASSES**

Students who fail trimester classes are expected to attend our extended day (Excel After School Program), from 2:30 P.M.-4:15 P.M., to make up core class credits.

### **FAMILY INVOLVEMENT**

Families are encouraged to attend school events. Volunteers are needed to help in classrooms, chaperone field trips, operate concessions, supervise activities, etc. If you are interested in helping, please complete a volunteer form that is available in our office.

All parents/guardians are encouraged to attend Horizon PTAC meetings which are held the first Thursday of each month (provided school is in session that day) at 7:00 P.M. in the media center.

For additional information, please refer to School Board Policy 901 on the district Web site or in the school office.

### **FIELD TRIPS**

Students may have opportunities to participate in field trips. In addition to parental/guardian permission slips, teacher requirements for participation in field trips may include, but are not limited to, completed homework assignments and acceptable behavior in class. While on field trips, students are expected to observe usual school rules.

### **FIRE, LOCKDOWN, AND TORNADO DRILLS**

Fire, lockdown, and tornado drills are held at irregular intervals throughout the school year. In drills or in a real emergency situation, remember to:

1. Check the posted instructions in each classroom and follow these exit instructions.
2. Walk quickly and quietly to the designated area.

### **GANG ACTIVITY**

Moorhead Area Public Schools recognizes that the harm done by the presence and activities of gangs in our school exceeds the immediate consequences of such activities such as violence and destruction of property. Gang activity also creates an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive to the process of education and school activities. As a result, any dress, hand signs, or gestures proclaiming gang membership and/or affiliation or that may be interpreted as such are prohibited.

For additional information, please refer to School Board Policy 577 on the district Web site or in the school office.

#### **GRADING SYSTEM AND REPORT CARDS**

The evaluation of student achievement is one of the most important functions of a teacher. HMS uses the traditional A-F grading scale. A grade of I, or incomplete, is given when students have not been able to complete assignments due to illness, emergency, or a prearranged absence. If the incomplete work is not made up within two weeks after the end of the trimester, the I grade changes to an F. It is the student's responsibility to communicate with teachers and to complete and turn in late work.

Shortly after the end of each trimester, student report cards will be distributed.

Parents/guardians are encouraged to use PowerSchool to obtain grade and attendance information about their child's progress at school. PowerSchool access codes are available in the school office.

Students who fail trimester classes are expected to attend our extended day (Excel After School Program), from 2:30 P.M.-4:15 P.M., to make up core class credits.

#### **HARASSMENT AND VIOLENCE POLICY**

Everyone at Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial, sexual orientation, national origin, or sexual harassment and violence of any kind.

A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sexual orientation, national origin, sex or gender:

1. name calling, joking or rumors
2. pulling on clothing
3. graffiti
4. notes or cartoons
5. unwelcome touching of a person or clothing
6. offensive or graphic posters or book covers; or
7. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

If you believe you have been the victim of any type of harassment you should report it to any school district official. You may also make a written report. It should be given to a teacher, counselor, the principal or the Human

Rights Officer. Your right to privacy will be respected as much as possible.

The school district will investigate all reports of religious, racial, sexual orientation, national origin, or sexual harassment or violence and the school district will take all appropriate actions based on your report. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.

This is summary of the school district policy against religious, racial, sexual orientation, national origin, and sexual harassment and violence.

For additional information, refer to School Board Policy 570 on the school district Web site or in the school office.

#### **HAZING**

No student, teacher, administrator, coach/advisor, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing. No teacher, administrator, coach/advisor, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing. A parent/guardian permission or consent by a person being hazed does not lessen the prohibitions contained in this policy. This policy applies to behavior that occurs on or off school property and during and after school hours. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, coach/advisor, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

#### **DEFINITIONS**

"Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health, or dignity of



the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

"Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

#### **REPORTING PROCEDURE**

1. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
2. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
3. Teachers, administrators, coaches/advisors, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
4. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

#### **SCHOOL DISTRICT ACTION**

1. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
2. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
3. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

#### **REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

#### **HEALTH SERVICES**

A health assistant is on duty each day from 7:30 A.M. until 2:30 P.M. A licensed school nurse staffs the health office on a part-time basis and is on call in case of emergencies. All accidents must be reported to the health office immediately. Parents/guardians of students with special health conditions must notify the school nurse at the beginning of each school year. Staff will be advised of special health conditions affecting their students. Each year, all parents/guardians are asked to complete a student health update form, which gives information regarding home and work phone numbers, a listing of dentist, physician, and hospital preferences, and the name of a person who will be contacted when parents/guardians are unavailable in an emergency situation.

The school does not provide aspirin or other medication for students. If students need medication dispensed during school hours, parents/guardians must provide the health office with a physician's written order, written parental/guardian authorization, and a properly labeled container with specific directions about how and when the medication is to be administered in school.

Students who become ill during the school day should secure from their teacher a pass to the health office. If it is necessary for students to go home because of illness, a school official will contact parents/guardians to provide transportation home. Students should remain at home if they have a contagious illness or a temperature of 100 degrees or higher. Students should have a normal temperature for 24 hours prior to returning to school after an illness.

Vision and hearing screening is done for all seventh graders and by request for eighth graders. Scoliosis screening to detect abnormal curvature of the spine is done for all seventh grade girls and eighth grade boys.

Certain immunizations or a signed exemption form are required by state statute. Failure to provide written verification of required immunization or an exemption form will result in a student not being able to attend school until this is received by the health office. Minnesota law requires all students who enter the seventh grade to have a total of two MMR (measles, mumps, rubella) vaccines, a series of three Hepatitis B vaccinations, and one varicella vaccination (or history of chickenpox disease). A tetanus/diphtheria (Td) booster given after age eleven will be required of all students in grades 7-12.

For additional information regarding immunizations, please

refer to School Board Policy 530 on the district Web site or in the school office. For additional information regarding medication, please refer to School Board Policy 532.

### **HOMEcoming**

HMS students will not be released to attend high school homecoming activities during the school day.

### **HONOR ROLL**

An "A" and a "B" honor roll are printed each trimester. All course grades are used in computing a student's grade point average. Students who earn a 3.75 to 4.0 grade point average are placed on the "A" honor roll. In order to appear on the "B" honor roll, students must earn a grade point average between 3.0 and 3.74.

### **HOUSEBOUND HOMEBOUND INSTRUCTION**

Students who are absent for ten consecutive days are eligible for housebound instruction. In order to receive in-home tutoring, a physician's authorization is necessary. Requests for housebound instruction should be directed to the health office and the office of learner support services at 284-3710.

### **LAW ENFORCEMENT IN SCHOOL**

A full-time school resource officer is a member of the HMS staff. Also, HMS has extended a standing invitation to any Moorhead police officer to visit our school.

Our school resource officer may be invited to participate in student conferences regarding individual student conduct. Should an official police investigation take place, parents/guardians will be contacted before questioning occurs.

### **LEARNER SUPPORT SERVICES**

Our Learner Support Service department provides educational services designed to meet a variety of student needs. Learner Support Services encompass Special Education, accelerated education (STEP), and English Language Learners (ELL) services. Students served by the department through Learner Support Services have met the required guidelines criteria for services and have an individual educational plan (IEP) which is written by a team to address the student's particular needs. Strategies are taught to help students to compensate for their disabilities and to become independent learners

Students can be referred for Learner Support Services by ~~themselves~~ their parents/guardians or school personnel. If parents/guardians feel that their child may have ~~a learning or behavioral disability~~, unique learning needs, they should contact a guidance counselor or their child's teacher.

### **LIABILITY FOR LOST OR STOLEN ARTICLES**

Students are reminded not to bring valuable articles to school and to be sure that all belongings in hall and gym lockers are secured. The school is not responsible for any lost or stolen articles of personal property.

### **LOCKERS**

Each student is assigned a locker. The school does not provide locker security, and students are advised to purchase a combination or key lock. Students are required to provide the office with an extra key or the combination. If a student occupies a locker other than the one assigned, a school employee will remove the lock from the locker and all items inside it; the student may claim any possessions in the office.

Locker maintenance concerns must be reported to a secretary in the office; lockers will be repaired by custodians as soon as possible. If something is missing from a locker, students should notify a counselor or principal.

Under no circumstances are students to share lockers or to share their locker combinations or keys with others. Students should not keep valuable items in their lockers.

Students are responsible for the appearance of their lockers. Lockers should be clean and free of graffiti. When students are attaching pictures, posters, or mirrors to the inside of their lockers, they must use Poster Tac or a similar product; no tape or glue may be used.

### **LOCKER SEARCH**

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

The policy above for school lockers also applies equally to student's desks or personal possessions as defined herein. The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions.

### **DEFINITIONS**

1. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-a-likes," alcoholic beverages, controlled

substances and "look-a-likes," overdue books, and other materials belonging to the school district, and stolen property.

2. "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, and clothing.
3. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student or staff members, a student's suspicious behavior, a student's age and past history or record of conduct, or other reliable sources of information.
4. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

#### **PROCEDURES**

- A. School officials may inspect lockers and desks at any time they believe inspection would be in the best interest of the school, the staff, or the student body. Student lockers, desks and personal possessions may be randomly searched throughout the school year without notice, without student consent and without a search warrant.
- B. School officials may, in their discretion, employ the use of trained dogs for the purpose of conducting a general sniff search of student lockers and desks. If a dog alerts to a locker or desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion that contraband will be found. If it is determined that reasonable suspicion exists an internal search of the locker or desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.
- C. School officials may, upon a finding of individualized reasonable suspicion supported by articulable facts, employ the use of trained dogs for the purpose of conducting a sniff search of an employee's desk. If a dog alerts to the desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion exists an internal search of the desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.
- D. School officials may, without a search warrant, search the person and/or personal possessions based on a reasonable suspicion. The search will be reasonable in its scope and intrusiveness.
- E. As soon as practicable after a search pursuant to this policy, the school authorities must provide notice of the search to students whose possessions were searched unless

disclosure would impede an ongoing investigation by policy or school officials.

- F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.
- G. A search of a person shall be conducted in privacy by a school official of the same sex. An adult witness of the same sex shall be present as an observer during the search.
- H. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

#### **DIRECTIVES AND GUIDELINES**

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pinups and posters which may constitute sexual harassment, or cause educational disruption, etc.

#### **SEIZURE OF CONTRABAND**

If a search yields contraband, school offices will seize the item and, where appropriate, turn it over to legal authorities for ultimate disposition.

#### **VIOLATIONS**

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion or expulsion, and the student may, when appropriate, be referred to legal authorities.

For further information, please refer to School Board Policy 574 on the district Web site or in the school office.

#### **LOST AND FOUND**

Articles other than P.E. clothing that are found in and around the school should be turned into the office, where owners may claim their property. After several announcements are made to the effect that students should claim items, the items left are donated to charity on December 1, January 10, April 1, and June 1. The lost and found area is in the main office and may be accessed during regular office hours. P.E. clothing that is found is kept in the physical education offices; the P.E. teachers will help students to find lost P.E. clothing.

Students are asked to label all clothing clearly and permanently with first and last names, so that proper identification can be made on lost items.

#### **LUNCH AND BREAKFAST**

To encourage good nutrition, a well-balanced lunch is offered for \$1.40. Options for lunch include a full-meal hot food line or a Subs-Your-Way line; pizza line; all lunches include milk. In addition, milk is sold for \$.30, and malts are sold for \$.65. Breakfast is available from 7:20 A.M. - 7:40 A.M. and is \$.25.



Students may deposit money into their meal accounts in the school office. To access their lunch accounts, students will punch in their student number.

Parents/guardians may take their own children out to lunch if they call for the students in the office at the beginning of the lunch period. Under no circumstances will anyone other than the student's own parent/guardian (or teacher, in the case of a field trip) be allowed to take any student from the building during the lunch hour.

Students may not receive pizza deliveries, birthday cakes, etc., during the school day.

While in the lunchroom, students are expected to cooperate by:

1. Knowing their student number.
2. Being orderly in the serving line.
3. Being courteous, cooperative, and respectful to food servers and lunchroom supervisors.
4. Remaining seated while eating lunch.
5. Not removing food from the cafeteria.
6. Leaving the table and floor clean.
7. Depositing all lunch refuse in wastebaskets.

Failure to follow these rules will result in consequences ranging from eating in an assigned seat to receiving out-of-school suspension.

If you have questions about the lunch program, please call the food and nutrition service director at 284-3324 or the food and nutrition service secretary at 284-2327.

#### **MAKE-UP WORK**

Regardless of the type of absence, students are responsible for obtaining and completing make-up work.

#### **MANDATORY REPORTING OF CHILD ABUSE AND NEGLECT**

It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. It is the responsibility of Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings. In all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused, an immediate report is made to Clay County Social Services.

It shall be a violation of school district policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

Refer to School Board Policy 534 on the Web site or in the school office.

#### **MEDIA CENTER SERVICES**

The HMS media center is open from ~~7:15 A.M.~~ 7:00 A.M. until ~~3:45 P.M.~~ 3:40 P.M.; licensed personnel are on duty from 7:15 A.M. through 2:45 P.M. Students are encouraged to use the media center as much as possible. The media center is accessed by students in a number of ways. Coursework will include visits to the center for research and for supplemental assignments. Research skills are taught in various classes and are followed by assignments.

Students are responsible for all material used or checked out to them. If materials are lost, damaged, or destroyed, students are expected to pay replacement costs.

#### **NEWSLETTER**

A newsletter, which contains important school-related information, will be sent home with students ~~monthly~~. The newsletter is also available on the district Web site.

#### **NUISANCE ITEMS**

Nuisance items are not allowed at school because of the disruption to our learning environment. A list of nuisance items includes but is not limited to: personal listening devices, electronic games, CD/DVD players, laser lights, stink bombs, and water pistols. All such items will be confiscated. In the case of cell phones and CD players or similar devices: On the first offense, the student will be warned. On the second offense, the object will be taken and returned at the end of the school day. On the third offense, the object will be confiscated and must be picked up by a parent. On the fourth offense, the object will be confiscated and may be picked up by a parent after the last school day but before June 15, when the item will be donated to charity.

#### **OFFICE HOURS**

The HMS office is open Monday through Friday from 6:30 A.M. to 3:30 P.M. Teachers are available from 7:15 A.M. through 2:45 P.M. Students should not be in the building before 7:30 A.M. or after 2:30 P.M. unless they are participating in an activity, receiving help from a teacher, using the media center, or serving detention.

#### **PARENT/GUARDIAN INFORMATION**

Typically, the school will mail information to the address where the student resides. If a noncustodial parent, shared-custody parent, or other entitled individual wishes to receive school mailings, that person should call the counseling office at 284-7312 to make arrangements.

#### **PARENT-TEACHER ADVISORY COMMITTEE (P.T.A.C.)**

The mission of the Parent-Teacher Advisory Committee of HMS is to give parents/guardians the opportunity to be

involved in their children's education. The committee seeks parental/guardian input on issues and concerns, plans ways to provide special parent/guardian meetings to address these issues and concerns, publicizes the meetings, and provides program evaluations. The P.T.A.C. membership, consisting of parents/guardians and school personnel, meets each month. Any parent/guardian is welcome to attend our P.T.A.C. meetings, which are held the first Thursday of each month, provided that there is school that day, at 7:00 P.M. in the media center.

### **PASS LOG SYSTEM**

~~Pass logs will be handed out by the students' first teacher of the day each trimester and are valid only for one trimester. Pass logs are printed in the students' assignment books. Pass logs are needed for going to the restroom, library, or locker. Teachers may use emergency passes when the need arises. Students called to the counselors', nurse's, or main office will be issued a green, pink, or white pass. This pass will contain the student's name, date, time and office signature and will serve as a valid one-time pass. Passes should be visible to others in the hallways and other school areas.~~

Students who need to meet with a teacher, counselor, or principal must have their pass logs signed by that person before they will be excused.

~~Students may get another pass log if they use all the spaces on the original log. If a student loses his/her pass log, the secretary in the counselors' office will be available Tuesdays and Thursdays from 7:30 A.M. to 7:45 A.M. and from 2:15 P.M. to 2:30 P.M., to issue new passes.~~

This pass system is designed to develop student responsibility and is not intended to keep students from going where they need or want to be.

### **PATRIOTIC EXERCISES**

Each school day will begin with the pledge of allegiance. Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Others must respect another person's right to make that choice.

For further information, please refer to School Board Policy 633 on the district Web site or in the school office.

### **PHYSICAL EDUCATION**

Physical education at HMS is co-educational and stresses fitness, flexibility, rhythms, aerobics, and team sports. Students are expected to wear appropriate clothing for physical education classes. They may not participate in P.E. class in the same clothing that they wear during the rest of the school day. The recommended P.E. uniform consists of black shorts, white t-shirt, gym shoes, a sweatshirt, and sweatpants. Inappropriate clothing for P.E. includes but is not limited to: cut-off shorts, tank tops, and bare midriff shirts. Showers are available and recommended; students must provide their own towels. All students are assigned a

P.E. locker in a locker room. It is highly recommended that a student provide his/her own combination lock. Key locks are not recommended since keys can be lost, stolen, or accidentally locked in the locker. The combination must be recorded with the P.E. teacher so that the teacher can give out the correct combination if the student has forgotten theirs. Vandalism and/or theft policies will be handled accordingly by district policy regarding physical education equipment.

Students are able to make up physical education classes in ~~three~~ two ways. One is by attending the weight room in our building for 30 minutes for each class period missed. ~~A~~ The second way is to attend open swimming at Moorhead High School; 30 minutes of swimming must be documented for each class period missed. ~~The third way is~~ through participation in an organized school or community activity that involves physical activity over a period of time, is regularly scheduled, is supervised by a coach or program director, and is open to any student; 30 minutes of an activity must be documented for each class period missed. Verification of make-up time is the responsibility of the student. Long term absences will be handled on an individual basis (vacations, illnesses, injuries, etc.)

Students who must be excused from physical education for more than five periods of class must give the health ~~technician~~ assistant a written doctor's statement describing the reason for non-participation and the expected date that the student may resume normal activities. In these cases, the teacher will likely find an alternative assignment for students. To be excused from P.E. for fewer than five class periods, the students must provide the health ~~technician~~ assistant with a signed request from a parent/guardian. In these cases, the student will be expected to make up time as outlined above. It's the students' responsibility to adhere to the doctor's/parent's/guardian's recommendations regarding class participation for medical concerns.

### **POSITIVE INCENTIVE PROGRAM**

The Positive Incentive Program Committee seeks to provide rewards and incentives to promote and recognize academic achievement at HMS. Academic credit cards, and Breakfasts of Champions are parts of this committee's work. Academic credit cards are issued to students who have grade point averages above 3.0 and also to students who have raised their grade point averages by 0.2 percent over the previous quarter. Card holders benefit from discounts and gifts from several participating area businesses.

~~Spud Pride cards are awarded to students who are observed in acts of good citizenship. Students who receive Spud Pride cards sign their names on the back of the cards and deposit the cards in a designated box in the office. Each week, names are drawn from the box; students whose names are drawn win prizes that have been donated by local businesses who support our Positive Incentives Program.~~

~~Six times per year. Throughout the year.~~ teachers are asked to select students who excel in various areas to be honored at our Breakfasts of Champions.

### **POWER SCHOOL**

PowerSchool allows parents and guardians to access their child's grades, attendance, and lunch account balance through their telephones or home computers.

To access PowerSchool, parents and guardians need an authorization code, which is available in the school counseling office; you will be asked to show a picture ID before codes are given.

In the school office, instruction sheets provide information about how to access data. Also, at the first PTAC meeting of the school year, a workshop will be held that demonstrates access methods.

### **PROGRESS REPORTS**

Progress reports are given to advise parents/guardians of student academic progress. The reports are sent home throughout the school year and communicate praise ~~as well as~~ or concern. All D and F progress reports will be mailed home midway through each trimester. If parents/guardians receive a progress report and have questions, they are encouraged to contact teachers.

Parents/guardians are encouraged to use PowerSchool to receive current grade and attendance information.

### **PUBLIC INFORMATION/DATA PRIVACY POLICY**

The following student information is considered public and may be disclosed unless the school principal is notified in writing that the information is considered private:

- Name
- Date and Place of Birth
- Participation in Activities
- Height and Weight of Team Members
- Dates of Attendance
- Degree and Awards
- Most Recent Previous School

In compliance with state law, anyone who requests data must first meet with a school administrator to discuss the use of the information and will incur any costs associated with obtaining the information. A public notice outlining this policy will be distributed by each building principal. For additional information, please refer to School Board Policies 303 and 504 on the district Web site or in the school office.

### **RECORDS**

~~A permanent record of students' secondary years starts in grade six.~~

### **REGISTRATION AND REQUIRED CLASSES**

In late winter, students register for the following year's

classes. Students are urged to examine future plans as well as individual interests and abilities when they choose courses.

### **RENTAL OF MUSICAL INSTRUMENTS**

The Moorhead School Board authorizes a rental fee of ~~\$20~~ **\$25** per instrument each semester for each child playing a school owned instrument. Students are also expected to sign an agreement listing their obligations for the maintenance of the instrument or repair of any damage beyond what may be expected from normal use.

The fee requirement may be waived if any of the following circumstances prevail:

1. If a family cannot afford to pay the fee as determined by the building principal by using the ~~Application for Educational Benefits~~ (Free or Reduced-Price School Meals criteria.
2. In situations where students who provide their own musical instruments are asked to switch to a school-owned instrument to obtain a balance in instrumentation, no fee will be requested.
3. No student will be denied the right to participate in music because of any or all of the above.

For additional information about rental and for the rental agreement, please refer to School Board Policy 831 and 831.1 on the school district Web site or in the school office.

### **REPORT CARDS**

Report cards will be distributed at the conclusion of each trimester. First and second trimester report cards are distributed to students. Third trimester report cards may be picked up in the office during the weeks following school dismissal.

### **SCHEDULE CHANGES**

In general, students are not allowed to drop courses. Parents/guardians who are concerned about their child's schedule are invited to contact a principal or counselor to discuss their concerns.

### **SCHOOL DISTRICT CRISIS MANAGEMENT POLICY**

Teachers and support staff have established and learned emergency procedures. In times of emergency, it is imperative that students fully cooperate with school and emergency staff.

For additional information, please refer to School Board Policy 710 on the district Web site or in the school office.

### **SCHOOL DISTRICT INFORMATION NETWORK USE POLICY**

Each fall, students receive training on acceptable use of district technology. Students also receive information about Internet safety. Students who use technology inappropriately will lose the privilege of using district computers.

For further information, please refer to School District



Policy 731 on the district Web site or in the school office.

### **START (STUDENTS TALKING ABOUT REAL THINGS)**

Every student will begin the day with a twenty-minute START period. During this time, students will hear school announcements. Activities which promote study skills, citizenship, scholastic achievement, leadership, and awareness of current news events are planned for this time. In their school supplies, students should have a notebook reserved for START activities.

### **STORM AND EMERGENCY SCHOOL CLOSURE**

Unless there are extreme weather conditions or emergency situations, schools in Moorhead will be in session as scheduled. When HMS or the district as a whole is closed or closing, announcements will be made over local radio and television stations. In this situation, parents/guardians may call for their children at school by coming to the office. On the student registration form, parents/guardians of rural students are asked to submit the name of an urban Moorhead resident who will provide emergency housing for their child when rural buses are not running due to storm conditions.

For additional information, please refer to School Board Policy 711 on the district Web site or in the school office.

### **STUDENT TRANSPORTATION SAFETY POLICY**

All students are taught bus rules and regulations regarding student conduct and school bus safety. The district's "Pupil Transportation Safety Policy" brochure is included in each student's back-to-school materials.

### **SUMMER SCHOOL**

Students who ~~fail classes~~ are not making expected academic progress may be referred to HMS or the Red River Area Learning Center to make up coursework that they have failed during the regular school year or to improve academic skills.

### **SAFETY AND SECURITY TECHNOLOGY**

Safety and security technology has been installed in public areas of the building and on the grounds.

For additional information, please refer to School Board Policy 712 on the district Web site or in the school office.

### **SUSPENSIONS**

#### **IN-SCHOOL SUSPENSION (ISS)**

Students may be placed in in-school suspension for disciplinary reasons or for a cooling-off period. Students who are placed in ISS must report to the ISS room on time, have books and other study materials with them, and take direction from the ISS supervisor. Students will receive assignments and take tests in the ISS room. Should a student choose not to follow the rules or refuse to accept direction from the

supervisor, the student will be removed from school. ~~A student will be placed in in-school suspension no more than three times per semester; on the fourth incident and any subsequent incidents of a disciplinary nature requiring suspension, out-of-school suspension will be used.~~ A student assistance team will review instances of recurrent in-school suspensions to determine causes of behavior that result in ISS assignments.

#### **OUT-OF-SCHOOL SUSPENSION (OSS)**

Students will be placed in out-of-school suspension in compliance with the district discipline policy and this handbook. When students are assigned out-of-school suspension, they are not to be in HMS, on the HMS school grounds, or in the buildings or on the grounds of any other school in the district during the time of the suspension.

If it is spring and if student's behavior warrants OSS, the last day of school may be assigned instead of a day immediately following the disciplinary infraction.

Students are expected to make up all coursework. Parents/guardians may request to pick up their child's assignments; twenty-four hours notice is needed to communicate the need and for teachers to compile homework assignments.

~~Students who have outstanding detentions will be suspended on the last day of school.~~

#### **TARDIES**

Students who arrive at school after 7:45 A.M. must report to the office before proceeding to their class. If a parent/guardian has called to report an excused tardy (for illness, appointments, or emergencies) or comes into the office with the child to report such a reason, the student will be given a pass and will proceed to class. If the nature of the tardy is unexcused (for skipping, missing the bus, oversleeping, etc.), the student will be assigned one period of detention on the fourth such offense and on each subsequent offense. If a student reports to the office more than one hour late, and the absence is unexcused, two periods of detention for each hour missed will be assigned. Should a student miss three hours or more, in-school suspension may be assigned.

#### **TELEPHONE**

There are two free telephones for students to use. Students must dial "9" to access an outside line.

#### **TEXTBOOKS**

All basic texts are loaned to students for their use during the school year. Textbooks are to be kept clean and handled carefully. In order to locate misplaced books more easily, students should write their name, grade, and school on the book label. Students will be required to pay for lost or damaged school-owned textbooks.

#### **THEFT**

Moorhead Area Public Schools do not have insurance for stolen items. Thefts can be kept to a minimum if students:

1. Keep their lockers locked.
2. Do not share lockers.
3. Do not share their locker combinations with others.
4. Do not bring items of significant value to school.
5. Immediately report any theft to the office.

To assist in the return of stolen property, students are asked to clearly and permanently label all clothing and other belongings with their first and last names. Anyone responsible for theft will be referred to the Moorhead police and will be subject to treatment as outlined in the district discipline policy.

### **TOBACCO-FREE ENVIRONMENT**

Smoking and the use of tobacco products shall be prohibited on all school district property, including district-owned and contracted vehicles. ~~with the exception of Townsite Center as defined by this policy. Smoking shall be prohibited in all rooms at Townsite Center set aside for district use and in the hallways and common areas of the building, except for a well-ventilated, totally enclosed, specially marked room set aside for smoking.~~

Usage of any tobacco product by any person at any time while on district property shall be considered a violation of the Tobacco-Free Environment Policy. Possession by an elementary, ~~junior high or secondary~~ middle or high school student of any type of tobacco product while on district property shall be considered a violation of the tobacco-free environment policy. ~~Anyone smoking in a nonsmoking area at Townsite Center shall be considered a violation of the tobacco-free environment policy.~~ This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. This prohibition includes all school district property and all off campus school district-sponsored events except for lighting tobacco by an adult as a part of a traditional Indian spiritual or cultural ceremony (Minnesota Statute 144.4165).

The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or other person who is found to have violated this policy.

The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or other person who is found to have violated this policy.

Signs will be placed at the entrance to each school district building stating that it is a tobacco-free environment. ~~"No smoking" signs shall be placed in the halls and common areas of each district building including Townsite Center.~~

The success of this tobacco-free environment policy will

depend on the thoughtfulness, consideration and cooperation of students, staff and citizens. All individuals on school premises share in the responsibility for adhering to and enforcing this policy. Although any individual may report observed violations, school district employees shall be expected to report all observed violations in accordance with the procedures listed below.

The Moorhead Public Schools will be proactive in tobacco-free help programs. A list of several resources will be made available for the convenience and preference of the employee. Student help programs will be provided for students as outlined in Moorhead School Board Policy ~~554 Student Support Programs~~ 553 Crisis Intervention and Student Support.

Any violations of the tobacco-free environment policy by students shall be referred to the appropriate building administrator. Students who violate provisions of the policy shall be subject to the building student discipline procedures.

Notification will be provided indicating that Moorhead Area Public Schools are a tobacco-free environment. This policy shall appear in the student handbook. The school district will develop a method of discussing this policy with students and employees.

For further information, please refer to School Board Policy 573 on the district Web site or in the school office.

### **TRANSFERS**

Students who are leaving HMS to transfer to another school, should obtain a form from the counseling office. All textbooks must be returned to teachers; teachers will sign off on the form with a check to indicate that books have been returned and will also indicate the grade earned. The completed form must then be returned to the counseling office.

For additional information, please refer to School Board Policy 517 on the district Web site or in the school office.

### **TRUANCY**

HMS complies with Minnesota State Statute by reporting to Clay County officials any student who has been absent from school without an excuse for one or more periods on seven different days within a single school year.

For additional information, please refer to School Board Policy 515 on the district Web site or in the school office.

### **USE OF PESTICIDES**

Weeds will be sprayed the first two weeks of June and the last two weeks of August. Buildings will be checked on a quarterly basis by a licensed exterminator. We will monitor and control pests by the use of glue traps and mechanical devices. Should the use of a pesticide become apparent, we will notify those parents/guardians who request. If you would like to be notified prior to pesticide applications made on

days other than those specified in the estimated schedule (excluding emergency applications), please complete the "Request for Pesticide Notification" form, which you can get in our school office, and return it to the principal's office.

The long-term health effects on children from the application of such pesticides or the class or chemicals to which they belong may not be fully understood.

### **VANDALISM**

The construction and maintenance of our school buildings and equipment are provided at great cost to taxpayers. Students who destroy or vandalize school property are required to pay for any loss or damage. If students willfully damage or destroy school property, the Moorhead police will be notified. If students should accidentally damage something, they should report it to their teacher or the office immediately.

### **VISITORS**

City ordinances and state statute require that all visitors report to the main office immediately for a visitor's permit. Parents/guardians are always welcome. However, because of teacher schedules, please call for an appointment if you wish to meet with a particular teacher.

Please note that during the school day, only the east and south doors will allow entrance to the building.

Students wishing to bring a guest to school must obtain approval from an administrator at least one day in advance of the visit; the visit is limited to no more than one-half day. Students in the Fargo, West Fargo, and DGF systems area are excluded from visiting. Visiting students must be in grades six through eight. Visiting students may not go on field trips. Visiting students will not be allowed during the last five days of the school year.

For additional information, please refer to School Board Policy 905 on the district Web site or in the school office.

Please observe the parking directions as indicated on the diagram you received during orientation sessions.

### **WEDNESDAY STUDY PERIOD**

Religious released time is observed Wednesday mornings from October through April. During that time, the Wednesday schedule extends START time by ten minutes.

### **WELLNESS POLICY**

The Moorhead Area Public Schools will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines, vending machines, fundraising events, concession stands, and student stores. School staff will not use food or beverage choices that do not meet nutritional standards as rewards for academic performance or good

behavior (unless this practice is allowed by a student's individual education program or behavior intervention plan) and will not withhold food or beverages as punishment (see Administrative Procedure 536.1.) The Moorhead Area Public Schools encourages parent to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.

## **SCHOOL ACTIVITIES**

### **PURPOSE OF THE ACTIVITIES PROGRAM**

The goals of HMS's activities program are to allow students to explore their interests and abilities, to improve their skills, and to learn the importance of teamwork and sportsmanship. In order to achieve these goals for students, the HMS staff is committed to providing a well-balanced activities program that is available to all students. It is our hope that students participate in as many activities as they have the interest, time, and energy to pursue. All students who participate in activities are reminded that in order to participate, they must be making progress in their academic coursework. Another expectation for student participants is that their conduct be becoming to them and to Horizon Middle School. If a student's behavior is inappropriate, the student will be notified by a coach, by an advisor, or by the activities director that he/she is excluded from practice or competition for a specified period of time, for the season, or for the year.

Particular behaviors that could result in exclusion from activities include but are not limited to: theft, inappropriate language, unsportsmanlike conduct, insubordination (which means not accepting direction from school personnel such as coaches, hall supervisors, bus drivers, practicum students, etc.), misuse of equipment, reckless behavior, and/or not adhering to rules as presented by school personnel or in written communication.

### **INJURIES**

Students must report all injuries immediately to their coach/advisor. If the student receives medical attention, the student must provide the trainer with a physician's signed verification that the student is able to participate in athletics. The verification forms are available from the trainer or your physician. Students who do not provide such verification are not allowed to participate until the form is received.

### **INSURANCE**

The school does not assume liability for any injuries that occur while students are participating in activities. It is recommended that parents/guardians secure adequate coverage for their children. Each fall, the school distributes a flyer for



a private carrier that insures school children; participation is optional.

### **LIABILITY**

The school does not assume liability for any injuries that occur while students are participating in activities. In order to take part in any school activity, students and parents/guardians are required to sign acknowledgment of risk and/or eligibility statements. By signing these documents, parents/guardians and students assume liability for any injury, or even death, that may occur as a result of student participation in activities.

## **ATHLETIC ACTIVITIES**

Athletic activities at HMS are scheduled into four blocks. First block activities are football, girls' volleyball, cross country running, girls' swimming, and girls' diving. Second block activities are girls' basketball, boys' wrestling, boys' swimming, and boys' diving. Boys' basketball and gymnastics occupy the third block. In the fourth block, golf, tennis, and track are offered.

### **INTRAMURAL ACTIVITIES**

Intramural activities will be offered to our sixth grade students through after school programming provided by the YMCA. The YMCA after school activities will be taking place on site at HMS. Information regarding these programs will be shared during student orientation and back to school events.

### **IMPORTANT NOTICE!**

**All students participating in extra-curricular athletics must have on record a physical examination performed by a physician before a student can begin practice. Physical examinations need to be done every three years.**

All students are required to return a Horizon Middle School, Eligibility Statement form, an Acknowledgment of Risk form, and a health history form. All forms must be in before a student is issued equipment and may participate. These forms must be signed by the student and his/her parent or guardian.

A \$30 activity fee is charged for each middle school activity in which a student participates, \$50 for varsity. There is a \$100 maximum total student activity fee for each participant during a school year. In case of financial difficulty, the parent/guardian should contact the activity director at 284-7331 to determine that the fee can be waived. Fees are not refunded after the third week. For some activities, students are asked to purchase their own uniforms. For more information regarding activity fees, please refer to School Board Policy 542.

HMS belongs to the FM Junior High League; member

schools are West Fargo Middle School, Agassiz Junior High, Ben Franklin Junior High, Discovery Junior High, Sullivan Middle School, and Dilworth/Glyndon/Felton. Although most contests are held in the metro area, occasionally teams may be required to travel a greater distance. Most transportation to other schools or sites for practices is provided by the school. Practice schedules will be posted in both gyms for the current and following week.

Transportation to and from games is provided by our school district. Students are expected to ride player buses to and from contests. If a student's parents/guardians attend a contest and wish to take their child home, they must personally inform their child's coach. No notes are accepted. Players are allowed to ride home with their own parents/guardians only; coaches will not authorize students to ride home with friends or other relatives. For additional information regarding transportation, please refer to School Board Policy 543.

The philosophy of HMS athletics emphasizes participation. All students who attend regularly and whose behavior is appropriate will play in athletic competitions. We do not, however, guarantee equal playing time to all individuals. At the beginning of each season, organizational meetings are held. All meetings are announced on the daily announcements.

Practices for fall sports begin before the start of school. With this exception, HMS teams do not compete in the summer or during any school vacations.

Basically, there are two practice sessions for indoor sports at the middle school: from 2:20 to 4:00 and 4:00 to 5:30. Football and track practices begin right after school. The schedules for other outdoor sports will vary. Practices for some sports are scheduled at the Moorhead Sports Center, Moorhead Senior High School, local parks, and local golf courses; these practices are scheduled when facilities are free and are announced at the beginning of each season.

Games are normally held on weekday afternoons; there will be occasional evening, Saturday, and school day contests. At the beginning of the season, each participating student receives a game schedule along with coaches' names and phone numbers. If students are unable to attend practice or competition, they must validate the absence with their coach.

Students must advise their coaches of any illnesses or previous injuries that may impact participation.

Meritcare provides a certified athletic trainer to our school. The trainer is usually available Monday through Friday from 2:15 P.M. until all home activities are concluded. The trainer assists with conditioning and manages emergencies. Students and parents/guardians are invited to consult with our trainer about conditioning, exercise, diet, and sports injuries.

When students must miss school because of participation, they must have work made up before they leave. Students

must be in school for at least one-half day on the day of a practice or activity in order to participate. When activities are terminated due to poor weather, students are expected to be in attendance for the remainder of the school day. All teams have coaches; coaches may be assisted by practicum students and other volunteers.

#### **ATTENDANCE**

Students are expected to be in school on the day of a contest, play, concert or event as well as the following day. Violations may result in a forfeiture of practice on the succeeding day, loss of the right to appear in a public performance or meet and/or an unexcused absence.

#### **ELIGIBILITY**

Eligibility for participation may be limited by academic standing, disciplinary matters, enrollment status. If you have any questions about eligibility for participation in any aspect of the educational program contact the principal. For additional information regarding eligibility, please refer to School Board Policy 541.

#### **BOYS' BASKETBALL-THIRD BLOCK**

There are four seventh and four eighth grade boys' basketball teams. Each team will practice as one unit. During competitions, however, each team is divided into two sub-teams. Based on readiness, cooperation, talent, and attendance, players are assigned to sub-teams by their coaches. On contest days, one sub-team will play the F-M League schedule; the other sub-team will play games with other Moorhead teams and/or other schools. All students will play in a League game at least once during the season. Movement between the sub-teams will be determined by coaches; consideration will be given to attendance, skill level, and improvement. Practices are held in the middle school gyms and may be before or after school. After the initial practice time, games are scheduled one or two times per week. It has been the custom to have a tournament at the senior high school near the end of the season. Players are asked to purchase game shirts, which cost approximately \$10.00.

#### **BOYS' SWIMMING AND DIVING-SECOND BLOCK**

HMS students practice and compete with senior high athletes. Practices are at the senior high school pool daily from 3:30 P.M. to 5:30 P.M. Competition suits are provided. Swimming and diving will begin in late November.

#### **CROSS COUNTRY RUNNING-FIRST BLOCK**

There is one HMS cross country team. Practices are held after school and last approximately one hour. Middle school students run 1.6 miles in meets, which are held throughout the season. Uniforms are provided by the school.

#### **FOOTBALL-FIRST BLOCK**

There are two seventh and two eighth grade football teams.

Practices are held daily at the middle school field. All teams practice for approximately one and one half hours. After the initial practice period, games are held once a week. If students do not receive adequate game time during F-M League contests, coaches may schedule inter-squad or intra-squad games in lieu of practices.

Students purchase their own jerseys at approximately \$18. Students are placed on either a gray or black team in their seventh grade year; they will remain on that team in eighth grade, so that they may use the same jersey. If a student has an older sibling or friend who already has a jersey, and the student wishes to use that uniform as well, the student should let a coach know, so the student can be placed on the matching team. Protective and safety equipment and game pants are school issue; students will be charged only if they have damaged equipment beyond usual wear and tear. Students must purchase and wear mouth guards.

#### **GIRLS' BASKETBALL-SECOND BLOCK**

There are three seventh and three eighth grade girls' basketball teams. Each team will practice as one unit. During competitions, however, each team is divided into two sub-teams. Based on readiness, cooperation, talent, and attendance, players are assigned to sub-teams by their coaches. On contest days, one sub-team will play the F-M League schedule; the other sub-team will play games with other Moorhead teams and/or other schools. All students will play in a League game at least once during the season. Movement between the sub-teams will be determined by coaches. Games are scheduled once or twice per week. Students are asked to purchase game shirts, which cost approximately \$10.00.

#### **GIRLS' SWIMMING AND DIVING-FIRST BLOCK**

HMS students practice and compete with high athletes. Practices are at the high school pool daily from 3:30 P.M. to 5:30 P.M.

#### **GOLF-FOURTH BLOCK**

Boys' and girls' golf competitors practice together but compete separately. Indoor practices may be held at the Moorhead Sports Center before or after school, and outdoor practices are after school at local golf courses. Transportation is provided to and from the middle school for both practices and meets. Students must have their own set of golf clubs in order to participate. No uniforms are required. Golf meets are held during the school day. Most meets are held in town; competitions in places such as Detroit Lakes are scheduled also. Meets are scheduled according to weather conditions.

#### **GYMNASTICS-THIRD BLOCK**

Seventh and eighth graders who turn out for gymnastics practice as one group. Practices are scheduled after school for approximately one and one half hours. There are no competitions, but a performance is given for parents/guardians and community at the end of the season.

No uniforms are required.

### **HIGH SCHOOL TEAMS**

Occasionally, middle school students may, because of interest or ability, be invited to participate on high school athletic teams. The petitioning procedure in such cases is that the high school coach write a letter and confer with the high school activities director. If both are in agreement that high school competition is in the best interest of the student, the high school activities director then approaches the HMS activities director and principal. If everyone is still in agreement that the move would be a positive one, the coach will approach the student's parent/guardian. If the parent/guardian confirms the school's decision, the student is then approached with the matter. The letter or petition is signed; then the HMS student becomes a member of the senior high team. Students and/or parents/guardians may express an interest in the process to a coach. For information about lettering, please refer to School Board Policy 545.

### **TENNIS-FOURTH BLOCK**

Girls' tennis and boys' tennis are offered to seventh and eighth graders. Indoor practices may occur at HMS before and after school. Outdoor practices are held at Riverfront and Woodlawn Parks after school and at the senior high school after school and evenings. Transportation to and from the parks is provided; students and their parents/guardians are responsible for transportation for practices at the senior high. Students provide their rackets; the school supplies tennis balls. No uniforms are required.

Girls' tennis participants are divided into beginning and intermediate groups. Each group is likely to be a mixed group, containing both seventh and eighth graders.

Students practice through the season for tournaments, which are held in the parks during a school day in May. Ribbons are awarded to tournament winners.

### **TRACK AND FIELD-FOURTH BLOCK**

Girls' and boys' track and field practices and meets are held on the same days and times. Practices are held on the HMS track, weather permitting. Indoor practices may be called before and after school in the middle school gym. During competitions, athletes will compete against others of the same grade and gender.

After an initial practice period, an indoor evening meet is held at the Bison Sports Arena on the NDSU campus. Outdoor meets are held after school, with the exception of an all-city, all-day meet at NDSU that concludes the season. Ribbons are awarded to event winners of the all-city outdoor meet. Participants are asked to purchase their own contest shirts at a cost of approximately \$10.

### **VOLLEYBALL-FIRST BLOCK**

Practices are held at HMS after school. After the initial practice period, games are scheduled once or twice a week. Participants are asked to purchase their own game shirts at

approximately \$15 each.

There are actually two teams within each volleyball team. Participants are ability-grouped; attendance and progress may cause students to move from one team to the other.

### **WEIGHT ROOM**

Our weight room is open during first and fourth blocks on Mondays and Thursdays from 2:15 P.M. to 4:00 P.M. During second and third blocks, the weight room is open Monday through Thursday from 2:15 P.M. to 4:00 P.M. A weight room supervisor is on duty to assist with safety concerns and individual programs.

The weight room at the high school is also available for middle school students to use. In general, weekdays from 3:30 P.M. to 5:00 P.M. are scheduled for student use.

### **WRESTLING-SECOND BLOCK**

HMS has one wrestling team, which is composed of seventh and eighth graders. Wrestling practices are held HMS. After the practice period, meets are scheduled. Wrestling uniforms are provided by the school. Students must purchase and wear mouth guards.

## **ACADEMIC AND OTHER ACTIVITIES**

### **DESTINATION IMAGINATION**

Destination ImagiNation is a program that promotes problem solving, creativity and teamwork. Teams of five to seven students solve two types of Challenges within the program year. The Central Team Challenge involves structural, technical or theatrical oriented skills and takes several months to solve. Instant Challenges stimulate the team's ability to think quickly and creatively with only minutes to prepare solutions. All Moorhead teams compete at the regional competition at Horizon. The top team in each problem, at each level, advances to the state competition in Minneapolis in April. State winners compete at the Global Finals in May. There is no charge to participate, but each team requires an adult team manager.

### **GEOGRAPHY BEE**

The National Geographic Society's National Geography Bee is held each year beginning in December and involves over 5 million students nationwide. The bee consists of three levels of competition: school, state, and national. All students at HMS compete in the preliminary round which is conducted in all social studies classes. From this competition, a school champion is determined. The school level winner then must complete a written examination to qualify for the state competition with only the top one hundred scorers moving on to the bee in St. Paul. The winner of the state competition advances to the national competition, which is held at the headquarters of the National Geographic Society in Washington, D.C. The winner there receives a \$25,000



scholarship. There is no charge to participate.

### **HEROES**

The HMS leadership group, HEROES, or Helping Encourages Responsibility, Organization, Enthusiasm, and Success, allows students with leadership skills to provide service throughout the Fargo-Moorhead community. Students are invited to attend HEROES leadership training, which teaches students about community issues, as well as gives the students leadership skills for a lifetime. The various activities the students participate in range from working at nursing homes, to raising money for playgrounds, to blood drives, to grant writing, to helping fifth graders make the transition into the middle school. Celebrations occur at the conclusion of each activity.

### **HONOR CHOIR**

A selected group of students will be invited to become Honors Choir members; singing and dancing skills are the primary determiners for selection. The group will practice before and/or after school and will perform at school and community events. Students may be asked to provide concert attire.

### **SCHOOL NEWSPAPER**

Students plan, write, edit, lay out, print, and fold our school newspaper. The newspaper is produced periodically throughout the school year. There is no participation fee.

### **KNOWLEDGE BOWL**

The Knowledge Bowl Team practices twice a week after school and participates in three regional meets each fall. During the meets, teams of students compete in both written and oral rounds by answering questions related to all areas of learning. Questions test students' recall, problem solving, and critical thinking skills. The middle school Knowledge Bowl season ends after Thanksgiving. There is no participation fee.

### **KNOWLEDGE MASTER**

There are two Knowledge Master Open competitions each year, one in December and one in April. Each competition consists of two hundred challenging questions that require higher-level thinking skills and cover fourteen curriculum areas. The contests run on school computers to allow all schools the opportunity to compete in a large academic event without the expense of traveling to a central site. Scores are based on a combination of speed and accuracy. The HMS Team competes with over 900 teams nationwide in this competition.

### **LINKING UP**

Linking Up is a mentorship program that is sponsored jointly by Concordia College, Moorhead Healthy Community Initiative, and Horizon Middle School. Students are matched with mentors; once per week through most of the school year, mentors and students engage in activities here at school and in the community. Students are referred to the program through the counseling office. There is no

charge for the program.

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### **MATHCOUNTS**

Mathcounts is a national competition sponsored by the Society of Engineers. Math teachers receive a sample problem kit, which is used in algebra and pre-algebra classes. After these "warm-ups," students are tested. These test scores, plus grades, are used to choose the top four students plus two alternates; these students are named to the Mathcounts team. This team moves on to chapter competition at Minnesota State University Moorhead. The top two chapter teams compete at state level, and the four individuals who earn top scores there move on to national competition. National winners receive scholarships. There is no charge to participate in Mathcounts.

### **PLAY**

Each winter, the middle school, with support from community education, produces a play or review. All students are invited to try out for the production, and volunteers are needed to assist with props, makeup, programs, and other tasks. Most practices are held here at HMS; the play will be presented at the high school, and several practices near the production date will also be held at Moorhead High.

### **SCIENCE OLYMPIAD**

HMS students who enjoy science have the opportunity to join the Science Olympiad Team. The team meets after school two or three times each week to work on the fifteen activities that have been chosen for the year. These activities may include building a car, plane or bridge, identifying fossils, performing experiments, or developing competencies in other areas. The team competes in the Regional Tournament at MSUM in February and the State Tournament at the University of St. Thomas in St. Paul in March. The top Minnesota team advances to the national competition. There is no participation fee.

### **SPELLING BEE**

In January, all HMS English students take a spelling test. The top twenty sixth, seventh, and eighth grade spellers then compete in a spelling bee at HMS. The top six spellers from each grade advance to district competition. The top three spellers at the district level then participate in the regional competition; winners there advance to state and national contests. HMS students have competed at the state level. There is no participation fee.

### **STUDENT COUNCIL**

Each fall, sixth, seventh, and eighth grade students are selected as Student Council representatives. Student Council members meet throughout the school year; they are involved in decisions that impact students here at HMS and also are active in fundraising to benefit the school and the community. In the past, Student Council has conducted daffodil sales to benefit the Cancer Society, organized a dance and donated its proceeds to the F-M Food Pantry, and purchased weight room equipment for our building. There is no participation fee.

### TRI-COLLEGE MATH

The Tri-College Math contest is held each year on a rotating basis at NDSU, MSUM, and Concordia. Each school may enter four teams. A team consists of eight members, not more than four of whom are in the ninth grade and at least one of whom is in the seventh grade. Students are chosen by teachers based on classroom achievement, Mathcounts testing, and the student's previous Tri-College Math Contest scores. Team members participate in the individual and in the team competitions. There is no charge to participate.

### PUBLIC NOTICE

Independent School District No. 152 gives notice to parents/guardians of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding pupil records.

1. Parents/guardians and eligible students are hereby informed that they have the following rights:
  - a. That the parent/guardian or eligible student has a right to inspect and review the student's educational records. A parent/guardian or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent/guardian or eligible student will be notified of the time and place where the records may be inspected.
  - b. That the parent/guardian or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent/guardian or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. Such a request must be in writing; shall identify the item the parent/guardian or eligible student believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student; shall state the reason for this belief; and shall specify the correction the parent/guardian or eligible student wishes the school district to make. The request shall be signed and dated by the parent/guardian or eligible student. If the school district decides not to amend the record as requested by the parent/guardian or eligible student, the school district will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian of eligible student when notified of the right to a hearing.
  - c. That the parent/guardian or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her task. A school official has a legitimate

educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility, and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, and student health and welfare.

- d. That the parent/guardian or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C. 1232g, and the rules promulgated thereunder. Said complaint should be directed to:
 

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue S.W.  
Washington, DC 20202-4605
  - e. That the parent/guardian or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of student records.
  - f. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's Office.
2. Independent School District No. 152 has adopted a school board policy in order to comply with state and federal laws regarding education records. The policy does the following:
    - a. It classifies records as public, private or confidential.
    - b. It establishes procedures and regulations to permit parents/guardians or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
    - c. It establishes procedures and regulations to allow parents/guardians or students to request the amendment of student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
    - d. It establishes procedures and regulations for access to and disclosure of education records.
    - e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent/guardian or student when required prior to disclosure.
  3. Copies of the school board policy and accompanying procedures and regulations are available to parents/guardians and students upon request to the Superintendent.
  4. Pursuant to applicable law, Independent School District No. 152 gives notice to parents/guardians of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information." "Directory information" includes the following information relating to a student: the student's name; date of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.
    - a. The information listed above shall be public information which the school district may disclose from the education records of the student.
    - b. Should the parent/guardian of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's/guardian's or eligible student's prior written consent except to school officials as provided under federal law.
    - c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent/guardian or eligible student must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:
      - (1) Name of student;
      - (2) Home address;
      - (3) School presently attended by student;
      - (4) Parents/guardians legal relationship to student, if applicable;
      - (5) Specific category or categories of directory information which is not to be made public without the parent's/guardian's or eligible student's prior written consent.

INDEPENDENT SCHOOL DISTRICT NO. 152  
MOORHEAD, MINNESOTA  
DATED: AUGUST 2000

## Year at a Glance

### August

- 16-17** New student registration  
7:30 A.M.-7:30 P.M.
- 21** Cross Country begins
- 21-23** School pictures  
Orientation for students grade 6 and new students entering HMS this fall (by appointment)  
Grade 7 and 8-pick up schedules, etc.  
• 7-8 A.M.-last names beginning with A-D  
• 8-9 A.M.-last names beginning with E-H  
• 10-11 A.M.-last names beginning with I-L  
• 11-12 A.M.-last names beginning with M-P  
• 1-2 P.M.-last names beginning with Q-T  
• 2-3 P.M.-last names beginning with U-Z.
- 23** Football begins
- 24** Volleyball begins
- 29** Back to School Night  
**Grade 6:**  
• Classroom visitation 4:30-5 P.M.  
• House 5-5:30 P.M.  
• Grade 6 teachers' classrooms close at 5:30 P.M.  
**Grade 7:**  
• Classroom visitation 5:30-6 P.M.  
• House 6-6:30 P.M.  
• Grade 7 teachers' classrooms will be locked until 5:30 P.M. and again at 6:30 P.M.  
**Grade 8:**  
• Classroom visitation 6:30-7 P.M.  
• House 7-7:30 P.M.  
• Grade 8 teachers' classrooms will be locked until 6:30 P.M. and again at 7:30 P.M.

### September

- 4** Labor Day- No School
- 5** Classes Begin
- 25-29** Fall MAP Testing
- 29** Grade 7 and 8 Cultural Trip to Minnesota Orchestra Concert

### October

- 2-13** Fall MAP Testing
- 6** Grade 6, 7, and 8 Orchestra march in Homecoming Parade
- 12, 16** Parent/Teacher Conferences (5-8:30 P.M.)
- 16** Grade 6, 7, and 8 Orchestra at MSUM Orchestra Festival
- 17** Parent/Teacher Conferences (8-11 A.M., 12-4 P.M.)  
*No Classes*
- 18** *No School / Teacher Comp.*
- 19-20** *No School / Education Minnesota (EM) Conf.*
- 23** Girls' Basketball begins
- 26** Grade 7 and 8 Orchestra Concert•7:30 P.M. •Horizon
- 30** Grade 5 and 6 Orchestra Concert•7:30 P.M. •NDSU

### November

- 2** Cookie Orchestra Concert•7:30 P.M. •Horizon
- 6** Wrestling begins
- 9** Grade 7 Band Concert•7:00 P.M. •Horizon  
Grade 8 Band Concert•8:00 P.M. •Horizon
- 13** Grade 6 Choir Concert•7:30 P.M. •Horizon
- 14** Grade 7 Choir Concert•7:30 P.M. •Horizon
- 16** Grade 8 Choir Concert•7:30 P.M. •Horizon
- 22** *No School / Teacher Comp.*
- 23-24** *No School / Thanksgiving Holiday*

### December

- 1** End of 1st Trimester
- 12** Grade 6 Band Concert•7:30 P.M. •Horizon
- 18** Grade 6 Orchestra Concert•6:30 P.M. •Bethany
- 21** Grade 7 and 8 Orchestra Concert•7:30 •Bethany
- 23** Winter Break Begins

### January 2007

- 3** Classes Resume
- 8** Boys' basketball begins
- 15** Martin Luther King Jr. Day/  
*No Classes/Professional Development*
- 16** Gymnastics begins
- 19** *No Classes/Professional Development*

### February

- 13** Grade 8 Band, Choir, and Orchestra Valentines Concert•7:30 P.M. •Horizon
- 19** *No School/President's Day Holiday*
- 22-24** Horizon Play (7:00 P.M.)
- 26** Grade 6 Band Concert•6:00 P.M. •Horizon  
Grade 7 Band Concert•7:00 P.M. •Horizon
- 26, 27** Parent/Teacher Conferences (5-8:30 P.M.)

### March

- 1** *No Classes/MHS & HMS Comp Day*
- 2** *No School / Teacher Comp.*
- 7** End of 2nd Trimester
- 15** Grade 6, 7, and 8 Orchestra Concert with Mark Wood•7:00 P.M. •Fargo Civic Center
- 20** Track begins
- 26** Boys' Tennis, Girls' Tennis, Boys' Golf, Girls' Golf begins

### April

- 5** *No School/Vacation (Possible snow make-up day)*
- 6** *No School/Vacation*
- 9** *No School / Teacher Comp. (Possible snow-make-up day)*
- 17, 19** Reading Minnesota Comprehensive Assessments-II, TEAE
- 24, 26** Math MCA-II, TEAEM
- 25** Grade 6 Minnesota Writes!
- 30** Moorhead High School & Horizon Middle School Parent/Teacher Conferences (5-8:30 P.M.)

### May

- 1** Moorhead High School & Horizon Middle School Parent/Teacher Conferences (5-8:30 P.M.)
- 3** Grade 8 Orchestra Concert•7:30 P.M. •MHS
- 7** Grade 7 Choir Concert•7:30 P.M. •Horizon
- 8** Grade 6 Choir Concert•7:30 P.M. •Horizon
- 9-10** Grade 7 Orchestra Tour
- 10** Grade 8 Choir Concert•7:30 P.M. •Horizon
- 17** Grade 6 Band Concert•6:30 P.M. •Horizon  
Grade 7 Choir Concert•8:00 P.M. •Horizon
- 18** Grade 6 Orchestra Regional Tour all day
- 21** All City Orchestra Concert•7:30 •MHS Gym
- 24** Grade 8 Band Concert•7:30 P.M. •Horizon
- 7-25** Spring MAP Testing
- 28** *No School/Memorial Day Holiday*
- 29** Grade 6 and 7 Orchestra PopPie Concert•7:30 P.M. •Horizon
- 31** Last Day for Students

### Possible Snow Make-Up Days

- April 5      April 9
- June 1      June 4, 5, 6, 7 and beyond





Department of Business Services  
**Moorhead Area Public Schools**

Memo B.07.007

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *mw*

DATE: July 6, 2006

RE: Structural Balance

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

If you have further questions regarding this matter, please contact me at your convenience.

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

MLW:mde  
Attachment



Division of

**Program Finance -  
Financial Management**

**Settlement Information and Balanced Budget Projection Summary**  
(Minn.Stat.123.B.749 Structurally Balanced School District Budget)

**DISTRICT NAME:** MOORHEAD

**DISTRICT NUMBER:** 0152-01

Name of bargaining unit	Secretary
Date of ratification of contract	7/17/06
Effective term of the contract (start)	2007
Effective term of the contract (end)	2008
The date of the "one year following" the settlement conclusion	2009
Number of people directly affected by the contract, i.e. membership	41
Was the settlement the result of interest arbitration? (y/n)	N
Did this settlement cause structural imbalance? (y/n)	N

**INDIVIDUAL SUMMARY**

General Fund(01)	(2006)	(2007)	(2008)	(2009)	(2010)
Revenues (ALL General)					
01 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	47,721,305	48,491,089	49,354,736	55,100,949
Expenditures					
Settlement Salary/Benefits	0	1,098,123	1,151,252	1,185,790	1,221,363
All Other 01 Costs	0	48,095,889	50,022,342	52,310,277	53,879,586
Total General Fund(01) Balance	10,012,983	8,540,276	5,857,771	1,716,440	1,716,440
Food Service Fund (02)	(2006)	(2007)	(2008)	(2009)	(2010)

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Revenues (ALL General)					
02 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	1,789,171	1,824,950	1,861,449	1,898,678
Expenditures					
Settlement Salary/Benefits	0	17,827	18,689	19,250	19,828
All Other 02 Costs	0	1,700,130	1,752,940	1,805,528	1,859,694
Total General Fund(02) Balance	441,229	512,443	565,764	602,435	621,591
Community Service (04)	(2006)	(2007)	(2008)	(2009)	(2010)
Revenues (ALL General)					
04 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	1,218,596	1,242,968	1,267,827	1,293,184
Expenditures					
Settlement Salary/Benefits	0	72,495	76,003	78,283	80,632
All Other 04 Costs	0	1,147,642	1,180,738	1,216,160	1,252,645
Total General Fund(04) Balance	141,449	139,908	126,135	99,519	59,426
	(2006)	(2007)	(2008)	(2009)	(2010)
Staff changes affected by settlement	0	0	0	0	0
Actual staff count in the unit affected by the settlement	0	41	41	41	41
Anticipated Cuts	0	0	0	0	0
District Characteristics:					
State Aid Formula	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
AMCPU's	6,131	6,105	6,061	6,034	6,034

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Narrative:

**DISTRICT SUMMARY**

<b>General Fund(01)</b>	<b>(2006)</b>	<b>(2007)</b>	<b>(2008)</b>	<b>(2009)</b>	<b>(2010)</b>
Revenues (ALL General)					
01 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	47,721,305	48,491,089	49,354,736	55,100,949
Expenditures					
Settlement Salary/Benefits	0	38,578,832	40,505,684	42,528,814	43,804,678
All Other 01 Costs	0	10,615,180	10,667,910	10,967,253	11,296,271
Total General Fund(01) Balance	10,012,983	8,540,276	5,857,771	1,716,440	1,716,440
<b>Food Service Fund (02)</b>	<b>(2006)</b>	<b>(2007)</b>	<b>(2008)</b>	<b>(2009)</b>	<b>(2010)</b>
Revenues (ALL General)					
02 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	0	0	0	0
Expenditures					
Settlement Salary/Benefits	0	0	0	0	0
All Other 02 Costs	0	0	0	0	0
Total General Fund(02) Balance	0	0	0	0	0
<b>Community Service (04)</b>	<b>(2006)</b>	<b>(2007)</b>	<b>(2008)</b>	<b>(2009)</b>	<b>(2010)</b>
Revenues (ALL General)					
04 - Current Revenue	0	0	0	0	0
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Anticipated Revenue	0	0	0	0	0
Expenditures					
Settlement Salary/Benefits	0	0	0	0	0
All Other 04 Costs	0	0	0	0	0
Total General Fund(04) Balance	0	0	0	0	0
	(2006)	(2007)	(2008)	(2009)	(2010)
Staff changes affected by settlement	0	0	0	0	0
Actual staff count in the unit affected by the settlement	0	33	33	33	33
Anticipated Cuts	0	0	0	0	0
District Characteristics:					
State Aid Formula	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
AMCPU's	6,131	6,105	6,061	6,034	6,034
Did any settlement cause structural imbalance in the budget?					N
Narrative:					

If all of the above data is correct, click OK. You will not be able to change this data after you click OK  
OK, Send all data to MDE


**CORRECT DATA ABOVE**



Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.07.005

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron , Director of Human Resources

DATE: July 6, 2006

RE: Secretarial & Clerical Master Agreement

On June 14, 2006, the district and MSEA representatives reached a tentative agreement on a new two year contract for the Secretarial and Clerical employees of the district for the 2006-2008 school year. The group met and approved it unanimously on June 28, 2006.

Language changes in the new contract include:

1. Article VI. Basic Schedules and Rates of Pay
  - Section 5. Schedules
  - Section 8. Method of Payment
2. Article IX. Leave Provisions and Vacations
  - Section 1. Sick Leave
  - Section 2. Child Care/Parenting Leave
3. Article X. Termination of Services
  - Section 2. Severance Pay/Deferred Compensation
4. Article XII. Group Insurance
  - Section 3. Eligibility
5. Article XIV. Miscellaneous
  - Section 8. Representation During Disciplinary Meetings
6. Article XV. Duration

The monetary settlement was:

2006-2007	5.17%	\$58,323
2007-2008	<u>4.84%</u>	<u>\$57,499</u>
TOTAL	10.01%	\$115,822

**SUGGESTED RESOLUTION:** Move to approve the 2006-2008 Secretarial & Clerical Master Agreement as presented with the total package cost as follows:

2006-2007	5.17Z%	\$58,323
2007-2008	<u>4.84%</u>	<u>\$57,499</u>
TOTAL	10.01%	\$115,822





Department of Business Services  
**Moorhead Area Public Schools**

Memo B.07.008

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *mw*

DATE: July 6, 2006

RE: Structural Balance

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

If you have further questions regarding this matter, please contact me at your convenience.

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

MLW:mde  
Attachment



Division of

**Program Finance -  
Financial Management**
**Settlement Information and Balanced Budget Projection Summary**  
 (Minn.Stat.123.B.749 Structurally Balanced School District Budget)

DISTRICT NAME: MOORHEAD

DISTRICT NUMBER: 0152-01

Name of bargaining unit	Paraprofessionals
Date of ratification of contract	7/17/06
Effective term of the contract (start)	2007
Effective term of the contract (end)	2008
The date of the "one year following" the settlement conclusion	2009
Number of people directly affected by the contract, i.e. membership	152
Was the settlement the result of interest arbitration? (y/n)	N
Did this settlement cause structural imbalance? (y/n)	N

**INDIVIDUAL SUMMARY**

General Fund(01)	(2006)	(2007)	(2008)	(2009)	(2010)
Revenues (ALL General)					
01 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	47,721,305	48,491,089	49,354,736	55,100,949
Expenditures					
Settlement Salary/Benefits	0	3,008,342	3,154,257	3,248,885	3,346,352
All Other 01 Costs	0	46,185,670	48,019,337	50,247,182	53,471,037
Total General Fund(01) Balance	10,012,983	8,540,276	5,857,771	1,716,440	1,716,440
Food Service Fund (02)	(2006)	(2007)	(2008)	(2009)	(2010)

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Revenues (ALL General)					
02 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	0	0	0	0
Expenditures					
Settlement Salary/Benefits	0	0	0	0	0
All Other 02 Costs	0	0	0	0	0
Total General Fund(02) Balance	0	0	0	0	0
Community Service (04)	(2006)	(2007)	(2008)	(2009)	(2010)
Revenues (ALL General)					
04 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	0	0	0	0
Expenditures					
Settlement Salary/Benefits	0	0	0	0	0
All Other 04 Costs	0	0	0	0	0
Total General Fund(04) Balance	0	0	0	0	0
	(2006)	(2007)	(2008)	(2009)	(2010)
Staff changes affected by settlement	0	0	0	0	0
Actual staff count in the unit affected by the settlement	0	152	152	152	152
Anticipated Cuts	0	0	0	0	0
District Characteristics:					
State Aid Formula	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
AMCPU's	6,131	6,105	6,061	6,034	6,034

243

Narrative:

**DISTRICT SUMMARY**

<b>General Fund(01)</b>	<b>(2006)</b>	<b>(2007)</b>	<b>(2008)</b>	<b>(2009)</b>	<b>(2010)</b>
Revenues (ALL General)					
01 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	47,721,305	48,491,089	49,354,736	55,100,949
Expenditures					
Settlement Salary/Benefits	0	38,578,832	40,505,684	42,528,814	43,804,678
All Other 01 Costs	0	10,615,180	10,667,910	10,967,253	11,296,271
Total General Fund(01) Balance	10,012,983	8,540,276	5,857,771	1,716,440	1,716,440
<b>Food Service Fund (02)</b>	<b>(2006)</b>	<b>(2007)</b>	<b>(2008)</b>	<b>(2009)</b>	<b>(2010)</b>
Revenues (ALL General)					
02 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	0	0	0	0
Expenditures					
Settlement Salary/Benefits	0	0	0	0	0
All Other 02 Costs	0	0	0	0	0
Total General Fund(02) Balance	0	0	0	0	0
<b>Community Service (04)</b>	<b>(2006)</b>	<b>(2007)</b>	<b>(2008)</b>	<b>(2009)</b>	<b>(2010)</b>
Revenues (ALL General)					
04 - Current Revenue	0	0	0	0	0

244

Anticipated Revenue	0	0	0	0	0
<b>Expenditures</b>					
Settlement Salary/Benefits	0	0	0	0	0
All Other 04 Costs	0	0	0	0	0
Total General Fund(04) Balance	0	0	0	0	0
	(2006)	(2007)	(2008)	(2009)	(2010)
Staff changes affected by settlement	0	0	0	0	0
Actual staff count in the unit affected by the settlement	0	33	33	33	33
Anticipated Cuts	0	0	0	0	0
<b>District Characteristics:</b>					
State Aid Formula	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
AMCPU's	6,131	6,105	6,061	6,034	6,034
Did any settlement cause structural imbalance in the budget?					N
<b>Narrative:</b>					

If all of the above data is correct, click OK. You will not be able to change this data after you click OK  
OK, Send all data to MDE

**CORRECT DATA ABOVE**



Department of Human Resources  
**Moorhead Area Public Schools**

Memo **HR.07.007**

TO: Dr. Larry Nybladh, Superintendent  
FROM: Ron Nielsen, Director of Human Resources  
DATE: July 6, 2006  
RE: Paraprofessional Master Agreement

On June 19, 2006, the district and MSEA representatives reached a tentative agreement on a new two year contract for the Paraprofessional employees of the district for 2006-2008. The group met and approved it unanimously on June 28, 2006.

Language changes in the new contract include:

1. Article VIII. Leave Provision
  - Section 1. Sick Leave
  - Section 8. Other Leave
2. Article IX. Termination of Services
  - Section 2. Severance Pay
3. Article XV. Miscellaneous
  - Section 8. Representation During Disciplinary Meetings
4. Article XVI. Duration

The monetary settlement was:

2006-2007	5.16%	\$147,522
2007-2008	<u>4.85%</u>	<u>\$145,915</u>
TOTALS	10.01%	\$293,437

**SUGGESTED RESOLUTION:** Move to approve the 2006-2008 Paraprofessional Master Agreement as presented with the total package cost as follows:

2006-2007	5.16%	\$147,522
2007-2008	<u>4.85%</u>	<u>\$145,915</u>
TOTALS	10.01%	\$293,437





Department of Business Services  
**Moorhead Area Public Schools**

Memo B.07.009

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *mlw*

DATE: July 6, 2006

RE: Structural Balance

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

If you have further questions regarding this matter, please contact me at your convenience.

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

MLW:mde  
Attachment



Division of

**Program Finance -  
Financial Management**
**Settlement Information and Balanced Budget Projection Summary**  
 (Minn.Stat.123.B.749 Structurally Balanced School District Budget)

DISTRICT NAME: MOORHEAD

DISTRICT NUMBER: 0152-01

Name of bargaining unit	Custodians
Date of ratification of contract	7/17/06
Effective term of the contract (start)	2007
Effective term of the contract (end)	2008
The date of the "one year following" the settlement conclusion	2009
Number of people directly affected by the contract, i.e. membership	33
Was the settlement the result of interest arbitration? (y/n)	N
Did this settlement cause structural imbalance? (y/n)	N

**INDIVIDUAL SUMMARY**

General Fund(01)	(2006)	(2007)	(2008)	(2009)	(2010)
Revenues (ALL General)					
01 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	47,721,305	48,491,089	49,354,736	55,100,949
Expenditures					
Settlement Salary/Benefits	0	1,179,767	1,236,289	1,273,378	1,311,579
All Other 01 Costs	0	48,014,245	49,937,305	52,222,689	53,789,370
Total General Fund(01) Balance	10,012,983	8,540,276	5,857,771	1,716,440	1,716,440
Food Service Fund (02)	(2006)	(2007)	(2008)	(2009)	(2010)

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Revenues (ALL General)					
02 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	0	0	0	0
Expenditures					
Settlement Salary/Benefits	0	0	0	0	0
All Other 02 Costs	0	0	0	0	0
Total General Fund(02) Balance	0	0	0	0	0
Community Service (04)	(2006)	(2007)	(2008)	(2009)	(2010)
Revenues (ALL General)					
04 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	0	0	0	0
Expenditures					
Settlement Salary/Benefits	0	0	0	0	0
All Other 04 Costs	0	0	0	0	0
Total General Fund(04) Balance	0	0	0	0	0
	(2006)	(2007)	(2008)	(2009)	(2010)
Staff changes affected by settlement	0	0	0	0	0
Actual staff count in the unit affected by the settlement	0	33	33	33	33
Anticipated Cuts	0	0	0	0	0
District Characteristics:					
State Aid Formula	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
AMCPU's	6,131	6,105	6,061	6,034	6,034

Narrative:

**DISTRICT SUMMARY**

<b>General Fund(01)</b>	<b>(2006)</b>	<b>(2007)</b>	<b>(2008)</b>	<b>(2009)</b>	<b>(2010)</b>
Revenues (ALL General)					
01 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	47,721,305	48,491,089	49,354,736	55,100,949
Expenditures					
Settlement Salary/Benefits	0	38,578,832	40,505,684	42,528,814	43,804,678
All Other 01 Costs	0	10,615,180	10,667,910	10,967,253	11,296,271
Total General Fund(01) Balance	10,012,983	8,540,276	5,857,771	1,716,440	1,716,440
<b>Food Service Fund (02)</b>	<b>(2006)</b>	<b>(2007)</b>	<b>(2008)</b>	<b>(2009)</b>	<b>(2010)</b>
Revenues (ALL General)					
02 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	0	0	0	0
Expenditures					
Settlement Salary/Benefits	0	0	0	0	0
All Other 02 Costs	0	0	0	0	0
Total General Fund(02) Balance	0	0	0	0	0
<b>Community Service (04)</b>	<b>(2006)</b>	<b>(2007)</b>	<b>(2008)</b>	<b>(2009)</b>	<b>(2010)</b>
Revenues (ALL General)					
04 - Current Revenue	0	0	0	0	0

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Anticipated Revenue	0	0	0	0	0
Expenditures					
Settlement Salary/Benefits	0	0	0	0	0
All Other 04 Costs	0	0	0	0	0
Total General Fund(04) Balance	0	0	0	0	0
	(2006)	(2007)	(2008)	(2009)	(2010)
Staff changes affected by settlement	0	0	0	0	0
Actual staff count in the unit affected by the settlement	0	33	33	33	33
Anticipated Cuts	0	0	0	0	0
District Characteristics:					
State Aid Formula	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
AMCPU's	6,131	6,105	6,061	6,034	6,034
Did any settlement cause structural imbalance in the budget?					N
Narrative:					

If all of the above data is correct, click OK. You will not be able to change this data after you click OK  
 OK, Send all data to MDE

**CORRECT DATA ABOVE**



## Department of Human Resources Moorhead Area Public Schools

Memo HR.07.004

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: July 6, 2006

RE: Custodian Master Agreement

On June 14, 2006, the district and representatives for the MSEA tentatively agreed on a new two year contract for Custodians for 2006-2008. The group met and approved it on June 28, 2006.

Language changes in the new contract include:

1. Article IX. Leave Provisions  
Section 1. Sick Leave
2. Article XI. Termination of Services  
Section 1. Severance Pay/Deferred Compensation
3. Article XIII. Miscellaneous  
Section 12. Discipline and Discharge  
Section 13. Representation During Disciplinary Meetings
4. Article XV. Duration

The monetary settlement was:

2006-2007	5.19%	\$58,231
2007-2008	<u>4.79%</u>	<u>\$56,523</u>
TOTAL	9.98%	\$114,754

**SUGGESTED RESOLUTION:** Move to approve the 2006-2008 Custodian Master Agreement as presented with the total package cost as follows:

2006-2007	5.19%	\$58,231
2007-2008	<u>4.79%</u>	<u>\$56,523</u>
TOTAL	9.98%	\$114,754





Department of Business Services  
**Moorhead Area Public Schools**

Memo B.07.010

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *mlw*

DATE: July 6, 2006

RE: Structural Balance

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

If you have further questions regarding this matter, please contact me at your convenience.

Suggested Resolution: Move to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the Technical, COTA, Interpreter (T.C.I.) Employees Master Agreement.

MLW:mde  
Attachment



Division of

**Program Finance -  
Financial Management**
**Settlement Information and Balanced Budget Projection Summary**  
 (Minn.Stat.123.B.749 Structurally Balanced School District Budget)

DISTRICT NAME: MOORHEAD

DISTRICT NUMBER: 0152-01

Name of bargaining unit	TCI
Date of ratification of contract	7/17/06
Effective term of the contract (start)	2007
Effective term of the contract (end)	2008
The date of the "one year following" the settlement conclusion	2009
Number of people directly affected by the contract, i.e. membership	17
Was the settlement the result of interest arbitration? (y/n)	N
Did this settlement cause structural imbalance? (y/n)	N

**INDIVIDUAL SUMMARY**

General Fund(01)	(2006)	(2007)	(2008)	(2009)	(2010)
Revenues (ALL General)					
01 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	47,721,305	48,491,089	49,354,736	55,100,949
Expenditures					
Settlement Salary/Benefits	0	594,823	624,248	642,975	662,264
All Other 01 Costs	0	48,599,189	50,549,346	52,853,092	54,438,685
Total General Fund(01) Balance	10,012,983	8,540,276	5,857,771	1,716,440	1,716,440
Food Service Fund (02)	(2006)	(2007)	(2008)	(2009)	(2010)

254

Revenues (ALL General)					
02 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	0	0	0	0
Expenditures					
Settlement Salary/Benefits	0	0	0	0	0
All Other 02 Costs	0	0	0	0	0
Total General Fund(02) Balance	0	0	0	0	0
Community Service (04)	(2006)	(2007)	(2008)	(2009)	(2010)
Revenues (ALL General)					
04 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	0	0	0	0
Expenditures					
Settlement Salary/Benefits	0	0	0	0	0
All Other 04 Costs	0	0	0	0	0
Total General Fund(04) Balance	0	0	0	0	0
	(2006)	(2007)	(2008)	(2009)	(2010)
Staff changes affected by settlement	0	0	0	0	0
Actual staff count in the unit affected by the settlement	0	17	17	17	17
Anticipated Cuts	0	0	0	0	0
District Characteristics:					
State Aid Formula	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
AMCPU's	6,131	6,105	6,061	6,034	6,034

Narrative:

**DISTRICT SUMMARY**

<b>General Fund(01)</b>	<b>(2006)</b>	<b>(2007)</b>	<b>(2008)</b>	<b>(2009)</b>	<b>(2010)</b>
Revenues (ALL General)					
01 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	47,721,305	48,491,089	49,354,736	55,100,949
Expenditures					
Settlement Salary/Benefits	0	38,578,832	40,505,684	42,528,814	43,804,678
All Other 01 Costs	0	10,615,180	10,667,910	10,967,253	11,296,271
Total General Fund(01) Balance	10,012,983	8,540,276	5,857,771	1,716,440	1,716,440
<b>Food Service Fund (02)</b>	<b>(2006)</b>	<b>(2007)</b>	<b>(2008)</b>	<b>(2009)</b>	<b>(2010)</b>
Revenues (ALL General)					
02 - Current Revenue	0	0	0	0	0
Anticipated Revenue	0	0	0	0	0
Expenditures					
Settlement Salary/Benefits	0	0	0	0	0
All Other 02 Costs	0	0	0	0	0
Total General Fund(02) Balance	0	0	0	0	0
<b>Community Service (04)</b>	<b>(2006)</b>	<b>(2007)</b>	<b>(2008)</b>	<b>(2009)</b>	<b>(2010)</b>
Revenues (ALL General)					
04 - Current Revenue	0	0	0	0	0

256

Anticipated Revenue	0	0	0	0	0
Expenditures					
Settlement Salary/Benefits	0	0	0	0	0
All Other 04 Costs	0	0	0	0	0
Total General Fund(04) Balance	0	0	0	0	0
	(2006)	(2007)	(2008)	(2009)	(2010)
Staff changes affected by settlement	0	0	0	0	0
Actual staff count in the unit affected by the settlement	0	33	33	33	33
Anticipated Cuts	0	0	0	0	0
District Characteristics:					
State Aid Formula	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
AMCPU's	6,131	6,105	6,061	6,034	6,034
Did any settlement cause structural imbalance in the budget?					N
Narrative:					

If all of the above data is correct, click OK. You will not be able to change this data after you click OK  
 OK, Send all data to MDE

**CORRECT DATA ABOVE**

257



Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.07.006

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: July 6, 2006

RE: Technical, COTA, Interpreter (T.C.I.) Master Agreement

On June 19, 2006 representatives from the district and MSEA reached a tentative agreement on a two year contract for 2006-2008 for members of the T.C.I. Contract. The group met and approved it unanimously on June 28, 2006.

Language changes in the new contract include:

1. Article VI. Basic Schedules and Rates of Pay  
Section 8. Method of payment
2. Article IX. Leave Provisions and Vacations  
Section 1. Sick Leave
3. Article X. Termination of Services  
Section 2. Severance Pay/Deferred Compensation
4. Article XIV. Miscellaneous  
Section 8. Representation During Disciplinary Meetings
5. Article XV. Duration

The monetary settlement was:

2006-2007	5.387%	\$30,404.09
2007-2008	<u>4.947%</u>	<u>\$29,424.66</u>
TOTAL	10.33%	\$59,828.75

**SUGGESTED RESOLUTION:** Move to approve the 2006-2008 T.C.I. Master Agreement as presented with the total package cost as follows:

2006-2007	5.387%	\$30,404.09
2007-2008	<u>4.947%</u>	<u>\$29,424.66</u>
TOTAL	10.33%	\$59,828.75





Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.07.008

TO: Dr. Larry Nybladh, Superintendent  
FROM: Ron Nielsen, Director of Human Resources  
DATE: July 6, 2006  
RE: Confidential Secretary Master Agreement

The district has reached a tentative agreement for the 2006-2008 contract for Confidential Secretaries. The group met and approved it unanimously on June 22, 2006.

Language changes include:

1. Article VII. Leave Provisions and Vacations
  - Section 4. Medical Leave
  - Section 10. Personal Leave
2. Article VIII. Retirement/Deferred Compensation
  - Section 1. Group Health Insurance
3. Article IX. Group Insurance
  - Section 7. Long Term Disability Insurance
4. Article X. Grievance Procedure
  - Section 4. Adjustment of Grievance
  - Section 5. Denial of Grievance
5. Article XI. Miscellaneous
  - Section 2. Health Examination
  - Section 7. Discipline and Discharge
6. Article XII. Duration

The monetary settlement was:

2006-2007	5.43%	\$7,378.00
2007-2008	<u>4.58%</u>	<u>\$6,559.00</u>
TOTAL	10.01%	\$13,937.00

**SUGGESTED RESOLUTION:** Move to approve the 2006-2008 Confidential Secretary Master Agreement as presented with the total package cost as follows:

2006-2007	5.43%	\$7,378.00
2007-2008	<u>4.58%</u>	<u>\$6,559.00</u>
TOTAL	10.01%	\$13,937.00